

Glenfield Intermediate School

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Charter 2018-2020



School Vision

INSPIRE
Whakaohoho

CHALLENGE
Mātātoa

EMPOWER
Whakamana

Mission Statement

To create a safe and caring learning community where learners are empowered to strive for personal excellence in an ever changing world.

At Glenfield Intermediate School we value:

RESPECT
Maruwehi

RESPONSIBILITY
Noho Haepapa

RESILIENCE
Aumangea

RELATIONSHIPS
Whanaungatanga

New Zealand Curriculum Values

Excellence, Innovation, Inquiry and Curiosity, Diversity, Equity
Community and Participation, Ecological Sustainability, Integrity, and Respect

School Profile

Glenfield Intermediate School prides itself on creating a safe, collaborative and supportive learning community that is learner focused. We value student agency and ensure that students are empowered and have ownership over their learning.

We are very proud of the quality teaching and learning that we offer at our school with many opportunities for our learners to achieve and succeed academically, socially, culturally and in sports. At Glenfield Intermediate we focus on 'hauora' (wellbeing - which encompasses the physical, mental and emotional, social, and spiritual dimensions of health) for all students.

Our committed, talented and highly dedicated staff ensure that we offer a responsive school curriculum that is personalised, innovative and future focussed for our Glenfield community.

Glenfield Intermediate provides opportunities for our adolescent learners to experience personal growth and develop the skills and attributes they will need to become connected, confident, life-long learners. This is achieved using our school vision and values as our foundation principles.

The positive relationships that exist within our wider community (parents, whanau, hapu and iwi) form highly respectful partnerships between all stakeholders and are the cornerstone for our success.

Kaipātiki Kāhui Ako

Our Kāhui Ako

The community consists of six primary schools, a special school, one intermediate and one secondary school. The schools involved in the Kaipātiki Kāhui Ako are: Bayview Primary, Glenfield Primary, Glenfield Intermediate, Glenfield College, Manuka Primary, Marlborough Primary, Target Road School, Wairau Valley Special School and Windy Ridge Primary. Three state kindergartens are also involved in the Kaipātiki Kāhui Ako; Marlborough, Glenfield and Bayview.

Our Purpose

As a Kāhui Ako our aim is to work collaboratively, strengthening pathways for our students throughout their educational journey. This will involve developing a holistic pathway, acknowledging each student's strengths, as they transition through various educational providers within our community. Robust and rigorous data analysis around our students will be shared across our educational providers.

Our Vision

Our vision is to create a community of inquiry that promotes student progress, achievement and lifelong learning.

We will strengthen links between early childhood, primary, intermediate, secondary and tertiary sectors within our community to ensure that student needs are met. Students will be supported and challenged in their learning environment to set and achieve personal learning goals. We will work in partnership with students, parents and whānau to raise student achievement and provide a clear local education pathway for all.

We aim to :

- Raise student achievement in writing and maths
- Raise achievement in reading for Year 1 students
- Raise achievement in NCEA at Levels 1, 2, 3/UE
- Raise achievement for all learners by strengthening all learning focused relationships

We will achieve this by working together in five focus areas:

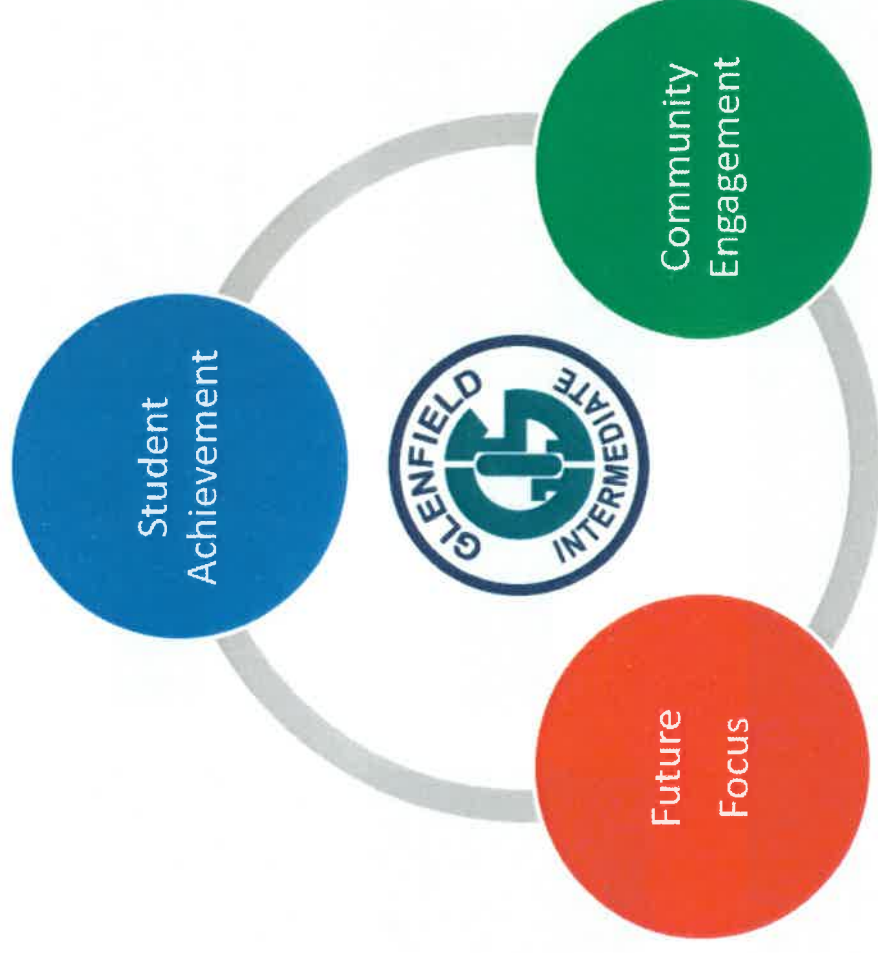
- Student Agency
- Teacher Agency
- Leadership Capability
- Community Agency
- Transitions between educational providers

Strategic Focus Areas for GIS

1: Student Achievement

2: Future Focus

3: Community Engagement



Strategic Focus Areas for GIS

1: Student Achievement

2: Future Focus

3: Community Engagement

Student
Achievement

How will we know?

All students will make accelerated progress and be at the expected level
Students are assessment capable learners
Students actively participate and learn in caring, collaborative, and inclusive learning environments

Future
Focus

How will we know?

GIS's future focused curriculum supports connectedness, enriches learning opportunities, and promotes engagement in all learning areas

Community
Engagement

How will we know?

There is a strong partnership between the school and families which focuses on learners well-being and personal success

Glenfield Intermediate and Cultural Diversity

New Zealand Cultural Diversity	The Unique Position of Māori Culture
<p>GIS Pedagogy and environment will reflect NZ cultural diversity through celebrating and including Māori and all other cultures that are represented at GIS.</p> <ul style="list-style-type: none"> • All students and their families are invited to participate in and contribute to the school community in a manner that reflects and encourages their unique cultural position. The school will value and respect the backgrounds of individuals and will work towards helping them achieve their potential. Learning environments will be culturally responsive to the needs of the learner. • Establishment of groups (cultural and language) where diversity is celebrated and shared with the school and wider community. Focus on Pasifika and Filipino community who represent 10% and 19% of the community. • The Kaipātiki Kāhui Ako will hold Māori hui across the cluster inviting all whanau. • All students will be provided with curriculum-related opportunities to participate in and contribute to a variety of the culturally diverse communities that make up N.Z. 	<p>GIS Pedagogy and environment will reflect Māori culture through:</p> <ul style="list-style-type: none"> • Māori translations on display e.g. library, classrooms • Usage of Māori commands and names promoted • Continued use of our Te Reo me ona Tikanga Māori curriculum delivery in classes • Integration of te reo into context planning each term. • Use of powhiri to welcome guests to the school. • PLD from our te reo teacher which will enhance knowledge and understandings for our staff. • Staff professional development focused on 'Tataiako: Cultural Competencies for Teachers of Māori Learners and Ka Hikatia'. This will enhance staff engagement with Māori learners, whanau and iwi and promote the ideals of identity and aspirations.
<p>What reasonable steps will the school take to incorporate Tikanga Māori (Māori culture and protocol) into the school's curriculum?</p> <ul style="list-style-type: none"> • Employing a part time te reo teacher to teach all classes, upskill staff, facilitate kapahaka and take extension Māori classes. • Integration of Māori culture, language and traditions included in school wide context planning. • Excursion to the Glenfield College marae for powhiri and cultural experiences bi-annually. • Through the guidance and professional development of staff using 'Tataiako Cultural Competencies for Teachers of Māori Learners'. • Continuing to use powhiri to welcome Year 7 students and other guests to the school. 	
<p>What will the school do to provide instruction in Te Reo Māori (Māori Language) for full time students whose parents ask for it?</p> <ul style="list-style-type: none"> • Compulsory teaching of te reo Māori through the classroom programme. • Close association with our local kaumatua at Glenfield College. This includes advice and guidance. 	
<p>What steps will be taken to discover the views and concerns of the school's Māori community?</p> <ul style="list-style-type: none"> • Through continuation of our regular meetings with Glenfield Intermediate School Māori community/parents. • Kaipātiki Kāhui Ako will hold annual whanau hui to discuss 'success as Māori' and aspirations for the community tamariki. • Our Maori Achievement - reporting will include the school taking responsibility for initiating and maintaining a process of consultation with whanau/parents of Māori students to help identify important learning needs of our Māori students. 	
<p>What are some areas which make our school unique and are important to the community?</p> <p>The Maori history of the area - Kaipātiki (to eat flounder or the feeding ground of the flounder)</p> <ul style="list-style-type: none"> • Pa on the north of Lucas Creek. Lucas Creek was a source of food including eel, crayfish and flounder. 	

Community Engagement Dates 2018

<u>Staff Consultation</u> Discuss baseline achievement data. Strategies and approaches that need to be used to motivate students as well as accelerate student progress	22 February 2018
<u>Community Meetings for all ethnic groups</u> Discuss baseline achievement data and the plan for the upcoming year 2018 Ethnic meetings to discuss 'Success as ____' for each group. Unpacking our school values with all ethnic groups	7 March 2018
<u>Learning Conferences</u> Discuss baseline data and learning goals for all students. Students share their goals and next steps with parents	28th March 2018
<u>Staff Consultation</u> (Discuss midpoint achievement data for all ethnic groups, strategies and approaches which worked well to motivate students and helped raise student achievement. Targets and suggestions for remainder of 2018)	July / August 2018
<u>Community Meetings for all ethnic groups</u> (Discuss midpoint progress data and the plan for the remainder of 2018)	July / August 2018
<u>Context Sharing Evening</u> Celebrate student progress and outcomes. School open until 6.30pm for parents to visit and for students to share their learning with their parents.	Late Term 2
<u>Parent interviews / Student Learning Conferences</u> Discuss baseline data and learning goals for all students. Students share their goals and next steps with parents	Early Term 3
<u>Context Sharing Evening</u> Celebrate student progress and outcomes. School open until 6.30pm for parents to visit and for students to share their learning with their parents.	Late Term 3
<u>GIS Show Case and Context Sharing Evening</u> Celebrate student progress and outcomes. School open until 6.30pm for parents to visit and for students to share their learning with their parents. Celebrate all the performing arts groups by producing a Showcase from 6.30pm - 8.00pm.	Mid Term 4

