



**GLENFIELD**

**INTERMEDIATE**

**EST. 1972**

# Strategic Overview 2024 - 2025

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## 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





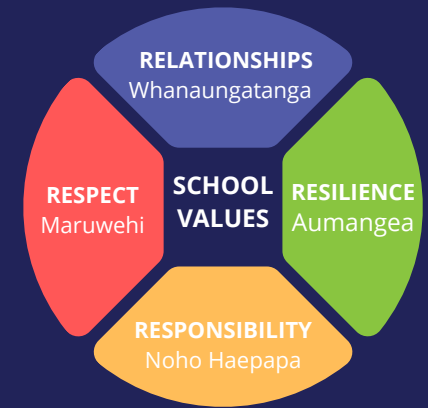
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**we Inspire, Challenge and Empower our learners**

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



STRATEGIC PLAN 2024-205

STRATEGIC GOALS	ACTIONS INITIATIVES	SUCCESS STATEMENTS	NELPs and Relevant Strategies	Board Primary Objectives
 <p><b>CURRICULUM</b> A rich, authentic localised curriculum that is inspiring, challenging and empowering is embedded in all classrooms</p>	<ul style="list-style-type: none"> <li>Review and redesign our current curriculum.</li> <li>Engage in and activate learning from PLD with 'Writer's Toolbox'</li> <li>Design, establish and sustain PLGs to drive pedagogical change</li> </ul>	<p>Learners make progress by being confident, engaged and connected to their culture and community</p> <p>Highly skilled and motivated kaiako</p>	<p>NELP 1,2,3,4,5,6</p> <p>Te Mātaiaho CPM</p>	<p>127</p> <p>1(a,b,c,d)</p>
 <p><b>CULTURE</b> A culture of personal growth and hauora is the way of being at GIS</p>	<ul style="list-style-type: none"> <li>Create opportunities for all learners to grow focused on school values, learner profile matrix and agentic practices</li> <li>All kaiako are trained in coaching</li> <li>Develop, Trial and Implement a GIS wellbeing model and explicit teaching programme</li> </ul>	<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>NELP 1,2,3,4,5,6</p> <p>Attendance and Engagement</p>	<p>127</p> <p>1(a,b,c)</p>
 <p><b>COMMUNITY</b> Positive learning focused partnerships with our community</p>	<ul style="list-style-type: none"> <li>Establish new connections with iwi and other community groups that can support our learners.</li> <li>Provide new opportunities to engage and make connections with the community</li> <li>Participate in MAC initiative, review current programme and implement new practices</li> </ul>	<p>There is a strong partnership between the school, learners and their families which focuses on learners personal growth, culture, connection and hauora</p>	<p>NELP 1,2,3,4,5,6</p> <p>School Planning Toolkit</p> <p>Ka Hīkōia</p>	<p>127</p> <p>1(c,d)</p>
<b>Evidence</b>	Success towards the strategic goals will be measured through annual targets, planning and reporting. Ongoing ākonga learning and progress achievement data tracking and analysis. We will also collate and track any stakeholder feedback. Please refer to the Annual Plans for each strategic goal for specific measures.			
<b>Strategies for giving effect to Te Tiriti o Waitangi</b>	Refer to Strategic Goal / Annual Plan 3 - MAC initiative. Developing relationships with our local iwi. A school curriculum that reflects the aspirations of our Māori community. All curriculum areas will be developed with a mataranga Māori lens. Te reo Māori and Māori tikanga is part of our place: daily morning paepae / waiata / mihi / pepeha / kapa haka / mihi whakatau / hui			
<b>Information informing this plan</b>	Stakeholder voice was gathered in 2023 through whānau connect hui, several online surveys, informal conversations at community events, staff surveys/feedback, tamariki surveys, tamariki focus groups. The release of Te Mātaiaho and CPM has meant a review of our localised curriculum to ensure alignment with the national curriculum.			



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**Supporting  
Documents**

# Cultural Diversity and Giving effect to Te Tiriti o Waitangi

## New Zealand Cultural Diversity

**GIS Pedagogy and environment will reflect NZ cultural diversity through celebrating and including Māori and all other cultures that are represented at GIS.**

- 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 Peoples (7%), Chinese (11%) and Filipino (20%) 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.

