



# Glenview School

*Causing learning in a safe and happy environment*

**School Chartered  
Strategic and Annual Plan  
2025-2026**

# GLENVIEW TIKANGA

Causing learning in a safe and happy environment

Community  
Whanaungatanga

Honesty  
Pononga

Engagement  
Kekeritanga

Curriculum  
Matauranga

BETTERING  
OUR BEST

Kaha  
Effort

Whakaute  
Respect

Ako  
Developing Capability

Ako

Developing Capability



# Vision

Bettering 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, Symbol 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

1

Clear Focus

3

Students Engage with  
the Content

5

Multiple Exposures

7

Get Students  
Working Together

Overt Instructions

2

Give Feedback

4

Have Students Apply  
Their Knowledge

6

Build Students  
Self-efficacy

8

# 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 Māori culture where the identity, language and culture of Māori learners and their whānau, hapu and iwi are affirmed.

## **The unique position of the Māori by:**

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

## **We will incorporate Tikanga and te reo Māori into the school's curriculum by:**

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

As the relationship between Whānau and school develops it is anticipated further assistance will be provided to enhance the quality of Tikanga Māori programmes in the school.  
Integrating Te Reo Māori as part of the curriculum areas in an appropriate manner.

Level 4B Delivery schoolwide as a minimum

## **To discover the views and concerns of the school's Māori community, we will:**

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

Set specific goals & expectations for Māori students through reporting procedures

# 2025 - 2026 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

# 2025 - 2026 Strategic Plan

- Causing learning in a safe and happy environment - TAMA TŪ TAMA ORA -

## Teaching Excellence & Learnership Ako

### Strategic Goal

Teachers at Glenview Primary are highly effective, reflective practitioners who continually refine their practice to accelerate learner progress, engagement, and wellbeing.

### Strategic Initiatives

- Learnership embedded across teaching and learning
- Coaching, mentoring, and inquiry driving improvement
  - Purposeful use of assessment
  - Strong, consistent writing instruction

### Success Measure

- Learnership language and attributes are evident in classrooms and learning conversations
- Teachers confidently use assessment to inform teaching and next steps
- Improved progress and achievement in writing, including for priority learners
- Students can articulate learning goals, progress, and next steps

## Curriculum Matauranga

### Strategic Goal

Our curriculum is designed around our learners –who they are, how they learn, and what they need to thrive.

### Strategic Initiatives

- Inclusive, culturally responsive curriculum
- Learner agency and agile learning mindsets
- Digital fluency and Responsible Technology use
- Effective Implementation of the refreshed curriculum

### Success Measure

- Learner identity, culture, and voice are visible in learning programmes
- Students demonstrate agency through goal-setting, reflection, and choice
  - Teachers confidently implement the refreshed curriculum
- Learners use digital tools safely, responsibly, and purposefully

## Partnerships with Parents & Whānau Whanaungatanga

### Strategic Goal

Parents and whānau are active partners in their child's learning, wellbeing, and regular attendance.

### Strategic Initiatives

- Clear communication about learning and attendance
  - Building whānau capability
  - Relationship-based approaches to engagement and attendance

### Success Measure

- Parents report improved understanding of learning and attendance
  - Increased engagement in TLC meetings and learning events
- Improved overall attendance and reduced irregular attendance
- Students feel connected, supported, and engaged at school

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

# Teaching Excellence & Learnership

Teachers at Glenview Primary are highly effective, reflective practitioners who continually refine their practice to accelerate learner progress, engagement, and wellbeing.

## Initiatives

Learnership embedded across teaching and learning

Coaching, mentoring, and inquiry driving improvement

Purposeful use of assessment

Strong, consistent writing instruction

## Actions

Embed the James Anderson Learnership approach as the shared language for teaching, reflection, and professional dialogue, aligned through coaching and teacher inquiry.

Build consistency in how assessment information is analysed and used to adapt teaching and identify next learning steps, particularly for priority learners.

Embed shared expectations for effective writing practice, informed by assessment evidence and reflective inquiry.

## 2026 Measures

Learnership language and attributes are evident in classrooms and learning conversations

Teachers confidently use assessment to inform teaching and next steps

Improved progress and achievement in writing, including for priority learners

Students can articulate learning goals, progress, and next steps

# Curriculum - Matauranga

Our curriculum is designed around our learners  
Who they are, how they learn, and what they need to thrive.

## Initiatives

Embed an inclusive culturally responsive curriculum.

Learner agency and agile learning mindsets.

Digital fluency and Responsible Technology use

Effective Implementation of the refreshed curriculum

## Actions

Strengthen curriculum design and classroom practices that honour learner identity and Te Tiriti o Waitangi.

Support teachers to intentionally build learner agency by involving students in goal-setting, learning decisions, and curriculum design.

Empower learners to use digital tools creatively and responsibly to enhance their education.

Ensure effective implementation of the refreshed New Zealand Curriculum, aligning planning and assessment to improve outcomes for all learners.

## 2026 Measures

Learner identity, culture, and voice are visible in learning programmes.

Students demonstrate agency through goal-setting, reflection, and choice.

Teachers confidently implement the refreshed curriculum.

Learners use digital tools safely, responsibly, and purposefully.

# Community – Whanaungatanga

Parents and whānau are active partners in their child's learning, wellbeing, and regular attendance.

## Initiatives

Clear communication about learning and attendance

Building whānau capability

Relationship-based approaches to engagement and attendance

## Actions

Ensure parents and whānau have a clear understanding of learning progress, attendance expectations, and how both support success.

Provide opportunities for parents and whānau to develop confidence and practical strategies to support learning and regular attendance at home.

Respond early and supportively to attendance concerns through strong relationships and solution-focused conversations.

## 2026 Measures

Parents report improved understanding of learning and attendance

Increased engagement in TLC meetings and learning events

Improved overall attendance and reduced irregular attendance

Students feel connected, supported, and engaged at school

# 2026 Glenview School Targets

1



1. 85% achievement for Y2, 4 & 6 student cohorts
2. Accelerate meeting students across Y2, 4 & 6 from current Reading level to above their current level

**Reading**

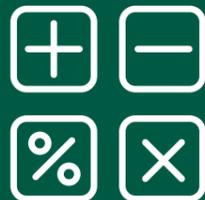
2



1. 80% achievement for Y2, 4 & 6 student cohorts
2. Accelerate meeting students across Y2, 4 & 6 from current writing level to above their current level

**Writing**

3



1. 85% achievement for Y2, 4 & 6
2. Accelerate meeting students across Y2, 4 & 6 from current maths level to above their current level

**Math**

