

**GLENFIELD  
COLLEGE**



# CHARTER 2021

**BELONG STRIVE SUCCEED**



## TYPE OF SCHOOL

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

## 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, newly refurbished netball courts, 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 Wharehau - 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.

## 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 Kahui Ako (Community of Learning "CoL"), which develops pathways from Early Childhood Education, Primary, Intermediate, through to Glenfield College and beyond.

## GLENFIELD COLLEGE



### our mission:

belong, strive, succeed

### our promise:

to provide excellent teaching and a positive, inspiring and inclusive school experience which empowers our students to be passionate about learning, to believe in themselves and to grow into mature adults who have embedded the Glenfield Way into their life

### the Glenfield Way:

PRIDE  
RESPECT  
RESILIENCE  
SELF-MANAGING  
ASPIRATIONAL  
INTEGRITY  
SERVICE  
ADVENTUROUS



HAUORA



DYNAMIC LEARNER



STUDENT SUCCESS

# STRATEGIC PLAN

## GLENFIELD COLLEGE



### our strategic goals 2021 - 2024



HAUORA



DYNAMIC LEARNER



STUDENT SUCCESS

### initiatives

staff wellbeing  
student wellbeing  
community engagement

PLD for staff  
BYOD roll out  
digital citizen

literacy strategies  
reading plus  
write that essay

### our measures of success

data of participation  
house competition  
sport activities  
junior camp  
fitness centre

google license  
surveys of needs

baseline measurements  
merit/excellence  
endorsements  
schoolwide approach  
of PEEL embedded

## 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 restorative school and our focus is on teaching our students what the appropriate behaviours are rather than simply punishing the inappropriate.

## 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 evenings, 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, the school app, website and social media platforms.
- **Family and Student Connection:** Parent, student and community portal.
- **Reporting to parents:** Academic, sporting, cultural, service and social development.
- **Informal qualitative feedback**
- **Fortnightly reporting to parents**

## CULTURAL DIVERSITY AND THE MĀORI DIMENSION

The Glenfield College Board of Trustees is to give effect to Te Tiriti o Waitangi by:

- working to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori;
- Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- Achieving equitable outcomes for Māori students.
- **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.

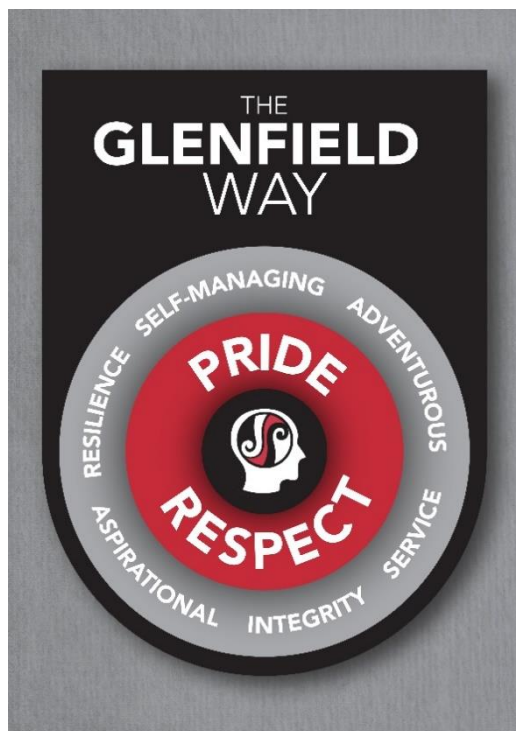


- **The unique position of the Māori culture**

- 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 Wharenui - 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.

## OUR VALUES

With Pride and Respect - Mā Maruwehi, Kā Rāhiri



## **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

## **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

## **KAIPATIKI COMMUNITY OF LEARNING (Kahui Ako)**

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.

