

# Glenview School

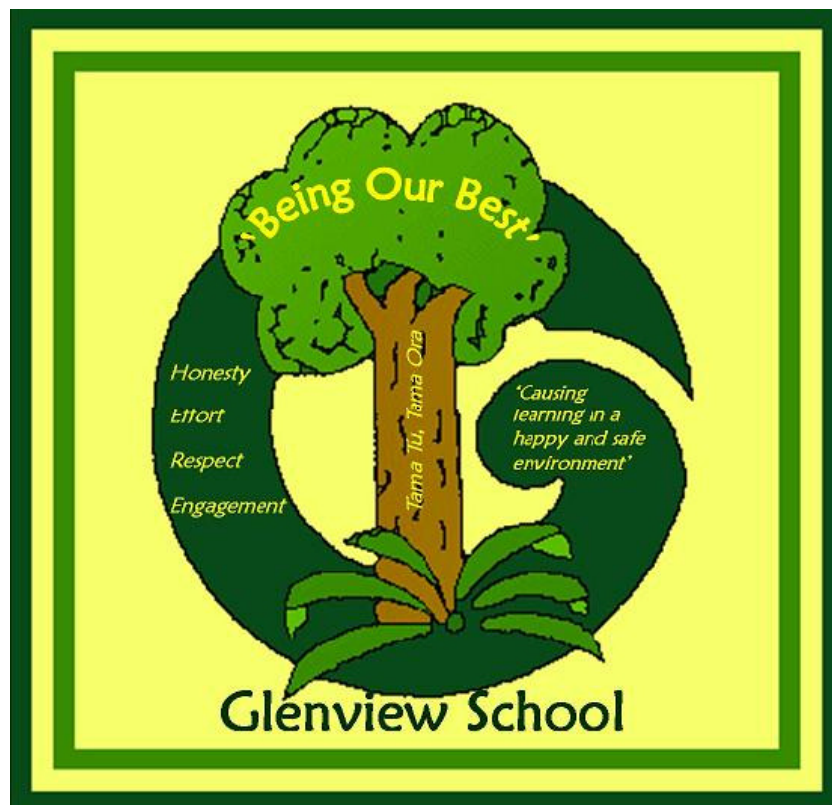
Tama Tu, Tama Ora

Vision:

‘Being Our Best’

Values:

Honesty ~ Effort ~ Respect ~ Engagement



The Glenview School Curriculum supports the Principles of the New Zealand Curriculum. The Key Competencies will be a focus for learning and enable learning across the Learning Areas.

‘Causing learning in a happy and safe environment’

## National Priorities

- Effective teaching and learning for all children
- Improved Literacy and Mathematics achievement for all students against the National Standards
- Improved achievement for Maori and Pasifika children
- Improved outcomes for children at risk
- Identification of and provision for GaTE students
- Regular Physical Education and fitness for all students
- Promotion of healthy eating across the school
- Home and school partnerships – evidence based practice

## School Priorities 2010

- Cause learning for all students, staff and school community
- Bring the school vision and values alive
- Engage and motivate students through use of Interactive Whiteboards
- Provide professional development for teachers in the use of Interactive Whiteboards
- Lift and sustain the achievement of all children against the national standards.
- Embed formative assessment practices as an integral part of learning.
- Strengthen home and school partnerships through the use of Journals across the school as part of the reporting process.
- Provide PD for teachers in written language.
- Through the library enhance the Information Landscape across the school
- Provide for GaTE children to be engaged in high level opportunities through appropriate programmes
- Embed Tikanga Maori as an integral part of learning
- Develop an understanding of the principles and practices of becoming an Enviro school
- Continue to link the teacher coaching process with raising student achievement.
- Implement E-Tap SMS system with appropriate PD to use for administration and assessment.

## Student Learning and Achievement (Students)

To provide all children with high quality teaching and learning, implementing the school curriculum plans

Literacy ~

- for children to develop appropriate skills in listening, reading and viewing; speaking, writing and presenting

Mathematics ~

- for children to develop a sound understanding of number and its application across all strands
- for children to develop accuracy, efficiency and confidence in calculating mentally and on paper

Selected Focus ~

- for children to develop specific skills and processes related to written language and the arts



## Developing a quality learning community (Teachers)

### Working together for all learners

- To implement the School Curriculum in consultation with the community
- To ensure we clearly articulate the school's vision, goals and values
- To regularly review our performance and report back to community on individual and group achievement
- For all children and teachers to become competent users of and learners through a wide range of Information and Communication Technologies
- To provide Professional Development opportunities for all staff



