



Glenview School Strategic Plan 2024-25

“Ngā akonga manawanui, ngā Rangatira, ā ngā kaitiaki o te ao.”

Active learners, leaders, guardians of the world.

Principals Note:

At Glenview School we focus on making sure our learners excel at many things. Not only do we want our learners to succeed academically but we want their hauora to thrive with positive physical, emotional, social, and cultural success.

The guiding principle of our school and community is whanaungatanga. Glenview is a small school with a big heart, we work together as a family. We provide a warm, positive environment for learning where respecting, protecting, supporting, and encouraging each other is the norm. We take pleasure in helping others and cooperating for mutual benefit. We acknowledge and enjoy our different strengths and preferences and celebrate both our individuality and our group achievements together.

Our school community has made a commitment to the well-being and education of its children through holding high expectations for teaching and learning programmes based on recognised best practice in teaching and underpinned and informed by the neuroscience of learning and positive engagement.



Lynda Knight-de Blois
Principal, Glenview School

[Our Vision](#)

“Ka oho te wairua, kia matara te tinana, He aroha ki te aroha, ka kā te rama” Te Rauparaha

“When the spirit is awakened, when the body is alert, when love is unconditional, enlightenment follows.” Te Rauparaha

This whakataukī was left by Te Rauparaha to his people, Ngāti Toa. Ngāti Toa have gifted it to our Porirua East Kāhui Ako (collective of schools).

For Glenview school this means that we learn best when we are in a space where we are accepted unconditionally and where we are given opportunity to engage our head, our hands and our hearts.

Whakataukī

Aspirations for our learner

At Glenview School we learn to use our:



As a result, we are:

Curious

Mahira

Our school grows kids who are curious.

This means:

- **We ask questions.** To understand, to clarify, to find out.
- **We look for answers.** We find out more about things and pursue topics that interest us.
- **We listen.** We listen to others (even when we don't agree we hear them out and listen to their perspective).
- **We pass it on.** We share what we learn with others (our knowledge and skills).

>>At Glenview curiosity is empowered by a solid grounding in reading, writing and math. These skills support inquiry, discovery, and creativity.

Compassionate

Ngākau aroha

Our school aiga / whanau is a safe space.

This means:

- **You belong.** We practise whanaungatanga. You are important and you have a unique role to play in our school whanau.
- **We care.**
 - **Tuakana-teina.** We care for, encourage and look out for others.
 - **Manaaki.** We value other people's cultures, personalities, and contributions.
 - **Kaitiaki.** We care for our spaces, buildings and the natural environment around us.

>>Glenview has a school culture and pedagogy informed by relational neuroscience research. As such, connection and safety are key values.

