

# Charter, Annual Plans & Strategic Initiatives



## Glenbrook School 2026

Principals Endorsement: Ms Lysandra Stuart

Presiding Member Endorsement: Mrs Alex Jones

Submission date to Ministry of Education: 31<sup>st</sup> March 2026



# Statement of Variance Reporting

<b>School Name:</b>	Glenbrook School	<b>School Number:</b>	1292
<b>Strategic Aim:</b>	To Accelerate Ako Agency		
<b>Annual Aim:</b>	<ul style="list-style-type: none"><li>● Accelerate Ako Agency for Akonga</li><li>● Accelerate Ako Agency for Kaiako</li><li>● Accelerate Ako Agency for Whanau</li><li>● Enable strong and effective leadership for equity and excellence.</li></ul>		
<b>Target:</b>	95% of all students are working within or above their NZ Curriculum level in Reading. 95% of all students are working within or above their NZ Curriculum level in Writing. 95% of all students are working within or above their NZ Curriculum level in Mathematics.		
<b>Baseline Data:</b>	88% of students are working within or above the expected NZ Curriculum level in Writing. 93% of students are working at or above the expected NZ Curriculum level in Mathematics. 94% of students are working within or above the expected NZ Curriculum level in Reading. <i>While these figures indicate strong performance across core curriculum areas, there are still students requiring additional support to reach expected levels.</i> <ul style="list-style-type: none"><li>● Please see attached End of Year Data report.</li></ul>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Glenbrook School focused on priority students through our Spiral of Inquiry Deliberate acts of infrastructure, blended learning and refocusing our Spiral of Inquiry through strengthening writing and whanaungatanga.</p> <p>The leadership team and a Lead Curriculum Team were focused on Spiral of Inquiry, STP and SPP. Student Progress Plans focused on priority learners, deliberate acts of teaching, metacognition and collaborative responsibility. SLP systems were enhance through our Coaching and mentoring practise to shift and strengthen teacher practise.</p> <p>Whole school inquiry with regular check ins and support was focused around teacher practice and priority students. This is achieved through our Strengthening Learner Practice (SLP) approach and tracked using Students and Staff Progress Plans (SPP). This year we also enhanced Mentor Coaching.</p>	<p>Please see attached Spiral of Inquiry Summary which summarises our learning outcomes, teacher practice and priority focus from our Spiral of Inquiry.</p>	<p>Please see attached Spiral of Inquiry Summary which summarises our changes in teaching practices and student agency.</p> <p>Please see attached both our evaluations and deep dive analysis of NZC data in core curriculum and the against our Glenbrook School Progressions identifying our strengths and next steps.</p>	<p>Our next steps are to strengthen our collaborative and collective agentic approach in Ako Agency focusing on our three main stakeholders.</p> <p>To continue to develop an understanding with whanau of how Ako occurs at Glenbrook School. Whakawhanaungatanga</p> <p>To develop and incorporate a curriculum management plan to manage incoming educational changes particularly in NZC, reporting and assessment.</p> <p>To implement our Spiral of Inquiry changes.</p> <p>To strengthen our support programmes for students who require specific interventions.</p>
<p><b>Planning for next year:</b></p> <p>A collaborative vision was refined with the Glenbrook leadership team, staff and Board of Trustees. It identified our Strategic initiatives, Strategic Priorities, objectives, key actions, success metric, success measures, resourcing, rationale and risk analysis. This is attached.</p>			





## End of Year Report to the Glenbrook School Board of Governors 2025

### Principal's Report

2025 strongly reflects the values, culture, and aspirations of Glenbrook School. This has been a year of excellence, courage, and collective effort grounded in Mana, Ako, Manaakitanga, Whakawhanaungatanga, and Realising Potential, and a year in which our learners have continued to thrive academically, socially and culturally.

### **Learner Achievement and Progress**

2025 has been a highly successful year for learner achievement at Glenbrook School amongst so much curriculum chaos. Our data measured against NZC levels shows sustained high performance across the school, alongside accelerated progress for many learners. These results reflect the deliberate, coherent practice of our teaching teams, the strength of Ako Agency, and the shared responsibility we hold with whānau for learner success.

### **End of Year 2025 Achievement Data**

- **94% of students are achieving at or above within the expected New Zealand Curriculum (NZC) level in Reading**
- **88% of students are achieving at or above within the expected New Zealand Curriculum (NZC) level in Writing**
- **93% of students are achieving at or above within the expected New Zealand Curriculum (NZC) level in Mathematics**

These outcomes place Glenbrook School in a very strong position and reflect consistency, depth of teaching practice, and high expectations for all learners.

#### *Important Board Note*

2025 the final year in which student achievement is being reported against NZC levels. From 2026, reporting will transition to the five Progress Descriptors against the gazetted NZC as required by the Ministry of Education. While the reporting



framework will change, Glenbrook's commitment to clarity, progress, acceleration, and equity for learners remains unchanged. This data therefore provides an important benchmark for our school as we move into the next phase of curriculum implementation.

As always, our success is collective, "Ehara taku toa i te toa takitahi, engari he toa takitini, success is not the work of one, but the work of many."

### **Glenbrook Culture: Mana, Ako and Belonging**

At Glenbrook School, achievement is only one measure of success. Our culture is built on Mana, Ako, Manaakitanga and Whakawhanaungatanga, ensuring every learner feels known, valued, and supported to realise their potential.

A defining feature of our culture is our shared understanding of FAILs, First Attempts in Learning.

We talk openly with our learners about the reality that learning is rarely tidy. Ako is messy, challenging, and often uncomfortable. Glenbrook is a place where learners are encouraged to try, to stretch, and to take risks, knowing that mistakes are not something to fear, but a vital part of learning.

A FAIL is not an endpoint; it is an invitation to try again, to think differently, to ask for help and to persevere. Our mana is what we do next.

Our tamariki have shown courage this year. They have turned first attempts into learning opportunities and resilience into growth. They are learning that success is built through persistence, reflection, and small, determined steps forward.

This philosophy extends to adults as well. As educators and parents, our role is not to remove challenge, but to hold the line, modeling calm, confidence and trust, and creating environments where learners feel safe to struggle, learn, and succeed.

### **Breadth of Opportunity and Student Agency**

Glenbrook School continues to provide rich, varied opportunities beyond the classroom that support the development of the whole child. Across Team Piwakawaka, Team Kereru, and Team Pouakai, students engaged in a wide range of academic, cultural, sporting, leadership and service opportunities throughout 2025.



