



# SCHOOL CHARTER 2017

*Mā maru wehi, Kā rāhiri*

*With Pride and Respect*

Providing a positive, inclusive learning environment which encourages lifelong learning, ensuring each of our students needs are met so that they are challenged to meet their individual potential.

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## **1. TYPE OF SCHOOL**

Glenfield College is a co-educational secondary school with students from Year 9 to Year 13.

## **2. GENERAL DESCRIPTION OF THE SCHOOL**

Glenfield College is a small, community focused, co-educational decile 6, state secondary school situated in a safe and established suburb surrounded by Kaipatiki reserve, minutes from beaches on Auckland's North Shore. We take great pride in the culture of caring we provide for each student, and meeting the needs of our students, ensuring they reach their own levels of individual excellence is of paramount importance to us. The campus boasts excellent facilities including a modern and innovative Technology block, all weather sports surface, recently renovated and refurbished Science laboratories including an extensive robotics' suite, seated Cafeteria and much more. Add to this the new Marae and the inclusion of two satellite units to complement our existing student support, and the picture of a vibrant 21<sup>st</sup> century school is complete.

Glenfield College has enjoyed significant growth in the diversity of its student body in recent years which provides a rich learning environment for its students in the classroom and beyond. Our strong culture of care is enhanced by a robust pastoral and student support service including health care, physiotherapist services, counselling, career guidance, mentoring and transitioning support. The school is proud of the achievements of its students in the fields of academia, sport, service, culture and the arts and our students report that they feel safe and supported in the positive teaching and learning environment provided for all of our community.

Specialised teaching facilities include a Wharenui - Puawānanga, a Whare kai - Kimiroa and an innovative learning space which houses the modern technical facility. The IT network operating at Glenfield College, supports students bringing their own devices and is supported by numerous computer hubs and wireless network. The school has a dedicated International Student Department, responsible for the pastoral care of our students who arrive from many parts of the globe.

## **3. DESCRIPTION OF THE SCHOOL'S COMMUNITY**

Glenfield College serves a socially and culturally diverse community within the immediate catchment area, centered on Glenfield itself. Community support for the school continues to strengthen. The school is an integral member of the Kaipatiki Community of Learning (CoL), which develops pathways from Early Childhood Education, Primary, Intermediate, through to Glenfield College and beyond.

## **4. MISSION STATEMENT**

Providing a positive, supportive learning environment in which each student's needs are met and where all students develop a habit of lifelong learning and are challenged to maximize their educational potential.

## **5. VISION**

That Glenfield College is recognised as the school where each student is supported to reach their own personal levels of excellence.

- a. Students feel valued, supported and challenged to excel. Staff know each student's strengths and weaknesses and strive to improve educational outcomes and enhance the positives.
- b. All staff feel valued, supported and encouraged to enjoy professional growth and continuous improvement in a collegial environment. Reflection and inquiry underpin professional growth.
- c. Students and staff value and enjoy quality teaching and learning.

- d. There is a positive partnership between caregivers, the wider community and the school in which caregivers feel that they are fully informed at all times.
- e. Students are confident and their voice is encouraged and valued in all aspects of the school operation. Students are proud of their school and participate readily in sports, the performing/visual arts and culture.
- f. Students and staff are life-long learners, showing innovative and adaptive use of best practice and modern technologies in the learning process.
- g. The bicultural partnership with Māori whānau is actively promoting success for Māori students while all other cultures are embraced, respected and celebrated.
- h. 'Priority learner' students strive and achieve educational success in the school.
- i. Students with special learning needs are well supported to enjoy success in mainstream classes.
- j. There are strong links with our feeder schools enabling a seamless transition to our school.
- k. The physical plant and resourcing support quality learning and high achievement in a sustainable environment.
- l. Graduates of our school are well-rounded global citizens, who have been supported to transition into their chosen pathway of further education, training or employment.

## 6. GUIDING PRINCIPLES

Glenfield College is committed to a quality education in which students are being prepared to be the best they can be to participate fully in our ever-changing world. The Board of Trustees and school staff will ensure this education addresses their learning needs and respects their dignity.

Glenfield College provides a teacher mentor for every student. They meet and set goals together with the student, parents and caregivers, and review ongoing progress against those goals regularly throughout the year. The staff support the students in all their subjects and collaboratively develop strategies to reduce manageable barriers to learning.

Glenfield College is a fully restorative school and enhances its student management practices by continuing to support and develop the PB4L programme across the school. As a restorative school our focus is on teaching our students what the appropriate behaviours are rather than simply punishing the inappropriate.

## 7. SCHOOL COMMUNITY

To uphold the partnership between school, families, and community, Glenfield College promotes an open-door policy to encourage full community involvement in the school. In addition to inviting the school community to engage with all school activities, the Board will meet and consult with its community using these methods:

- **Meetings:** Board and sub-committees, Whānau Group meetings, Māori community meetings, Pasifika community and parents' meetings, Parent Teacher Mentor meetings, Curriculum and Careers Information Evenings, Year 9 Parent Meetings, organisation and communication for cultural festivals.
- **Events:** Academic, sporting, cultural, service and social events.
- **Surveys:** Including student voice, staff and surveys of parents and caregivers.
- **Communications and Publications:** School yearbook, regularly circulated newsletters, email, website and Facebook.
- **Family and Student Connection:** Parent, student and community portal.
- **Reporting to parents:** Academic, sporting, cultural, service and social development.
- **Informal qualitative feedback**

## 8. CULTURAL DIVERSITY AND THE MĀORI DIMENSION

- **New Zealand's cultural diversity**

- Students are encouraged to share elements of their cultural heritage to celebrate New Zealand's cultural diversity.
- All staff will treat students as individuals with unique differences, talents and cultural values and perspectives that will be respected.
- Differing cultural backgrounds of students are viewed as adding to the tapestry and strength of the school.
- The students' identities, languages, abilities and talents are recognised and affirmed in inclusive and contextualised ways.

