



GLENFIELD

INTERMEDIATE

EST. 1972

Charter 2022 - 2024

Contents

- Who are we?
- Kaipātiki Kāhui Ako
- GIS Plan On A Page
- Annual Plans
- Targets 2022

Supporting Documents

- Cultural Diversity
- Community Consultation
- GIS Links to NELP
- 2021 Analysis of Variance



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, emotional, social, and spiritual dimensions of health) for all stakeholders.

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, whānau, hapu and iwi) form highly respectful partnerships between all stakeholders and are the cornerstone for our success.

Kaipātiki Kāhui Ako

Our Kāhui Ako (Community of Learning)

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 involves 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, wellbeing and lifelong learning. We will work in partnership with students, parents and whānau to accelerate student progress and provide a highly effective educational pathway for all.

We have identified three Progress Aspirations for our Kāhui Ako.

1. Pedagogy - a focus on Learner Agency - Mana ākongā
2. Wellbeing - Hauora
3. Family, Whānau and Community Partnerships - Whakawhanaungatanga

GLENFIELD INTERMEDIATE - OUR NARRATIVE

Rangi & Papa - The koru shapes represent new growth. Each side represent Atua or deities Rangi and Papa, that appear in the creation story that explains the origin of the world. The Koru eventually forms the fingers which represent the tamariki (children)

The Hands (kapunga) - Wherahia te kapunga o te ringa - The open palm of the hand. The hands plant the seeds, they are also tools of creation, they allow you to work or to provide for your whanau. The hands represent the school and whanau working together to grow the child. The child is represented by the flower and fronds.

Te Ngakau (heart) - The koru shape is also representing the Ngakau, heart or also known as the manawa, which is simply the "breath of life", and can mean also motivation.

Te Moana nui-a-Kiwa - (The great ocean of Kiwa). Kiwa's first wife was Parawhenuamea. She is the ancestor of streams that flow from the land to the sea and of fresh water found within the many streams and underground water springs from Onepoto Domains and around Lake Rd.

Four Fingers - the fingers represent iwi, **Ngāti Whatua, Te Kawerau a Maki, Ngāti Paoa, Ngai Tai**, from Rodney, Kaipara and North Shore. The original inhabitants of the area comprising up of the four Iwi. Fingers also carry the school vision - **Inspire** (Whakaohoho), **Challenge** (Mātātoa), **Empower** (Whakamana), **Be a STAR** (Hei Whetu).

Te Maunga - Rangitoto Land/earth - Papatuanuku



Strawberry fields - 1849 European settlers were pioneering commercial fruit and strawberry growing around the Glenfield, Northcote, Wairau Valley areas. Construction of the Harbour Bridge, cheap housing subdivisions transformed Glenfield and neighbouring Birkdale. Many descendants of those settlers continue to live in the area today.

The Mangopare (Hammerhead Shark) - represents strength, leadership, agility, unrelenting determination, courage, and wealth. **Oneone-Roa** - Now known as Shoal Bay it is a place of great natural beauty with many inlets and streams. The bay was once a great catchment area for Kai Moana, namely Shark, Fish, Shellfish in abundance.

Motifs such as fish and plants are used throughout the Pacific. This design represents the Pacific cultures within the school i.e. Samoan, Cook Islands, Tongan, Niuean, Fijian.

Awataha - The ancient name of the closest papakainga (village) to the school.

Asian Night Blue - represents wood and symbolizes spring and brings a positive meaning. Blue stands for healing, trust and long life. Shades of blue are used to decorate homes for longevity and harmony. This colour is also representing asian immigrants from the late 1800's and the rapid growing Asian population today from China, Korea, Japan and the Philippines.

Whakapapa (geneology) - All living things including rocks and mountains possess Whakapapa. The four fingers represent four generations and the idea that our own Whakapapa has a deep connection to the land and the roots of one's ancestry.

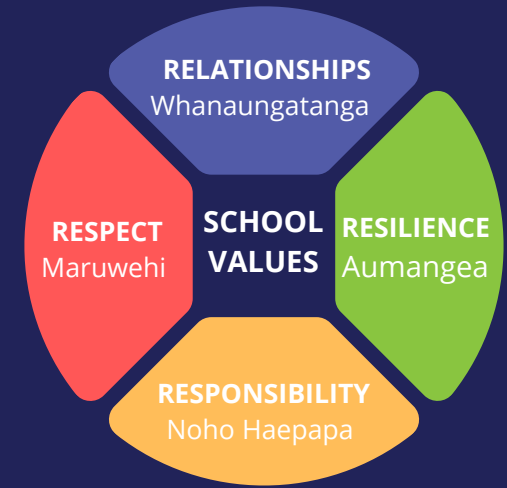
These fingers also carry the school values - **Responsibility** (Noho Haepapa), **Resilience** (Aumangea), **Relationships** (Whanaungatanga), **Respect** (Maruwehi).