Confident

Whakamanawa

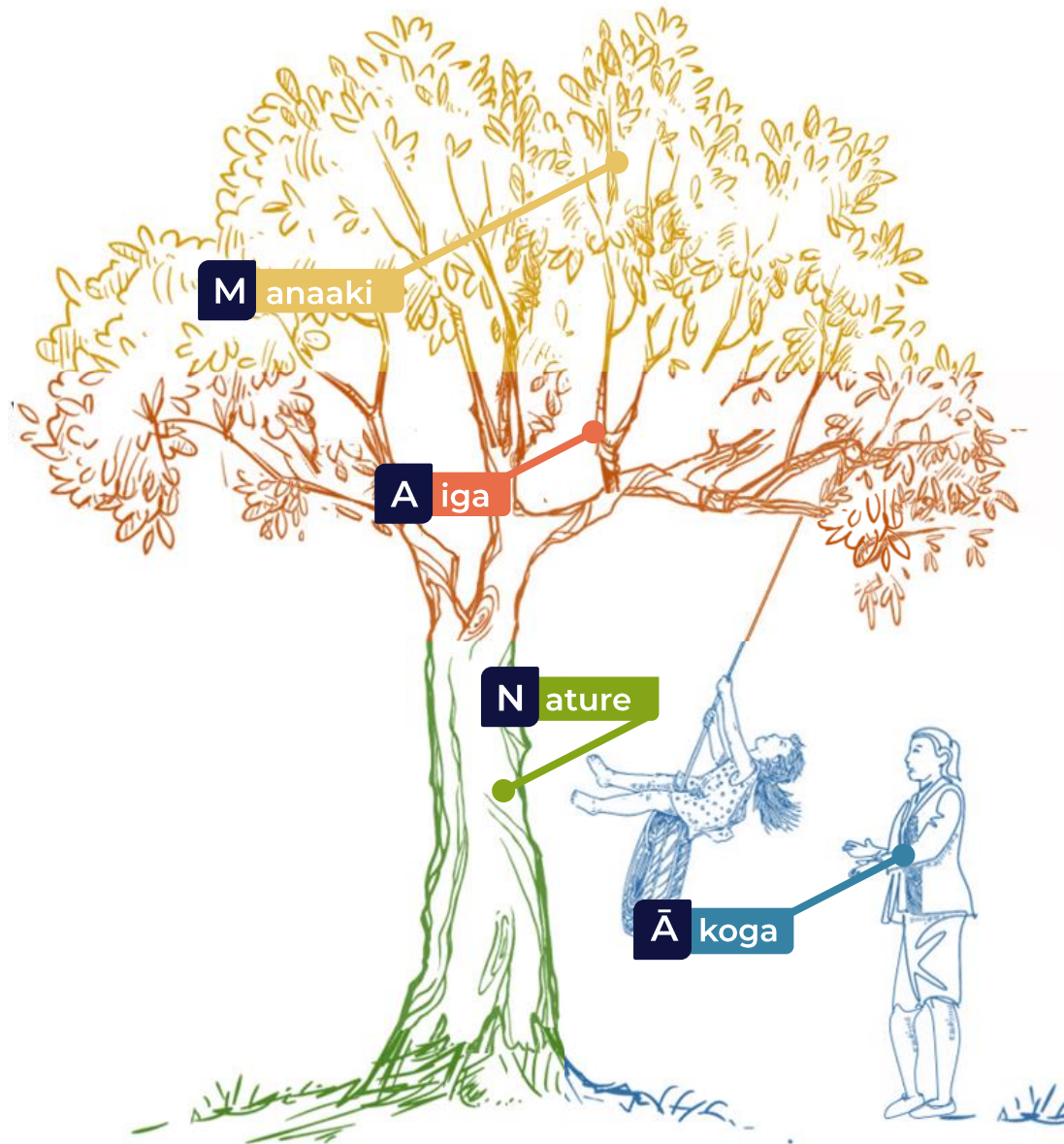
Our school fosters confidence.

This means:

- **Mistakes are OK.** We are not afraid to make mistakes as they help us learn.
- **My voice matters.** We are confident to speak up, to share our ideas and contribute our voices, our writing, our performances and our art.
- **I give it a go.** We give things a go and encourage others to do the same. We join in and do our best (even when we are not very good at it yet).
- **I know myself.** We figure out what we are good at and how our unique skills and strengths can help others.

>>These aspirations align with our Porirua East Kahui Ako graduate profile VAI principles of Voice, Action and Identity.

Glenview Mana Values



Our Values

The word we use to embody our school values is MANA. Each of the four letters reflects one of the many cultures at our school.

Manaaki (Māori – hospitality / care), **A**iga (Samoan - Family), **N**ature (English) and **A**koga (Tokelauan - Education).

Manaaki **The leaves**

We value, support, care for and respect one another. Manaaki is like the leaves which provide shade and shelter for all other activities.

Aiga **The branches**

We are aiga / whanau to each other, and each have a role to play in the school family. Aiga is like the branches which connect us all.

Nature **The trunk**

We are kaitiaki for our community and environment. Nature is like the trunk which acknowledges the importance of our connection to our families, wider community, and natural environment.

Ākoga **Our success**

We are here to learn. Ākoga is the connection between teacher and student. Just like the swing, when we lean into our work, we go further. The momentum and confidence we gain over time gives us the ability to swing / learn for ourselves.

We celebrate and reinforce our MANA values and learner aspirations through MANA tickets and recognition at school assemblies and events.

We recognise:



Head

Curiosity (MANA: Ākoga)

- Mahira / Inquisitiveness
- Kohakoha / Effort
- Akoako / Sharing of knowledge and skills



Heart

Compassion (MANA: Manaaki, Aiga and Nature)

- Manaaki / Caring for and encouraging others
- Tuakana-teina / Leadership and role modelling
- Kaitiaki / Caring for our school and environment



Hands

Confidence (MANA: Aiga and Ākoga)

- Peke me ngā heke / The ups and downs of success and failure that are part of learning
- Wahapū / Expressing our ideas / using our voice
- Whai wāhi / Participation
- Angitūtanga / Success

Staff Comments

“We want to see all our kids succeed. Not just in their grades but also to have aspirations for their own learning.” Whaea Tufaina

“Every day I see big kids looking out for little kids. Tuakana-teina and Manaakitanga are not just words at Glenview.” Matua Lester

“Building confidence is something our school does well. I would struggle to name a shy kid at this school.” Whaea Allie

Parent Comments

“I would love to see my son challenge himself. To focus on his learning and understand what he is saying / writing.” Parent