These opportunities included:

- **Cultural and Arts Programmes:** Kapa Haka, Polyfest, Matariki Concerts, Franklin Multicultural Festival, Speech Competitions, Wearable Arts, Orchestra, Choir, and music tuition (piano, keyboard, guitar, ukulele, drums).
- **Sport and Physical Education:** Swimming, athletics, cross country, touch rugby, netball, hockey, basketball, football, cricket, tennis, Jump Jam, Tough Guy and Tough Gal, and the Glenbrook Try Challenge.
- **Leadership and Service:** Student Councillors, Whaanau Leaders, Peer Mediators, Ako Leaders, Library and Digital Leaders, EOTC Leaders, Bus Leaders, Assembly Teams, Office Messengers and Principal's Assistants.
- **Education Outside the Classroom:** Camps, beach and environmental programmes, Trees for Survival, Eye on Nature, William Pike Challenge, ANZAC Services, financial literacy, safety education, cultural trips and community events.

These experiences are essential in developing confident, capable learners who contribute positively to their school and wider community.

## **A Glenbrook Village**

Glenbrook School is not just a place of learning, it is a village. A village where staff, whaanau and community work together to nurture young people who are curious, kind, resilient and capable.

From the pride of our Kapa Haka roopuu, to the joy seen on our sports fields, to the leadership shown in classrooms and across the school, our learners have demonstrated heart, determination and a strong sense of belonging.

As Nelson Mandela stated, "Education is the most powerful weapon which you can use to change the world." At Glenbrook, we see this power every day, in small moments, quiet courage, and collective success.

## **Acknowledgements**



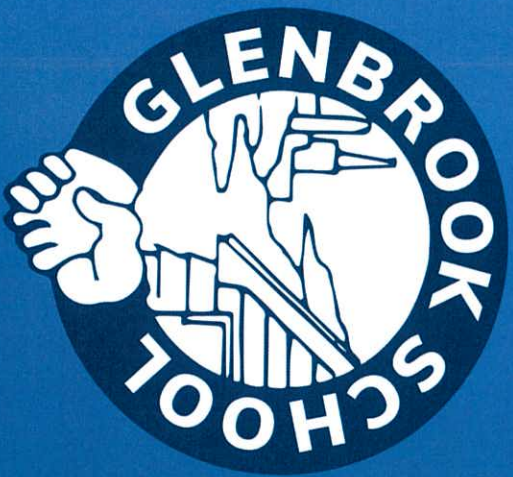
I wish to sincerely thank:

- Our dedicated and highly skilled staff, whose professionalism and care underpin our success.
- The faith, trust and bravery of our Senior Leadership Team.
- The Glenbrook School Board of Governors, for their stewardship, governance and support.
- Our whaanau and wider community, for their trust and partnership.
- Our tamariki, who continue to inspire us with their courage, kindness and willingness to learn.

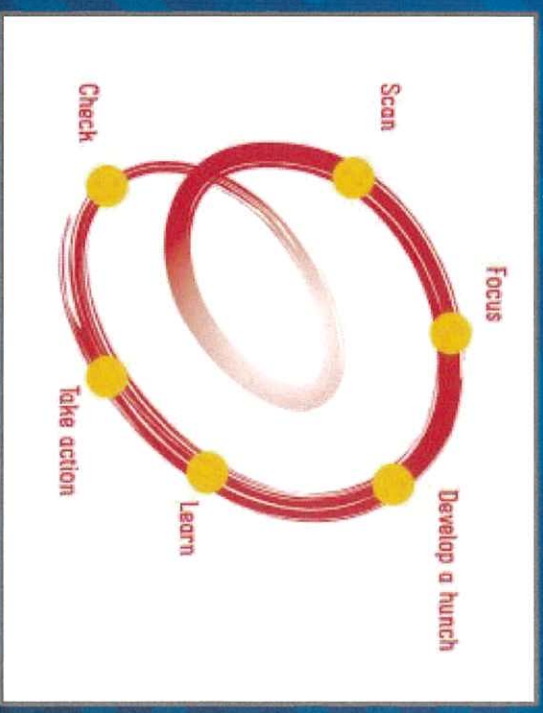
Thank you for your continued support as we move confidently into the next phase of curriculum and learning at Glenbrook School.

Ngaa mihi nui,

Ms Lysandra Stuart  
Tumuaki | Principal  
Glenbrook School



# Glenbrook School Spiral of Inquiry Report 2025



# Spiral of Inquiry: Purpose

The Spiral of Inquiry is designed to be a continuous cycle of teacher reflection and improvement.

It allows us to be curious and promotes a culture of curiosity among our teachers.

The first model came from the work of Timperley and others in BES (Best Evidence Synthesis) 2003, focused solely on teachers.

Timperley felt learner agency and student voice were missing as driving forces behind the change.

# 2025 focus: Writing

At the end of 2024, the Senior Leadership Team (SLT) analysed data from across the school and confirmed that Writing remained the curriculum subject with the most students who were below the expected level.

We believed there was a benefit in maintaining momentum in the same curriculum area as 2024 in order to continue strengthening our teaching practice.

As a result, it was decided that Writing would remain our focus area for 2024.

# Strengthening Learner Practice summary

- 4 lead coaches led and supported teachers across the School as part of our Strengthening Learner Practice (SLP) lessons.
- There were 16 SLP lessons in Terms 1-3, where teachers engaged in co-plan, co-teach Writing lessons with their Spiral Priority Students. Lead Coaches supported their colleagues through this process. (5 in Term 1, 7 in Term 2, 4 in Term 3).
- In addition, there were 4 full day sessions with Writer's Toolbox (WTB), predominately in Term 4. During this time, teachers received PD from the WTB specialist team in whole staff workshops, as well as on an individual and small group basis.