<u>Staff Consultation</u> (Discuss final achievement data for all ethnic groups, Strategies and approaches which worked well to motivate students and helped raise student achievement. Targets and suggestions for 2019)	November 2018
<u>Community Meetings for all ethnic groups</u> (Discuss final achievement data for students (broken into ethnic groups), strategies and approaches which worked well to motivate students and helped raise student achievement. Targets and suggestions for 2019)	November 2018
<u>BoT Consultation</u> (Discuss final achievement data for all ethnic groups, strategies and approaches which worked well to motivate students and helped raise student achievement. Share feedback from the Māori/Pacific Island consultation evening and targets/goals for 2019)	December 2018
<i>Parent Forums, fortnightly newsletters, school website, survey monkey, school app, and email are also used to consult with our GIS community.</i>	



Strategic Section

Strategic Aim 1: Student Achievement

	2018	2019	2020
Goal 1.1 Our students will make accelerated progress (>0.4 size effect) and be at the expected level in Reading, Writing and Mathematics.	<ul style="list-style-type: none"> • Increase the number of students making accelerated progress in Reading, Writing and Mathematics. • Visible Learning Plus PLD facilitated by Cognition Education (2nd year) - focusing on 'Know thy Impact - focusing on effective feedback specifically in mathematics.' • Regular calculation of effect size in reading, writing and mathematics • Māori/Pasifika – continue regular tracking, monitoring and adaptations of programmes for these cohorts to ensure accelerated rates of progress. • Establish extension Māori class facilitated by te reo teacher to promote success as Māori • Refine data tracking system on eTap. • Regular discussion and review of achievement against GIS targets. • Focus on Teacher collective efficacy linking to high expectations for all learners. 	<ul style="list-style-type: none"> • Increase the number of students making accelerated progress in Reading, Writing and Mathematics. • Visible Learning Plus PLD facilitated by Cognition Education (3rd year) - All Kaipātiki Kāhui Ako schools participating • Accelerate progress of underachieving students • Māori/Pasifika –continue regular tracking, monitoring and adaptations of programmes for these cohorts to ensure accelerated rates of progress. • Further enhance the extension Māori class facilitated by te reo teacher to promote success as Māori • Review of data tracking system. • Regular discussion and review of achievement against GIS targets. 	<ul style="list-style-type: none"> • Increase the number of students making accelerated progress in Reading, Writing and Mathematics. • Visible Learning Plus PLD facilitated by Cognition Education (4th year) - All Kaipātiki Kāhui Ako schools participating • Accelerate progress of underachieving students • Māori/Pasifika – continue regular tracking, monitoring and adaptations of programmes for these cohorts to ensure accelerated rates of progress.
Goal 1.2 Students are assessment capable learners	<ul style="list-style-type: none"> • Teacher to explicitly teach students about setting ISMART learning goals, analysing assessment information and using this to identify and set next steps • Students can articulate what the 'GIS Learner Profile' means to them. 	<ul style="list-style-type: none"> • Teacher to explicitly teach students about setting ISMART learning goals, analysing assessment information and using this to identify and set next steps • Year 8 students to teach new Year 7 students what it means to be a 'GIS Learner Profile.' 	<ul style="list-style-type: none"> • Teacher to explicitly teach students about setting ISMART learning goals, analysing assessment information and using this to identify and set next steps • Year 8 students to teach new Year 7 students what it means to be a 'GIS Learner Profile.'

Goal 1.3 Students actively participate and learn in caring, collaborative, and inclusive learning environments	<ul style="list-style-type: none"> Focus on the core values of the PB4L framework with new students and staff. School Culture / PB4L focus at Teacher only Day. Promote the values throughout the school environment. Use the NZCER Student Wellbeing survey to collect data and evidence 	<ul style="list-style-type: none"> Review the PB4L matrix with all stakeholders Align this to the 'GIS Learner Profile' Develop school environment to promote PB4L values and expected behaviours Use the NZCER Student Wellbeing survey to collect data and evidence 	<ul style="list-style-type: none"> Review the core values and adjust the PB4L framework accordingly. Full day focus on PB4L at the start of Term 1. Use the NZCER Student Wellbeing survey to collect data and evidence
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Strategic Aim 2: Future Focus

	2018	2019	2020
Goal 2.1 Implement new digital technologies into ILE pedagogy to enhance student engagement and progress 	<ul style="list-style-type: none"> Trial and critique a range of programmes that support the implementation of the 'Digital Technology Curriculum.' All classes to use 'Code Avengers' as part of their programme. Trial new 'Digital Citizenship' curriculum for 2018. Develop protocols around collaborative teaching spaces. Purchase technology to support implementation of Digital Technologies curriculum. 	<ul style="list-style-type: none"> Continue to implement the 'Digital Technology Curriculum.' Implement protocols and rationales to support ILE classrooms including collaborative teaching spaces. Revise and refine 'Digital Citizenship' curriculum for 2019. Purchase technology to support implementation of Digital Technologies curriculum. 	<ul style="list-style-type: none"> Revise and refine Implement protocols and rationales to support BYOD and ILE classrooms including collaborative teaching spaces. Priority based spending.
Goal 2.2 Provide professional development and learning opportunities for teachers around future focus pedagogies.	<ul style="list-style-type: none"> Provide PLD opportunities for teachers to develop an understanding of the new 'Digital Technology Curriculum.' Provide PLD on the use of 'Seesaw' for providing students with feedback (peers, teacher and parents). 	<ul style="list-style-type: none"> Provide PLD opportunities for teachers to develop an understanding of the new 'Digital Technology Curriculum.' Continue to implement 'Seesaw' for providing students with feedback (peers, teacher and parents). 	<ul style="list-style-type: none"> Provide further PLD opportunities for teachers to develop knowledge of, and use of new digital technologies. Continue to implement 'Seesaw' for providing students with feedback (peers, teacher and parents).

Strategic Aim 3: Community Engagement

		2018	2019	2020
Goal 3.1 To be the preferred provider of 'Middle Years' education for our community. 	<ul style="list-style-type: none"> Conduct a transition survey with Y7 students and parents focused around the transition process between primary schools & GIS. GIS to have a visible profile in the local community, primary schools through digital media Produce 'GIS Celebration of Learning' magazine to share with community. Provide events for the community to visit GIS and celebrate the strengths of the school. 			
Goal 3.2 To ensure effective links are created between home and school to facilitate increased student learning and community engagement.	<ul style="list-style-type: none"> Promote the use of 'Seesaw' for parents to engage with their child's learning. Hold parent evenings to improve the communities understanding of programmes at GIS. Trial use of 'live streaming' and sharing pre-recorded events. Facilitate celebrative evenings (including Specialist Exhibition) where families share students progress and learning. <ul style="list-style-type: none"> Implement the use of 'Seesaw' for parents to engage with their child's learning. Hold parent information evenings (curriculum focus) to improve the communities understanding of programmes at GIS. Facilitate celebrative evenings where families can share students achievement and learning. <ul style="list-style-type: none"> Review the use of 'Seesaw' for parents to engage with their child's learning. Hold parent information evenings (curriculum focus) to improve the communities understanding of programmes at GIS. Facilitate celebrative evenings where families can share students achievement and learning. 			
Goal 3.3 Be culturally responsive and celebrate diversity within the school community.	<ul style="list-style-type: none"> Explore strategies to promote culturally responsive pedagogies and assessment methodologies Allocate resource to facilitate te reo Māori across all classes Hold a variety of cultural meetings to obtain information from different cultures regarding student success. Continue to develop the student cultural committee. <ul style="list-style-type: none"> Allocate resource to facilitate workshops around cultural responsiveness. Hold a variety of cultural meetings to obtain information from different cultures regarding student success. Continue to develop the student cultural committee. 			

Kaipātiki Kāhui Ako

Moving forward together - Te aku whakamua tahi

Strategic Plan 2018-2019

	2018	2019
Visible Learning <small>(links with Student Agency, Collaborative Inquiry, Leadership Capability, Community Engagement, Transitions)</small>	VLAT (Visible Learning in Action - Teachers) <ul style="list-style-type: none"> all teachers to carry out a Teaching Inquiry focused around VL+ using the 'Kaipātiki Kāhui Ako Inquiry Model' implement 'Impact Partners' process for having GROWTH conversations as well as carrying out classroom observations (based on Classroom observation Tool) Impact Coach PLD <ul style="list-style-type: none"> All SLT / ASL / ISL to complete Impact Coach Day 3 	All Kaipātiki Kāhui Ako schools will <ul style="list-style-type: none"> continue to develop individual school Action Plans around VL+ practice continue to implement and embed the 'Kaipātiki Kāhui Ako Inquiry Model' continue to implement and embed the use of 'Impact Partners' process for having GROWTH conversations as well as carrying out classroom observations (based on Classroom observation Tool)
ECE Project <small>(links with Student Agency, Collaborative Inquiry, Leadership Capability, Community Engagement, Transitions)</small>	<ul style="list-style-type: none"> submit a TLIF application to get assistance to conduct research around current pedagogy/practice around Oral Language Outcome is to create Kaipātiki Kāhui Ako best practice around oral language at ECE and school 	<ul style="list-style-type: none"> implement project findings as appropriate and necessary in each individual Kaipātiki Kāhui Ako primary school and ECE provider this ECE Project is scheduled to finish at the end of 2018. Final decisions will be made in Term 3 regarding the continuation of this project
Data	<ul style="list-style-type: none"> establish protocols and guidelines as a Kāhui Ako for collecting data to show progress against our Achievement Challenges continue to collect data around VL+ (Student, Teacher and Community) 	<ul style="list-style-type: none"> establish protocols and guidelines as a Kāhui Ako for collecting data to show progress against our Achievement Challenges continue to collect data around VL+ (Student, Teacher and Community)
Leadership Capability	ASL / ISL <ul style="list-style-type: none"> implement GROWTH Coaching in all schools implement 'Kaipātiki Kāhui Ako Inquiry Model' in all schools Develop appraisal protocols for ASLs and ISLs.	ASL / ISL <ul style="list-style-type: none"> implement GROWTH Coaching in all schools implement 'Kaipātiki Kāhui Ako Inquiry Model' in all schools



Annual Plan Section

Strategic Aim 1: Student Achievement

Raising achievement of all students is the core business of our school and is a priority, in addition to the targets for identified groups of students. The steps to using data and setting targets are outlined below:

1. Gather evidence
 2. Manage the data
 3. Read and analyse data to identify priorities for improvement
 4. Set Targets
 - i. *Setting aims and targets based on this analysis;*
 - ii. *Deciding the actions (e.g. professional development, specific teaching and learning programmes, other initiatives, resources)*
- (Strengthening Targets: Resource for Boards; p.g 7. October 2011. Ministry of Education)

Setting GIS targets.

The Year 7 cohort targets have been set using baseline data that has been collected and analysed during Term One.

The Year 8 cohort targets have been set using a combination of the end of Year 7 data and baseline data from the start of the following year.

The following data was used to set the initial baseline school wide targets:

- Mathematics – GLoSS
- Reading – asTTle
- Writing - School Rubric

All data is collected and analysed using the following groups for both Year 7 and Year 8 cohorts:

- All students in the cohort
- Boys only in the cohort
- Girls only in the cohort
- Maori All students in the cohort (separate Boys/Girls as well)
- Pasifika All students in the cohort (separate Boys/Girls as well)

The baseline data has been analysed, target groups identified and goals set for all students. Priority Learners (Māori and Pasifika students) are identified and monitored to ensure accelerated progress for those students that are underachieving in each cohort.

