

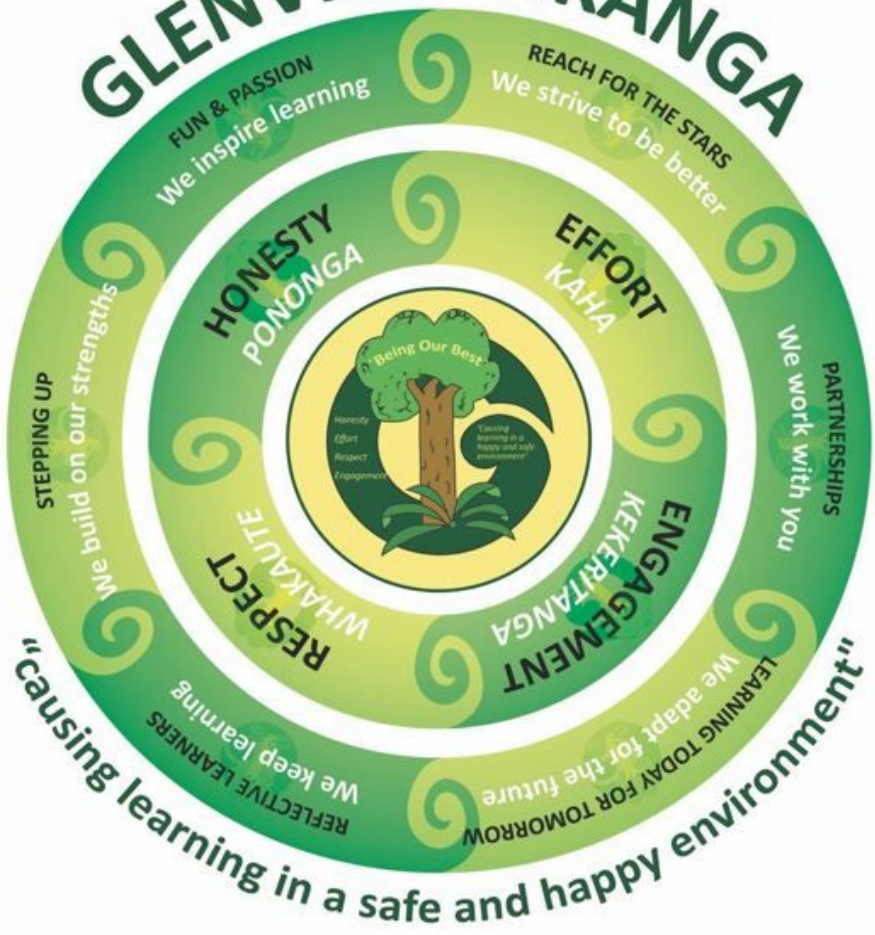


Glenview School

-causing learning in a safe and happy environment-

**School Charter
Strategic and Annual Plan
2022**

GLENVIEW TIKANGA





Vision

Being Our Best - Kai Tu Rangitira Ai

Values

H

Honesty

Pononga
With self
With others



E

Effort

Kaha
Perseverance
Challenge
Risk taking
Achievement



R

Respect

Whakaute
For self
For others
For learning
For environment



E

Engagement

Kekeritanga
In life
In learning
In all that we do!



Our Glenview Curriculum

- Students at the centre of learning -



Key Competencies

- Thinking
- Using Language, Symbols and Texts
- Managing Self
- Relating to Others
- Participating and Contributing



Learning Areas

- English
- The Arts
- Health and Physical Education
- Learning Languages
- Mathematics and Statistics
- Social Sciences
- Technology

Hattie and Marzano Effective Teaching Strategies

01

Clear Focus

03

Students Engage with the Content

05

Multiple Exposures

07

Get Students Working Together

Overt Instructions

02

Give Feedback

04

Have Students Apply Their Knowledge

06

Build Students Self-efficacy

08

Cultural Diversity and Māori Dimension

We will reflect New Zealand's cultural diversity by:

Providing equal opportunities for all students

Through incorporating the principles of the Treaty of Waitangi within the teaching and learning environment. Where possible class programmes, contexts and practices will reflect New Zealand's cultural diversity and the unique position of the Maori culture where the identity, language and culture of Maori learners and their whanau, hapu and iwi are affirmed.

The unique position of the Maori by:

With a third of our role Maori it is essential that this is reflected in the life of the school. With a focus on 'what works for Maori students, works for all students', programmes will reflect the bicultural nature of Aotearoa.

We will incorporate Tikanga and te reo Maori into the school's curriculum by:

Incorporating mautauranga (Maori knowledge/ understanding) Te Reo /Tikanga Maori in all areas of the curriculum, providing powhiri for special occasions, marae study, waiata and kapa haka programmes and celebrating significant Maori occasions (matariki).

As the relationship between Whanau and school develops it is anticipated further assistance will be provided to enhance the quality of Tikanga Maori programmes in the school.

Integrating Te Reo Maori as part of the curriculum areas in an appropriate manner.

Level 4 XXXX

To discover the views and concerns of the school's Maori community we will:

Consult with the school Whanau through our communication networks so we are aware of the views and concerns of the Maori community. We will also consult with Maori families through our annual survey aggregating their data separately. The Principal will report the aggregation of Maori achievement data to the BOT separately where appropriate.