“I would love for my child to develop her leadership abilities, but also keep her lovely soft nature.” Parent

“When she finishes school, I would love to see my daughter confident in herself and her abilities. To speak up, to ask for help and to stay on task.” Parent

2023 Student Feedback

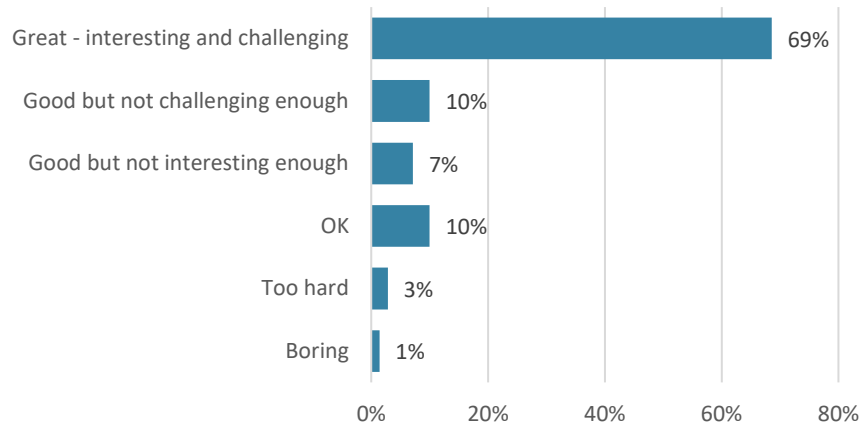


There are a wide range of things which encourage kids to attend Glenview School. Those that ranked highest in 2023 were:
 1. Friends (82%) 2. School Trips (76%) 3. Teachers (73%) 4. Play/Fun (71%) 5. Swimming (69%) and 6. Sport (61%).

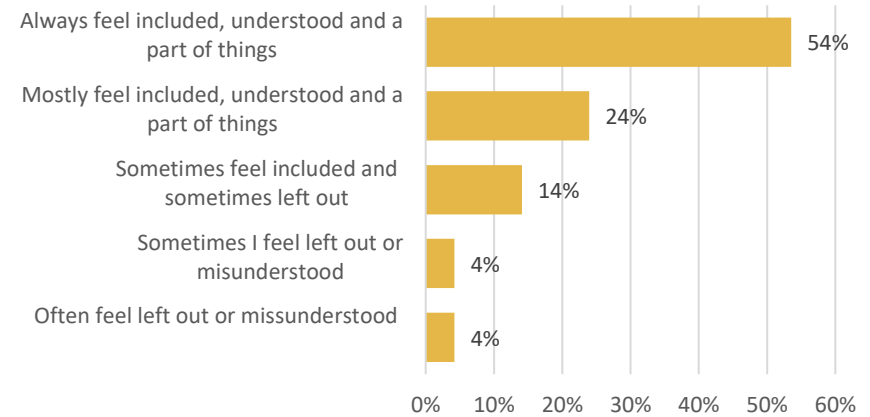


Sickness was the main factor preventing children from coming to school in 2023 with 53% of parents indicating this as being the main factor, followed by family stuff at 14% and transport at 6%.

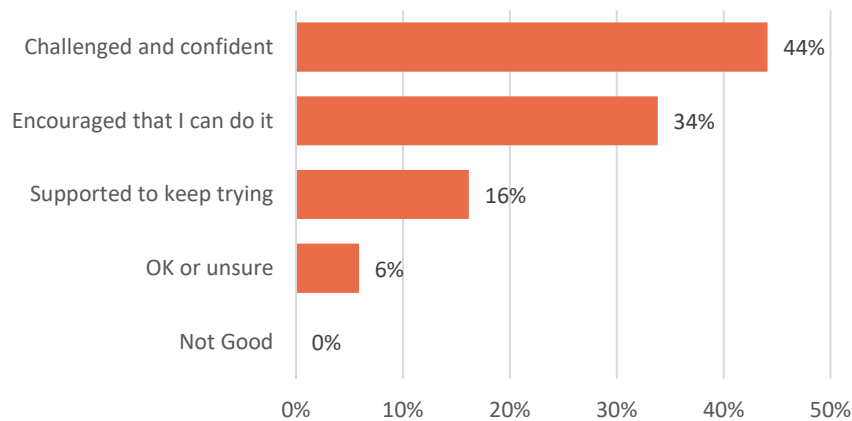
My school work is...



At school I feel...



My teachers and kaiārahi make me feel...




65%

In 2023 we had a total of 52 student perspective surveys completed in association with their parents or caregivers. These responses covered 70 students or 65% of the total school population.

