



CHARTER AND STRATEGIC PLAN 2021-2023

This Strategic Plan establishes the mission, aims, objectives, strategic direction and the targets for student achievement.

Principal's Endorsement:	Board of Trustees' endorsement:	Submission Date to MOE: 14/03/23
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THREE YEAR STRATEGIC GOALS **Completed** **Partially** **Not Started**

GOAL 1: GROW TEACHER CAPACITY <ul style="list-style-type: none"> Meaningfully incorporate te reo Māori into the everyday life of the place of learning. NELP 5. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce. NELP 6. 	GOAL 2: IMPROVE STUDENT OUTCOMES THROUGH LEARNER AGENCY <ul style="list-style-type: none"> Reduce barriers to education for all, including for Māori, Pasifika, disabled and ākonga with learning support needs. NELP 3. Ensure every ākonga gains sound foundation skills, including language, literacy and numeracy. NELP 4. 	GOAL 3: STRENGTHEN RELATIONSHIPS WITH OUR SCHOOL AND LOCAL COMMUNITY <ul style="list-style-type: none"> High aspirations for all and partnering with whānau and communities to design and deliver education to their needs and sustains their identities, languages and cultures. NELP 2 Collaborate with industries to ensure ākonga have the 	GOAL 4: TO HAVE A SAFE AND SECURE ENVIRONMENT THAT MAXIMISES LEARNING OPPORTUNITIES AND IS REFLECTIVE OF OUR LEARNERS <ul style="list-style-type: none"> Places of learning are safe, inclusive and free from racism, discrimination and bullying. NELP 1
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		skills, knowledge and pathways to succeed in work. NELP 7.	
Key objectives <ul style="list-style-type: none"> Localise Glendene School curriculum development plan using Te Tiriti as the foundation Update Quality Teaching Template and incorporate Growth Learning Cycle Maintain good practice when delivering the curriculum using AFL, DMIC etc. Build staff understanding of trauma Stay up to date with new learning Meaningfully incorporate te reo Māori into the everyday life of the place of learning. NELP 5. Develop staff to strengthen teaching, leadership and learner support 	Key Objectives <ul style="list-style-type: none"> Use HOPE as a guide and aspiration for learning Improve student attendance and punctuality through engagement (Nag 6) Reduce barriers to education for all, including for Māori, Pasifika, disabled and ākonga with learning support needs. NELP 3. Ensure every ākonga gains sound foundation skills, including language, literacy and numeracy. NELP 4. 	Key Objectives <ul style="list-style-type: none"> Develop Glendene School as the learning hub of our community Establish digital platforms to communicate with our community High aspirations for all and partnering with whānau and communities to design and deliver education to their needs and sustains their identities, languages and cultures. NELP 2 Collaborate with industries to ensure ākonga have the skills, knowledge and pathways to succeed in work. NELP 7. 	Key Objectives <ul style="list-style-type: none"> To have buildings and outdoor learning spaces optimised for students to achieve success. To have the physical environment of our kura reflect our learners To establish systems that comply with legislation through policy and procedures as a minimum requirement Places of learning are safe, inclusive and free from racism, discrimination and bullying. NELP 1

capability across the education workforce. NELP 6.			
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GOAL 1: GROW TEACHER CAPACITY

Key Objectives	Current State 2020	2021 Strategies	2022 Strategies	2023 Strategies
<ul style="list-style-type: none"> Localise Glendene School curriculum delivery plan using Te Tiriti as the foundation Establish the Growth Learning Cycle at Glendene School Stay up to date with new learning 	<p>Glendene Quality Teaching Template reflects Turu from Tapasā and Ka Hikitia</p> <p>Te Reo Māori/Te Ao Māori increasingly normalised at Glendene School</p> <p>AFL, DMIC, Digital Technology implemented at Glendene School</p> <p><u>Analysis of Variance Data for EOY 2020 Reading</u></p> <p>Target: 75% of Y2-6 students achieve at or above school targets (based on NZC levels)</p> <p>Target NOT achieved-68% of Y2-6 students at or above target</p>	<p>Review current Glendene School Delivery plan</p> <p>Explore what our school values look like in our curriculum delivery e.g. linking looking after ourselves to Health Curriculum</p> <p>Explore how to use students' home/heart languages at Glendene School</p> <p>Trial NZ Histories Curriculum</p> <p>Review how Te Reo Māori/Te Ao Māori is normalised at Glendene School</p> <p>Do we know our local area and Te Kawerau a Maki history and stories</p> <p>Explore Growth Learning Cycle and review Quality Teaching Template</p>	<p>Review Glendene School's Māori Action Plan (Tataiako, normalising Te Reo, Te Ao Māori), Pasifika Action Plan (Tapasā, Dual Language texts).</p> <p>Explore how heart languages are integrated in the curriculum.</p> <p>Develop Arts Curriculum and English Delivery Plan</p> <p>Incorporate NZ Histories in our curriculum</p> <p>Review use of Trauma informed practice and resilience strategies in teaching and learning at Glendene School. Begin Year 1 of Mitey PD.</p>	<p>Review our inquiry model and cycle for PLG, what is working not working?</p> <p>Growth Learning Cycle embedded.</p> <p>Curriculum Refresh-what does this look like at Glendene School. What are we already doing? What needs strengthening?</p>