## 1. DIRECTION 2021 to 2024

MOE Guidelines	
<b>NAG1</b>  <b>CURRICULUM AND STUDENT ACHIEVEMENT</b>  Raise achievement at all curriculum levels	<p>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.</p> <p>Aim for continuous improvement across area.</p> <p>Access student, class and teacher data and respond appropriately through:</p> <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 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>• Continue the Marks Analysis programme for HODs to assist with developing an Inquiry.</li> </ul> <p>Ongoing self-review and refinement of systems that monitor student attendance and responds to those whose attendance is not on track for academic success.</p> <p>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.</p> <p>Fine tune and develop inquiries.</p> <p>Continue to monitor developments in the NCEA and implement appropriate changes.</p> <p>Focus on strategies to lift endorsements</p> <p>Appointment of new Specialist Classroom Teacher in supporting school-wide teaching and learning. Implement redefined role.</p> <p>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.</p> <p>Further refine and promote reward systems that recognise student achievement.</p> <p>Celebrate success at the annual Honours Ceremony.</p> <p>Focus on Excellence and Merit endorsements. Continue to develop the mindset of students regarding endorsements.</p> <p>Analysis and reporting occurs as part of the self-review process.</p>

MOE Guidelines	
<p>Raise achievement at all curriculum levels (continued)</p>	<p>Continue review of the targeted evidence-based programmes for improving the educational outcomes for priority learners. Departments to report against school and national data. Collaborate with key stakeholders to obtain their response for consideration.</p> <p>Differentiation also launched as a school-wide goal for 2019 to 2021.</p> <p>Embed Cultural Responsiveness and build on success of previous years</p> <p>Cultural responsiveness will be an ongoing focus that meets the needs of a diverse multi-cultural school</p> <p>Strategic appointment of new HOD of Maori to help with schoolwide initiative.</p>
	<p>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.</p>
	<p>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.</p>
	<p>Implement, review and develop a register of special needs, including the Gifted and Talented Education ('GaTE') Programme.</p>
	<p>Explore potential growth in area of IT delivery, both from a structural and curriculum perspective.</p>
	<p>Determine and disseminate annual priorities in light of NZC and NZQA reviews.</p>
	<p>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.</p>
	<p>All assessment standards in each faculty that contribute to Literacy and Numeracy to be managed across the curriculum at all levels.</p>
	<p>Further refine the Junior Graduation system. Promote a firmer foundation for self-review to drive academic improvements.</p> <p>Review junior school assessment and reporting protocols.</p> <p>Appointment of new staff with strategic roles of overseeing curriculum areas for the junior school.</p>
	<p>Continue to review and report NCEA Levels 1-3 structure in response to changing student need/demand and vocational pathways.</p> <p>These reviews to ensure sustainable course structure providing relevant pathway programme with reporting due by end of <b>Term 1</b> annually.</p>
	<p>Provide further professional development as part of planning, teaching and learning. Provide Professional Learning and Development ('PLD') as appropriate for new staff.</p> <p>Focus on the three strategic initiatives of Hauora, Dynamic Learner and Student Success.</p>



MOE Guidelines	
Whole school learning paradigm/ Thinking Skills and e-learning	<p>Continue to invest capital and time in infrastructure, hardware, software and virtual classrooms and to integrate into staff practice and student experience.</p> <p>Review progress and prioritise outstanding goals for implementation. Review, develop and report the use of e-learning.</p> <p>Ongoing review of pedagogy for digital future.</p> <p>Review and report on improved access for students and staff to network.</p> <p>Equipping families and communities for a digital future.</p>
To ensure the provision of specifically targeted programmes to cater for the individual needs of students, including GaTE	<p>Complete current GaTE self- review and strategic development.</p> <p>Refine and improve programmes.</p> <p>All students leave school with nationally recognised qualifications.</p>
Student support services	<p>Ongoing self-review of full range of student support services and implement recommendations</p> <p>Develop a Hauora programme that meets the needs of the community.</p>
	<p>Continue to develop the ongoing culture of Pride and Respect with The Glenfield Way underpinning all aspects of school life.</p>
	<p>Ensure Induction programmes for all students convey and promote school expectations, opportunities and values (including those arriving during the year).</p> <p>Peer Support Programme is reviewed and improved annually.</p> <p>Leadership programme expanded to include a wider range of students.</p> <p>Leadership Ceremony held at the beginning of the year.</p> <p>Distributed leadership school-wide.</p>
International Students	<p>Self-review International Student engagement, progress and achievement, ongoing review as part of annual report.</p> <p>International Student programme maintained during Covid-19 and pastoral care of students outsourced to Lake Panaroma.</p> <p>Ensure the ongoing compliance with, and reporting of the Code of Practice and maintain ongoing self-review.</p>