Target groups (underachieving students) will work with the SENCO and support staff in the Learning Hub on a regular basis. (The numbers and levels change each year depending on the ability of the cohort).

Glenfield Intermediate Writing Targets 2018

Strategic Goal 1:		Annual Goals / Targets
STUDENT ACHIEVEMENT	School Annual Targets (addressing the disparity)	
	1.1 Our students will make accelerated progress (>0.4 size effect) and be at the expected level in Reading, Writing and Mathematics.	<ol style="list-style-type: none">All students will make accelerated progress (>0.4 size effect based on their learning journey for 2018). This includes a focus on the following priority and target groups.60% of all Year 7 Māori students will be working at the expected level60% of Year 7 Pasifika Boys will be working at the expected level60% of Year 7 Pasifika Girls will be working at the expected levelShift the 7 Year 8 Māori students to be at the expected level75% of ESOL students will make accelerated progress (at least 0.8 effect size)
Whole School Data		
<ul style="list-style-type: none">31% of ALL students are at or above the expected level at the start of 201830% of ALL Boys are at or above the expected level at the start of 201832% of ALL Girls are at or above the expected level at the start of 2018		<ul style="list-style-type: none">34% of ALL Māori students are at or above the expected level at the start of 201831% of ALL Pasifika students are at or above the expected level at the start of 201841 students are identified as ESOL (Foundation-Stage 2) learners.
Year 7 Data Analysis Using 2018 Beginning of Year 7 Data		
<ul style="list-style-type: none">27% of students are at or above the expected level at the start of 201825% of Boys are at or above the expected level at the start of 201830% of Girls are at or above the expected level at the start of 2018		<ul style="list-style-type: none">21% of Māori students are at or above the expected level at the start of 201820% of Māori boys are at or above the expected level at the start of 201822% of Māori girls are at or above the expected level at the start of 201834% of Pasifika students are at or above the expected level at the start of 201820% of Pasifika boys are at or above the expected level at the start of 201843% of Pasifika girls are at or above the expected level at the start of 2018
Year 8 Data Analysis Using 2018 Beginning of Year 8 Data		
<ul style="list-style-type: none">34% of students are at or above the expected level at the start of 201834% of Boys are at or above the expected level at the start of 201834% of Girls are at or above the expected level at the start of 2018		<ul style="list-style-type: none">43% of Māori students are at or above the expected level at the start of 201854% of Māori boys are at or above the expected level at the start of 201833% of Māori girls are at or above the expected level at the start of 201830% of Pasifika students are at or above the expected level at the start of 201843% of Pasifika boys are at or above the expected level at the start of 201820% of Pasifika girls are at or above the expected level at the start of 2018

Glenfield Intermediate Writing Targets 2018

What will we do?	Who	Costs	When	Indicators of Progress (what will we see?)
Teaching and Learning Programme focus				
Review school-wide RUBRICs and modify to include exemplars to drive moderation	All staff	Nil	Term 1	<ul style="list-style-type: none">Greater consistency of expectations for expected levelsGreater consistency of writing assessments across the staff
Allocate numerical values to the RUBRIC so progress can be measured using size effect.	SLT	Nil	Term 1	<ul style="list-style-type: none">Clear outlines of what one years progress looks like for studentsTeachers can use rubrics to calculate effect sizes for their dataStudents will have data available identifying their next steps
Data analysis - targets discussed at class, team and school level.	SLT LoL All staff	Nil	Ongoing	<ul style="list-style-type: none">Student progress is closely monitoredTeacher learning conversations focused on how to accelerate student learningCollective teacher efficacy for all studentsTeaching and learning programmes are adapted and responsiveness to the data
Māori/Pasifika – regular tracking, monitoring and adaptations of programmes to ensure accelerated rates of progress	SLT LoL All staff	Nil	Ongoing	<ul style="list-style-type: none">High expectations for Māori/Pasifika students based on expectations from students and whanauAccelerated progress for these learners
Student agency in selection of assessment tools / techniques	All classes	Nil	Ongoing	<ul style="list-style-type: none">Students are aware of their levels and expectations. They are empowered and take greater ownership of their learning journey.
Professional Learning and Development				
Participate in Visible Learning Plus PLD focusing on ‘Know thy Impact - focusing on effective feedback.’	All staff	\$12,000	Ongoing	<ul style="list-style-type: none">Effective feedback in all classesStudents can clearly articulate the type of feedback they receive and identify the benefits of the feedbackStudents receive feedback that has a positive effect on their learningTeacher capability and skill around delivering effective feedback is enhanced
Resourcing				
Staffing and resources in the Learning Hub to facilitate focus writing groups for underachieving students/groups	Sarah Elizabeth Yon Hee	\$20,000	Ongoing	<ul style="list-style-type: none">Accelerating progress of target and priority students through targeted programmes
Monitoring				
To be reported in the annual report to the community and the BOT.	PLG	Nil	Term 4	<ul style="list-style-type: none">Informed BoT about progress towards achieving our Strategic Aim

Glenfield Intermediate Reading Targets 2018

Strategic Goal 1:		Annual Goals / Targets	
STUDENT ACHIEVEMENT		School Annual Targets (addressing the disparity)	
1.1 Our students will make accelerated progress (>0.4 size effect) and be at the expected level in Reading, Writing and Mathematics.	<div>1. All students will make accelerated progress (>0.4 size effect based on their learning journey for 2018). This includes a focus on the following priority and target groups.</div> <div>2. 75% of all Māori students will be working at the expected level</div> <div>3. 70% of Year 7 Māori BOYS will be working at the expected level</div> <div>4. 80% of Year 8 Pasifika students will be working at the expected level</div> <div>5. 70% of Year 8 Pasifika GIRLS will be working at the expected level</div> <div>6. 75% of ESOL students will make accelerated progress (at least 0.8 effect size)</div>		
	Whole School Data		
	<div>● 66% of ALL students are at or above the expected level at the start of 2018</div> <div>● 65% of ALL Boys are at or above the expected level at the start of 2018</div> <div>● 68% of ALL Girls are at or above the expected level at the start of 2018</div>	<div>● 54% of ALL Māori students are at or above the expected level at the start of 2018</div> <div>● 62% of ALL Pasifika students are at or above the expected level at the start of 2018</div> <div>● 41 students are identified as ESOL (Foundation-Stage 2) learners.</div>	
Year 7 Data Analysis Using 2018 Beginning of Year 7 Data			
<div>● 66% of students are at or above the expected level at the start of 2018</div> <div>● 56% of Boys are at or above the expected level at the start of 2018</div> <div>● 76% of Girls are at or above the expected level at the start of 2018</div>	<div>● 51% of Māori students are at or above the expected level at the start of 2018</div> <div>● 40% of Māori boys are at or above the expected level at the start of 2018</div> <div>● 63% of Māori girls are at or above the expected level at the start of 2018</div> <div>● 67% of Pasifika students are at or above the expected level at the start of 2018</div> <div>● 60% of Pasifika boys are at or above the expected level at the start of 2018</div> <div>● 72% of Pasifika girls are at or above the expected level at the start of 2018</div>		
Year 8 Data Analysis Using 2018 Beginning of Year 8 Data			
<div>● 67% of students are at or above the expected level at the start of 2018</div> <div>● 74% of Boys are at or above the expected level at the start of 2018</div> <div>● 60% of Girls are at or above the expected level at the start of 2018</div>	<div>● 57% of Māori students are at or above the expected level at the start of 2018</div> <div>● 62% of Māori boys are at or above the expected level at the start of 2018</div> <div>● 54% of Māori girls are at or above the expected level at the start of 2018</div> <div>● 59% of Pasifika students are at or above the expected level at the start of 2018</div> <div>● 72% of Pasifika boys are at or above the expected level at the start of 2018</div> <div>● 50% of Pasifika girls are at or above the expected level at the start of 2018</div>		

What will we do?	Who	Costs	When	Indicators of Progress (what will we see?)
Teaching and Learning Programme focus				
Create learning progressions for reading based on curriculum levels and the LLPs.	All staff	Nil	Term 1	<ul style="list-style-type: none">Collective understanding of expectations for all students
Allocate numerical values to the reading progressions for calculating effect size.	SLT	Nil	Term 1	<ul style="list-style-type: none">Clear outlines of what one years progress looks like for studentsTeachers can use rubrics to calculate effect sizes for their dataStudents will have data available identifying their next steps
Student agency in selection of assessment tools / techniques	All classes	Nil	Ongoing	<ul style="list-style-type: none">Students are aware of their levels and expectations. They are empowered and take greater ownership of their learning journey.
Data analysis - targets discussed at class, team and school level. Student progress monitored closely	SLT LoL All staff	Nil	Ongoing	<ul style="list-style-type: none">Student progress is closely monitoredTeacher learning conversations focused on how to accelerate student learningCollective teacher efficacy for all studentsTeaching and learning programmes are adapted and responsiveness to the data
Māori/Pasifika – regular tracking, monitoring and adaptations of programmes to ensure accelerated rates of progress	SLT LoL All staff	Nil	Ongoing	<ul style="list-style-type: none">High expectations for Māori/Pasifika students based on expectations from students and whanauAccelerated progress for these learners
Professional Development				
Participate in Visible Learning Plus PLD focusing on 'Know thy Impact - focusing on effective feedback.'	All staff	\$12,000	Ongoing	<ul style="list-style-type: none">Effective feedback in all classesStudents can clearly articulate the type of feedback they receive and identify the benefits of the feedbackStudents receive feedback that has a positive effect on their learningTeacher capability and skill around delivering effective feedback is enhanced
Resourcing				
Staffing and resources in the Learning Hub to facilitate focus reading groups for underachieving students/groups	Sarah Elizabeth Yon Hee	\$20,000	Ongoing	<ul style="list-style-type: none">Accelerating progress of target and priority students through targeted programmes
Monitoring				
To be reported in the annual report to the community and the BOT	PLG	Nil	Term 4	<ul style="list-style-type: none">Informed BoT about progress towards achieving our Strategic Aim

Glenfield Intermediate Mathematics Targets 2018

Strategic Goal 1:		Annual Goals / Targets
STUDENT ACHIEVEMENT		School Annual Targets (addressing the disparity)
1.1 Our students will make accelerated progress (>0.4 size effect) and be at the expected level in Reading, Writing and Mathematics.		<ol style="list-style-type: none"> All students will make accelerated progress (>0.4 size effect based on their learning journey for 2018). This includes a focus on the following priority and target groups. 65% of Year 7 students will be working at the expected level in two or more domains 75% of Year 8 students will be working at the expected level in two or more domains All Māori students who are 1 sub level below, will make accelerated progress to be working at the expected level in two or more domains All Pasifika students who are 1 sub level below, will make accelerated progress to be working at the expected level in two or more domains