## School organisation and structure (Systems)

### Ensuring quality teaching and learning can occur

- To ensure quality resources are purchased to support the curriculum
- To provide a safe, caring environment for all pupils and staff
- To employ teachers and support staff and develop programmes and policies that promote high levels of achievement
- To ensure that the Board is a good employer and complies with the requirements of the 1989 State Sector Act
- To ensure that funds are allocated fairly and expenditure is kept within budget
- To ensure that all facilities are well kept

# from Goals to Strategies...

School Priorities	Students	Teachers	Systems
Cause learning for all students, staff and school community	<p>All children will:</p> <ul style="list-style-type: none"> <li>◆ take numerous and various opportunities across the curriculum</li> <li>◆ attend, engage and achieve</li> <li>◆ respond to feedback / feed forward information</li> </ul>	<p>Teachers will;</p> <ul style="list-style-type: none"> <li>◆ present high quality classroom programmes based on “Teaching as Inquiry” across the curriculum</li> <li>◆ write and review Class Descriptions</li> <li>◆ use available support systems</li> <li>◆ be involved in coaching / appraisal</li> <li>◆ monitor for presence, engagement and achievement</li> </ul>	<ul style="list-style-type: none"> <li>◆ School implementation plans</li> <li>◆ Assessment and Attendance</li> <li>◆ Reporting - parents / community</li> <li>◆ Special Needs / GaTE programmes</li> <li>◆ Teacher Appraisal / PD programmes - School review</li> </ul>
Bring the school vision and values alive	<p>All children will:</p> <ul style="list-style-type: none"> <li>◆ model and articulate the school’s vision and values within the class and school culture.</li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>◆ model and articulate, and deliver the vision and values as part of the class/school culture.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Charter, policies, communication systems, school environment and school wide events.</li> <li>◆ Teacher Appraisal/ Job Descriptions</li> </ul>
Engage and motivate students through use of Interactive Whiteboards	<p>All children will:</p> <ul style="list-style-type: none"> <li>◆ increasingly use IWB’s across a variety of learning contexts and curriculum.</li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>◆ plan learning experiences across the curriculum using IWB’s as a tool to motivate and engage children</li> <li>◆ use IWB’s as the major tool for current events</li> </ul>	<ul style="list-style-type: none"> <li>◆ PD whole school focus</li> <li>◆ Teacher Appraisal/ Job Descriptions</li> </ul>
Provide professional development for teachers in the use of Interactive Whiteboards	<p>All children will:</p> <ul style="list-style-type: none"> <li>◆ increasingly use IWB’s across a variety of learning contexts and curriculum.</li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>◆ receive PD on how to use interactive whiteboards with increased confidence and competence.</li> <li>◆ develop skills to add variety to programmes</li> </ul>	<ul style="list-style-type: none"> <li>◆ DP release</li> <li>◆ Professional development</li> <li>◆ Technical support</li> </ul>
Lift and sustain the achievement of all children against the national standards in literacy and mathematics.	<p>Children will:</p> <ul style="list-style-type: none"> <li>◆ engage in activities based on feedback information that will both motivate and challenge them.</li> <li>◆ articulate their progress in literacy and maths.</li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>◆ identify all children (Class Description) based on standardised testing.</li> <li>◆ provide appropriate programmes that will both stimulate and challenge .</li> <li>◆ track their performance providing appropriate feedback and feed-forward information using the teaching as inquiry model.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Assessment</li> <li>◆ Coaching / Appraisal</li> <li>◆ Curriculum delivery</li> <li>◆ Reporting - BOT / community</li> </ul>