MOE Guidelines	
Sports	<p>Promote family and community engagement in school sporting events.</p> <p>Continue to raise numbers of participation.</p> <p>Uphold the school's values and expectation through sport.</p> <p>Increase student and staff participation in school sport.</p> <p>Target quality resourcing and equipping of activities and teams to achieve the priorities of the sports programme.</p> <p>Identify and pursue funding opportunities.</p> <p>Continue to grow students' involvement through the 'Sports Council' to provide leadership opportunities.</p> <p>Continue to identify and promote PLD opportunities that build the capacity of coaches within our sports programmes.</p> <p>Increase access to representative teams for top performers in wide range of activities to promote their development.</p> <p>Self-review of quality and outcomes.</p>
Performing Arts	<p>Build profile as a leading provider.</p> <p>Promote family and community engagement in school performing arts events.</p> <p>Uphold the school's values and expectations through performing arts.</p> <p>Increase student and staff participation in school performing arts.</p> <p>Target quality resourcing and equipping of activities to achieve the priorities of the performing arts programme.</p> <p>Identify and pursue funding opportunities.</p> <p>Continue to grow students' involvement through leadership opportunities.</p> <p>Increase access to opportunities for high-level performance and wider recognition.</p> <p>High quality outcomes for performing arts students in school and beyond.</p>
To continue to develop and promote the values needed to become members of NZ society	<p>Review to further foster and develop relationships with stakeholders to support student engagement.</p> <p>The HOD 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>Provide a rich curriculum that provides opportunities for students.</p> <p>Consider courses and pathways that are linked to jobs/roles that are future focused.</p>

MOE Guidelines	
Continue to enhance relationships with stakeholders	<p>Further promote communication of school events via newsletters, social media platforms: Facebook, Instagram, Twitter.</p> <p>Monitor and analyse traffic on school social media sites.</p> <p>Widen range of academic, sports and cultural events reported on.</p> <p>Regularly circulated newsletters (three times per term), emails, Facebook, Twitter and other media to be reviewed.</p>
Continue to develop and strengthen relationships with our Māori communities	<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> <p>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]).</p> <p>Elements A, B and C above will be further considered by the Board and Māori and Pasifika representative.</p> <p>Ongoing support for HOD Maori through mentoring by Whaea Rachel Tuwhangai to build programmes.</p> <p>Te Tiriti o Waitangi to be embedded within school life.</p>
Respond to, engage with and retain Māori as priority learners	<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> <p>Continue to develop new methods of communications, including digital, with whānau.</p> <p>Continue to engage with identified Kaumātua and Māori leaders.</p> <p>Respond to issues raised.</p> <p>Explore student leadership opportunities; mentoring of Māori by Māori students.</p> <p>Appointment of mentor for Maori/Pasifika students.</p>

MOE Guidelines	
	<p>Begin community consultation regarding values and programme delivery and commitment to support cultural activity and engagement.</p> <p>Ongoing self-review of student engagement and achievement to support a collaborative response and strategy developed to improve student achievement.</p> <p>Introduce a mentoring programme specific for Maori.</p> <p>Promote staff PLD to engender effectiveness in responding to, and engaging with, Māori learners.</p> <p>Student-led PD occurred for staff about Cultural Responsiveness</p>
<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>Introduce a leadership programme</p> <p>Through a distributed leadership model, have leaders of cultural groups.</p> <p>Community consultation regarding values and programme delivery and commitment to support cultural activity and engagement.</p>
<p>Support morale of senior students</p>	<p>Self-review student engagement and achievement to support a collaborative response and support cultural activity and engagement.</p> <p>Explore options such as:</p> <ul style="list-style-type: none"> <li>• Senior leadership opportunities.</li> <li>• Service opportunities</li> </ul> <p>Continue to develop House competition with captains named annually.</p>
<p>Ongoing implementation of the New Zealand curriculum</p>	<p>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.</p> <p>Review Level 1 achievement in Year 10 and respond.</p>

MOE Guidelines	
Community consultation on Health programme	Review and report on the Year 9 and Year 10 Health programme. 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. Introduce a programme of continual classroom refurbishment. Draft and plan building projects for B Block and Gym Provide learning environment of high level.
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.
	Launch of the new Professional Growth Cycle (“PGC”) Identify through self-review, ‘inquiry based teaching’ and the PGC, those teachers that require assisted PLD to ensure the learning needs of students are met.
	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). Linked to the Kahui Ako goals of Hauora, Pedagogy & Literacy.
Provision of effective reporting to students and parents	To review our reporting systems and act on findings. Fortnightly reports provide data that can be utilised. To be informed by review.
Community of Learning	Establish achievement targets, roles and responsibilities. Appoint In-School leaders. Implement and review systems and strategies. To continue to work collaboratively with CoL members to improve outcomes for Kaipatiki learners.