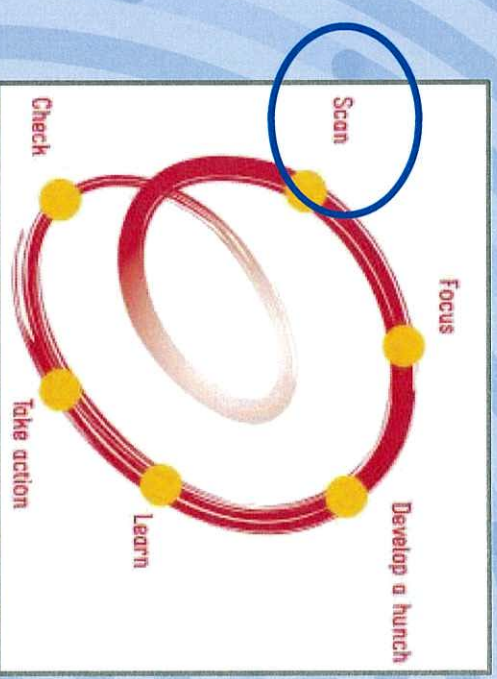
*As an extra in 2025, teachers were also supported in Mathematics with a number of co-plan co-teach sessions with Alex from Maths No Problem.*

# Glenbrook School's 2025 Spiral of Inquiry Journey



# Scanning (What is going on for our learners?)

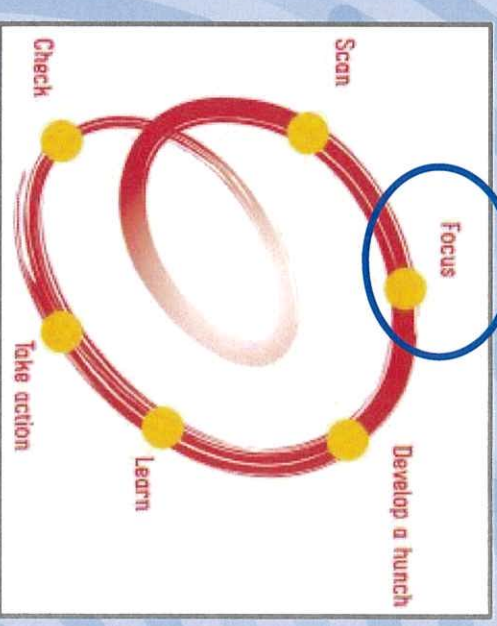
- At the beginning of Term 1 2025, Teachers and the Senior Leadership Team (SLT) analysed our Writing day, particularly looking at how students were tracking in accordance with their expected curriculum levels.
- Per teacher, 4-6 students were selected, who were below or on the cusp of slipping below the expected curriculum level, and had not made progress for a long time.
- Staff discussed, analysed and created questions for the Spiral Interviews. They ensured questions related to learners' cultural, cognitive and social-emotional needs.
- Teachers carried out individual interviews with their Spiral Priority Students and collected initial student voice.
- Staff analysed the student voice interviews using the win/learn/change reflective practice tool.
- A school-wide Scope of Writing was also carried out.



## Focusing (What will have the biggest impact?)

The focusing question asks, 'Given the patterns in the information from scanning, what is manageable and is likely to be effective in achieving real change?' (Kaser, L., and Halbert, J. (2017). *The spiral playbook*. C21canada.org)

- Staff engaged in a deep dive analysis of the interviews to look for trends and patterns within their classes, within teams and across the school to investigate where best to concentrate our energies for 2025.
- They also looked at the 2025 SPP data, and used recent assessments and classroom observations.
- Staff discussed what was actually going on for our learners, and where we should concentrate our energies in order to make a **big and lasting difference**.
- As a staff, we pulled all of this information together to generate our Spiral of Inquiry Goal and Targets, which was our measure for success in 2025.

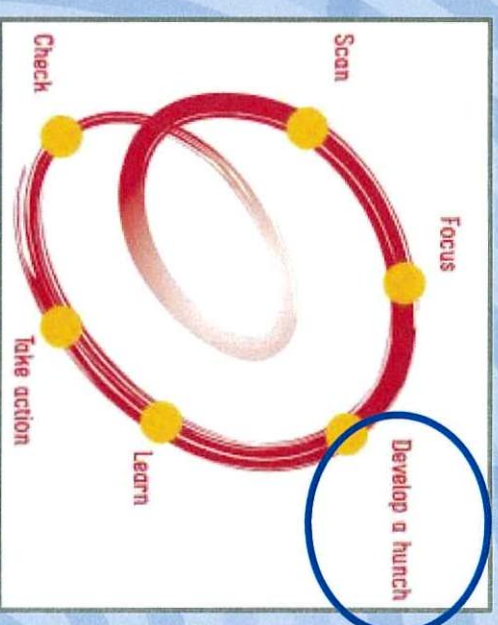


## Developing a Hunch (What is leading to this situation?)

Once the Goal and Targets were set, teachers were prompted to ask: “How am I contributing to the situation?” From here they produced their Hunches.

Teachers then made an action plan to test their hunches. This prompted them to identify what they would trial to test their hunches, as well as how to test whether it was making enough of a difference.

The trial period took approximately 3 weeks.



# 2025 Goal and Targets

Goal: To strengthen writing by developing students' application of learned skills.

Targets: By mid Term 4 all Glenbrook 'Spiral Priority' students will be able to:

- Access previous learned skills
- Apply, show and explain learned skills in independent writing and across the curriculum
- Act upon feedback and feedforward to improve their writing



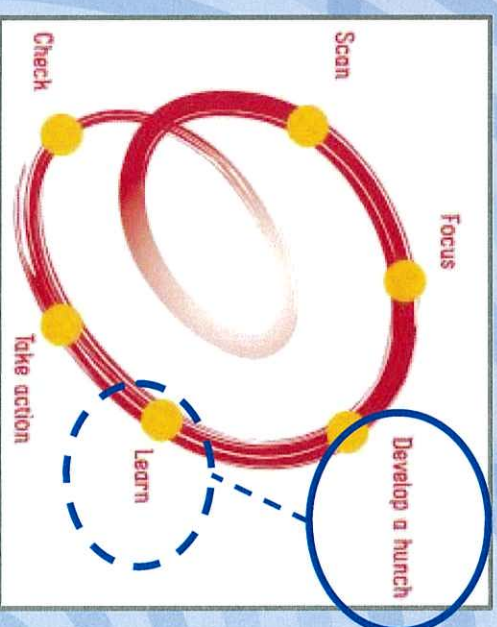
# Undertaking Professional Learning

In line with our work on the Spiral of Inquiry, teachers were introduced to Writer's Toolbox.

At the beginning of Term 3, 7 Teachers attended the 2 day Writer's Toolbox Conference.

We worked hard to align the new Writer's Toolbox learning with our SOI 2025 Goal and Targets.

*An initial example follows...*





DAILY CHALLENGE: MAD MONDAY  
AND THE WINNER IS . . .