- **The unique position of the Māori culture**

- The Glenfield College curriculum acknowledges the principles of the Treaty of Waitangi, respecting tikanga, and the bicultural foundations of Aotearoa New Zealand. The curriculum will be responsive to the national priorities for ākonga.
- The school will consult with our Māori communities freely and openly in the interests of seeing our Māori students succeed at school. We seek to hold regular hui with the whānau and to be welcoming at all times to approaches from our Māori parents and to be good listeners.
- Glenfield College provides a Wharenuī - Puawānanga, and a Whare kai - Kimiroa, from which a multi-level whānau home room class operates. This provides a sense of place and family (tuakana, teina) within a culturally appropriate environment. Our Marae can also be utilized by all curriculum areas and students of the school as a multi-purpose learning space. Community groups are encouraged to use these facilities.
- This cultural foundation is supported by Te Reo classes (offered as an option in all Year levels), and a Kapa haka Group is fostered and supported. We are also committed to including Tikanga Māori where possible in all curriculum areas and to offering instruction in Tikanga if practicable. Year 9 students develop an understanding and awareness of Te Reo and Tikanga Māori as part of growing as a New Zealander.
- Māori cultural experiences will be encouraged to foster engagement, pride and achievement. Glenfield College will host a Pōwhiri for new students and staff to the school.

## 9. OUR VALUES

- **With Pride and Respect - Mā maru wehi, Kā rāhiri**

- Learning and Self
  - We have a positive attitude
  - We are on time
  - We are prepared to learn
  - We ask questions and seek feedback
  - We aim high and persevere with practice
  - We respect each other

- Community and Environment
  - We recognise others' strengths, abilities and opinions
  - We share our understanding, knowledge and skills
  - We use good manners and positive language
  - We take pride in our appearance
  - We respect our school environment
  
- **Excellence**
  - We constantly strive to better ourselves.
  - All teachers aim to challenge our students and have high expectations of their own performance and that of their students.
  - All students aim to challenge themselves, to give of their very best at all times in all fields of endeavour, and to never give up.

## **10. NATIONAL EDUCATION GUIDELINES**

Glenfield College is committed to meeting all the requirements of:

- The National Educational Goals
- The New Zealand Curriculum
- The National Administrative Guidelines
- All relevant legislation that applies to all aspects of school operation

## **11. ADULT AND COMMUNITY EDUCATION**

Glenfield College is committed to:

- Meeting the Tertiary Education Commission priorities
- Meeting the learning needs of our local adult community
- Providing a wide range of quality courses for adult learners

## **12. KAIPATIKI COMMUNITY OF LEARNING**

Glenfield College is a committed member of the Kaipatiki CoL along with:

- Auckland Kindergarten Association
- Bayview Primary School
- Glenfield Primary School
- Glenfield Intermediate School
- Manuka Primary School
- Marlborough Primary School
- Wairau Intermediate School
- Wairau Valley Special School
- Windy Ridge School

The CoL focus is ensuring accelerated progress, towards the expected standard for underachieving students.

### 13. STRATEGIC DIRECTION 2017-2019

MOE Guidelines	2017	2018	2019	Future Direction
<b>NAG1</b>  <b>CURRICULUM AND STUDENT ACHIEVEMENT</b>  Raise achievement at all curriculum levels	Through the use of engagement data (including the further development of real time data), drive responsiveness and improvements across the school for all students. This will be achieved through further selection, gathering, analysis and interpretation of data to identify current achievement levels and success factors which is to be reported to key stakeholders for action. This will inform the review of curriculum 2017.			Continuous improvement across all areas.
	Access student, class and teacher data and respond appropriately through: <ul style="list-style-type: none"> <li>• SLT, HODs and Teachers use an ‘inquiry based teaching’ approach, and to track and plan interventions for identified students.</li> <li>• Investigate and implement an individual student identification support system and mentoring throughout the year. This is a focus for development.</li> <li>• Use of Value Added and entry data to provide ‘early in the year’ identification of students who require additional support.</li> <li>• Form/Tutor Class Teacher/ Subject Teacher/HOD/ Dean/DP continue tracking student progress. This is a focus for development.</li> <li>• Identification of priority learners at risk of underachieving to plan interventions and lift achievement, including literacy and numeracy.</li> <li>• Further development of consistent departmental systems to identify students at risk of underachieving and interventions implemented. This includes departments with portfolio style assessments.</li> <li>• To refine the alignment of Departmental Self Review, Appraisal and Inquiry Teaching. This is a focus for development.</li> </ul>			Continuous improvement across all areas.
	Ongoing self-review and refinement of systems that monitor student attendance and responds to those whose attendance is not on track for academic success.			Continuous improvement across all areas.
	Continuation of the senior leadership and departmental self-review of student performance and outcomes building on the Departmental self-review developments carried out in the previous year.			
	Continue to monitor developments in the NCEA and implement appropriate changes.			
		Review the role of the Specialist Classroom Teacher in supporting school-wide teaching and learning.		