MOE Guidelines	
Visible Learning Plus	<p>Research, strategise, review VL+ implementation.</p> <p>Continue to develop, refine and review VL+ as a whole school pedagogy. Develop assessment capable visible learners and teachers who understand the impact we have on student achievement. Develop and lead a new focus on literacy and well-being</p>
<p><b>NAG 2</b></p> <p><b>DOCUMENTATION AND SELF-REVIEW</b></p> <p>Analyse assessment information</p>	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).
	<p>Continue to refine new junior assessment protocols to bolster self-review in order to drive improvements in achievement.</p> <p>Review Junior School programme.</p> <p>Deputy Principal of Junior School works with staff on new programmes</p>
	Collect, analyse and manage reliable data to inform us that the goals of NAG 1 have been met.
	Range of assessment methods, including summative and formative 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.



MOE Guidelines	
<p><b>NAG 3</b></p> <p><b>EMPLOYER RESPONSIBILITIES</b></p> <p>Promote high levels of staff performance. Be a “good employer”</p>	<p>Select, collect, analyse and report on reliable data to inform decision making progress towards meeting the goals of NAGs 3, 4 and 5.</p> <p>Professional climate where effective teaching practice is supported.</p> <p>Ensure systems are in place, so that the Board fulfils its role as a “good employer”.</p> <p>Maintain a quality staff.</p> <p>Support necessary PLD.</p> <p>PD for Post Graduate study and NAPP</p> <p>Celebrate teacher success.</p> <p>Annual Teaching/Support Staff Excellence Award.</p> <p>Professional Growth Cycle protocols to be reviewed and reported on to further develop Glenfield College Staff Development Plan for next three years which will:</p> <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> <p>To provide staff with appropriate and relevant PLD to enhance and develop their own practice.</p> <p>Implement culturally appropriate PLD to ensure academic success of all students with a particular focus on our priority learners.</p> <p>Ongoing self-review of interventions that occurs as a result of data analysis.</p> <p>Data used to drive annual educational targets and strategies.</p> <p>Critically review assessment methods.</p>
<p><b>NAG 4</b></p> <p><b>PROPERTY AND FINANCE</b></p> <p>Comply with Ministry Property Plan</p> <p>School redevelopment</p>	<p>Develop 5YA and 10YPP. Finalise and action 10YPP priorities and opportunities to enhance facilities.</p> <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> </ul> <p>Sustainability:</p> <p>Long term cost effectiveness will be researched with regards to CAPEX and energy use protocols.</p> <p>Safe and attractive school environment enhanced.</p> <p>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.</p> <p>Plan and develop building projects for:</p> <ul style="list-style-type: none"> <li>• Gym Refurbishment</li> <li>• B Block</li> </ul>

MOE Guidelines	
School finances	<p>Allocate finances to reflect school priorities, including achievement and personnel goals.</p> <p>Business Manager has consolidated/stabilised school finances/systems.</p> <p>Explore possibility of management audit of office functions to optimise performance and manage risk.</p>
	<p>Monitor and control expenditure.</p> <p>Review and enhance business units and other funding sources (non-State funding).</p>
	<p>Explore opportunities available to us in terms of the use of our facilities (hiring) by our community.</p>
<b>NAG 5</b>  <b>HEALTH AND SAFETY</b>	<p>Comply with and, if possible, exceed legislative requirements to provide a safe physical environment for staff and students.</p> <p>Promote healthy food and nutrition. Respond to student and staff feedback.</p>
	<p>To provide an intellectually and emotionally safe learning environment so that students and staff are encouraged to take on new challenges.</p> <p>Continue to promote appropriate behaviour for students and staff on social media.</p>
	<p>Review Health Education Programme (link back to community consultation).</p>
	<p>To provide the physical environment that enables staff and students to achieve the stated student achievement and personal goals.</p>
	<p>Use feedback from students' surveys to improve levels of student engagement and provision of services at Glenfield College.</p>
	<p>Review and implementation of Health and Safety procedures.</p>
	<p>Self-review annually.</p>
	<p>Investigation and possible development of network of camera system for security of staff and students.</p>
	<p>Continue to evaluate protocols to respond to current Health and Safety legislation.</p>
	<p>Ensure compliance with Education Outside the Classroom ('EOTC') guidelines and new Health and Safety legislation. Review and monitor EOTC documentation.</p> <p>Monitor and maintain EOTC Guidelines compliance. Self-review annually.</p>
<b>NAG 6</b>  <b>ADMINISTRATION AND LEGISLATION</b>	<p>To ensure that the school complies with all legislative obligations.</p>
	<p>The creation of an integrated check list to inform the BoT, this being the responsibility of the BoT.</p>