Baseline Data - Analysis Using 2018 Beginning of Year Data			
Add / Sub	Mult / Div		Ratio / Proportion
ALL Students	ALL Students	ALL Students	ALL Students
<ul style="list-style-type: none"> 44% of students are at or above the expected level at the start of 2018 50% of Boys are at or above the expected level at the start of 2018 40% of Girls are at or above the expected level at the start of 2018 40% of Māori students are at or above the expected level at the start of 2018 35% of Pasifika students are at or above the expected level at the start of 2018 	<ul style="list-style-type: none"> 42% of students are at or above the expected level at the start of 2018 43% of Boys are at or above the expected level at the start of 2018 41% of Girls are at or above the expected level at the start of 2018 38% of Māori students are at or above the expected level at the start of 2018 38% of Pasifika students are at or above the expected level at the start of 2018 	<ul style="list-style-type: none"> 38% of students are at or above the expected level at the start of 2018 39% of Boys are at or above the expected level at the start of 2018 37% of Girls are at or above the expected level at the start of 2018 47% of Māori students are at or above the expected level at the start of 2018 24% of Pasifika students are at or above the expected level at the start of 2018 	
Year 7	Year 7	Year 7	Year 7
<ul style="list-style-type: none"> 36% of students are at or above the expected level at the start of 2018 44% of Boys are at or above the expected level at the start of 2018 30% of Girls are at or above the expected level at the start of 2018 37% of Māori students are at or above the expected level at the start of 2018 40% of Māori boys are at or above the expected level at the start of 2018 33% of Māori girls are at or above the expected level at the start of 2018 41% of Pasifika students are at or above the expected level at the start of 2018 60% of Pasifika boys are at or above the expected level at the start of 2018 28% of Pasifika girls are at or above the expected level at the start of 2018 	<ul style="list-style-type: none"> 29% of students are at or above the expected level at the start of 2018 25% of Boys are at or above the expected level at the start of 2018 32% of Girls are at or above the expected level at the start of 2018 32% of Māori students are at or above the expected level at the start of 2018 30% of Māori boys are at or above the expected level at the start of 2018 33% of Māori girls are at or above the expected level at the start of 2018 24% of Pasifika students are at or above the expected level at the start of 2018 20% of Pasifika boys are at or above the expected level at the start of 2018 28% of Pasifika girls are at or above the expected level at the start of 2018 	<ul style="list-style-type: none"> 30% of students are at or above the expected level at the start of 2018 27% of Boys are at or above the expected level at the start of 2018 32% of Girls are at or above the expected level at the start of 2018 32% of Māori students are at or above the expected level at the start of 2018 30% of Māori boys are at or above the expected level at the start of 2018 33% of Māori girls are at or above the expected level at the start of 2018 25% of Pasifika students are at or above the expected level at the start of 2018 0% of Pasifika boys are at or above the expected level at the start of 2018 43% of Pasifika girls are at or above the expected level at the start of 2018 	
Year 8	Year 8	Year 8	Year 8
<ul style="list-style-type: none"> 52% of students are at or above the expected level at the start of 2018 55% of Boys are at or above the expected level at the start of 2018 49% of Girls are at or above the expected level at the start of 2018 43% of Māori students are at or above the expected level at the start of 2018 53% of Māori boys are at or above the expected level at the start of 2018 33% of Māori girls are at or above the expected level at the start of 2018 30% of Pasifika students are at or above the expected level at the start of 2018 29% of Pasifika boys are at or above the expected level at the start of 2018 30% of Pasifika girls are at or above the expected level at the start of 2018 	<ul style="list-style-type: none"> 55% of students are at or above the expected level at the start of 2018 59% of Boys are at or above the expected level at the start of 2018 51% of Girls are at or above the expected level at the start of 2018 42% of Māori students are at or above the expected level at the start of 2018 62% of Māori boys are at or above the expected level at the start of 2018 27% of Māori girls are at or above the expected level at the start of 2018 48% of Pasifika students are at or above the expected level at the start of 2018 58% of Pasifika boys are at or above the expected level at the start of 2018 40% of Pasifika girls are at or above the expected level at the start of 2018 	<ul style="list-style-type: none"> 45% of students are at or above the expected level at the start of 2018 49% of Boys are at or above the expected level at the start of 2018 43% of Girls are at or above the expected level at the start of 2018 50% of Māori students are at or above the expected level at the start of 2018 61% of Māori boys are at or above the expected level at the start of 2018 40% of Māori girls are at or above the expected level at the start of 2018 24% of Pasifika students are at or above the expected level at the start of 2018 29% of Pasifika boys are at or above the expected level at the start of 2018 20% of Pasifika girls are at or above the expected level at the start of 2018 	

What will we do?	Who	Costs	When	Indicators of Progress (what will we see?)	
Teaching and Learning Programme focus					
Data analysis - targets discussed at class, team and school level. This includes indepth analysis of PAT data through NZCER.	SLT LoL All staff	Nil	Ongoing	<ul style="list-style-type: none">● Student progress is closely monitored● Teacher learning conversations focused on how to accelerate student learning● Collective teacher efficacy for all students● Teaching and learning programmes are adapted and responsiveness to the data	
Māori/Pasifika – regular tracking, monitoring and adaptations of programmes to ensure accelerated rates of progress	SLT LoL All staff	Nil	Ongoing	<ul style="list-style-type: none">● High expectations for Māori/Pasifika students based on expectations from students and whanau● Accelerated progress for these learners	
Student agency in selection of assessment tools / techniques	All classes	Nil	Ongoing	<ul style="list-style-type: none">● Students are aware of their levels and expectations. They are empowered and take greater ownership of their learning journey.	
Professional Development					
Participate in Visible Learning Plus PLD focusing on ‘Know thy Impact’ - focusing on effective feedback	All staff	\$12,000	Ongoing	<ul style="list-style-type: none">● Effective feedback in all classes● Students can clearly articulate the type of feedback they receive and identify the benefits of the feedback● Students receive feedback that has a positive effect on their learning● Teacher capability and skill around delivering effective feedback is enhanced	
PLD with Marie Hurst - focus on acceleration of progress for all students.	All staff	\$8,000	Term 1-4	<ul style="list-style-type: none">● Increased teacher capabilities in teaching mathematics● Students ability to be assessment capable and developing student agency/ownership of their learning● Student and teachers develop a deeper understanding around the Mathematics learning progressions● More efficient moderation of mathematics samples● Increase student confidence and enjoyment of Mathematics● Greater consistency of the teaching of Mathematics across the school	
Resourcing					
Staffing and resources in the Learning Hub to facilitate focus mathematics groups for underachieving students/groups	Sarah Elizabeth Yon Hee	\$10,000	Ongoing	<ul style="list-style-type: none">● Accelerating progress of target and priority students through targeted programmes	
Monitoring					
To be reported in the annual report to the community and the BOT	Maths Leader	Nil	Term 4	<ul style="list-style-type: none">● Informed BoT about progress towards achieving our Strategic Aim	

Glenfield Intermediate Other Targets 2018

Strategic Goal 1		Annual Goals / Targets	
STUDENT ACHIEVEMENT		School Annual Targets	
1.2 Students are assessment capable learners		<ul style="list-style-type: none"> 60% of students will be at stage 4 of the Student Assessment Capabilities Matrix 30% of students of students will be at stage 3 10% of students will be at stage 2 	

What will we do?	Who	Costs	When	Indicators of Progress (what will we see?)	
Teaching and Learning Programme focus					
Teacher focus is on: <ul style="list-style-type: none">knowing their learnersexplicitly teaching the aspects of a 'GIS Learner'explaining student assessments with students (planning next learning steps)providing regular and effective feedback to studentscalculating effect sizes and use this evidence in planningparticipating in a 'Teacher Inquiry' around effective feedback in mathematics	All staff	Nil	Ongoing	<ul style="list-style-type: none">Teachers have greater levels of connectedness and understanding of their learnersEnhanced teacher capability relating to development of 'effective learners'Teachers are confident to calculate effect size data for their studentsTeacher use this effect size data to review and reflect on their current pedagogical practice.Students are assessment capable learners	
Student focus is on: <ul style="list-style-type: none">identifying how and when they are using the effective GIS learner characteristicsanalysing results after each assessment and identify next stepsproviding regular and effective feedback to peerssharing their learning with parents (talk about what they have learned rather than what they did)	All students	Nil	Ongoing	<ul style="list-style-type: none">Students are assessment capable learnersStudents can identify where they are in relation to the expected levelsStudents can explain the progress they have madeStudents can explain what their learning goals are and how different people can help them to meet these goalsStudents can clearly provide effective feedback to their peersParents have a clear understanding of where their child is in relation to the expected levelParents know exactly what their child is working on and how they can assist them reach the expected level	
Evaluation / Monitoring <ul style="list-style-type: none">Collect data from stakeholders regarding Visible Learner and Feedback domain. This will involve surveys, School Capability visits, and student focus groups.	All staff All students	Nil	Mid year End of year	<ul style="list-style-type: none">Evidence collected to plan our next stepsReinforcement of the good things that are happeningIncreased student agency	

Strategic Goal 1		Annual Goals / Targets			
STUDENT ACHIEVEMENT		School Annual Targets			
1.3 Students actively participate and learn in caring, collaborative, and inclusive learning environments		<ul style="list-style-type: none">All students will show progress (against baseline data) in articulating and demonstrating GIS Learner dispositionsIncreased student agency will shape programmes, staff professional development and well-being programme.			
What will we do?	Who	Costs	When	Indicators of Progress (what will we see?)	
<ul style="list-style-type: none">Revise 'GIS Cultural Responsiveness Framework with a focus on Ka Hikitia and the Tataiako competencies.	All Staff	Nil	Feb	<ul style="list-style-type: none">Increased teacher understanding of cultural responsivenessKey GIS values are integrated into all curriculum	
<ul style="list-style-type: none">Revise and define the school vision and value words with all stakeholders	Staff Students Parents	Nil	Feb	<ul style="list-style-type: none">Students can clearly articulate the meanings of the school vision and valuesShared language focused around the School CultureThe vision and values are alive on a daily basis, and all stakeholder are empowered	
<ul style="list-style-type: none">Promote the values throughout the school environment (signage and regular reference).	Staff Students	\$5000	Ongoing	<ul style="list-style-type: none">Increased awareness of the valuesVisual reminders about the school culture expectations and how everyone behaves to ensure positive experiencesIncreased student wellbeing	
<ul style="list-style-type: none">Implement new reward systems<ul style="list-style-type: none">Praise postcardsBadge System	All Staff	\$3000	Ongoing	<ul style="list-style-type: none">Build positive culture within the schoolStudents are rewarded for positive choicesImproved positive behaviour from some of our challenging studentsStudents feel an increased sense of self esteem as they are rewarded	
Evaluation / Monitoring <ul style="list-style-type: none">Collect data from:<ul style="list-style-type: none">the NZCER Student Wellbeing survey and evidencestudent focus groups	SLT	\$1500	March July Oct	<ul style="list-style-type: none">Evidence collected to plan our next stepsReinforcement of the good things that are happeningIncreased student agency in our data about student wellbeing	

Strategic Aim 2: Future Focus

Annual Plan

Action	Who	Costs	Target date	Expected Outcomes
Trial and critique a range of programmes that support the implementation of the 'Digital Technology Curriculum.'	All staff	As required	Ongoing	<ul style="list-style-type: none"> ● Identification of positives and negatives for the programme. ● Adapted programme for implementation in 2019.
All classes to use 'Code Avengers' as part of their programme.	All staff	\$600	October	<ul style="list-style-type: none"> ● Build teachers and students understanding and use of digital technology programmes
Trial new 'Digital Citizenship' curriculum for 2018.	All staff	Nil	Ongoing	<ul style="list-style-type: none"> ● Identification of positives and negatives for the programme. ● Adapted programme for implementation in 2019.
Develop protocols around collaborative teaching spaces.	All staff	Nil	October	<ul style="list-style-type: none"> ● Clear rationale and protocol for collaborative teaching practises at Glenfield Intermediate School.
Purchase technology to support implementation of Digital Technologies curriculum.	SLT	\$5000	Ongoing	<ul style="list-style-type: none"> ● Adequate digital resource to facilitate new programmes
Provide PLD opportunities for teachers to develop an understanding of the new 'Digital Technology Curriculum.'	Lara S Kiri W All staff		Ongoing	<ul style="list-style-type: none"> ● Build teachers and students understanding and use of digital technology programmes
Provide PLD on the use of 'Seesaw' for providing students with feedback (peers, teacher and parents).	All staff		Ongoing	<ul style="list-style-type: none"> ● Build teachers and students understanding and use of 'Seesaw'
To be reported in the annual report to the community and the BOT	PLG	Nil	Term 4	<ul style="list-style-type: none"> ● Informed BoT about progress towards achieving our Strategic Aim