MOE Guidelines	2017	2018	2019	Future Direction
Raise achievement at all curriculum levels (continued)		Implement redefined role.		
		Achievement targets are set using the self-review processes. These to align with or exceed National goals and MoE targets. These are reported to key stakeholders with progress meetings during the year. Action plans developed using the self-review process and acted upon to support these objectives.		
		Further refine and promote reward systems that recognise student achievement.		
		Analysis and reporting occurs as part of the self-review process.		
		Continue review of the targeted evidence-based programmes for improving the educational outcomes for priority learners. Faculties to report against school and national data. Collaborate with key stakeholders to obtain their response for consideration. The school's implementation of Ka Hikitia (2013-2017) and the Pasifika Education Plan (2013-2017) will continue to be developed and implemented in the teaching programmes.		
		Ongoing review and refinement of PB4L with MoE support to further engage students with learning using data to develop improved systems and protocols that positively support learning and achievement.		
		Ongoing review and refinement of Restorative Practices with MoE support to further engage students with learning using data to develop improved systems and protocols that positively support learning and achievement.		
		Implement, review and develop a register of special needs, including the Gifted and Talented Education ('GaTE') Programme.		
	Self-review and refine Scholarship Programme with regard to improving the selection and recruitment of students. Provide scholarship tutorials and mentoring of students into the scholarship programme.			

MOE Guidelines	2017	2018	2019	Future Direction
Raise achievement at all curriculum levels (continued)	Introduce a Year 10 NCEA Level 1 programme.	Ongoing self-review of strategy. Review, refine and develop year 10 Level 1 NCEA offerings/programme.		
	Explore potential growth in area of IT delivery, both from a structural and curriculum perspective.			
	Determine and disseminate annual priorities in light of NZC and NZQA reviews.			
	Ongoing review and report on the Glenfield College Gateway (work skills and qualifications) programme, including profiling student Gateway cohort. Analyse outcomes to drive the 'Gateway' strategy to ensure it is meeting the targeted needs of students. Report to BoT on the review. Evaluate impact of absences from regular classes on student outcomes.			
	All Standards in each faculty that contribute to Literacy and Numeracy to be managed across the curriculum at all levels.			
	Further refine the Junior Graduation system. Promote a firmer foundation for self-review to drive academic improvements.	Review introduced junior school assessment and reporting protocols.		Consider pending legislative requirements with the proposed introduction of national standards into Years 10 and 11.
	Continue to review and report NCEA Levels 1-3 structure in response to changing student need/ demand and vocational pathways. These reviews to ensure sustainable course structure providing relevant pathway programme with reporting due by end of <b>Term 1</b> annually.			

MOE Guidelines	2017	2018	2019	Future Direction
Raise achievement at all curriculum levels (continued)	Provide further professional development as part of planning, teaching and learning. Provide Professional Learning and Development ('PLD') as appropriate for new staff.			
Whole school learning paradigm/ Thinking Skills and e-learning	Continue to invest capital and time in infrastructure, hardware, software and virtual classrooms and to integrate into staff practice and student experience. Review progress and prioritise outstanding goals for implementation. Review, develop and report the use of e-learning. Ongoing review of pedagogy for digital future. Review and report on improved access for students and staff to network.			Equipping families and communities for a digital future.
To ensure the provision of specifically targeted programmes to cater for the individual needs of students, including GaTE	Complete current GaTE self-review and strategic development. This to be completed mid-2017.	Refine and improve programmes.		All students leave school with nationally recognised qualifications.
Student support services	Ongoing self-review of full range of student support services and implement recommendations.			
	Ongoing review of PB4L to specifically review, report and respond to evidence-based student, class and teacher trends and needs. Use comparative analysis on systemic accumulation of data on attendance, proposed merit award, detention, withdrawal, stand-down and suspension data to inform decision			

MOE Guidelines	2017	2018	2019	Future Direction
Student support services (continued)  International Students	making.			
	Complete and report self-review of refugee support programme. Ongoing for MoE.			
	Ensure Induction Programmes for all students convey and promote school expectations, opportunities and values (including those arriving during the year).			
	Self-review international student engagement, progress and achievement, ongoing review as part of annual report.			
	Continue to sustain and build on international markets. Investigate new product segments and new markets in Europe, Asia, and South America. To provide further points of difference. Continue to provide nimble and responsive options in an ever changing market to diversify and manage risk.			
	Continue quality control and self-review.	Continue quality control and self-review.	Continue quality control and self-review.	
	Ensure the ongoing compliance with, and reporting of the Code of Practice and maintain ongoing self-review.	Ensure the ongoing compliance with, and reporting of the Code of Practice and maintain ongoing self-review.	Ensure the ongoing compliance with, and reporting of the Code of Practice and maintain ongoing self-review.	
	Enhance strategic partnerships with agents and educational organisations.			

MOE Guidelines	2017	2018	2019	Future Direction
International Students (continued)	Ensure a high level of induction support.			
	Maintain a high quality 'home-stay' service.			
	Develop further strategic partnerships.			
Sports	Promote family and community engagement in school sporting events.			
	Uphold the school's values and expectation through sport.			
	Increase student and staff participation in school sport.			
	Target quality resourcing and equipping of activities and teams to achieve the priorities of the sports programme.			
	Identify and pursue funding opportunities.			
	Continue to grow students' involvement through the 'Sports Council' to provide leadership opportunities.			
	Continue to identify and promote PLD opportunities that build the capacity of coaches within our sports programmes.			
	Increase access to representative teams for top performers in wide range of activities to promote their development.			
	Self-review of quality and outcomes.			
Performing Arts	Build profile as a leading provider.			
	Promote family and community engagement in school performing arts events.			High quality outcomes for performing arts students in school and beyond.
	Uphold the school's values and expectations through performing arts.			
	Increase student and staff participation in school performing arts.			
	Target quality resourcing and equipping of activities to achieve the priorities of the performing arts programme.			
	Identify and pursue funding opportunities.			
	Continue to grow students' involvement through leadership opportunities.			
	Increase access to opportunities for high-level performance and wider recognition.			
To continue to develop	Review to further foster and develop relationships with stakeholders to support student engagement.			