## 2. GOALS FOR 2021

For the Year Ended 31 December 2021

### Academic Goal 1

Improvement in academic achievement at all levels (*roll-based data*):

Annual Target for 2021	2020	Process	Measures	Discussion
Y13 L3 achievement will be 90% with 25% endorsement.	<p>Year level achievement was 88.6% - This was up from the previous year, 85.5%.</p> <p>National rate was 71.4% and D4-7 rate was 72.0%.</p> <p>The endorsement rate was 21.4% in 2020, up from 17.0%. National rate is 44.2% and D4-7 39.0%.</p>	Focus on formative assessment processes and inquiry based teaching to lift student achievement.	NCEA achievement.	<p>Level 3 performance increased by 3.1% to 88.6%. This <b>exceeded</b> our goal by 0.5%.</p> <p>This performance was 17.2% <b>above</b> National statistics and 16.6% <b>better</b> than Decile 4-7 schools.</p> <p>Endorsement rates <b>increased</b> by 4.4% and are below National and Decile 4-7 rates by 22.8% and 17.6% respectively.</p>
UE attainment will be 50%	UE attainment was 36.7%. This was down from 46.8% in 2019, compared to 49.6% for D4-7 schools and 51.7% nationally.		NCEA achievement.	<p>UE performance <b>reduced</b> by 10.1%.</p> <p>This performance was 15% <b>below</b> National statistics and 12.9% <b>below</b> Decile 4-7 schools.</p>
Leavers Achievement (equivalent) achievement will be 90% L2 [and non NQF equivalent]	88.9% saw an increase of 2.7%	Data from the School Leavers info published by MoE.		A small <b>increase</b> of 2.7%. This was predicted based on the cohort and knowledge of them.

Annual Target for 2020	2020	Process	Measures	Discussion
Y12 L2 (equivalent) achievement will be 95% with 40% endorsement	94.7% achieved, a rise of 17.4% from 77.3% in 2019. National rate was 79.1% and D4-7 rate was 82.9%.  Endorsement rate of 37.5% greatly up from 14.7%. National rate is 43.0%, 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.	Level 2 performance <b>increased</b> by 17.4% to 94.7%. This was <b>above</b> our goal by 9.7%.  This performance was 15.6% <b>above</b> National statistics and 11.8% <b>above</b> than Decile 4-7 schools.  Endorsement rates <b>increased</b> by 22.8%, well above our target by 17.5%. They are <b>below</b> National rate by 5.5% and similar to the Decile 4-7 rate, only 0.2% below. Endorsement rates are well <b>above</b> our target.
Y11 L1 (equivalent) achievement will be 88% with 50% endorsement	82.6% achievement rate up from 73.8%.  National rate 70.2%, D4- 7 rate 74.9%.  Endorsement rate at 47.4% - down from 58.1%. National rate is 53.6%, D4-7 rate of 48.6%.	Focus on lifting the endorsement rate through targeted interventions with students on the margins of endorsement.	NCEA achievement.	Level 1 performance <b>increased</b> 8.8% to 82.6%. This was <b>below</b> our goal by 2.4%.  This performance was 12.4% <b>above</b> National statistics and 7.7% <b>better</b> than Decile 4-7 schools.  Endorsement rates <b>reduced</b> by 10.7% and are <b>below</b> National rates by 6.2% and Decile 4-7 rates by 1.2%. Endorsement rates are well <b>above</b> our target.