**HOW** did Layla win?

Here's a challenge. Use **SIX** bits of **detail** today—**names, places, numbers**—to make us **FEEL** like we're celebrating with Layla.

Make it zing!

To support maintenance, use the Daily Write but make up your own task to suit.





We had started using the WTB Daily Writing Challenges with our students. They were working well to get children to put pen to paper.

As our 2024 Goal was connected to the **application of skills**, we continued using the online picture prompt, but moved to modifying the daily task to match the classroom learning.

This small change made a big difference as students were using 5-10 minutes on a daily basis to complete the daily challenge.

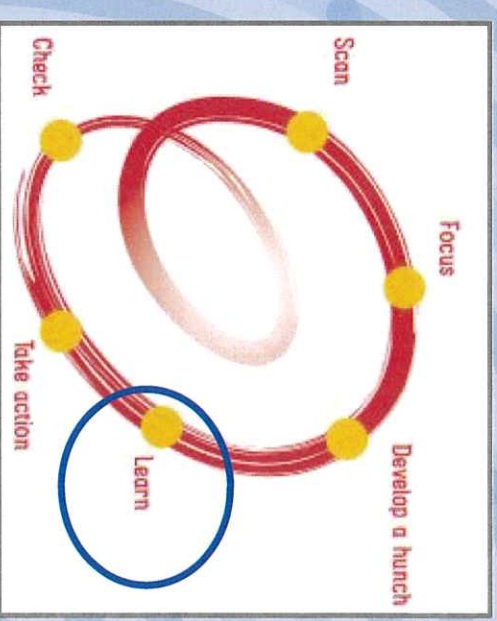
To su  
Write

task to suit.

## Undertaking Professional Learning

Year 4-8 teachers also looked at the online tool to analyse their students' use of the feedback tool, precision, and the types of sentences and paragraph styles they were using.

Teachers took screenshots as an initial assessment and would repeat towards the end of the year to compare.



CLASS	WRITING STRENGTH	FEEDBACK	WORD COUNT	IMPROVEMENTS	VALUE ADD
Te Moana Yr5	<p>Average Writing Strength Score <b>60%</b></p>	<p>Number of Times Students Sought Feedback <b>1,198 times</b></p>	<p>Total Words Written <b>24,503</b></p> <p>Average Words per Piece <b>89.6 words</b></p>	<p>Improvements Made to Writing Based on Advice from AI Feedback <b>1,952</b></p>	<p>Average Increase in Writing Strength <b>137% value add</b></p>
<b>MOST ACTIVE STUDENTS</b>	<b>TASKS</b>	<b>SENTENCES</b>	<b>PARAGRAPHS</b>	<b>PRECISION</b>	<b>FLUENCY</b>
<ol style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> </ol>	<p><b>11 tasks</b> Undertaken by Students</p>	<p><b>20 words</b> Average Sentence Length</p>	<p><b>89 words</b> Average Paragraph Length</p>	<p>Average Precision Score <b>60%</b></p>	<p>Average Sentence Styles Used Each Month <b>2.6 styles</b></p>
<b>MOST IMPROVED STUDENTS</b>	<b>DAILY CHALLENGES</b>	<b>MODULES</b>	<b>QUESTIONS</b>	<b>READING</b>	<b>VIDEOS</b>
<ol style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> </ol>	<p><b>102 challenges</b> Daily Challenges Completed by Students</p>	<p><b>416 modules</b> Completed Student Average: 0</p>	<p><b>9,560 questions</b> Quiz Questions Answered by Students</p>	<p><b>33,844 words</b> Read by Students in Reading Comprehension Tasks</p>	<p><b>158 videos</b> Videos Watched in the Past Three Months</p>

→ Improvements should be 1.5x bigger than feedback.

August 2024

CLASS

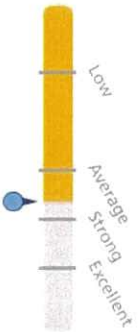
WRITING STRENGTH

FEEDBACK

WORD COUNT

IMPROVEMENTS

VALUE ADD



Te Moana Yr5

Average Writing Strength Score **60%**

Number of Times Students Sought Feedback **1,198 times**

Average Words per Piece **89.6 words**

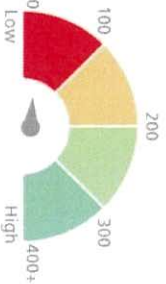
Improvements Made to Writing Based on Advice from AI Feedback **1,952**