MOE Guidelines	2017	2018	2019	Future Direction
<p>and promote the values needed to become members of NZ society</p> <p>To continue to develop and promote the values needed to become members of NZ society (continued)</p>		<p>The Curriculum Sub- Committee will further review alignment of the NAGS with the current curriculum practice of the school with reference to NZC NAG1B2 (that the breadth and depth of learning relates to the needs, abilities and interests of the students and that the nature of the school curriculum provides appropriate learning experiences and aligns with the New Zealand curriculum).</p>		
<p>Continue to enhance relationships with stakeholders</p>	<p>Further promote communication of school events.</p>			
	<p>Monitor and analyse traffic on School media sites.</p>			
	<p>Widen range of academic, sports and cultural events reported on.</p>			
	<p>Term and-regularly circulated newsletters, emails, Facebook, Twitter and other media to be reviewed.</p>			
<p>Continue to develop and strengthen relationships with our Māori communities</p> <p>Respond to, engage with</p>	<p>A. The school will continue to work to increase participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi. Further initiatives for staff and students to be discussed for implementation (ref. NEG9).</p> <p>B. Further enhance respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations (ref. NEG10).</p>			

MOE Guidelines	2017	2018	2019	Future Direction
and retain Māori as priority learners	C. This will include consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students (ref. NAG1[5]).			
	Elements A, B and C above will be further considered by the Board and Māori and Pasifika representative.			
	<ul style="list-style-type: none"> <li>• Work with the Board M/P representative in consultation with the Whānau Group to meet the needs of Māori students at Glenfield College.</li> <li>• Refine a sustainable partnership model.</li> <li>• Continue initiatives to respond to, engage with and retain Māori learners.</li> <li>• Hui to be held to further participation and achievement for Māori and students.</li> <li>• Continue to drive the upward trend of academic successes already gained.</li> <li>• Further engage families to support quality outcomes for Māori students.</li> </ul>			
	Continue to develop new methods of communications, including digital, with whānau.			
	Continue to engage with identified Kaumātua and Māori leaders.			
	Respond to issues raised.			
	Explore student leadership opportunities; mentoring of Māori by Māori students.			
	Begin community consultation regarding values and programme delivery and commitment to support cultural activity and engagement.			
Ongoing self-review of student engagement and achievement to support a collaborative response and strategy developed to improve student achievement.				
To develop a Māori Success Group (staff) and Student Leaders Group.				
Promote staff PLD to engender effectiveness in responding to, and engaging with, Māori learners.				

MOE Guidelines	2017	2018	2019	Future Direction
<p>Develop and strengthen relationships with Pasifika communities</p> <p>Respond to, engage with and retain Pasifika as priority learners</p>	<p>Refine a sustainable partnership model.</p> <p>To investigate and possibly introduce a Pasifika Success Group (staff) and Student Leaders Group.</p> <p>Work with MoE PLD teams to raise Pasifika achievement.</p> <p>Continue to drive the upward trend of academic successes already gained.</p> <p>Promote staff PLD to engender effectiveness in responding to, and engaging with, Pasifika learners.</p> <p>Further engage families to support quality outcomes for Pasifika students.</p>			
	<p>The Board and Māori and Pasifika representative consider the development of strategic partnerships with the Pasifika communities to strengthen the participation and achievement for Pasifika students.</p>			
	<p>To develop new methods of communications, including digital, with Pasifika communities. Investigate the possibility to engage with religious leaders within the community.</p>			
	<p>Respond to issues raised.</p>			
	<p>Explore student leadership opportunities; mentoring with Pasifika students.</p>			
	<p>Community consultation regarding values and programme delivery and commitment to support cultural activity and engagement.</p>			
<p>Develop and strengthen relationships with Refugee communities (When necessary)</p> <p>Respond to, engage with and retain Refugee as priority learners</p>	<p>When necessary, develop partnerships with the Refugee communities to strengthen the participation and achievement for Refugee students.</p>			<p>Engage families to support quality outcomes for Refugee students.</p>
	<p>Refine a sustainable partnerships model through a consultative process.</p>			
	<p>Continue working with MoE PLD teams to raise Refugee achievement.</p>			
	<p>Participate in community initiatives which aim to improve Refugee achievement.</p>			
	<p>Continue to develop new methods of communications, including digital, with Refugee communities.</p> <p>Continue to engage with community leaders within the community.</p>			

MOE Guidelines	2017	2018	2019	Future Direction
	Respond to issues raised, especially guidance and career issues.			
Support morale of senior students	Self-review student engagement and achievement to support a collaborative response and support cultural activity and engagement.			
Support morale of senior students (continued)	Explore options such as: <ul style="list-style-type: none"> <li>• Senior leadership opportunities.</li> <li>• Enhanced privileges for Year 13.</li> <li>• Consideration of senior facilities and restricted areas.</li> </ul>			
Ongoing implementation of 'the New Zealand curriculum'	Ongoing review of NZC delivery in the Junior School: curriculum, assessment and reporting. Explicitly assess and report on Key Competencies as part of ongoing development of Junior Graduation.	Review Level 1 achievement in Year 10 and respond.		
Community consultation on Health programme	Review and report on the Year 9 and Year 10 health programme. Scope and conduct community consultation.			Scope and conduct community consultation every two years.
"How well prepared are our school leavers?"	Continue to collect and analyse leaver destination data to assess how well students are prepared for pathways.			
	Further develop and review of a whole school approach aligned to the Careers Benchmarks. Ongoing analysis of student absence and achievement rates to ensure minimisation of risk of non-achievement through absence.			
Provision of quality classrooms and learning environments and wider facilities (including e-environment)	Continue to investigate opportunities to develop new opportunities and enhance existing provision of facilities.			Redevelopment of the Library. See Property and Finance.