## Academic Goal 2

To improve the achievement of Priority Learners (Māori and Pasifika students) (*roll-based data*)

Annual Target for 2021	2020	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.	
<b>Level 1</b>  Māori - 80%  Pasifika – 95%	<b>Level 1</b>  Māori – 52.9%  Pasifika – 90.9%			<p>Maori goal was <b>not reached</b> by 27.1%. Our result was 14% <b>below</b> National performance and was 10.2% <b>higher</b> than Decile 4-7.</p> <p>Pacific Peoples outcome was <b>above</b> our goal by 10.9%. Our result was 1.6% <b>below</b> National performance and was 6.8% <b>below</b> Decile 4-7.</p>
<b>Level 2</b>  Māori – 92%  Pasifika – 95%	<b>Level 2</b>  Māori – 77.8%  Pasifika – 100%			<p>Maori result was <b>below</b> on our goal by 14.2%. This result was 22.9% <b>below</b> National performance and was 19.8% <b>above</b> Decile 4-7.</p> <p>Pacific Peoples result was <b>above</b> our goal by 8%. Our result was 21.9% <b>above</b> National performance and was <b>19.2%</b> below Decile 4-7.</p>
<b>Level 3</b>  Māori – 90%  Pasifika – 90%	<b>Level 3</b>  Māori – 66.7%  Pasifika – 100%			<p>Maori result was <b>below</b> our goal by 8.3%. Our result was 3% <b>below</b> National performance and was 3.4% <b>below</b> Decile 4-7.</p> <p>Pacific Peoples result was <b>above</b> our goal by 5%. Our result was 29.4% <b>above</b> National performance and was 30.8% <b>above</b> Decile 4-7.</p>

Annual Target for 2021	2020	Process	Measures	Discussion
<p>Māori Literacy Year 11: 95% achievement.</p> <p>Pasifika Literacy Year 11: 95% achievement.</p> <p>Māori Numeracy Year 11: 94% achievement.</p> <p>Pasifika Numeracy Year 11: 92% achievement.</p>	<p>Level 1 Māori Literacy: 82.4%.</p> <p>National Māori Literacy: 82.3%.</p> <p>Level 1 Pasifika Literacy: 100%.</p> <p>National Pasifika Literacy: 86.9%.</p> <p>Level 1 Māori Numeracy: 76.5%.</p> <p>National Māori Numeracy: 79.1%.</p> <p>Level 1 Pasifika Numeracy: 100%.</p> <p>National Pasifika Numeracy: 83.7%.</p>	<p>Inquiry-based learning.</p> <p>Targeted interventions.</p>	<p>NCEA Data.</p>	<p>Further refinement of tracking programme with targeted students</p>
<p>Māori UE (Year 13): 50%.</p> <p>Pasifika UE (Year 13): 50%.</p>	<p>Māori UE: 33.3% National Māori UE: 35.2%.</p> <p>Pasifika UE: 37.5% National Pasifika UE: 33.1%.</p>	<p>Targeted interventions.</p>	<p>Achievement rates.</p>	<p>Further refinement of programme for targeted students.</p> <p>Pasifika UE achievement a focus for 2021.</p>
Pasifika University Entrance achievement rates are significantly above national rates. Māori are below national rates.				



**Literacy Goal 2**

<b>Annual Target for 2021</b>	<b>2020</b>	<b>Process</b>	<b>Measures</b>	<b>Discussion</b>
To improve the proportion of students gaining NCEA L1 Literacy at 95% in Year 11.	Achievement in 2020 93.1%. National 84.7%	Ongoing review of achievement in literacy credits across the curriculum.	NCEA data.	

**Numeracy Goal 2**

<b>Annual Target for 2021</b>	<b>2020</b>	<b>Process</b>	<b>Measures</b>	<b>Discussion</b>
To lift the proportion of students gaining NCEA L1 Numeracy to 95%.	Achievement in 2020 increased to 91.3%. National 83%	Ongoing review of achievement of numeracy credits across the curriculum.	NCEA data.	