Average Increase in Writing Strength **137% value add**

MOST ACTIVE STUDENTS

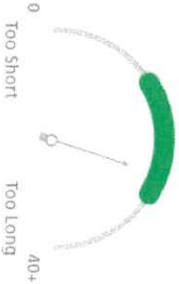


TASKS



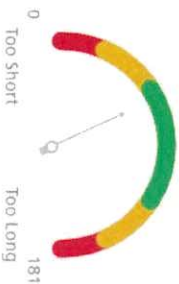
**11 tasks**  
Undertaken by Students

SENTENCES



**20 words**  
Average Sentence Length

PARAGRAPHS



**89 words**  
Average Paragraph Length

PRECISION



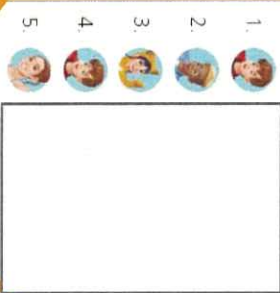
Average Precision Score **60%**

FLUENCY



Average Sentence Styles Used Each Month **2.6 styles**

MOST IMPROVED STUDENTS



DAILY CHALLENGES



**102 challenges**  
Daily Challenges Completed by Students

MODULES



**416 modules**  
Completed Student Average: 0

QUESTIONS



**9,560 questions**  
Quiz Questions Answered by Students

READING



**33,844 words**  
Read by Students in Reading Comprehension Tasks

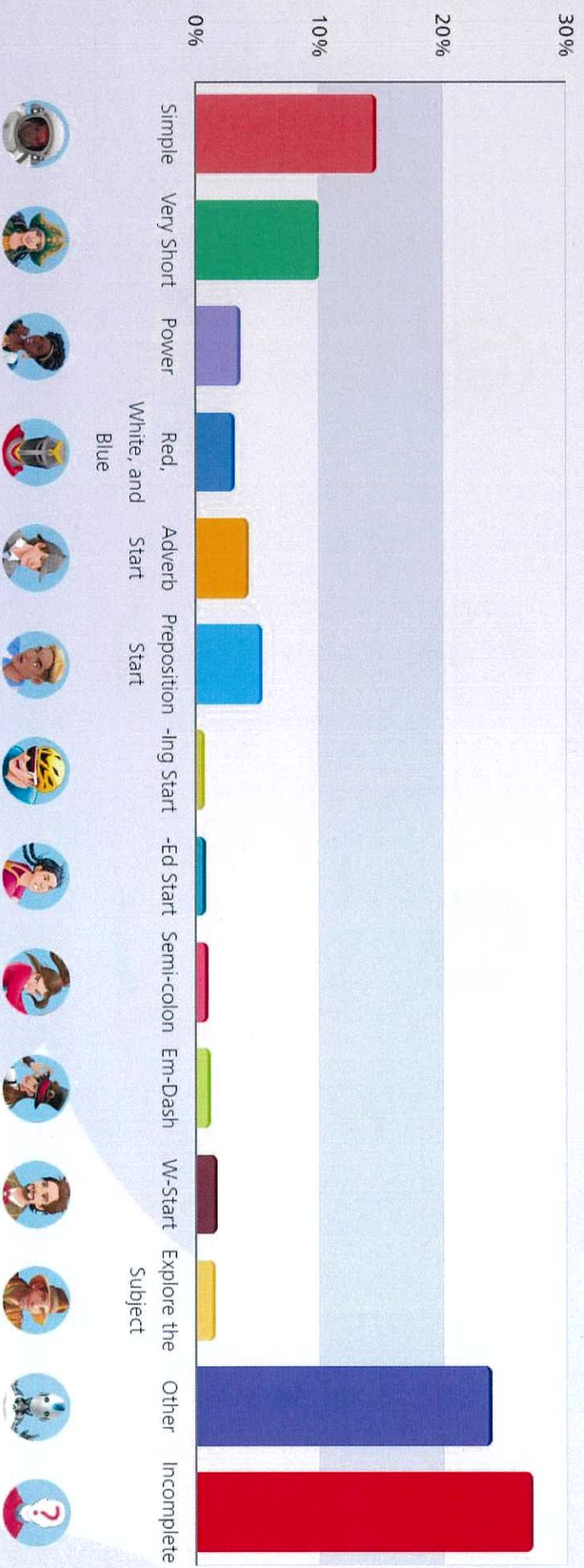
VIDEOS



**158 videos**  
Videos Watched in the Past Three Months

→ Most improved students

This graph shows your use of sentence styles in your writing. At a glance you can see what your favourite styles are.



# Undertaking Professional Learning

*We also had 4x in school PLD days with a member of the Writer's Toolbox team.*

## Day 1: Coaching with Steph

Six teachers across the day, 70 minutes each.

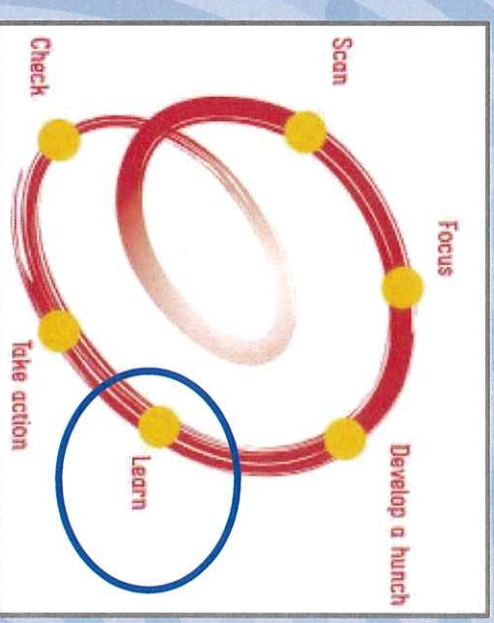
- Plan out a teaching episode with teachers involved in the session
- Aide in delivering it to a small group of students
- Finish with a lesson debrief with teachers

## Day 2: Sentence Workshop and Coaching with Caroline

Sentence train workshop for eleven teachers.

Concept coaching sessions for small groups of teachers (70 mins each):

- Plan out a teaching episode with teachers involved in the session
- Aide in delivering it to a small group of students
- Finish with a lesson debrief with teachers



# Undertaking Professional Learning

## Day 3: Expansion Workshop and Coaching with Stephanie

Sentence train workshop for eleven teachers.

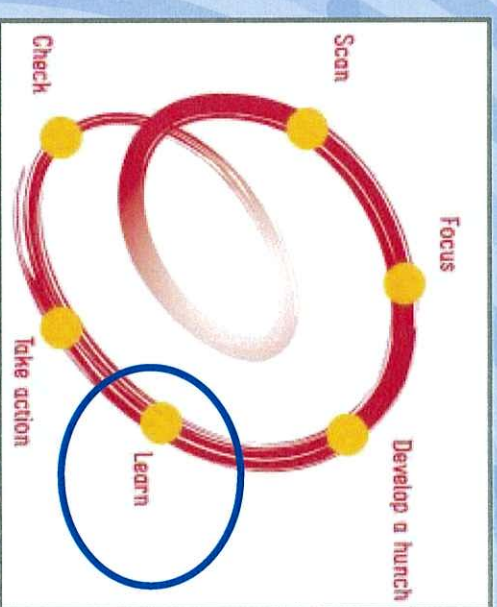
Concept coaching sessions for small groups of teachers (70 mins each):

- Plan out a teaching episode with teachers involved in the session
- Aide in delivering it to a small group of students
- Finish with a lesson debrief with teachers

## Day 4: WTB Needs-Based Coaching Day with Stephanie

3x Concept coaching sessions for small groups of teachers (70 mins each):

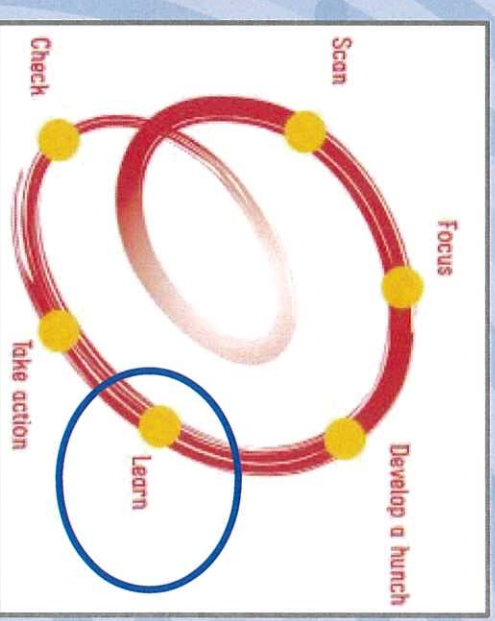
- Plan out a teaching episode with teachers involved in the session
- Aide in delivering it to a small group of students
- Finish with a lesson debrief with teachers