MOE Guidelines	2017	2018	2019	Future Direction
Provision of quality teachers	The targeted recruitment, appraisal and PLD of teachers to ensure the ongoing provision of quality teaching.			
	Ongoing review of PLD systems to ensure quality outcomes.			
	Continued compliance with appointment procedures.			
	Identify through self-review, 'inquiry based teaching' and the appraisal system, those teachers that require assisted PLD to ensure the learning needs of students are met.			
				Partnership with industry leaders in digital environments that includes PLD for staff.
	Ongoing self-review to ensure quality Induction Programmes for all staff (teaching and non-teaching) convey and promote school expectations, opportunities and values (including those arriving during the year).			
Provision of effective reporting to students and parents	To review our reporting systems and act on findings.			To be informed by review.
Community of Learning	Establish achievement targets, roles and responsibilities. Appoint in-school leaders.	Implement and review systems and strategies working towards 2019 goals.	Implement and review systems and strategies working towards 2019 goals.	To continue to work collaboratively with CoL members to improve outcomes for Kaipatiki learners.
Visible Learning Plus	Research, strategise, review VL+ implementation.	Refine, review and imbed VL+ as a whole school pedagogy.	Continue to develop, refine and review VL+ as a whole school pedagogy.	Develop assessment capable visible learners and teachers who understand the impact we

MOE Guidelines	2017	2018	2019	Future Direction
				have on student achievement.
<b>NAG 2</b>  <b>DOCUMENTATION AND SELF-REVIEW</b>  Analyse assessment information	Continue to refine regular reporting on key portfolios to BoT to strengthen capacity of BoT.			
	Self-review: select, collect, analyse and report on data with respect to differences in achievement between internal and externally assessed standards and, with consultation, implement changes to accurately report achievement (by early Term 2).			
	Continue to refine new junior assessment protocols to bolster self-review in order to drive improvements in achievement.			
	Collect, analyse and manage reliable data to inform us that the goals of NAG 1 have been met.			
	Range of assessment methods, including subjective and objective will be used.			
	Student achievement, with comparisons made to cohort and national data, using exemplars will be reported. This will include value added data and trend analysis.			
	Reporting to parents and the school community will be evaluated with respect to new MoE guidelines on reporting.			
	Introduce mapping of self-review across all key deliverables to encompass all key areas of performance across the curriculum. Continue to develop and implement action plans to respond to specific issues identified.			
<b>NAG 3</b>  <b>EMPLOYER RESPONSIBILITIES</b>  Promote high levels of	Select, collect, analyse and report on reliable data to inform decision making progress towards meeting the goals of NAGs 3, 4 and 5.			Ongoing self-review of interventions that occurs as a result of data analysis.  Data used to drive annual educational targets and strategies.  Critically review assessment
	Professional climate where effective teaching practice is supported.			
	Ensure systems are in place, so that the Board fulfils its role as “good employer”.			
	Maintain a quality staff.			
	Support necessary PLD.			

MOE Guidelines	2017	2018	2019	Future Direction
staff performance.  Be a “good employer”	Celebrate teacher success.  Performance Appraisal protocols to be reviewed and reported on to further develop Glenfield College Staff Development Plan for next three years which will: <ul style="list-style-type: none"> <li>• Reflect the strategic plan and the annual goals.</li> <li>• Review PLD structure and processes to enhance strategic outcomes.</li> </ul> To provide staff with appropriate and relevant PLD to enhance and develop their own practice.  Implement culturally appropriate PLD to ensure academic success of all students with a particular focus on our priority learners.			methods.
<b>NAG 4</b>	Develop 5YA and 10YPP.			
<b>PROPERTY AND FINANCE</b>  Comply with Ministry Property Plan	<ul style="list-style-type: none"> <li>• Work collaboratively with the MOE over code buildings</li> <li>• ILE</li> <li>• Sale of bottom field</li> <li>• New gym</li> </ul>			
School redevelopment	Finalise and action 10YPP priorities and opportunities to enhance facilities.			
Comply with Ministry Property Plan (continued)	Sustainability: Long term cost effectiveness will be researched with regards to CAPEX and energy use protocols.			Safe and attractive school environment enhanced.
School redevelopment	Review and upgrade network so it can provide full functional support for e-learning in a contemporary environment and support the administration and management of the school. As above.			
School finances	Allocate finances to reflect school priorities, including achievement and personnel goals.	Explore possibility of management audit of office functions to optimise performance and manage risk.		
	Monitor and control expenditure.	Review and enhance business		

MOE Guidelines	2017	2018	2019	Future Direction
	Investigation of online purchase order system (2017/18) and accounting programme (XERO).	units and other funding sources (non-State funding).		
	Support staff review and rationalisation to be completed.			
	Explore opportunities available to us in terms of the use of our facilities (hiring) by our community.			
<b>NAG 5</b>	Comply with and, if possible, exceed legislative requirements to provide a safe physical environment for staff and students.			
<b>HEALTH AND SAFETY</b>	Promote healthy food and nutrition and. Respond to student and staff feedback.			
	To provide an intellectually emotionally safe learning environment, so that students and staff are encouraged to take on new challenges. Continue to promote appropriate behaviour for students and staff on social media.			
	Review Health Education programme (link back to community consultation).			
	To provide the physical environment that enables staff and students to achieve the stated student achievement and personal goals.			
	Use feedback from students' surveys to improve levels of student engagement and provision of services at Glenfield College.			
	Review and implementation of Health and Safety procedures.			
	Self-review annually.			
	Investigation and possible development of network of camera system for security of staff and students.			
	Continue to evaluate protocols to respond to new 2017 Health and Safety legislation.			
	Ensure compliance with Education Outside the Classroom ('EOTC') guidelines and new Health and	Monitor and maintain EOTC Guidelines compliance. Self-review annually.		