Strategic Aim 3: Community Engagement

Annual Plan

Action	Who	Costs	Target date	Expected Outcomes
Conduct a survey with Y7 students and parents focusing on student transition and the process	SLT / BoT	Nil	Term 1	<ul style="list-style-type: none"> Student Wellbeing at the forefront of strategic thinking around transition School stakeholders feel empowered to contribute to the direction of the school School Leadership and Board have a clear understanding of community perceptions Continued improvement in the transition process Improved sharing of data and information about students. A more seamless educational pathway for the Glenfield community
Contact local newspaper once a month with a story of GIS success.	SLT / BoT	\$500	Ongoing	<ul style="list-style-type: none"> GIS to have a visible profile in the local community, primary schools and newspaper Improved perception in the local community
Provide events for the community to visit GIS and celebrate the strengths of the school.	All staff	\$200	Ongoing	<ul style="list-style-type: none"> Greater engagement from the community related to student progress and success
Trial the use of 'Seesaw' for parents to engage with their child's learning	All staff	Nil	Ongoing	<ul style="list-style-type: none"> Improved engagement from parents with day to day learning in classrooms
Hold Māori and Pasifika hui/fono where expectations are discussed and shared. Individual invitations for these families.	SLT Maori students	\$500	Term 1 Term 3	<ul style="list-style-type: none"> Greater engagement from Māori and Pasifika families Greater understanding for staff and families about what GIS can do to meet needs Increased student achievement for our Māori and Pasifika families
Hold Parent Consultation meetings regarding student success / progress.	SLT, HOD CF	Nil	April / July	<ul style="list-style-type: none"> Greater engagement from the community related to student achievement and success
Further enhance the role of the Student Cultural Committee at GIS	Kelly Students	Nil	Ongoing	<ul style="list-style-type: none"> Students and community value the cultural diversity at GIS Students celebrate and acknowledge the diverse cultures at GIS
Allocate resource (funding & staffing) to facilitate workshops around cultural inclusiveness.	SLT / BoT	\$500	Term 2	<ul style="list-style-type: none"> Staff develop a greater understanding of cultural inclusiveness and how to facilitate this in the classroom context.
To be reported in the annual report to the community and the BOT	PLG	Nil	Term 4	<ul style="list-style-type: none"> Informed BoT about progress towards achieving our Strategic Aim

Other 2018 Annual Plan Priorities

Curriculum	Who	Timeframe	Short Report
Context <ul style="list-style-type: none"> Involve students in the planning process for future Contextual studies. 	SLT	Mid-point of each term	
Te reo Māori <ul style="list-style-type: none"> Employ a part time expert to facilitate te reo Māori lessons in all classes Te reo Māori teacher to facilitate weekly extension classes for Māori students 	SLT / SLT /	Term 1-4 Term 1-4	
Assessment <ul style="list-style-type: none"> To ensure that students receive quality feedback & feedforward. To refine assessment and data systems to inform practice. 	Teachers	Ongoing	

Self Review	Who	Timeframe	Short Report
School Review <ul style="list-style-type: none"> Conduct a Y7 student and parent Transition Survey in Term 1 	BoT / Principal	Term 1	
Policy and Procedure Review <ul style="list-style-type: none"> Use SchoolDocs for GIS Policy and Assurance review. 	BoT / Principal	Ongoing	
Curriculum Review <ul style="list-style-type: none"> All learning areas report to the BoT before the end of the year. This will involve Lead Teachers attending a BoT meeting and presenting. 	Deputy Principal	Ongoing	

Personnel	Who	Timeframe	Short Report
BoT Training <ul style="list-style-type: none"> Attendance at the annual NZSTA Conference. 	BoT Chair	As necessary	
Performance Management 2018 <ul style="list-style-type: none"> Implement new 'Appraisal' framework Implement the new 'Impact Partner' programme as part of 'Teaching as Inquiry' 	SLT	Ongoing	

Finance	Who	Timeframe	Short Report
Prepare Annual Budget <ul style="list-style-type: none"> Annual budget includes funding for school strategic goals <ul style="list-style-type: none"> Maths PLD Visible Learning PLD Robotics ILE furniture Devices 	BoT / SLT / Business Manager	February Ongoing	

Property	Who	Timeframe	Short Report
Maintenance of School Buildings and Grounds (10YPP) <ul style="list-style-type: none"> Replacement of Boiler (if possible) 	Principal	Term 2	
Develop Property to Reflect Charter Goals <ul style="list-style-type: none"> 5YA development – Upgrade Blocks 6/7 to ILE standard. Exterior painting as per the Cyclical Maintenance provision. Regular 'walk arounds 	BoT / Principal Property Manager	Term 1 Term 1-4 Term 1-4	
Planned Major Asset Purchases <ul style="list-style-type: none"> New ILE furniture where appropriate Purchase Robotics kits Ipads for classrooms (apply for grants) 	Principal / Business Manager	Term 2-4 Term 2 Term 2	

Health and Safety		Who	Timeframe	Short Report
Provide a safe physical and emotional environment. <ul style="list-style-type: none"> ● Survey students at the end of each term. ● Use PB4L data to identify areas of focus for GIS. ● Regular 'walk arounds' focusing on physical safety of school environment 		PB4L Team PB4L Team Property Manager / SLT	Term 1-4 Ongoing Ongoing	

Legislative requirements		Who	Timeframe	Short Report
Meet all legislative requirements including; <ul style="list-style-type: none"> ● complying with the legislative demands of the MoE ● getting documentation to the MoE in a timely manner (Annual reporting/Charter/Roll Return etc) 		BoT School Leadership Team	Ongoing	

Glenfield Intermediate School



**Analysis
of
Variance
2017**



16/2/18

School name: Glenfield Intermediate School		School number: 1295
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Focus: Reading

Strategic Aim:

- Our students will be achieving AT or ABOVE the expected National Standard in Reading, Writing and Mathematics

Annual Aim:

- To increase the number of students achieving at or above the National Standard in Reading, Writing and Mathematics.
- Accelerate progress of underachieving students.

Targets:

- All students who are identified as **WELL BELOW** or **BELOW** in relation to the National Standard for reading at the beginning of 2017 will make accelerated progress towards achieving **AT** the standard by the end of 2017
- The 17 Year 8 students who are below the standard will be at the standard by the end of 2017.
- The 6 Year 8 (Māori) students who are below the standard will be at the standard by the end of 2017.
- The 2 Year 8 (Pasifika) students who are below the standard will be at the standard by the end of 2017.

Data: Reading

This table shows the baseline data for all students enrolled at Glenfield Intermediate in 2017.

2017 January	All Students	Year 7	Year 8	Māori	Pasifika	Asian	NZ European	Male	Female
At or Above	66%	62%	69%	46%	46%	62%	68%	62%	68%
Below	17%	21%	13%	34%	16%	13%	22%	19%	16%
Well Below	17%	17%	18%	20%	38%	25%	10%	19%	16%

This table shows the end of year achievement data for all students enrolled at Glenfield Intermediate in 2017.

2017 December	All Students	Year 7	Year 8	Māori	Pasifika	Asian	NZ European	Male	Female
At or Above	76%	70%	84%	68%	63%	73%	88%	75%	78%
Below	13%	17%	8%	27%	25%	8%	8%	13%	12%
Well Below	11%	13%	8%	5%	12%	19%	4%	12%	10%

[illegible]



Glenfield Intermediate School



2016/2017 COHORT DATA AGAINST NATIONAL STANDARDS

Recorded as % AT or ABOVE NS	Orange = No increase		Yellow = Slight increase		Purple = Significant increase	
	WRITING		READING		MATHEMATICS	
	Year 7 BoY 2016	Year 8 EoY 2017	Year 7 BoY 2016	Year 8 EoY 2017	Year 7 BoY 2016	Year 8 EoY 2017
All students (131)	45	67	66	83	63	84
Maori (16)	22	44	50	63	50	75
Pasifika (7)	13	29	13	72	38	57
Male (62)	34	61	66	82	66	87
Female (70)	51	72	67	84	61	81

2017 National Standards reporting (Due 1 March 2018)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1295	Glenfield Intermediate	March annual charter update		

Reading all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	
All students	30	11.1% ✓	35	12.9% ✓	158	58.3% ✓	48 ✓	17.7%	271
Maori	2	4.9%	11	26.8%	27	65.9%	1	2.4%	41
Pasifika	3	12.5%	6	25%	14	58.3%	1	4.2%	24
Asian	20	19.4%	8	7.8%	52	50.5%	23	22.3%	103
NZ European/Pakeha/Other European	4	4.4%	7	7.7%	59	64.8%	21	23.1%	91
Male	16	12.2%	17	13%	76	58%	22	16.8%	131
Female	14	10%	18	12.9%	82	58.6%	26	18.6%	140

2017 National Standards reporting (Due 1 March 2018)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1295	Glenfield Intermediate	March annual charter update		

Reading by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school									
After 2 years at school									
After 3 years at school									
End of year 4									
End of year 5									
End of year 6									
End of year 7	19	13.7%	24	17.3%	80	57.6%	16	11.5%	139
End of year 8	11	8.3%	11	8.3%	78	59.1%	32	24.2%	132

2017 National Standards reporting (Due 1 March 2018)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1295	Glenfield Intermediate	March annual charter update		

Writing all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	29	10.7%	73	26.9%	140	51.7%	29	10.7%	271
Maori	3	7.3%	16	39%	22	53.7%			41
Pasifika	3	12.5%	11	45.8%	10	41.7%			24
Asian	16	15.5%	23	22.3%	48	46.6%	16	15.5%	103
NZ European/Pakeha/Other European	6	6.6%	19	20.9%	56	61.5%	10	11%	91
Male	18	13.7%	37	28.2%	69	52.7%	7	5.3%	131
Female	11	7.9%	36	25.7%	71	50.7%	22	15.7%	140

2017 National Standards reporting (Due 1 March 2018)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1295	Glenfield Intermediate	March annual charter update		

Writing by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	
After 1 year at school									
After 2 years at school									
After 3 years at school									
End of year 4									
End of year 5									
End of year 6									
End of year 7	14	10.1%	44	31.7%	75	54%	6	4.3%	139
End of year 8	15	11.4%	29	22%	65	49.2%	23	17.4%	132

2017 National Standards reporting (Due 1 March 2018)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1295	Glenfield Intermediate	March annual charter update		

Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	19	7%	55	20.3%	157	57.9%	40	14.8%	271
Maori	5	12.2%	9	22%	26	63.4%	1	2.4%	41
Pasifika	3	12.5%	10	41.7%	10	41.7%	1	4.2%	24
Asian	6	5.8%	17	16.5%	58	56.3%	22	21.4%	103
NZ European/Pakeha/Other European	4	4.4%	15	16.5%	58	63.7%	14	15.4%	91
Male	9	6.9%	25	19.1%	70	53.4%	27	20.6%	131
Female	10	7.1%	30	21.4%	87	62.1%	13	9.3%	140