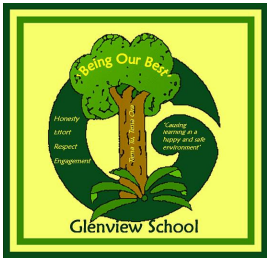
Embed formative assessment practices as an integral part of learning.	All children will: <ul style="list-style-type: none"> <li>◆ respond to feedback / feed forward information.</li> </ul>	Teachers will: <ul style="list-style-type: none"> <li>◆ take part in PD relating to formative assessment.</li> <li>◆ Use formative assessment practices</li> </ul>	<ul style="list-style-type: none"> <li>◆ Policies</li> <li>◆ Assessment</li> <li>◆ Curriculum delivery</li> <li>◆ Reporting to parents</li> </ul>
Provide PD in written language	All children will <ul style="list-style-type: none"> <li>◆ respond to feedback / feed forward information.</li> <li>◆ Be evidence of change</li> </ul>	Teachers will: <ul style="list-style-type: none"> <li>◆ take part in PD</li> <li>◆ put into practice ideas as a result of curriculum review.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Professional development</li> </ul>
Strengthen home and school partnerships through the use of Journals and interview process across the school as part of the reporting process	All children will: <ul style="list-style-type: none"> <li>◆ keep a journal as a record of work and achievement.</li> </ul>	Teachers will: <ul style="list-style-type: none"> <li>◆ organize programmes so samples of children's work and assessment across the curriculum appear in the journals as outlined in policy / procedure.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reporting - parents</li> </ul>
Through the library enhance the Information Landscape across the school	All children will; <ul style="list-style-type: none"> <li>◆ regularly visit the library and undergo a library skills programme.</li> <li>◆ increase personal use of library outside class time.</li> </ul>	Teachers will: <ul style="list-style-type: none"> <li>◆ utilize the school library within their programme.</li> <li>◆ implement a planned programme of library skills .</li> <li>◆ take part in appropriate PD</li> </ul>	<ul style="list-style-type: none"> <li>◆ Library team</li> <li>◆ Library implementation plan</li> <li>◆ Job Description for teacher aide</li> <li>◆ ICT Infrastructure</li> </ul>
Provide opportunities for GaTE children to be engaged in high level opportunities through appropriate programmes	Identified children will: <ul style="list-style-type: none"> <li>◆ engage in high level opportunities.</li> <li>◆ self reflect</li> <li>◆ articulate their learning</li> <li>◆ use the information landscape</li> <li>◆ embed inquiry learning skills</li> </ul>	Teachers will: <ul style="list-style-type: none"> <li>◆ identify GaTE children within class description</li> <li>◆ plan appropriate programmes to cater for identified children</li> <li>◆ provide appropriate feedback to children and parents</li> </ul>	<ul style="list-style-type: none"> <li>◆ GaTE policy and procedures</li> <li>◆ Professional Development</li> <li>◆ Report - BOT</li> </ul>
Embed Tikanga Maori as an integral part of learning	Children will: <ul style="list-style-type: none"> <li>◆ develop an understanding of basic Te Reo and Maori Tikanga</li> </ul>	Teachers will: <ul style="list-style-type: none"> <li>◆ work with Kaiako on class programme</li> <li>◆ Integrate programmes with a Maori context</li> <li>◆ enhance their own knowledge alongside the Kaiako</li> </ul>	<ul style="list-style-type: none"> <li>◆ Tikanga Maori programme</li> <li>◆ Kaiako Job Description</li> </ul>
Develop an understanding of the principles and practices of becoming an Enviroschool	Students will: <ul style="list-style-type: none"> <li>◆ gain an understanding of Enviroschools</li> <li>◆ put into practice any aspect/s within their class or across the school</li> </ul>	Teachers will; <ul style="list-style-type: none"> <li>◆ engage in PD</li> <li>◆ include aspects of Enviroschools within their class programmes /culture</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lead Teacher</li> <li>◆ School policy /procedure</li> <li>◆ PD (supported by Environment Waikato)</li> </ul>

<p>Continue to link the teacher coaching process with raising student achievement</p>	<p>Students will;</p> <ul style="list-style-type: none"> <li>◆ be the evidence of change</li> </ul>	<p>Teachers will;</p> <ul style="list-style-type: none"> <li>◆ engage in PD, set PD goals</li> <li>◆ take part in reflective practice with their coach</li> <li>◆ action change</li> <li>◆ use E-pad as record of process</li> </ul>	<ul style="list-style-type: none"> <li>◆ School Charter and Annual Targets</li> <li>◆ Appraisal, Coaching systems</li> <li>◆ PD</li> <li>◆ Policies</li> </ul>
<p>Implement E-tap SMS with appropriate PD for teachers to use for administration and assessment</p>	<p>Students will:</p> <p>be the evidence of change</p>	<p>Teachers will;</p> <ul style="list-style-type: none"> <li>◆ engage in PD</li> <li>◆ use E-Tap SMS as required</li> </ul>	<ul style="list-style-type: none"> <li>◆ Policies</li> <li>◆ PD</li> </ul>



## Facts and features:

- We are a contributing primary school located in south western Hamilton in the suburb of Glenview.
- We were established in 1964.
- We are a decile 5 school, which accurately reflects the makeup of our community.
- Glenview is a family oriented community with up to 70% of families having both spouses working.
- In the few years or so we have noticed an increase in the number of rental properties, which has resulted in more transient children.
- Our opening roll for 2009 was 443, our 1 July roll will be approximately 470 and the end of year roll 555. These figures are down from last year. In 2005 our 1 July roll was 460 and the end of year roll 498. This year seems to be following the same pattern and the roll for the next 3 years should be similar to this years.
- This year's roll is made up of 62% European/Pakeha, 30% Maori and 8% Asian/Indian and Pacific Islander, which is similar to previous years.
- In total we have 34 on the staff: 23 full time teachers, 5 part-time teachers and 6 support staff. 29 of the staff are female and 5 are male.
- We have the following buildings and amenities - 10 permanent and 10 relocatable classrooms, hall, library, computer suite, teachers resource room, multi media room, multi purpose room, administration block, 3 shade areas, 2 adventure playgrounds and a swimming pool.
- All classes are equipped with Interactive whiteboards
- The school is organized into 3 syndicates, Junior yr 1, Middle yr2-4 and Senior yr 5-6.
- The following special programmes are available:
  - GaTE/ Special Needs
  - Reading Recovery
  - Literacy Unit
  - Tikanga Maori
- The following sports are catered for:
  - netball, rugby, hockey, swimming, triathlons, athletics
  - indoor basketball, gymnastics.
- Every second year the school organizes a major school production.
- The Senior School have an annual camp at Waitawheta and the Year 4s have a 3 day camp at Karakariki