MOE Guidelines	2017	2018	2019	Future Direction
	Safety legislation. Review and monitor EOTC documentation.			
<b>NAG 6</b>  <b>ADMINISTRATION AND LEGISLATION</b>	To ensure that the school complies with all legislative obligations.			
	The creation of an integrated check list to inform the BoT, this being the responsibility of the BoT.			

## 14. GOALS FOR 2017

For the Year Ended 31 December 2016

### Academic Goal 1

Improvement in academic achievement at all levels:

Annual Target for 2017	2016	Process	Measures	Discussion
Y13 L3 achievement for those participating will be 95% with 40% endorsement.	<p>Year level achievement was 94.4% - This was up from the previous year, 69%.</p> <p>National rate was 82.1% and D4-7 rate was 79.9%.</p> <p>The endorsement rate was 28.4% in 2016, up from 23.3%. National rate is 43.2% and D4-7 39%.</p>	Focus on formative assessment processes and inquiry based teaching to lift student achievement.	NCEA achievement.	<p>Note:</p> <p>Y13 showed an overall increase of 25.4%. In the endorsement rate the increase was 5.1%. This will be a main focus to improve in 2017.</p>
UE attainment for those participating will be 70%	UE attainment for those participating was 64.8%. This was up from 46.5% in 2016, compared to 57.4% for D4-7 schools and 61.3% nationally.		NCEA achievement.	<p>The increase in UE attainment was 18.3%. We currently sit above D4-7 averages.</p> <p>74%, a swing of 20.1% from 2015 when we were 13.7% under.</p>
Leavers Achievement (equivalent) achievement will be 90% L2 [and non NQF equivalent]	In 2015 leavers this was 81.9%.	Data from the School Leavers info published by MoE.		Focus on L2 targeted interventions to improve this in 2017.

<b>Annual Target for 2017</b>	<b>2016</b>	<b>Process</b>	<b>Measures</b>	<b>Discussion</b>
Y12 L2 (equivalent) achievement will be 95% with 43% endorsement	94.1% achieved, an improvement of 13.2% up from 80.9% in 2016. National rate was 88.9% and D4-7 rate was 88%.  Endorsement rate of 34.4% up from 30.3%. National rate is 42.8%, D4-7 schools is 37.7%.	Focus on formative assessment processes, tracking and mentoring (targeted interventions) and inquiry based teaching, to lift student achievement.	NCEA achievement	Whilst the achievement rate was improved significantly, by 13.2%, there was a slight increase in the endorsement rate of 4.1%, this will be a focus in 2017.
Y11 L1 (equivalent) achievement will be 94% with 55% endorsement	For participation-based: 92.7% achievement rate up from 83.2%.  National rate 85.1%, D4-7 rate 84.6%.  Endorsement rate at 52.7% (participation-based) – an increase of 10% from 42.6%. National rate is 54.9%, D4-7 rate of 49.7%.	Focus on lifting the endorsement rate through targeted interventions with students on the margins of endorsement.	NCEA achievement	An increase of 9.5% in overall achievement. Whilst endorsement rates are up by 10.1% on the previous year.

## Academic Goal 2

### To improve the achievement of Priority Learners (Māori and Pasifika students)

Annual Target for 2017	2016	Process	Measures	Discussion
Achieving appropriate year level qualification.	Achievement data appropriate year level qualification (2016 data in brackets).	Targeted interventions through inquiry- based learning.	Achievement rates.	
Level 1  Māori (PB 90%, RB 75%)  Pasifika (PB 90%, RB 75%)	Level 1  Māori (PB 87.5%, RB 72.4%)  Pasifika (PB 75%, RB 33.3%)			Maori students +11% above D4-7 and national PB and comfortably above RB.  Pasifika results are +-2% PB but significantly (about 40%) lower RB (D4-7 national).
Level 2  Māori (PB 90%, RB 75%)  Pasifika (PB 90%, RB 75%)	Level 2  Māori (PB 90.9%, RB 76.9%)  Pasifika (PB 80%, RB 57.1%)			Maori results +7% better than national D4-7 (PB) and above RB.  Pasifika within 17% of both national and D4-7 (PB) but 20% lower in both categories (RB).
Level 3  Māori (PB 90%, RB 75%)  Pasifika (PB 90%, RB 75%)	Level 3  Māori (PB 100%, RB 55.6%)  Pasifika (PB 100%, RB 44.4%)			Maori 26.5% and 28.3% above national and D4-7 (PB) but 37% and 0.2% below (RB).  Pasifika over 30% above both categories (PB but 14.5% national and 10.8% D4-7 in RB).

<b>Annual Target for 2017</b>	<b>2016</b>	<b>Process</b>	<b>Measures</b>	<b>Discussion</b>
<p>Māori Literacy Year 11: 95% achievement.</p> <p>Pasifika Literacy Year 11: 92% achievement.</p> <p>Māori Numeracy Year 11: 88% achievement.</p> <p>Pasifika Numeracy Year 11: 88% achievement.</p>	<p>Level 1 Māori Literacy: 93%.</p> <p>National Māori Literacy: 85%.</p> <p>Level 1 Pasifika Literacy: 90%.</p> <p>National Pasifika Literacy: 90%.</p> <p>Level 1 Māori Numeracy: 85%.</p> <p>National Māori Numeracy: 81%.</p> <p>Level 1 Pasifika Numeracy: 85%.</p> <p>National Pasifika Numeracy: 87%.</p>	<p>Inquiry-based learning.</p> <p>Targeted interventions.</p>	NCEA Data	Further refinement of tracking programme with targeted students
<p>Māori UE (Year 13) participation based: 85%.</p> <p>Māori UE (Year 13) roll based: 55%.</p> <p>Pasifika UE (Year 13) participation based: 50%.</p> <p>Pasifika UE (Year 13) roll based: 35%.</p>	<p>Māori UE: 80% (2015 40%) National Māori UE: 40.9%.</p> <p>Māori UE: 44.4% (2015 22.2%) National Māori UE: 30.2%.</p> <p>Pasifika UE: 25% (2015 0%) National Pasifika UE: 34.6%.</p> <p>Pasifika UE: 11.1% (2015 0%) National Pasifika UE: 29.4%.</p>	<p>Inquiry-based learning, and GAP Achievers programme has had significant impact.</p> <p>Targeted interventions.</p>	Achievement rates.	<p>Further refinement of programme for targeted students.</p> <p>Pasifika UE achievement a focus for 2017.</p>
<p>Pasifika University Entrance achievement rates are significantly below national rates, both participation and roll based. Māori are well above at participation and above roll based (14.4%).</p>				