# Undertaking Professional Learning

Teachers also participated in a series of sessions with Dr Craig Hansen exploring the use of AI

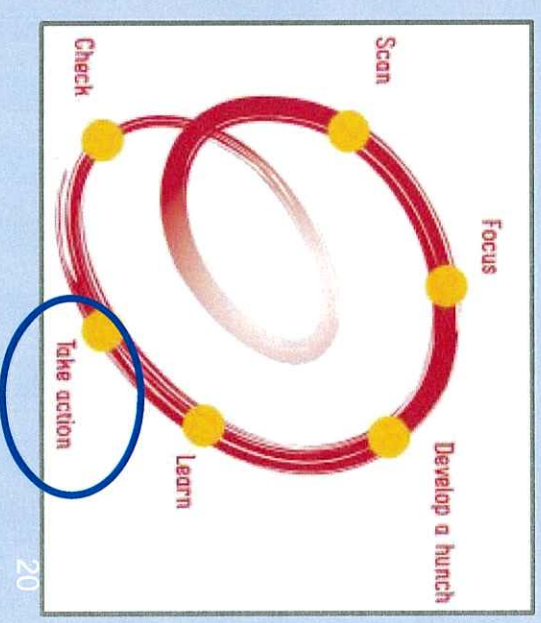
- Exploration of AI tools to support teaching and learning
- Generate a GPT to support the development of Deliberate Acts of Teaching comments, in order to reduce admin. time associated with constructing comments. This directly increased teachers' time to be able to implement (or consider how to implement) these important teaching strategies to support learners within their planning and in the classroom.
- Exploration of GPTs to mark writing, provide specific next steps for learners in relation to the e-asTTle marking rubric or our Writing Progressions, as well as to identify common trends across several students' writing and provide specific, directed targets and next steps for the teacher to build into daily planning documents.

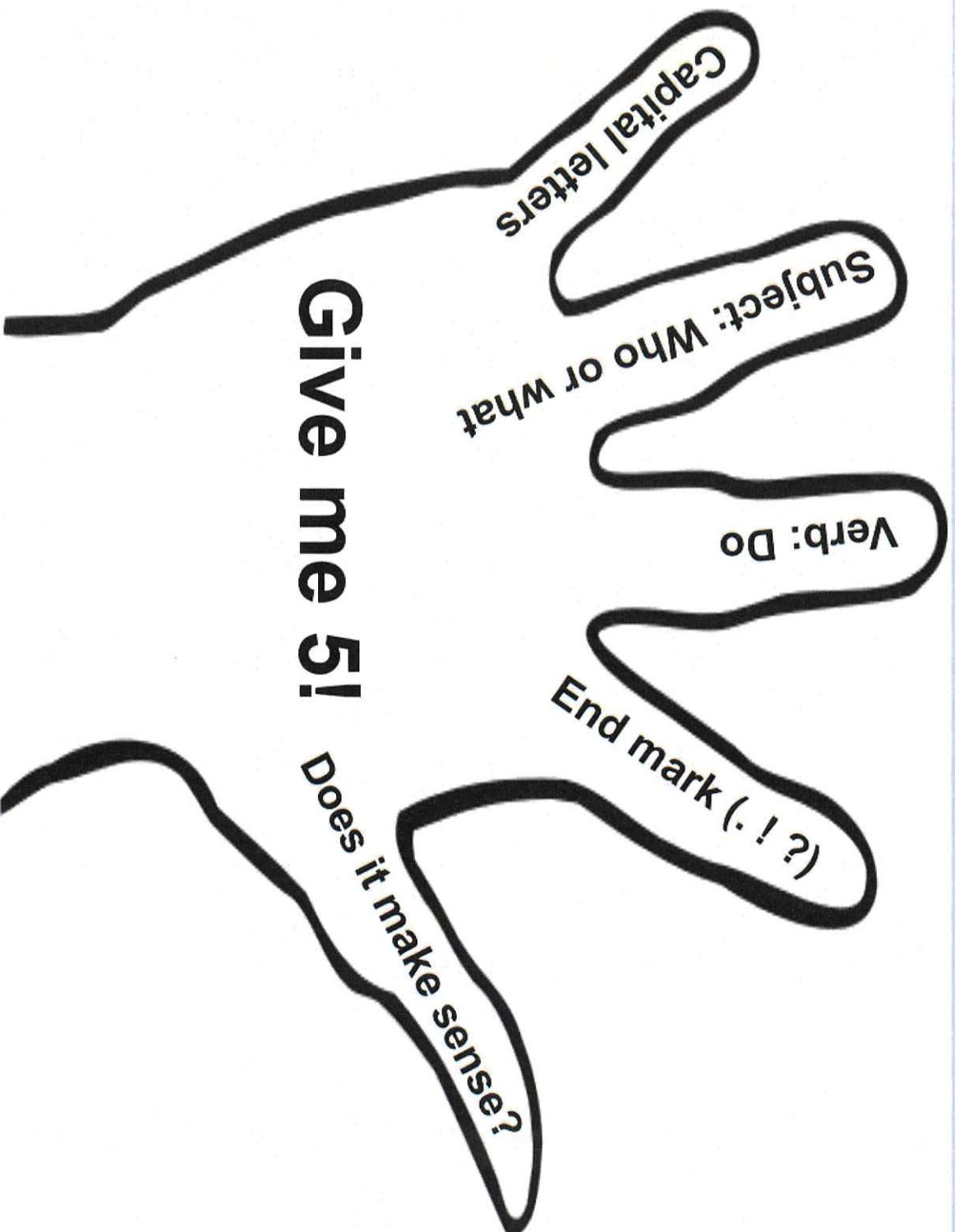


## Take Action

### *(What can we do to make a meaningful difference?)*

- Teachers trialled their Hunches and reported back. They were asked what they had been trialling, and what progress and/or differences they were noticing.
- They were also asked to identify what challenges they were facing, and what adjustments (tweaks) they would make.
- At this point, teachers were also asked to identify some next steps (either introducing something else or building on something they were already implementing) so that we maintained our focus on our 2024 Goal and Targets.