	<p><u>Writing</u> Target: 85% of Y2-6 students achieve at or above school targets (based on NZC levels) in writing. Target not achieved-98/137 (72%) of all Y2-6 students achieved the school writing target. This is a drop when compared to 2019 End of Year results 104/138 (75%).</p> <p><u>Maths</u> Target: 80% of Y2-6 students achieve at or above school targets (based on NZC levels) in maths. Target not achieved: 70% Y2-6 students achieve at or above school targets (based on NZC levels) in maths.</p>	<p>Update Glendene School's Māori Action Plan, Pasifika Action Plan</p> <p>Review AFL</p> <p>Explore use of Trauma informed practice and resilience strategies in teaching and learning at Glendene School.</p> <p><u>Next steps for Literacy</u> PLD on the use of Dual Language texts</p> <p>ALL Early Literacy strategies with Reading Recovery teachers</p> <p><u>Next steps for Maths</u> Spring Maths DMIC</p>	<p>Review Localised curriculum</p> <p>Strengthen and integrate Digital Technologies</p>	
MEASURES-culture and pedagogy		<p>Updated Māori Action Plan and Pasifika Action Plan</p> <p>Updated Quality</p>	<p>Delivery statement for Inquiry learning incorporating 8 learning areas.</p>	<p>Glendene Curriculum includes NZ Histories. Inquiry model embedded.</p>

		<p>Teacher Template to include Growth Learning Cycle introduced.</p> <p>Reading, Writing, Maths Targets-75% of Y2-6 achieving at or above school standards.</p>	<p>Growth Learning Cycle reviewed.</p> <p>Inquiry model reviewed.</p> <p>How else are we measuring progress and achievement besides BAU Reading, Writing, Maths e.g. HOPE?</p> <p>Cultural competencies?</p>	<p>Curriculum Refresh underway for Maths and English.</p>
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Analysis of Variance 2022 End of Year Data for Reading, Writing, Maths

Data to come

GOAL 2: IMPROVE STUDENT OUTCOMES THROUGH LEARNER AGENCY

Key Objectives	Current State 2020	2021 Strategies	2022 Strategies	2023 Strategies
<p>Increase student agency by using HOPE as a guide and aspiration for learning</p> <p>Improve student attendance and punctuality</p> <p>Re-design how we report to parents</p>	<p>Parents and teachers have contributed to HOPE.</p> <p>Year 6 students make contributions to Hope.</p>	<p>Trial Learning Maps with Pohutukawa.</p> <p>Inquire into how Digital Technology increases learner agency-look at programmes we currently use like Seesaw</p> <p>Review reporting systems with the school community.</p> <p>Explore if Hope reflects our learner and whānau aspirations.</p>	<p>Review use of Trauma informed practice and resilience strategies in teaching and learning at Glendene School-how does this fit with Mitey.</p> <p>Distance Learning review-what do we need to normalise. What works?</p> <p>Action Plan for tamariki returning to school.</p>	<p>Review and adapt</p>

MEASURES-culture and pedagogy		<p>Learning Maps used as a learning tool in Pohutukawa.</p> <p>Hope profile drafted and used in school</p> <p>Trauma informed practice part of our Gecko Way</p> <p>Weekly school attendance is more than 90%.</p>	<p>Weekly school attendance is more than 93%.</p> <p>Hope profile shared with the community. Still developing this.</p> <p>Result-In Term 4 weekly attendance for Week 1 had averaged to 90%</p>	<p>Weekly school attendance more than 95%.</p> <p>Hope profile part of how we evaluate at Glendene school</p> <p>Review and adapt</p>
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GOAL 3: STRENGTHEN RELATIONSHIPS WITH OUR SCHOOL AND LOCAL COMMUNITY

Key Objectives	Current State 2020	2021 Strategies	2022 Strategies	2023 Strategies
<p>Develop Glendene School as the learning hub of our community</p> <p>Establish digital platforms to communicate with our community</p> <p>To have a group from Glendene School source funding for Glendene School.</p>	<p>Reading Together</p> <p>Digital learning Workshop offered</p> <p>Surveys re communication, learning</p>	<p>Whānui hui /fono about learning at Glendene</p> <p>School digital platforms and how to use</p> <p>Decide on a project (Bikes in Schools) and get parental buy in (BOT)</p> <p>Students advertise our school. (BOT)</p> <p>Develop stronger ties with Glendene School hub and local</p>	<p>Gather whānau voice on our localised curriculum</p> <p>Whānui hui /fono about learning at least once a term either face to face or digitally about learning at Glendene School</p> <p>Students advertise our school. (BOT)</p>	<p>Review and adapt</p>

		community events.		
MEASURES-systems and networks		Parents using digital platforms like Skool Loop (80%) and Seesaw regularly (50%). 80% attendance at whānau meetings.	Review and adapt digital communication We have a staff member leading DT in school.	Review

GOAL 4: TO HAVE A SAFE AND SECURE ENVIRONMENT THAT MAXIMISES LEARNING OPPORTUNITIES AND IS REFLECTIVE OF OUR LEARNERS

Key Objectives	Current State 2020	2021 Strategies	2022 Strategies	2023 Strategies
<p>To have buildings and outdoor learning spaces optimised for students to achieve success.</p> <p>To have the physical environment of our kura reflect our learners.</p> <p>To establish systems that comply with legislation through policy and procedures as a minimum requirement.</p>	<p>Classrooms have Furnware furniture.</p> <p>Not many murals /artworks around the school reflecting our Community.</p> <p>New wayfinding signage.</p>	<p>5 YA revitalisation of Kākano block</p> <p>To have our Gecko symbol central in our school.</p> <p>Murals?</p> <p>Garden? Recycling?</p>	<p>Playground markings</p> <p>Team Murals</p> <p>To have our Gecko symbol central in our school.</p> <p>Garden-planting of native trees.</p>	Review
MEASURES-systems		Modernisation of Kākano block Playground markings	Mural around the school	Murals around the school