## Literacy Goal 2

<b>Annual Target for 2017</b>	<b>2016</b>	<b>Process</b>	<b>Measures</b>	<b>Discussion</b>
To improve the proportion of students gaining NCEA L1 Literacy at 96% in Year 11.	Achievement in 2016 95.3%. National 91.2%	Ongoing review of achievement in literacy credits across the curriculum.	NCEA data.	There was a slight increase in L1. Literacy to reach goal.

## Numeracy Goal 2

<b>Annual Target for 2017</b>	<b>2016</b>	<b>Process</b>	<b>Measures</b>	<b>Discussion</b>
To lift the proportion of students gaining NCEA L1 Numeracy to 95%.	Achievement in 2016 increased to 94.2%. National 89.9%	Ongoing review of achievement of numeracy credits across the curriculum.	NCEA data.	Focus on practical courses.

### Co-Curricular Activity Goal 1

#### To increase the numbers participating in school sports teams

Annual Target for 2017	Historical Position	Process	Measures	Discussion
<p>To increase student participation in sport by 2% from 2016.</p>	<p>In 2016, 210 (44.5%) of students represented the school in sport.</p> <p>In 2016 there were 38% of students who reached a representative (regional, national and international) level in sport.</p>	<p>Sport Coordinator to:</p> <ul style="list-style-type: none"> <li>• Promote sports throughout the school.</li> <li>• Promote 'non-traditional school sports'.</li> <li>• Introduced 3 lunchtime activities in conjunction with Stadium Generation to increase participation in physical activity.</li> <li>• Introduced a Fast Five Netball competition into the school and received KiwiSport funding for this event.</li> <li>• Introduced Lacrosse into the school which will now be a sanctioned sport played at Glenfield College for 2017. Also received funding for new equipment and coaching in this sport.</li> </ul>	<p>Participation rates.</p>	<p>To further promote teacher participation in sport. In 2016 a small percentage of 24% of teachers were involved in supporting sport and 14% support staff also involved.</p>

**Co-curricular Activity Goal 2**

**To hold public performances in the performing arts – Drama, Dance and Music**

Annual Target for 2017	Historical Position	Process	Measures	Discussion
To have 1 public performance Drama.	1 or 2 public performances.	HODs to promote performances, including activities such as Stage Challenge?	Participation rates and achievements.	A number of performances are multi-disciplinary.
To have 1 public performance in Dance.	<ul style="list-style-type: none"> <li>• In 2016 there were 6 students in contemporary troupe and 17 in hip hop crew.</li> <li>• In 2016 there were 2 public performances and 1 school performance.</li> </ul>			
<ul style="list-style-type: none"> <li>• To have 40 students involve in itinerant Music.</li> <li>• 2-3 Assembly performances per term.</li> <li>• 2 Concerts at Music assessment evening.</li> <li>• Concerts at Music Prize-giving.</li> <li>• Concerts at local retirement village.</li> <li>• Concerts for local intermediate schools.</li> </ul>	<ul style="list-style-type: none"> <li>• In 2016 there were 45 students involved in the itinerant Music Programme.</li> <li>• In 2016 there were 3 public concerts and 6 assembly performances.</li> </ul>			

**Co-curricular Activity Goal 3****To increase participation in cultural activities (e.g. Polyfest) to promote esteem and identity, with affirmation of the multicultural school identity**

<b>Annual Target for 2017</b>	<b>Historical Position</b>	<b>Process</b>	<b>Measures</b>	<b>Discussion</b>
To have groups enter cultural events and move towards gaining awards.	Kapa haka perform annually.	To develop support from within the relevant communities to support staff in the on-going development of cultural groups.	Participation rates and awards won.	From 2017 further development of student leadership within the groups should be developed.

### Sustainability Goal 1

Annual Target for 2017	Historical Position	Process	Measures	Discussion
To maintain and further establish the programme so that we are in a position to receive the Silver Award in 2017.	< 5% students currently involved. (Need 8% for Silver Award).	To develop support from within the relevant communities to support staff in the on-going development of the Sustainability Group.	Participation rates and Silver Award.	From 2017 further development of student leadership within the groups should be developed.

### Enrolment Goal Related to NAG 1 'Continue to enhance relationships with stakeholders'

Annual Target	Historical Position	Process	Measures	Discussion
2018: 100 Year 9	2016: 84 Year 9 2017: 75 Year 9	Stronger links with the feeder schools.  Better promotion.  Stronger position in terms of academic outcomes to increase attraction.	Year 9 Enrolments.	Our roll has steadily dropped over the last 10 years.  With a 'top heavy' senior school, the roll needs to initially be stabilized.