2017 National Standards reporting (Due 1 March 2018)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1295	Glenfield Intermediate	March annual charter update		

Mathematics by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school									
After 2 years at school									
After 3 years at school									
End of year 4									
End of year 5									
End of year 6									
End of year 7	12	8.6%	41	29.5%	75	54%	11	7.9%	139
End of year 8	7	5.3%	14	10.6%	82	62.1%	29	22%	132

MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1295	Glenfield Intermediate	eTAP	17.105	2017-12-18	March annual charter update		

Reading All students Years 7 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	16	12.2%	17	13.0%	76	58.0%	22	16.8%	131
	Female	14	10.0%	18	12.9%	82	58.6%	26	18.6%	140
	Total	30	11.1%	35	12.9%	158	58.3%	48	17.7%	271
Maori	Male	2	9.5%	6	28.6%	13	61.9%	0	0%	21
	Female	0	0%	5	25.0%	14	70.0%	1	5.0%	20
	Total	2	4.9%	11	26.8%	27	65.9%	1	2.4%	41
Pasifika	Male	0	0%	2	22.2%	6	66.7%	1	11.1%	9
	Female	3	20.0%	4	26.7%	8	53.3%	0	0%	15
	Total	3	12.5%	6	25.0%	14	58.3%	1	4.2%	24
Asian	Male	13	24.5%	5	9.4%	24	45.3%	11	20.8%	53
	Female	7	14.0%	3	6.0%	28	56.0%	12	24.0%	50
	Total	20	19.4%	8	7.8%	52	50.5%	23	22.3%	103
MELAA	Male	0	0%	1	20.0%	4	80.0%	0	0%	5
	Female	1	16.7%	2	33.3%	1	16.7%	2	33.3%	6
	Total	1	9.1%	3	27.3%	5	45.5%	2	18.2%	11
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	0	0%	1	100.0%	0	0%	1
NZ/European	Male	1	2.3%	3	7.0%	29	67.4%	10	23.3%	43
	Female	3	6.3%	4	8.3%	30	62.5%	11	22.9%	48
	Total	4	4.4%	7	7.7%	59	64.8%	21	23.1%	91

MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1295	Glenfield Intermediate	eTAP	17.105	2017-12-18	March annual charter update	NA	0

Reading Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	9	13.0%	13	18.8%	39	56.5%	8	11.6%	69
	Female	10	14.3%	11	15.7%	41	58.6%	8	11.4%	70
	Total	19	13.7%	24	17.3%	80	57.6%	16	11.5%	139
Maori	Male	2	16.7%	3	25.0%	7	58.3%	0	0%	12
	Female	0	0%	2	15.4%	10	76.9%	1	7.7%	13
	Total	2	8.0%	5	20.0%	17	68.0%	1	4.0%	25
Pasifika	Male	0	0%	1	14.3%	5	71.4%	1	14.3%	7
	Female	3	30.0%	3	30.0%	4	40.0%	0	0%	10
	Total	3	17.6%	4	23.5%	9	52.9%	1	5.9%	17
Asian	Male	6	27.3%	5	22.7%	9	40.9%	2	9.1%	22
	Female	6	24.0%	2	8.0%	14	56.0%	3	12.0%	25
	Total	12	25.5%	7	14.9%	23	48.9%	5	10.6%	47
MELAA	Male	0	0%	1	25.0%	3	75.0%	0	0%	4
	Female	1	33.3%	1	33.3%	0	0%	1	33.3%	3
	Total	1	14.3%	2	28.6%	3	42.9%	1	14.3%	7
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0

NZ/European	Male	1	4.2%	3	12.5%	15	62.5%	5	20.8%	<u>24</u>
	Female	0	0%	3	15.8%	13	68.4%	3	15.8%	<u>19</u>
	Total	1	2.3%	6	14.0%	28	65.1%	8	18.6%	<u>43</u>

MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1295	Glenfield Intermediate	eTAP	17.105	2017-12-18	March annual charter update	NA	0

Reading Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	7	11.3%	4	6.5%	37	59.7%	14	22.6%	<u>62</u>
	Female	4	5.7%	7	10.0%	41	58.6%	18	25.7%	<u>70</u>
	Total	11	8.3%	11	8.3%	78	59.1%	32	24.2%	<u>132</u>
Maori	Male	0	0%	3	33.3%	6	66.7%	0	0%	<u>9</u>
	Female	0	0%	3	42.9%	4	57.1%	0	0%	<u>7</u>
	Total	0	0%	6	37.5%	10	62.5%	0	0%	<u>16</u>
Pasifika	Male	0	0%	1	50.0%	1	50.0%	0	0%	<u>2</u>
	Female	0	0%	1	20.0%	4	80.0%	0	0%	<u>5</u>
	Total	0	0%	2	28.6%	5	71.4%	0	0%	<u>7</u>
Asian	Male	7	22.6%	0	0%	15	48.4%	9	29.0%	<u>31</u>
	Female	1	4.0%	1	4.0%	14	56.0%	9	36.0%	<u>25</u>
	Total	8	14.3%	1	1.8%	29	51.8%	18	32.1%	<u>56</u>
MELAA	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	0	0%	1	33.3%	1	33.3%	1	33.3%	<u>3</u>
	Total	0	0%	1	25.0%	2	50.0%	1	25.0%	<u>4</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
NZ/European	Male	0	0%	0	0%	14	73.7%	5	26.3%	<u>19</u>
	Female	3	10.3%	1	3.4%	17	58.6%	8	27.6%	<u>29</u>
	Total	3	6.3%	1	2.1%	31	64.6%	13	27.1%	<u>48</u>

MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1295	Glenfield Intermediate	eTAP	17.105	2017-12-18	March annual charter update		

Writing All students Years 7 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	18	13.7%	37	28.2%	69	52.7%	7	5.3%	<u>131</u>
	Female	11	7.9%	36	25.7%	71	50.7%	22	15.7%	<u>140</u>
	Total	29	10.7%	73	26.9%	140	51.7%	29	10.7%	<u>271</u>
Maori	Male	2	9.5%	8	38.1%	11	52.4%	0	0%	<u>21</u>
	Female	1	5.0%	8	40.0%	11	55.0%	0	0%	<u>20</u>
	Total	3	7.3%	16	39.0%	22	53.7%	0	0%	<u>41</u>
Pasifika	Male	1	11.1%	4	44.4%	4	44.4%	0	0%	<u>9</u>
	Female	2	13.3%	7	46.7%	6	40.0%	0	0%	<u>15</u>
	Total	3	12.5%	11	45.8%	10	41.7%	0	0%	<u>24</u>
Asian	Male	12	22.6%	11	20.8%	26	49.1%	4	7.5%	<u>53</u>
	Female	4	8.0%	12	24.0%	22	44.0%	12	24.0%	<u>50</u>
	Total	16	15.5%	23	22.3%	48	46.6%	16	15.5%	<u>103</u>
MELAA	Male	0	0%	1	20.0%	3	60.0%	1	20.0%	<u>5</u>
	Female	1	16.7%	3	50.0%	0	0%	2	33.3%	<u>6</u>
	Total	1	9.1%	4	36.4%	3	27.3%	3	27.3%	<u>11</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
NZ/European	Male	3	7.0%	13	30.2%	25	58.1%	2	4.7%	<u>43</u>
	Female	3	6.3%	6	12.5%	31	64.6%	8	16.7%	<u>48</u>
	Total	6	6.6%	19	20.9%	56	61.5%	10	11.0%	<u>91</u>

MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1295	Glenfield Intermediate	eTAP	17.105	2017-12-18	March annual charter update	NA	0

Writing Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	9	13.0%	22	31.9%	35	50.7%	3	4.3%	<u>69</u>
	Female	5	7.1%	22	31.4%	40	57.1%	3	4.3%	<u>70</u>
	Total	14	10.1%	44	31.7%	75	54.0%	6	4.3%	<u>139</u>
Maori	Male	1	8.3%	4	33.3%	7	58.3%	0	0%	<u>12</u>
	Female	0	0%	5	38.5%	8	61.5%	0	0%	<u>13</u>
	Total	1	4.0%	9	36.0%	15	60.0%	0	0%	<u>25</u>
Pasifika	Male	0	0%	4	57.1%	3	42.9%	0	0%	<u>7</u>
	Female	1	10.0%	4	40.0%	5	50.0%	0	0%	<u>10</u>
	Total	1	5.9%	8	47.1%	8	47.1%	0	0%	<u>17</u>
Asian	Male	5	22.7%	6	27.3%	10	45.5%	1	4.5%	<u>22</u>
	Female	3	12.0%	8	32.0%	12	48.0%	2	8.0%	<u>25</u>
	Total	8	17.0%	14	29.8%	22	46.8%	3	6.4%	<u>47</u>
MELAA	Male	0	0%	1	25.0%	2	50.0%	1	25.0%	<u>4</u>
	Female	1	33.3%	1	33.3%	0	0%	1	33.3%	<u>3</u>
	Total	1	14.3%	2	28.6%	2	28.6%	2	28.6%	<u>7</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	0	0%	0	0%	<u>0</u>
NZ/European	Male	3	12.5%	7	29.2%	13	54.2%	1	4.2%	<u>24</u>

	Female	0	0%	4	21.1%	15	78.9%	0	0%	19
	Total	3	7.0%	11	25.6%	28	65.1%	1	2.3%	43

MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1295	Glenfield Intermediate	eTAP	17.105	2017-12-18	March annual charter update	NA	0

Writing Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	9	14.5%	15	24.2%	34	54.8%	4	6.5%	62
	Female	6	8.6%	14	20.0%	31	44.3%	19	27.1%	70
	Total	15	11.4%	29	22.0%	65	49.2%	23	17.4%	132
Maori	Male	1	11.1%	4	44.4%	4	44.4%	0	0%	9
	Female	1	14.3%	3	42.9%	3	42.9%	0	0%	7
	Total	2	12.5%	7	43.8%	7	43.8%	0	0%	16
Pasifika	Male	1	50.0%	0	0%	1	50.0%	0	0%	2
	Female	1	20.0%	3	60.0%	1	20.0%	0	0%	5
	Total	2	28.6%	3	42.9%	2	28.6%	0	0%	7
Asian	Male	7	22.6%	5	16.1%	16	51.6%	3	9.7%	31
	Female	1	4.0%	4	16.0%	10	40.0%	10	40.0%	25
	Total	8	14.3%	9	16.1%	26	46.4%	13	23.2%	56
MELAA	Male	0	0%	0	0%	1	100.0%	0	0%	1
	Female	0	0%	2	66.7%	0	0%	1	33.3%	3
	Total	0	0%	2	50.0%	1	25.0%	1	25.0%	4
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	0	0%	1	100.0%	0	0%	1
NZ/European	Male	0	0%	6	31.6%	12	63.2%	1	5.3%	19
	Female	3	10.3%	2	6.9%	16	55.2%	8	27.6%	29
	Total	3	6.3%	8	16.7%	28	58.3%	9	18.8%	48

MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1295	Glenfield Intermediate	eTAP	17.105	2017-12-18	March annual charter update		