## CULTURAL DIVERSITY AND MAORI DIMENSION

### How our school will reflect:

#### New Zealand's cultural diversity

- Equal opportunities for all students
- ESOL programme.
- Social Sciences programme

#### The unique position of the Maori culture

- Biannual Production
- Tikanga Maori programme
- Social Sciences - major emphasis once per year
- The Arts - Singing in Assembly
- Aggregation of Maori Achievement

#### What reasonable steps will the school take to incorporate Tikanga Maori into the school's curriculum:

The Board of Trustees has employed a Tikanga Maori tutor (0.3 FTTE) who will work with classroom teachers to deliver a Maori aspect of the curriculum as determined by the teaching teams / classroom teachers. Classroom teachers will be part of the programme.

Teachers will be expected to incorporate various aspects of Te Reo and Tikanga Maori in all curriculum areas—for example:

- English, children:
  - to listen to and read texts related to the Maori culture
  - to view Maori cultural performances
  - to Know Maori greetings, colours, correct pronunciation of names and place names
- Social Sciences, children:
  - to study various aspects of Maori culture.
- Health and Physical Education:
  - poi and rakau
  - well being or hauora
- The Arts:
  - drawing of Koru patterns, sing Maori songs, simple weaving,
- Mathematics
  - Maori numbers, measurement

Friday afternoons will be a dedicated time for the Kapahaka group to build up a repertoire of waiata, te rakau, tira, haka etc. This programme will be run by the tutor with parent assistance.

#### What steps will be taken to discover the views and concerns of the school's Maori communities?

Every year the Board will survey the Maori community as part of the annual survey to ascertain their views on aspects of our school E.g. Delivery of the Curriculum - the views of Maori parents will be aggregated separately.

Where appropriate, special targets will be set for Maori students.

The achievement of Maori students will be reported in the Principal's Board reports.

## 2010 SCHOOL DEVELOPMENT PLAN

<b>NAG 1:</b>		National Standards Written Language / Arts	Term 1-4	All Staff
<b>CURRICULUM AND ASSESSMENT DEVELOPMENT</b>		School journals (Years 1-6)(Re national standards	Term 1-4	All Staff
<b>NAG 2:</b>	<b>CURRICULUM</b>	Written Language Arts	Term 2-3	All Staff
<b>SELF REVIEW</b>	<b>POLICIES AND PROCEDURES</b>	Health and Safety ( Nag 5)	Term 1-4	Staff / BOT
		EOTC	Term 1-4	
<b>NAG 3:</b>		Written Language Interactive whiteboards National Standards / Formative assessment Personal Goals	Term 1-4 Term 1-4 Term 1-4	Staff Staff Staff
<b>STAFF DEVELOPMENT</b>				
<b>NAG 3:</b>	<b>PERSONNEL</b>	Job Descriptions Appraisal	Term 1 Term 1 - 4	Principal Principal / Senior management
<b>NAG 4:</b>	<b>FINANCE</b>	Continue to keep an accurate record of the budget	Term 1 - 4	Principal / BOT
<b>NAG 4:</b>	<b>PROPERTY</b>	Maintenance of all evaluated surfaces and roofs Roof replacement room 1-6. Louvre replacement room 1-6 and 16-17 Enviro School Projects	As in contract Term 1-2 Term 2-3	Principal Principal / BOT Principal / BOT
<b>NAG 5 AND 6:</b>		Ensure school abides by all legislation	Term 1 - 4	Staff / BOT
<b>LEGAL AND SAFETY ISSUES</b>				
<b>COMMUNITY PARTNERSHIP</b>		Liaise with Maori parent community. Parent - Teacher meeting in February Parent - Teacher Interviews in July	Term 1-4 Term 1 - 2 Term 2	Principal Staff Staff

<b>PTA PURCHASES</b>	Enviro Project	Term 1-4	BOT / PTA
<b>SPECIAL EVENTS</b>	School Camps Whole school theme week. School Production Grandparents	Term 1 Term 1-4 Term 3 Term 4	