2023 Whānau Feedback

43

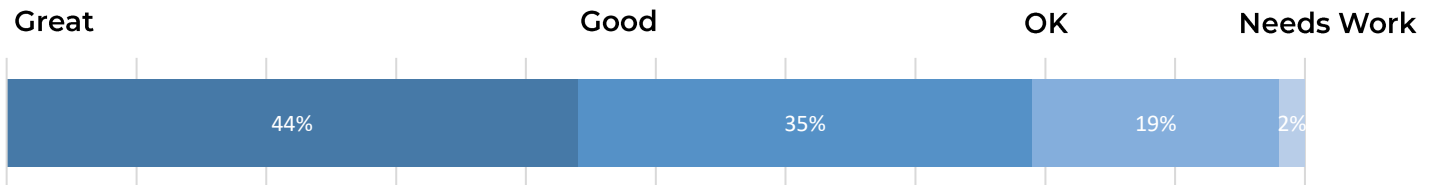
In 2023 we had survey responses from 43 parents / caregivers. Overall feedback was really positive.

11 27 

11 parents / caregivers indicated they would be keen to be more involved at school, 27 said maybe in the future.



Academic learning and progress



Having a positive and inclusive school culture



Leadership Opportunities



Nature and Environment



Sporting and physical activity opportunities



Strategic Priorities for 2024-25



2024 Physical Environment / Kaitiaki

- Plan and advocate for more classroom space, in order to reclaim the library / wharenui as a shared space for learning, research and whole school activities.
- Invest in playground resources and sports gear and a garden shed.



2024 School Culture

- To be proactive in building on the positive culture already established, draw in kids on the edge and build resilience through belonging.
- Work on and foster additional whanau involvement.
- Explore whanau support for additional sporting opportunities.



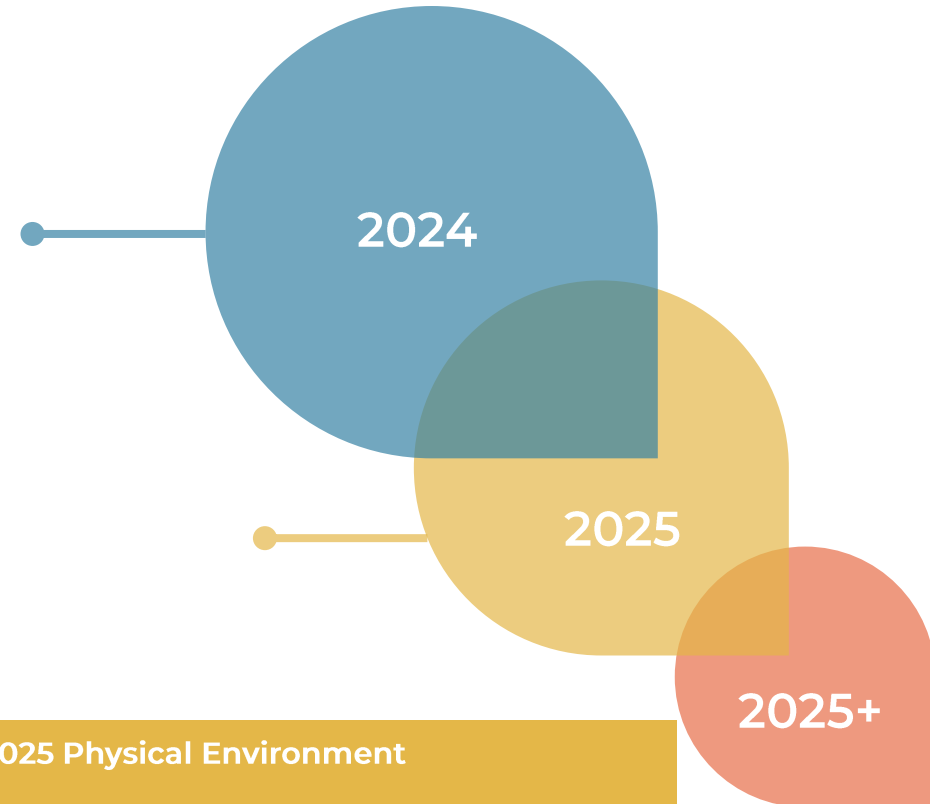
2024 Academic Success

- To teach with a collective sense of urgency to enable students to be at Level 3 or above (NZ Curriculum) by the time they leave school and add support where needed. Reduce the percentage of children who expressed that they are not challenged enough.
- More collective planning for achievement, co-ordination to enable teachers to leverage their areas of strength and planning whole school topic themes.
- 2024 curriculum targets based on 2023 outcomes will be:
 1. Math: 80-90% students in Year 3-6 achieving at expected NZC level
 2. Reading: 80-90% students in Year 3-6 achieving at expected NZC level
 3. Writing: Sustain and continue to develop the good progress made in achievement in 2023.