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we Inspire, Challenge and Empower our learners

by fostering a safe, nurturing and diverse learning community where ākonga strive for personal growth in an ever changing world

STRATEGIC PLAN 2022-2024

STRATEGIC GOALS		
 <p style="text-align: center;">CURRICULUM</p> <p>A rich, authentic localised curriculum that is inspiring, challenging and empowering is embedded in all classrooms</p>	 <p style="text-align: center;">CULTURE</p> <p>A culture of personal growth and hauora is the way of being at GIS</p>	 <p style="text-align: center;">COMMUNITY</p> <p>Positive learning focused partnerships with our community</p>
INITIATIVES		
<ul style="list-style-type: none"> Review and redesign our current curriculum. Engage in and activate learning from PLD with 'Write that Essay' Design, establish and sustain PLGs to drive pedagogical change 	<ul style="list-style-type: none"> Create opportunities for all learners to grow All kaiako are trained in GROWTH Coaching Develop, trial and implement a GIS wellbeing model and explicit teaching programme 	<ul style="list-style-type: none"> Establish new connections with iwi and other community groups that can support our learners Provide new opportunities to engage and make connections with the community MAC initiative
SUCCESS STATEMENTS		
<p>Learners make progress by being confident, engaged and connected to their culture and community</p> <p style="text-align: center;">Highly skilled and motivated kaiako</p>	<p>Learners experience personal growth in relation to the school values and learner profile matrix</p> <p>Learners feel valued and safe, are happy and engaged in their learning</p>	<p>There is a strong partnership between the school, learners and their families which focuses on learners personal growth, culture, connection and hauora</p>



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**Supporting
Documents**

Cultural Diversity and Honoring Te Tiriti o Waitangi

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 Pacific Island (9%) and Filipino (12%) communities who represent the wider GIS community. All students will be provided with curriculum-related opportunities to participate in and contribute to a variety of 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, signage Daily use of paepae in all classrooms 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 mihi whakatau to welcome guests to the school. PLD to enhance knowledge and understanding for our staff. Staff professional development focused on <i>'Tataiako: Cultural Competencies for Teachers of Māori Learners and Ka Hikatia'</i>. This will enhance staff engagement with Māori learners, whanau and iwi and promote the ideals of identity, culture and language. Involvement in the Māori Achievement Collaborative (MAC) initiative in 2021/2023
<p>What reasonable steps will the school take to incorporate Tikanga Māori (Māori culture and protocol) into the school's curriculum?</p>	<p>What steps will be taken to discover the views of the school's Māori community?</p>
<ul style="list-style-type: none"> Where possible, employ a part time te reo teacher to teach all classes, upskill staff, facilitate kapa haka 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. Through the guidance and professional development of staff using <i>'Tataiako Cultural Competencies for Teachers of Māori Learners'</i>. Continuing to use mihi whakatau to welcome new learners and other guests to the school. 	<ul style="list-style-type: none"> All Kaipātiki Kāhui Ako schools are on MAC. We will be collaborating as a kāhui ako to collect voice and understanding. Teacher to work with all our Māori students during extension time. The focus is on culture, language and identity. Through continuation of our regular meetings with Glenfield Intermediate School Māori community/parents. GIS will hold an annual whanau meeting to discuss 'success as Māori' and aspirations for the community tamariki. Our Māori Progress - 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 will the school do to provide instruction in Te Reo Māori (Māori Language) for full time students whose parents ask for it?</p>	<p>What are some areas which make our school unique and are important to the community?</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>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. Refer to our new school logo and the narrative around this.

Community Engagement Dates 2022

<p><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</p>	February 2022
<p><u>Learning Conferences</u> Discuss baseline achievement data and learning goals for all students. Students share their goals and next steps with parents</p>	March 2022
<p><u>Community Meetings for all ethnic groups</u> Discuss baseline achievement data and the plan for the upcoming year 2022. Meetings to discuss 'Aspirations for..... and also Strategic goals' for each group.</p>	April 2022
<p><u>Staff Consultation</u> (Discuss midpoint progress and achievement data for all ethnic groups, strategies and approaches which worked well to motivate students and accelerate student achievement. Targets and suggestions for remainder of 2022)</p>	July / August 2022
<p><u>Community Meetings for all ethnic groups</u> (Discuss midpoint progress data and the plan for the remainder of 2022)</p>	July / August 2022
<p><u>Context Sharing Evening</u> Celebrate student progress and outcomes. School is open until 6.30pm for parents to visit and for students to share their learning with their parents.</p>	Late Term 2
<p>Kaipātiki Kāhui Ako Matariki Festival - held at Glenfield College in Term 2</p>	Late Term 2 - TBC
<p><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</p>	Early Term 3
<p><u>Context Sharing Evening</u> Celebrate student progress and outcomes. School is open until 6.30pm for parents to visit and for students to share their learning with their parents.</p>	Late Term 3
<p><u>Staff Consultation</u> (Discuss final progress and achievement data for all ethnic groups, Strategies and approaches which worked well to motivate students and accelerate student progress and achievement. Targets and suggestions for 2023)</p>	November 2022
<p><u>BoT Consultation</u> (Discuss final progress and achievement data for all ethnic groups, strategies and approaches which worked well to motivate students and accelerate student progress and achievement. Share feedback from the Māori/Pacific Island consultation evening and targets/goals for 2023)</p>	January 2023
<p><i>Parent Forums, fortnightly newsletters, school website, survey monkey, school app, and email are also used to consult with our GIS community.</i></p>	