**Co-Curricular Activity Goal 1****To increase the numbers participating in school sports teams**

<b>Annual Target for 2021</b>	<b>Historical Position</b>	<b>Process</b>	<b>Measures</b>	<b>Discussion</b>
<p>To provide quality experiences and opportunities and support for all students</p> <p>Provide an environment for the students that's inclusive</p> <p>Attract and retain high calibre coaches through the CIS initiative</p>	<p>In 2020, 233 students pulled on the Glenfield College Colours, this equates to 117 females and 116 males.</p> <p>20 coaches/managers and officials (school, staff, community and students)</p> <p>48% of students involved in sports</p> <p>61% of females representing the college in sport (192 total)</p> <p>39% of males representing the college in sport (295 total)</p> <p>32% total staff involved 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 House competition to increase participation in physical activity.</li></ul>	<p>Participation rates.</p>	<p>To further promote teacher participation in sport.</p>

## Co-curricular Activity Goal 2

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

Annual Target for 2021	Historical Position	Process	Measures	Discussion
To have one public performance Drama per term.	There were no drama performances during terms 1,2 and 3. Senior play had to be cancelled due to covid19.	HODs to promote performances, including activities such as Stage Challenge?	Participation rates and achievements.	Progress being achieved, however looking at developing quality and depth across the board
To have one public performance in Dance per term.	<ul style="list-style-type: none"> <li>No dance performance during Term 1.</li> <li>Term 2 assembly performance</li> <li>Term 3 Performance for intermediate visit (senior dance)</li> <li>Term 3 performance for open evening (open evening dance group)</li> <li>Term 4 3 dances at Arts awards</li> </ul>		Participation rates and achievements.	Progress being achieved, however looking at developing quality and depth across the board
<ul style="list-style-type: none"> <li>To have 40 students involve in itinerant Music.</li> <li>2-3 Assembly performances per week.</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>32 students enrolled in five music tuition classes</li> <li>assembly performances maintained – in term 1 and then between lockdowns</li> <li>2 music assessment concerts held with no audience</li> <li>Open day – theatre performance</li> <li>Music Showcase in term 4</li> <li>Arts Awards in term 4</li> <li>Orchards performance in November</li> <li>Senior and Junior P-Giving performances in term 4</li> </ul> <p>Events cancelled in 2020:</p> <ul style="list-style-type: none"> <li><i>Kaipatiki Sounds festival</i></li> <li><i>APOPS programme</i></li> <li><i>APO ensemble visits</i></li> <li><i>Music competitions</i></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 2021</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.	Performers of Kapa Haka attended:  Polyfest 2019 after a three-year absence. The group was tutored by an ex-Deputy Head Student and student-led with three senior students being critical factors in this success. Inaugural Kaipatiki Matariki Festival. Community performance. School performance. Orchard Retirement Village performance	To develop support from within the relevant communities to support staff in the on-going development of cultural groups.	Participation rates and awards won.	A significant amount of success through the drive of Whanau Committee and senior students. An exceptionally successful year in reconnecting with the community and this will be the focus moving forward

## Sustainability Goal 1

Annual Target for 2021	Historical Position	Process	Measures	Discussion
<ul style="list-style-type: none"> <li>Extend our projects this year and have junior students on board.</li> <li>Provide students with more leadership opportunities</li> <li>Reintroduce Water testing project.</li> <li>Link Sustainability-recycling with Business, art and Fashion, food production and to help people in our community.</li> </ul>	<p><b>More than 26 students got involved</b> at the start of the year-seniors and juniors' students.</p> <p>- Young <b>Leadership sustainability programme opportunities were offered and gained</b> by three students.</p> <p>- A number of workshops and PD has been attended by myself and a <b>connection has been established with the Kaipatiki Project.</b></p> <p>-<b>Water stream testing trip</b> was planned, organised and attended by myself without students due to bad weather condition and Covid Level 2.</p> <p>-<b>A quest speaker</b> -Sam Tu'itahi from our local <b>Kaipatiki project</b> team has been invited and talked to our Year 9 Science classes to raise sustainability awareness.</p> <p>-<b>Environment and sustainability</b> concepts have been introduced and taught to <b>year 9 Science classes..</b></p>	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.	More members have been involved with passion in 2019 and all projects had been maintained and taken to the next level.

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

<b>Annual Target</b>	<b>Historical Position</b>	<b>Process</b>	<b>Measures</b>	<b>Discussion</b>
2021: 115 Year 9	2016: 77 2017: 84 2018: 88 2019: 102 2020: 104	Stronger links with the feeder schools.  Better promotion.  Stronger position in terms of academic outcomes to increase attraction.	Year 9 Enrolments.	There is steady growth in the roll.