**What reasonable steps will the school take to incorporate Tikanga Māori (Māori culture and protocol) into the school's curriculum?**

- Provide PLD to upskill staff,
- Staff released to 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 or another local marae for powhiri and cultural experiences.
- Through the guidance and professional development of staff using '*Tataiako Cultural Competencies for Teachers of Māori Learners*'.
- Continuing to use mihi whakatau to welcome new learners and other guests to the school.

**What will the school do to provide instruction in Te Reo Māori (Māori Language) for full time students whose parents ask for it?**

- Compulsory teaching of te reo Māori through the classroom programme.
- Extension group for Māori students

## The Unique Position of Māori Culture

**GIS Pedagogy and environment will reflect Māori culture through:**

- 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/powhiri to welcome guests to the school.
- PLD to enhance knowledge and understanding 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, culture and language.
- Involvement in the Māori Achievement Collaborative (MAC) initiative in 2021 - 2024

**What steps will be taken to discover the views of the school's Māori community?**

- 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 whānau 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 whānau/parents of Māori students to help identify important learning needs of our Māori students.

**What are some areas which make our school unique and are important to the community?**

- The Maori history of the area - Kaipātiki (to eat flounder or the feeding ground of the flounder)
- 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 2024

<p><b><u>Staff Consultation</u></b> Discuss baseline achievement data. Strategies and approaches that need to be used to motivate students as well as accelerate student progress</p>	February
<p><b><u>Learning Conferences</u></b> Discuss baseline achievement data and learning goals for all students. Students share their goals and next steps with parents</p>	March
<p><b><u>Community Meetings</u></b> Writers Toolbox hui - how do we teach writing at GIS Mathematics - how do we teach writing at GIS</p>	Early Term 2 Mid Term 2
<p><b><u>Maori Whānau Hui</u></b> Performance and kai to celebrate the kapa haka and their progress /commitment</p>	June
<p><b><u>Staff Consultation</u></b> (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 2024)</p>	July Term 2
<p><b><u>Context Sharing Evening</u></b> 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><b><u>Parent interviews / Student Learning Conferences</u></b> Discuss baseline data and learning goals for all students. Students share their goals and next steps with parents</p>	Term 3 26 / 27 July
<p><b>Kaipātiki Kāhui Ako Matariki Festival</b> - held at Glenfield College in Term 3</p>	Term 3 28 July
<p><b><u>Context Sharing Evening</u></b> 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><b><u>Staff Consultation</u></b> (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 2025)</p>	November
<p><b><u>BoT Consultation</u></b> (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 2025)</p>	December 2024 February 2025

*Parent Forums, fortnightly newsletters, school website, HERO, and email are also used to consult with our GIS community.*

## Strategies GIS is using to achieve the National Education and Learning Priorities 2024

<b>Objective 1</b> <b>LEARNERS AT THE CENTRE</b>  Learners with their whānau are at the centre of education		<b>Objective 2</b> <b>BARRIER FREE ACCESS</b>  Great education opportunities and outcomes are within reach for every learner		<b>Objective 3</b> <b>QUALITY TEACHING AND LEADERSHIP</b>  Quality teaching and leadership make the difference for learners and their whānau		<b>Objective 4</b> <b>FUTURE OF LEARNING AND WORK</b>  Learning that is relevant to the lives of NZers today and throughout their lives
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every ākonga, and support these by partnering with whānau and communities to design and deliver education that responds to their needs and sustains their identities, languages and culture	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work
4 R's (values)	Agentic practice	Relationship focus	Learner Profile	School karakia	Professional Growth Cycle	Liaison with secondary
Be a STAR	Learner Leadership	Differentiated learning	Learner Profile Matrix	School waiata	Teaching as Inquiry	Transition events
PC4L	Learner focus groups	The Hub	Visible Learning +	Teacher daily use	Impact Partners	ASB Getwise
PC4L student focus group	Learner conferences	School funded counsellor	Writers Toolbox	Kapa haka	Coaching PLD	Careers Education Unit
Student Hauora group	Goal setting	MAC	ALiM / MST	Signage	PLD programmes	
Hauora Surveys	Transition events	Outside agencies	Specialist programme	Mihi Whakatau	Observations	
MITEY PLD	Community surveys	BYOD / School devices	MITEY PLD	Extension te reo	PCT programme	
	Community events	School Board funding for support staff and support programmes	The Hub	Authentic Contexts	Kāhui Ako	
	Kaipātiki Youth Trust				Quality PLD	
	Attendance Service					