Mathematics All students Years 7 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	9	6.9%	25	19.1%	70	53.4%	27	20.6%	<u>131</u>
	Female	10	7.1%	30	21.4%	87	62.1%	13	9.3%	<u>140</u>
	Total	19	7.0%	55	20.3%	157	57.9%	40	14.8%	<u>271</u>
Maori	Male	3	14.3%	3	14.3%	14	66.7%	1	4.8%	<u>21</u>
	Female	2	10.0%	6	30.0%	12	60.0%	0	0%	<u>20</u>
	Total	5	12.2%	9	22.0%	26	63.4%	1	2.4%	<u>41</u>
Pasifika	Male	0	0%	4	44.4%	4	44.4%	1	11.1%	<u>9</u>
	Female	3	20.0%	6	40.0%	6	40.0%	0	0%	<u>15</u>
	Total	3	12.5%	10	41.7%	10	41.7%	1	4.2%	<u>24</u>
Asian	Male	5	9.4%	9	17.0%	23	43.4%	16	30.2%	<u>53</u>
	Female	1	2.0%	8	16.0%	35	70.0%	6	12.0%	<u>50</u>
	Total	6	5.8%	17	16.5%	58	56.3%	22	21.4%	<u>103</u>
MELAA	Male	0	0%	2	40.0%	2	40.0%	1	20.0%	<u>5</u>
	Female	1	16.7%	2	33.3%	2	33.3%	1	16.7%	<u>6</u>
	Total	1	9.1%	4	36.4%	4	36.4%	2	18.2%	<u>11</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
NZ/European	Male	1	2.3%	7	16.3%	27	62.8%	8	18.6%	<u>43</u>
	Female	3	6.3%	8	16.7%	31	64.6%	6	12.5%	<u>48</u>
	Total	4	4.4%	15	16.5%	58	63.7%	14	15.4%	<u>91</u>

MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1295	Glenfield Intermediate	eTAP	17.105	2017-12-18	March annual charter update	NA	0

Mathematics Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	6	8.7%	20	29.0%	35	50.7%	8	11.6%	<u>69</u>
	Female	6	8.6%	21	30.0%	40	57.1%	3	4.3%	<u>70</u>
	Total	12	8.6%	41	29.5%	75	54.0%	11	7.9%	<u>139</u>
Maori	Male	2	16.7%	2	16.7%	8	66.7%	0	0%	<u>12</u>
	Female	1	7.7%	5	38.5%	7	53.8%	0	0%	<u>13</u>
	Total	3	12.0%	7	28.0%	15	60.0%	0	0%	<u>25</u>
Pasifika	Male	0	0%	4	57.1%	2	28.6%	1	14.3%	<u>7</u>
	Female	2	20.0%	4	40.0%	4	40.0%	0	0%	<u>10</u>
	Total	2	11.8%	8	47.1%	6	35.3%	1	5.9%	<u>17</u>
Asian	Male	3	13.6%	7	31.8%	8	36.4%	4	18.2%	<u>22</u>
	Female	1	4.0%	5	20.0%	17	68.0%	2	8.0%	<u>25</u>
	Total	4	8.5%	12	25.5%	25	53.2%	6	12.8%	<u>47</u>
MELAA	Male	0	0%	2	50.0%	1	25.0%	1	25.0%	<u>4</u>
	Female	1	33.3%	1	33.3%	1	33.3%	0	0%	<u>3</u>
	Total	1	14.3%	3	42.9%	2	28.6%	1	14.3%	<u>7</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	0	0%	0	0%	<u>0</u>
NZ/European	Male	1	4.2%	5	20.8%	16	66.7%	2	8.3%	<u>24</u>

	Female	1	5.3%	6	31.6%	11	57.9%	1	5.3%	19
	Total	2	4.7%	11	25.6%	27	62.8%	3	7.0%	43

MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1295	Glenfield Intermediate	eTAP	17.105	2017-12-18	March annual charter update	NA	0

Mathematics Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	3	4.8%	5	8.1%	35	56.5%	19	30.6%	62
	Female	4	5.7%	9	12.9%	47	67.1%	10	14.3%	70
	Total	7	5.3%	14	10.6%	82	62.1%	29	22.0%	132
Maori	Male	1	11.1%	1	11.1%	6	66.7%	1	11.1%	9
	Female	1	14.3%	1	14.3%	5	71.4%	0	0%	7
	Total	2	12.5%	2	12.5%	11	68.8%	1	6.3%	16
Pasifika	Male	0	0%	0	0%	2	100.0%	0	0%	2
	Female	1	20.0%	2	40.0%	2	40.0%	0	0%	5
	Total	1	14.3%	2	28.6%	4	57.1%	0	0%	7
Asian	Male	2	6.5%	2	6.5%	15	48.4%	12	38.7%	31
	Female	0	0%	3	12.0%	18	72.0%	4	16.0%	25
	Total	2	3.6%	5	8.9%	33	58.9%	16	28.6%	56
MELAA	Male	0	0%	0	0%	1	100.0%	0	0%	1
	Female	0	0%	1	33.3%	1	33.3%	1	33.3%	3
	Total	0	0%	1	25.0%	2	50.0%	1	25.0%	4
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	0	0%	1	100.0%	0	0%	1
NZ/European	Male	0	0%	2	10.5%	11	57.9%	6	31.6%	19
	Female	2	6.9%	2	6.9%	20	69.0%	5	17.2%	29
	Total	2	4.2%	4	8.3%	31	64.6%	11	22.9%	48



This table shows the progress of our 2016/2017 cohort in reading.

	All students Jan 2016	All students Dec 2017	Māori Jan 2016	Māori Dec 2017	Pasifika Jan 2016	Pasifika Dec 2017
At or Above	66%	84%	50% (9)	63% (10)	13% (1)	72% (5)
Below	13%	8%	34% (6)	37% (6)	74% (6)	28% (2)
Well Below	19%	8%	16% (3)	0%	13% (1)	0%

Additional comments:

2 Māori students that left were achieving AT the standard.

1 Pasifika student who left was achieving AT the standard.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Kaipātiki Community of Learning - Develop a shared understanding with the cluster primary schools around expectations and making OTJ's	COL did not focus on this due to VL+ focus Teachers at GIS now have an effective system for recording data in etap which led to more accurate and defensible OTJ's	COL focus was on Visible learning + Teachers were able to see all the data in one place	Focus across the COL to look at consistency in making OTJ's and other assessment practices Refine data recording in etap
Refine the use of school, team and class data profiles to identify trends/ patterns in data Targets discussed at class, team and school level	SLT were able to calculate effect sizes for each student in each class Teachers discussions about student progress led to changes in teaching and learning Teachers identified and monitored priority learners as part of teacher as inquiry	Teachers identified trends and patterns and changed teaching to better cater for needs of students and accelerate student progress Specific time was allocated to discuss target students in meetings Teachers reflected on their practice through their teacher as inquiry	Continue to refine data analysis and to identify trends/ patterns in data Targets discussed at class, team and school level and students progress monitored more closely
Māori/Pasifika – Facilitate targeted groups to increase student outcomes for these cohorts	Increase levels of confidence in these students Accelerated progress by students	Reading material was relevant and engaging for students Small group teaching of students together	Continue to facilitate targeted groups for Maori/Pasifika cohort to increase student outcomes and accelerate progress



	<p>At the start of 2017 46% of Maori students were achieving at or above expectation in Reading</p> <p>In Dec 2017 68% of Maori were achieving at or above expectation in Reading</p> <p>An increase of 22%</p> <p>At the start of 2017 46% of Pasifika students were achieving at or above expectation in Reading</p> <p>In Dec 2017 63% of Pasifika students were achieving at or above expectation in Reading</p> <p>An increase of 17%.</p>	gave them a sense of belonging	
Review the use of Lexia within the reading programmes in Learning hub	<p>Students are able to have ongoing reinforcement for gaps in spelling and phonological awareness</p> <p>It provides continual repetitive practice to reinforce concepts</p> <p>Gaps or misconceptions are identified and then provide a specific teaching opportunity</p>	<p>Students are engaged and enjoy the programme</p> <p>Can be used in conjunction with their classroom programme</p>	Continue to use programme for our Level 1 learners and Foundation ESOL students



<p>Kaipātiki Community of Learning initiative - Develop the use of 'Visible Learning Plus' domains to form the basis of all curriculum learning at GIS</p>	<p>Teachers started to unpack 'Visible Learning Plus' and GIS focussed on effective feedback</p> <p>Developing a framework for feedback at GIS</p> <p>Learner and inspired and passionate teacher profiles collaboratively developed</p> <p>GIS effective feedback framework collaboratively developed</p>		<p>Continue to unpack the domains and develop school wide systems for effective feedback framework</p> <p>Implement Learner profile and Inspired and Passionate teacher profile</p>
<p>Staffing and resources in the Learning Hub to facilitate focus reading groups for underachieving students/groups</p>	<p>Trained teacher facilitated groups for underachieving students</p> <p>Accelerated progress by students</p> <p>At the start of 2017 13% of Year 8 students were achieving below expectation in Reading</p> <p>In Dec 2017 only 8% of Year 8 students were achieving below expectation in Reading</p> <p>Overall At the start of 2017 69% of Year 8 students were achieving at or above expectation in Reading</p>	<p>High student engagement, seen in students reflective comments at the end of each programme</p> <p>Ability to have more teacher focused attention and feedback from their peers in a small group setting</p> <p>Strong student / teacher relationship</p>	<p>Continue to provide facilitated groups to target underachieving students in order to accelerate progress</p>



	In Dec 2017 84% of Year 8 students were achieving at or above expectation in Reading. An increase of 15%.		
<p>Reading - Planning for next year:</p> <p>The following points will be built into planning for next year;</p> <ul style="list-style-type: none"> • Learning Hub to focus on accelerating progress of below and well below students through targeted programmes • Continue to facilitate targeted groups for Maori/Pasifika cohort to increase student outcomes and accelerate progress • Continue to unpack the VL+ domains and develop school wide systems for effective feedback in Reading • Create learning progressions for reading based on curriculum levels and the LLPs. • Allocate numerical values to the reading progressions for calculating effect size. • Student agency in selection of assessment tools / techniques 			



School name:

Glenfield Intermediate School



School number:

1295

Focus: Writing

Strategic Aim:

- Our students will be achieving AT or ABOVE the expected National Standard in Reading, Writing and Mathematics

Annual Aim:

- To increase the number of students achieving at or above the National Standard in Reading, Writing and Mathematics.
- Accelerate progress of underachieving students.

Targets:

- All students who are identified as **WELL BELOW** or **BELOW** in relation to the National Standard for writing at the beginning of 2017 will make accelerated progress towards achieving **AT** the standard by the end of 2017
- The 29 Year 8 students who are below the standard will be at the standard by the end of 2017
- The 10 Year 8 (Māori) students who are below the standard will be at the standard by the end of 2017
- The 4 Year 8 (Pasifika) students who are below the standard will be at the standard by the end of 2017

Data: Writing

This table shows the baseline data for all students enrolled at Glenfield Intermediate in 2017.

2017 January	All Students	Year 7	Year 8	Māori	Pasifika	Asian	NZ European	Male	Female
At or Above	51%	39%	64%	31%	31%	53%	57%	45%	58%
Below	33%	43%	23%	59%	46%	27%	26%	33%	34%
Well Below	15%	18%	12%	10%	23%	20%	17%	22%	8%

This table shows the end of year achievement data for all students enrolled at Glenfield Intermediate in 2017.

2017 End of Year National Standards	All Students	Year 7	Year 8	Māori	Pasifika	Asian	NZ European	Male	Female
At or Above	63%	58%	67%	54%	42%	63%	73%	58%	67%
Below	27%	32%	22%	39%	46%	22%	21%	28%	25%
Well Below	10%	10%	11%	7%	12%	15%	6%	14%	8%



This table shows the progress of our 2016/2017 cohort in writing.