## 15. KAIPATIKI COMMUNITY OF LEARNING GOALS (2015-2019)

### Our Targeted Students for Writing (By School)

Based on 2015 data, the number of students to be targeted for improvement in Writing in each school is set out in the table below. **As part of our collaborative inquiry in 2017, the number of students and who they are in each school will be identified to be targeted for improvement.**

ACHIEVEMENT CHALLENGE 1A: Year 9-10 WRITING	WRITING SUB GOALS FOR PRIORITY COHORTS
<p>In 2015, 102/202 (50%) of our students were AT or ABOVE the expected standard in writing for <b>Years 9-10</b>.</p> <p>We aim to have at least 172/202 (85%) of all students AT or ABOVE the expected standard in writing in years 9-10.</p> <p>This is a shift of 70 students and 35%</p>	<p>Māori: We aim to lift the achievement of our Māori students from 19/56 (33%) to 48/56 (85%) by the end of 2019.</p> <p>This is a shift of 29 student 52.0%</p> <p>Pasifika: We aim to lift the achievement of our Pasifika students from 14/27 (54%) to 23/27 (85%) by the end of 2019.</p> <p>This is a shift of 9 students and 31.0%</p> <p>Boys: We aim to lift the achievement of our BOYS from 54/113 (48%) to 96/113 (85%) by the end of 2019.</p> <p>This is a shift of 42 students and 37.0%</p>

Groups (Year 9-10)	Baseline Data 2015		Projected Progress 2017		Projected Progress 2018		Target 2019		Total Cohort Shift # of students and % shift
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	
Total students who were At or Above in Writing									
<b>All students (202)</b>	102	50%	135	67%	155	76%	172	85%	70 (35%)
<b>All Māori (56)</b>	19	33%	35	61%	44	77%	48	85%	29 (52%)
<b>All Pasifika (27)</b>	14	54%	17	65%	20	77%	23	85%	9 (31%)
<b>Other students(119)</b>	69	58%	83	70%	91	77%	101	85%	32 (16%)
<b>Total COL Shift of Students</b>			33		20		17		70

## Year 9-10 Glenfield College Sub-Cohort Goal

<b>All Boys (113)</b>	54	48%	75	67%	87	78%	96	85%	42 (37%)
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### Our Targeted Students for Mathematics (By School)

Based on 2015 data, the number of students to be targeted for improvement in Mathematics in each school is set out in the table below. **As part of our collaborative inquiry in 2017, the number of students and who they are in each school will be identified to be targeted for improvement.**

<b>Achievement Challenge 2B: Years 9-10 Mathematics</b>	<b>Mathematics Sub Goals for Priority Cohorts</b>
<p>In 2015, 53/157 (33.8%) of our students were AT or ABOVE the expected standard in mathematics for <b>Years 9-10</b>.</p> <p>We aim to have at least 133/157 (85%) of all students AT or ABOVE the expected standard in mathematics in years 9-10.</p> <p>This is a shift of 80 students and 51.2%</p>	<p>Māori: We aim to lift the achievement of our Māori students from 9/56 (16%) to 48/56 (85%) by the end of 2019.</p> <p>This is a shift of 39 students and 69%</p> <p>Pasifika: We aim to lift the achievement of our Pasifika students from 5/23 (21.7%) to 20/23 (86.9%) by the end of 2019.</p> <p>This is a shift of 15 students and 65.2%</p>

<b>Groups 9-10</b>	<b>Baseline Data 2015</b>		<b>Projected Progress 2017</b>		<b>Projected Progress 2018</b>		<b>Target 2019</b>		<b>Total Cohort Shift # of students and % shift</b>
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	
<b>Total students who were At or Above National Standards in Mathematics</b>									
<b>All students (157)</b>	53	33.8%	87	55.4%	118	75%	133	85%	80 (51%)
<b>All Māori (56)</b>	9	16%	25	44.6%	37	65%	48	86%	39 (70%)
<b>All Pasifika (23)</b>	5	21.7%	11	48%	17	74%	20	87%	15 (59%)
<b>Other students (78)</b>	39	50.0%	51	65.4%	64	82.0%	65	83.3%	26 (33%)
<b>Total COL Shift of Students</b>			<b>34</b>		<b>31</b>		<b>15</b>		<b>80</b>

### Achievement Challenge 4: NCEA and Post-Secondary Success

95% of students to gain NCEA L1 'Literacy'  
 95% of students to gain NCEA L1 'Numeracy'  
 85% of school leavers from Glenfield College will have a minimum of NCEA Level 2  
 65% of participating students will gain UE attainment \*

Groups	Baseline Data 2015		Projected Progress 2017		Projected Progress 2018		Target 2019		Total Cohort Shift # of students and % shift
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	
Total students who Achieved NCEA									
<b>Level 1 Literacy</b>	84	92.6%	85	93%	85	94%	86	95%	<b>2 (2.4%)</b>
<b>Level 1 Numeracy</b>	80	88.5%	83	91%	85	93%	86	95%	<b>6 (6.5%)</b>
<b>Level 2</b>	104	81.9%	108	85%	108	85%	108	85%	<b>4 (3.1%)</b>
<b>UE Attainment</b>	58	45.7%	64	50%	70	55%	83	65%	<b>25 (19.3%)</b>
<b>Total COL Shift of Students</b>			<b>14</b>		<b>8</b>		<b>15</b>		<b>37</b>

**NB** \*University Entrance and attending a Tertiary Institute is not necessarily the end goal of all our student's secondary journey. With a University Entrance goal of 65% we believe we will be more than meeting the needs of our community and improving our current levels of attainment by at least 37 students and a 20% shift. With this in mind, we will continue to support students towards Level 3 qualifications and a successful post-secondary transition. We are committed to all students participating in a meaningful programme in their senior school years that enables successful progression into relevant higher learning, training and / or employment.