2024 Staff Development

- Create capacity for principal's sabbatical in term 2.
- Plan for future staffing requirements and training of kaiārahi.



2025 Physical Environment

- Build a new classroom.

2025 School Culture

- Have additional sports opportunities available.
- Have increase parental involvement.



2025 Academic Success



- Every student excelling in at least one subject area.
- Review reporting of progress to whanau to ensure clarity.

2025 Staff Development

- Professional development areas identified in advance and staff exposed to new ideas and input.

Strategic Action Plan 2024

Area of Focus	What we are doing	Lead Responsibility
Physical Environment 	<ol style="list-style-type: none"> 1. Additional space. <ol style="list-style-type: none"> a. Work with Ministry to determine next steps for developing an additional teaching space. Confirm all discussions in writing. b. Survey community to gauge number of new entrants within the school enrolment zone, including those whanau who want Tokelau bilingual education. c. Investigate options for additional classroom space. 2. Accessible toilet block. Continue to follow up all involved (project managers and Ministry) so that this progresses at speed. 3. Attend to ongoing property maintenance. E.g. ensure carvings are maintained/varnished and toilets are not blocking. 4. Playground, sports gear resourcing and garden shed. <ol style="list-style-type: none"> a. Identify specific needs and potential internal or external funding. 	<ol style="list-style-type: none"> 1. Josh / Lynda / Lester / Tufaina 2. Lynda / Lester / Tania 3. Lynda / Lester / Jason 4. Rebecca / Emily / Lester
School Culture 	<ol style="list-style-type: none"> 1. Communicate the MANA Values both internally with students and externally with parents. Create new certificates to support this. 2. Strengthen the schools house system. Do this early and with engaging activities. 3. Engage more parents via: <ol style="list-style-type: none"> a. Follow up of interested people from the 2024 survey. b. Creating at least one event which presents children’s work, learning, art or performance each term. c. Prepare parents for the transition to intermediate, arrange parent visits to Brandon and identify simple ways they can support their kids in their final year at Glenview. d. Create a new student welcome pack. (E.g. School values, staff photos and names, snapshot summary on approach to teaching core subjects/ Nature Play / Relational Neuroscience. e. Update school website 	<ol style="list-style-type: none"> 1. Lynda with support. 2. Teaching staff collectively, Josiah to run some activities. 3. Flo with support. <ol style="list-style-type: none"> a. Flo b. Lynda and leadership team c. Lynda / Lester /Tango d. Flo/Keri e. Flo/Keri

Area of Focus	What we are doing	Lead Responsibility
<p>Academic Success</p> 	<ol style="list-style-type: none"> 1. Take on leadership in areas of strength. <ol style="list-style-type: none"> a. Develop a co-ordinated and expressed approach to teaching core subjects. Communicate this in a simple way with parents and including how they can be involved in supporting their children’s learning. b. Plan a general theme each term which some of the terms work can be linked to and used as a basis for a presentation of student work / parent event each term. In 2024 this is likely to be Language week events. 2. Look into options for school report templates to help with transparency of progress and identifying areas needing work or extra support, while also ensuring that reporting reinforces core values, and that learning is more than just grades. If changes are made, these won’t be implemented until 2025. Additional learning progress info to compliment reporting will continue to be provided to parents via whanua conferences. 3. Increasing the percentage of students at or above their designated level in core subjects: <ol style="list-style-type: none"> a. Math: 80-90% students in Year 3-6 achieving at expected NZC level b. Reading: 80-90% students in Year 3-6 achieving at expected NZC level c. Writing: Sustain and continue to develop the good progress made in achievement in 2023 	<ol style="list-style-type: none"> 1. Co-ordination from Lynda <ol style="list-style-type: none"> a. Leadership from teaching staff collectively. b. Leadership from one staff member per event. 2. Lynda / Keri 3. Teaching Staff, areas led by: <ol style="list-style-type: none"> a. Maths – Tufaina b. Reading – Belinda c. Writing – Leka
<p>Staff Development</p> 	<ol style="list-style-type: none"> 1. Create capacity for Lynda to travel in 2024 for professional development sabbatical. Assigning leadership cover for period away and confirm with leadership team and board. 2. Identification of 2024 professional development needs and opportunities – including release time to focus on and support leadership of core subjects and internal PLD with the wider team. 	<ol style="list-style-type: none"> 1. Lynda 2. Lynda

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