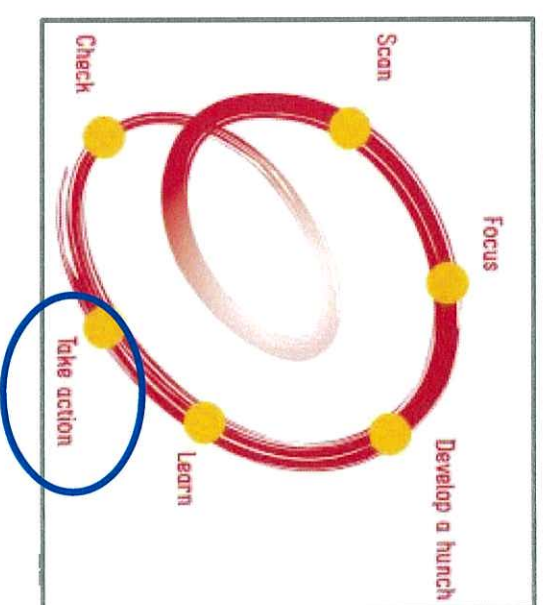
Following our work with Writer's Toolbox, all teachers across the school agreed to implement the

**Give me 5!** checklist into their classrooms.

This prompted students to check their writing for accurate, complete sentences. It also meant we were using something across the school that was simple, consistent and effective.

# Teacher reflections

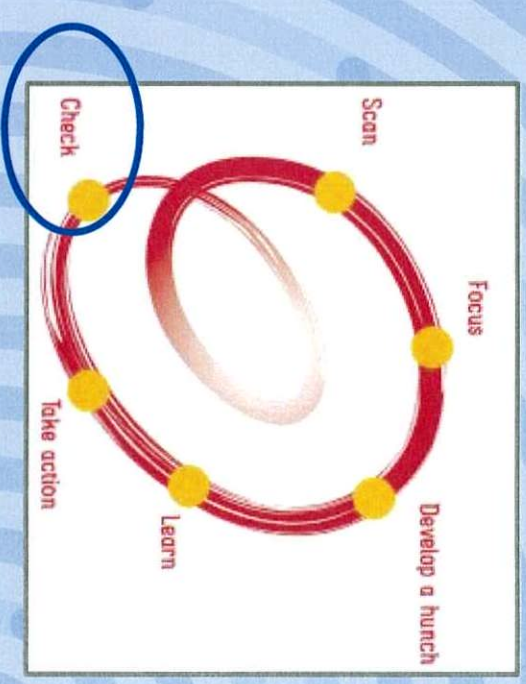
<b>DONE</b> What have I done since our last meeting?	<b>STUCK</b> Where am I getting stuck / facing challenges?	<b>TWEAK</b> What adjustments do I need to make?	<b>NEXT</b> What am I going to focus on next?
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DONE What have I done since our last meeting?	STUCK Where am I getting stuck / facing challenges?	TWEAK What adjustments do I need to make?	NEXT What am I going to focus on next?
Continuing PPP (plenty of perfect practice) in daily writing plan.	Time	Lower expectations in light of time restraints.	Rearrange writing groups and tumblers to reflect fewer lessons and but more in depth learning.
We have introduced <b>sentence trains and Give Me 5 Checklist</b> - this will be included in maintenance slides this term.	Younger students struggling to keep up with maintenance tasks. Taking too long.	Try working in buddies so younger students have extra support.	Setting students up with writing buddies to provide extra support for younger students. Encouraging spiral students to work with and support younger writers.
Continuing to use the HFW cards to build sentences for my emerging writers and have introduced <b>sentence trains</b> for my developing/achieving writers. Whole class using <b>Show me 5 checklist</b> . Having maintenance slides available for students to practice what they are learning. Ensuring students are given explicit instruction/modeling.	Emerging writers that rely on HFW cards need more one to one time with teacher to support them -maintenance slides are too difficult for early readers. Sometimes instruction and modeling is rushed due to time.	Provide HFW activity for emerging writers to read then write as practice. Work on managing time to ensure students receive modeling and understand tasks	Changing writing groups so students can support each other.
I have introduced the <b>give me 5 checklist</b> and explicitly focused on what a sentence needs to include.	I am struggling to give timely feedback and feedforward so students can act upon this feedback.	I need to make sure I make time during our writing lesson to give feedback and give students an opportunity to act upon this feedback.	Schedule in 10 minutes at the end of the lesson for feedback.
Given more practise time to apply new skills. I have also provided students with checklists & <b>give me 5</b> to refer back to. Lots of repetition of what we are and have learnt.	Making sure that I am checking in with my spiral students regularly while also teaching the content that we are working on from progressions and overview.	Check in with students asking them what they are finding helpful within their writing. Ask them if there is anything specific that I can do to support their learning and understanding.	In my planning have <b>Specific D.A.T.S</b> in my weekly writing planning for my spiral and other students in my class to ensure I am working. Think of specific things to do with them in mind when planning. <b>Outcomes vs activities</b>
Focusing on the <b>simple sentence styles</b> . Using <b>sentence trains</b> and either the <b>daily challenge</b> or <b>subject land task</b> to maintain skill.	Checking in with spiral students.	Check in with spiral students.	Make time for more timely feedback and peer feedback to improve sentence structure and variety of styles.
Focusing on one skill ( <b>sentence style</b> ) per week. Using the <b>daily write as maintenance</b> .	Balance between teaching the <b>WTB</b> sentences and the school progressions.	Teaching the <b>sentence styles/ paragraphs</b> with the progression more.	Showing students how to apply their sentence styles in different ways.
Introduced using <b>WTB posters</b> and include more interesting/engaging lessons.	Time to get students work completed to a standard and checking in with my spirals.	Allow time for follow up lessons. Make some time to check in between or at the end of rotations.	Split my time and make sure there is enough teaching compared to maintenance. While, including time to check in.
Completed survey Focusing on particular skills with a <b>WTB lens</b>	Check in's with <b>SOI</b> students. Getting the students to identify what areas they need to work on to improve their writing.	Ensuring that I have resources readily available for the students as supports	Continue to focus on identified skills that students are consistently forgetting to implement in their writing.
Conducted survey (confidence) and given out resource bank for students to utilise when writing in their books (prompts)	Time, students confident with different aspects. Being able to conference with them regularly.	Workshops- students sign up/ are put in for different workshops-	<b>Utilise WTB</b> and writing programme to meet with groups and maximise limited time.

