

Glenfield Intermediate School

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Strategic Plan 2019-2021

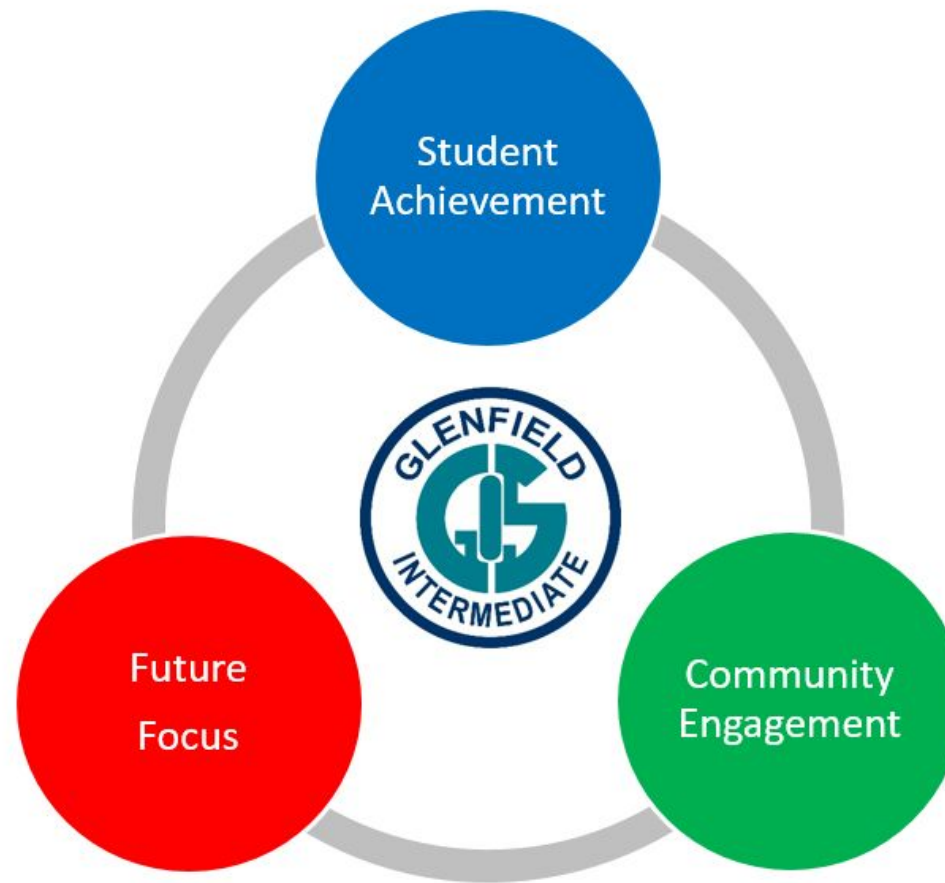


Strategic Focus Areas for GIS

1: Student Achievement

2: Future Focus

3: Community Engagement



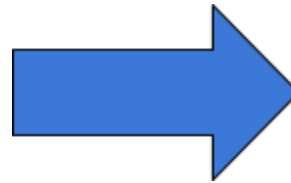
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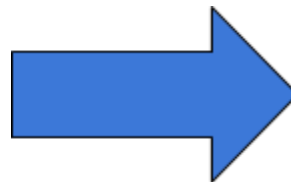
Student
Achievement



How will we know? (Progress is the focus)

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

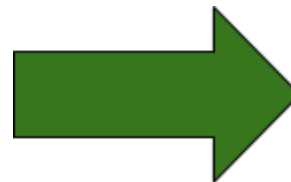
Future
Focus



How will we know?

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

Community
Engagement



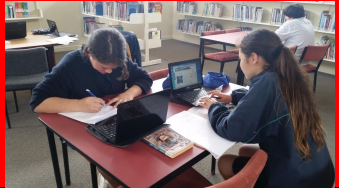
How will we know?

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


Strategic Aim 1: Student Achievement

	2019	2020	2021
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 (3rd year) ● Accelerate progress of underachieving students ● PLD to focus on Literacy (Writing) and Mathematics. ● Māori/Pacific island learners –continue regular tracking, monitoring and adaptations of programmes for these cohorts to ensure accelerated rates of progress. ● Regular discussion and review of progress and achievement against GIS targets. 		
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. ● Students can articulate where they are, what their next learning steps are, and take ownership of their learning. 		
Goal 1.3 Students actively participate and learn in caring, collaborative, and inclusive learning environments (Focus on 'Hauora' for students and staff)	<ul style="list-style-type: none"> ● Use the NZCER Student Wellbeing survey to collect data and evidence ● Focus on students building resilience and understanding 'hauora' ● Focus on teacher wellbeing and understanding of 'hauora' ● Celebrate successes and promote the notion of 'hauora' 		

Strategic Aim 2: Future Focus

	2019	2020	2021
Goal 2.1 Implement new digital technologies into ILE pedagogy to enhance student engagement and progress	<ul style="list-style-type: none"> ● All classes to use 'Code Avengers' as part of their programme. ● Continue to implement the 'Digital Technology Curriculum.' ● Continue to revise and refine protocols and rationales to support BYOD and ILE classrooms including collaborative teaching. 		
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). 		

Strategic Aim 3: Community Engagement

	2019	2020	2021
<p>Goal 3.1 To be the preferred provider of 'Middle Years' education for our community.</p>	<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. ● Provide events for the community to visit GIS and celebrate the strengths of the school. 		
<p>Goal 3.2 To ensure effective links are created between home and school to facilitate increased student learning and community engagement.</p>		<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. 	
<p>Goal 3.3 Be culturally responsive and celebrate diversity within the school community.</p>		<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 to celebrate the diversity at GIS (Cultural Responsiveness Facilitator) 	

Kaipātiki Kāhui Ako

Moving forward together - Te aku whakamua tahi



Strategic Plan 2018-2019

	2018	2019
Visible Learning (links with Student Agency, Collaborative Inquiry, Leadership Capability, Community Engagement, Transitions)	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 (links with Student Agency, Collaborative Inquiry, Leadership Capability, Community Engagement, Transitions)	<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