Set specific goals & expectations for Maori students through reporting procedures

2022 - 2025 Strategic Plan



Mission

Causing learning in
a safe and happy
environment



Values

Honesty, Effort, Respect,
Engagement
Pononga, Kaha,
Whakaute, Kekeritanga



Vision

Being Our Best
Kai tū rangitira ai



2022 - 2025 Strategic Plan

- Causing learning in a safe and happy environment -

- TAMA TŪ TAMA ORA -

Developing Capability - Ako

Strategic Goal

Our teachers are highly effective practitioners who reflect on personal practices to improve student outcomes.

Strategic Programme

- Embed the use of Hattie & Marzano effective teaching strategies.
- Grow capability of coaching and mentoring.
- Embed teacher action inquiry and Glenview Tikanga framework into classroom practices.

Success Measure

- All teachers demonstrate ongoing use of the Hattie & Marzano effective teaching strategies.
- The GVS Tikanga framework is evident in all classroom practices.

Curriculum - Matauranga

Strategic Goal

Our curriculum puts students at the centre of learning.

Strategic Programme

- Embed an inclusive curriculum.
- Embed cultural competencies.
- Build understanding of learner agency.

Success Measure

- All class programmes demonstrate a commitment to the Te Tiriti O Waitangi with teachers implementing Te Reo and Tikanga practices in the classroom.

Community Whanaungatanga

Strategic Goal

Our parents and whānau are involved in their students' learning.

Strategic Programme

- Embed communication practices to build understanding of learning.
- Improve parent capacity to support learning.

Success Measure

- Parents show active support for their child's learning through attending:
- school events
 - TLC and other teacher parent meetings
 - receiving online reporting and communication

Improved student outcomes (data take, Wellbeing - attendance, participation)

Developing Capability

Our teachers are highly effective practitioners who reflect on personal practices to improve student outcomes.



Grow capability of coaching and mentoring.

Embed the use of Hattie & Marzano effective teaching strategies.

Embed teacher action inquiry and Glenview Tikanga framework into classroom practices.

Embed meaningful “teaching as inquiry” to improve practice

Embed planning, feedback and assessment that is responsive to meet the learning needs of all students

Develop culturally responsive practices that normalise Te Ao Maori

Improved student outcomes (data take, Wellbeing - attendance, participation)

All teachers demonstrate ongoing use of the Hattie & Marzano effective teaching strategies across the curriculum

The GVS Tikanga framework is evident in all classroom practices.

Curriculum - Matauranga

Our curriculum puts students at the centre of learning.

Initiatives

Embed an inclusive curriculum.

Embed Glenview tikanga framework into classroom practices

Build understanding of learner agency.

Actions

Develop curriculum that makes connections to the cultural competencies of Maori students

Design learning through meaningful curriculum integration

Provide student agency by emphasising the shared role students have in their learning

2022 Measures

All class programmes demonstrate a commitment to the Te Tiriti O Waitangi with teachers implementing Te Reo and Tikanga practices in the classroom.

Improved student outcomes (data take, Wellbeing - attendance, participation)

Community - Whanaungatanga

Our parents and whānau are involved in their students' learning.

Initiatives

Embed communication practices to build understanding of learning

Improve parent capacity to support learning and wellbeing

Actions

Facilitate opportunities with parents/whānau to play an active role in their children's learning.

Work closely with parents on how we can support each other to lift student achievement.

2022 Measures

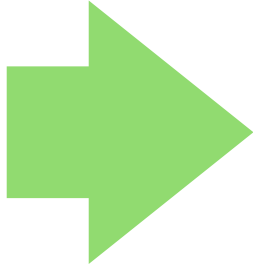
Parents show active support for their child's learning through attending:

- school events
- TLC and other teacher parent meetings
- receiving online reporting and communication

Targets 2022

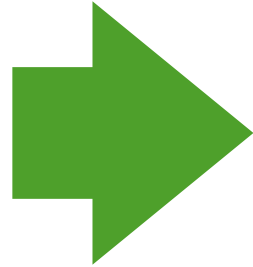


Reading



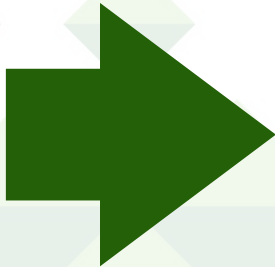
85% of all Y2,4, 6 students will read at or above their expected reading level by the end of 2022 with other year cohorts tracked for progress.
29 (8%) of the remaining Y1-5, 2021 students, identified as underachieving due to reduced learning time ('covid dip'), will accelerate progress to return to their expected reading level.
25 (25%) of 2022 Y3-5 students will accelerate progress to shift achievement beyond their expected reading level

Writing



80% of all Y2,4,6 students will write at or above their expected appropriate NZC level (L1;L2;L3) by the end of 2022.
50 (13%) of the remaining Y1-5 2021 students, identified as underachieving due to reduced learning time (covid dip), will accelerate progress to return to their expected writing level.
20 (25%) of 2022 Y3-5 students will accelerate progress to shift achievement beyond their expected writing level

Maths



85% of all Y2,4 and 6 students will work at or above their expected Mathematics level by the end of 2022 with other cohorts tracked for progress.
32 (8%) of the remaining Y1-5, 2021 students, identified as underachieving due to reduced learning time ('covid dip'), will accelerate progress to return to their expected maths level.
32 (25%) of 2022 Y3-5 students will accelerate progress to shift achievement beyond their expected maths level