	All students Jan 2016	All students Dec 2017	Māori Jan 2016	Māori Dec 2017	Pasifika Jan 2016	Pasifika Dec 2017
Above	45%	67%	22%	44%	13%	29%
Below	38%	22%	67% (12)	44%(7)	74%(6)	43%(3)
Well Below	17%	11%	11%(2)	12%(2)	13%(1)	29%(2)

Additional comments:

2 Māori students that left were achieving AT the standard.

1 Pasifika student who left was achieving AT the standard.



Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Kaipātiki Community of Learning - Develop a shared understanding with the cluster primary schools around expectations and making OTJs</p>	<p>COL did not focus on this</p> <p>Teachers at GIS had an effective system for recording data in etap which led to more accurate and defensible OTJ's</p>	<p>COL focus was on Visible learning +</p> <p>Teachers were able to see all the data in one place</p>	<p>Focus across the COL to look at consistency in making OTJ's and other assessment practices</p> <p>Refine data recording in etap</p>
<p>Refine the use of school, team and class data profiles to identify trends/ patterns in data</p> <p>Targets discussed at class, team and school level</p>	<p>SLT were able to calculate effect sizes for each student in each class</p> <p>Teachers discussions about student progress led to changes in teaching and learning</p> <p>Teachers identified and monitored priority learners as part of teacher as inquiry</p>	<p>Teachers identified trends and patterns and changed teaching to better cater for needs of students</p> <p>Specific time was allocated to discuss target students in meetings</p> <p>Teachers reflected on their practice through their teacher as inquiry</p>	<p>Continue to refine data analysis and to identify trends/patterns in data</p> <p>Targets discussed at class, team and school level and students progress monitored more closely</p>
<p>Māori/Pasifika – Facilitate targeted groups to increase student outcomes for these cohorts</p>	<p>Increase levels of confidence in these students</p> <p>Accelerated progress by students</p> <p>At the start of 2017 31% of Maori students were achieving at or above expectation in Writing</p> <p>In Dec 2017 54% of Maori were achieving at or above</p>	<p>Writing prompts and motivation used was relevant and engaging for students</p> <p>Small group teaching of students together gave them a sense of belonging</p>	<p>Continue to facilitate targeted groups for Maori/Pasifika cohort to increase student outcomes and accelerate progress</p>



	<p>expectation in Writing. An increase of 23%</p> <p>At the start 2017 31% of Pasifika students were achieving at or above expectation in Writing</p> <p>In Dec 2017 42% of Pasifika students were achieving at or above expectation in Writing</p> <p>An increase of 11%.</p>		
<p>Kaipātiki Community of Learning initiative - Develop the use of 'Visible Learning Plus' domains to form the basis of all curriculum learning at GIS.</p>	<p>Teachers started to unpack 'Visible Learning Plus'</p> <p>School collected baseline data that helped to identify our next steps</p> <p>Learner and inspired and passionate teacher profiles collaboratively developed</p> <p>GIS effective feedback framework collaboratively developed</p>		<p>Continue to unpack the domains and develop school wide systems for effective feedback framework</p> <p>Implement Learner profile and Inspired and Passionate teacher profile</p>
<p>Provide PLD opportunities for teachers to implement new Writing rubric</p>	<p>Teachers were more comfortable using the new rubric</p> <p>Teachers used rubrics to assess all samples</p>	<p>Created a level of consistency across the school</p>	<p>Continue to refine use of rubric and moderation of samples within school and across the cluster</p>
<p>Staffing and resources in the Learning Hub to facilitate focus</p>	<p>Trained teacher facilitated groups for underachieving students</p>		<p>Continue to provide programmes that address underachievement in</p>



writing groups for underachieving students/groups	<p>Accelerated progress by students</p> <p>At the start 2017 23% of Year 8 students were achieving below expectation in Writing</p> <p>In Dec 2017 22% of Year 8 students were achieving below expectation in Writing</p>		order to accelerate progress
<p>Writing - Planning for next year:</p> <p>The following points will be built into planning for next year;</p> <ul style="list-style-type: none"> • Review school-wide RUBRICS and modify to include: <ul style="list-style-type: none"> o Exemplars to drive moderation o Allocate numerical values to the RUBRIC so that progress can be measured using size effect calculations. • Continue to facilitate targeted groups for Maori/Pasifika cohort to increase student outcomes and accelerate progress • Continue to provide programmes that address underachievement in order to accelerate progress 			



School name:

Glenfield Intermediate School



School number:

1295

Focus: Mathematics

Strategic Aim:

- Our students will be achieving AT or ABOVE the expected National Standard in Reading, Writing and Mathematics

Annual Aim:

- To increase the number of students achieving at or above the National Standard in Reading, Writing and Mathematics.
- Accelerate progress of underachieving students.

Target:

- All students who are identified as **WELL BELOW** or **BELOW** in relation to the National Standard for mathematics at the beginning of 2017 will make accelerated progress towards achieving **AT** the standard by the end of 2017
- The 20 Year 8 (20 female) students who are below the standard will be at the standard by the end of 2017
- The 7 Year 8 (Māori) students who are below the standard will be at the standard by the end of 2017
- The 4 Year 8 (Pasifika) students who are below the standard will be at the standard by the end of 2017

Data: Mathematics

This table shows the baseline data for all students enrolled at Glenfield Intermediate in 2017.

2017 January	All Students	Year 7	Year 8	Māori	Pasifika	Asian	NZ European	Male	Female
At or Above	58%	55%	63%	36%	30%	66%	61%	65%	53%
Below	26%	28%	23%	49%	35%	22%	22%	19%	32%
Well Below	16%	17%	14%	15%	35%	12%	17%	16%	15%

This table shows the end of year achievement data for all students enrolled at Glenfield Intermediate in 2017.

2017 December	All Students	Year 7	Year 8	Māori	Pasifika	Asian	NZ European	Male	Female
At or Above	73%	62%	84%	66%	46%	78%	79%	74%	72%
Below	20%	30%	11%	22%	42%	16%	17%	19%	21%
Well Below	7%	8%	5%	12%	12%	6%	4%	7%	7%



This table shows the progress of our 2016/2017 cohort in mathematics.

	All students Jan 2016	All students Dec 2017	Māori Jan 2016	Māori Dec 2017	Pasifika Jan 2016	Pasifika Dec 2017
Above	63%	84%	50%	76(1)	38%	57%
Below	26%	11%	39%(7)	12%(2)	50%(4)	29%(2)
Well Below	11%	5%	11%(2)	12%(2)	12%(1)	14%(1)

Additional comments:

2 Māori students that left were achieving AT the standard.

1 Pasifika student who left was achieving AT the standard.



Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Kaipātiki Community of Learning - Develop a shared understanding with the cluster primary schools around expectations and making OTJs</p>	<p>COL did not focus on this</p> <p>Teachers at GIS had an effective system for recording data in etap which led to more accurate and defensible OTJ's</p>	<p>COL focus was on Visible learning</p> <p>Teachers were able to see all the data in one place</p>	<p>Focus within the COL to look at consistency across the COL in making OTJ's</p> <p>Refine data recording in etap</p>
<p>Refine the use of school, team and class data profiles to identify trends/ patterns in data</p> <p>Targets discussed at class, team and school level</p>	<p>SLT were able to calculate effect sizes for each student in each class</p> <p>Teachers discussions about student progress led to changes in teaching and learning</p> <p>Teachers identified and monitored priority learners as part of teacher as inquiry</p>	<p>Teachers identified trends and patterns and changed teaching to better cater for needs of students</p> <p>Specific time was allocated to discuss target students in meetings</p> <p>Teachers reflected on their practice through their teacher as inquiry</p>	<p>Continue to refine data analysis and to identify trends/ patterns in data.</p> <p>Targets discussed at class, team and school level and students progress monitored more closely</p>
<p>Māori/Pasifika – Facilitate targeted groups to increase student outcomes for these cohorts</p>	<p>Accelerated progress by students</p> <p>At the start of 2017 36% of Maori students were achieving at or above expectation in Mathematics</p> <p>In Dec 2017 66% of Maori were achieving at or above expectation in Mathematics</p> <p>An increase of 30%</p>		



	<p>At the start of 2017 30% of Pasifika students were achieving at or above expectation in Mathematics</p> <p>In Dec 2017 46% of Pasifika students were achieving at or above expectation in Mathematics</p> <p>An increase of 16%</p>		
Investigate new approaches (programmes) to support students achieving below and well below National Standards	<p>Teachers trialled a maths as inquiry mixed ability approach that accelerated the progress of students and reflected on the impact it has had on students</p> <p>Accelerated progress by female students</p> <p>At the start of 2017 53% of female students were achieving at or above expectation in Mathematics</p> <p>In Dec 2017 72% of females were achieving at or above expectation in Mathematics.</p> <p>An increase of 19%.</p>	<p>Teachers reported that this approach worked well for some students and that different approaches needed to be used to cater for different students</p> <p>Some students liked this approach</p>	Continue to explore approaches that accelerate the progress of students
Using Learning Maps unpack student results and progress with students in	Learning Maps provided an understanding of students perceptions of Mathematics that	We did not revisit the learning maps later in the year to do a comparison	Further develop the use of learning maps to observe changes in student perceptions of



order for them to take more ownership of their learning.	were shared with teachers and parents	Initial maps gave parents, teachers and children a clear understanding of how the student perceives Maths	mathematics over the year
Kaipātiki Community of Learning initiative - Develop the use of 'Visible Learning Plus' domains to form the basis of all curriculum learning at GIS	<p>Teachers started to unpack 'Visible Learning Plus School collected baseline data that helped to identify our next steps</p> <p>Learner and inspired and passionate teacher profiles collaboratively developed</p> <p>GIS effective feedback framework collaboratively developed'</p>	The focus was on the 'Visible Learner' and 'Effective Feedback.' This was based on survey evidence	<p>Continue to unpack the domains and introduce and use the effective feedback framework</p> <p>Implement Learner profile and Inspired and Passionate teacher profile</p>
Form mathematics PLG for teachers to facilitate a school wide inquiry to shift engagement, motivation and achievement in mathematics.	Teachers had individual inquiries	The entire staff were involved in the mathematics PLD and inquiry	
ALiM 2 / TLiF - provide release for 2 ALiM teachers and all class teachers to observe best practice	Teachers observed best practice and implemented a programme that targeted students who were just below in their classrooms	Lead teachers drove PLD. Observations of lead teachers and also lead teachers observing in classes	
Provide PLD opportunities in mathematics for teachers to 'implement' new innovative teaching	All teachers took part in Massey University PLD with Bobbie Hunter and trialled Maths communities and mixed ability	Teachers found approach positive for some, but not all students	Continue to explore a range of approaches that meet the needs of the students and that accelerate progress



pedagogies for 21st Century learning.	Maths teaching in all classes		
Parent information evenings unpacking how they can support their child in mathematics. How do we do mathematics at GIS?	Maths evening gave parents a better understanding to how we do Maths at GIS and gave them the confidence to support their children at home	Parents engaged with their child in relation to Maths learning and felt more comfortable to ask questions of the teacher about their child's learning	
<p>Mathematics - Planning for next year:</p> <p>The following points will be built into planning for next year;</p> <ul style="list-style-type: none"> • Mathematics Professional Development with Marie Hurst with a focus on acceleration of progress for all students. Increase teacher capabilities and also students ability to be assessment capable • Learning Hub to focus on accelerating progress of below and well below students through targeted programmes • Continue to unpack the domains and introduce and use the effective feedback framework in Mathematics • Student agency in selection of assessment tools / techniques 			