## Checking (*Have we made enough of a difference?*)

- Qualitative data was gathered through a second round of Student Interviews, as well as teacher observations and reflections. In Teams Kereru and Pouakai, teachers could also make use of the Writer's Toolbox online tool.
- Quantitative data was gathered and beginning of year data was compared with the end of year OTJ data.



# 2025 Spiral of Inquiry Summary

## Student Summary - Spiral Priority Students (SPS)

Start (46)	Mid (49)	End (48)
Females: 28 (61%) Males: 18 (39%) NZ Maori: (28%)	Females: 29 (59%) Males: 20 (41%) NZ Maori: (28%)	Females: 28 (58%) Males: 20 (42%) NZ Maori: (29%)

*The change in numbers was caused by the movement of children in and out of Parekerekere throughout the year.*

# 2025 Goal and Targets

Goal: To strengthen writing by developing students' application of learned skills.

Targets: By mid Term 4 all Glenbrook 'Spiral Priority' students will be able to:

- Access previous learned skills
- Apply, show and explain learned skills in independent writing and across the curriculum
- Act upon feedback and feedforward to improve their writing



## Year 1 (Parekereke) Spiral Priority Students

Student	NZC Levels (Glenbrook Progressions)			
	Term 1	Mid Year	Term 4	Sublevel change?
A	NA	1 Early (Below)	1 Developing (At)	1 sub level
B	NA	1 Early (Below)	1 Developing (At)	1 sub level
C	NA	1 Early (Below)	1 Developing (At)	1 sub level
D	NA	1 Early (Below)	1 Developing (At)	1 sub level

## Year 1 Spiral Priority Students

Student	NZC Levels (Glenbrook Progressions)				Sublevel change?
	Term 1	Mid Year	Term 4		
A	1 Early (Below)	1 Early (Below)	1 Developing (At)	1 sublevel	
B	1 Early (Below)	1 Developing (At)	1 Achieving (Above)	2 Sub Levels	
C	1 Early (Below)	1 Developing (At)	1 Developing (At)	1 Sub Level	

## Year 2 Spiral Priority Students

Student	NZC Levels (Glenbrook Progressions)				Sublevel change?
	Term 1	Mid Year	Term 4		
A	1 Developing (Below)	1 Developing (Below)	1 Developing (Below)	No shift	
B	1 Early (Below)	1 Developing (Below)	1 Achieving (At)	2 Sub Levels	
C	1 Developing (Below)	1 Developing (Below)	1 Developing (Below)	No Shift	
D	1 Early (Below)	1 Early (Below)	1 Developing (Below)	1 Sub Level	
E	1 Early (Below)	1 Early (Below)	1 Developing (Below)	1 Sub Level	

# Year 3 Spiral Priority Students

Student	NZC Levels (Glenbrook Progressions)				Sublevel change?
	Term 1	Mid Year	Term 4		
A	1 Achieving (Below)	1 Achieving (Below)	1 Achieving (Below)	No Shift	
B	1 Achieving (Below)	1 Achieving (Below)	2 Early (At)	1 Sub Level	
C	1 Achieving (Below)	1 Achieving (Below)	2 Early (At)	1 Sub Level	
D	1 Achieving (Below)	1 Achieving (Below)	2 Early (At)	1 Sub Level	
E	1 Achieving (Below)	1 Achieving (Below)	1 Achieving (Below)	No shift	
F	1 Achieving (Below)	2 Early (At)	2 Developing (Above)	2 Sub levels	
G	1 Achieving (Below)	2 Early (At)	2 Developing (Above)	2 Sub Levels	
H	1 Achieving (Below)	2 Early (At)	2 Early (At)	1 Sub levels	

# Year 4 Spiral Priority Students

Student	NZC Levels (Glenbrook Progressions)				Sublevel change?
	Term 1	Mid Year	Term 4		
A	2 Early (Below)	2 Early (Below)	2 Developing (At)	1 Sub level	
B	1 Achieved (Below)	1 Achieved (Below)	2 Early (Below)	1 Sub level	
C	2 Developing (At)	2 Developing (At)	2 Achieving (At)	1 Sub level	
D	2 Early (Below)	2 Early (Below)	2 Achieving (Above)	2 sub levels	
E	2 Early (Below)	2 Early (Below)	2 Developing (At)	1 sub level	
F	1 Achieving (Below)	1 Achieving (Below)	2 Early (Below)	1 sub level	
G	1 Achieving (Below)	1 Achieving (Below)	2 Early (Below)	1 sub level	

## Year 5 Spiral Priority Students

Student	NZC Levels (Glenbrook Progressions)				Sublevel change?
	Term 1	Mid Year	Term 4		
A	2 Early (Below)	2 Developing (Below)	2 Developing (Below)	1 Sub level	
B	2 Early (Below)	2 Developing (Below)	2 Developing (Below)	1 Sub level	

# Year 6 Spiral Priority Students

Student	NZC Levels (Glenbrook Progressions)				Sublevel change?
	Term 1	Mid Year	Term 4		
A	3 Early (Below)	3 Developing (At)	3 Achieving (Above)	2 sub levels	
B	3 Early (Below)	3 Developing (At)	3 Developing (At)	1 sub level	
C	2 Achieving (Below)	3 Early (Below)	3 Developing (At)	2 sub levels	
D	2 Achieving (Below)	3 Early (Below)	3 Developing (At)	2 sub levels	
E	3 Early (Below)	3 Developing (At)	3 Developing (At)	1 sublevel	
F	3 Early (Below)	3 Achieving (Above)	3 Achieving (Above)	2 sub levels	
G	2 Achieving (Below)	3 Early (Below)	3 Developing (At)	1 sub level	
H	2 Achieving (Below)	3 Early (Below)	3 Developing (At)	2 sub levels	

## Year 7 Spiral Priority Students

Student	NZC Levels (Glenbrook Progressions)				Sublevel change?
	Term 1	Mid Year	Term 4		
A	3 Early (Below)	3 Achieving (Below)	4 Early (At)	3 sub levels	
B	3 Early (Below)	3 Developing (Below)	3 Developing (Below)	1 sub level	
C	3 Early (Below)	3 Developing (Below)	3 Developing (Below)	1 sub level	
D	3 Early (Below)	3 Developing (Below)	3 Achieving (Below)	2 sub levels	

# Year 8 Spiral Priority Students

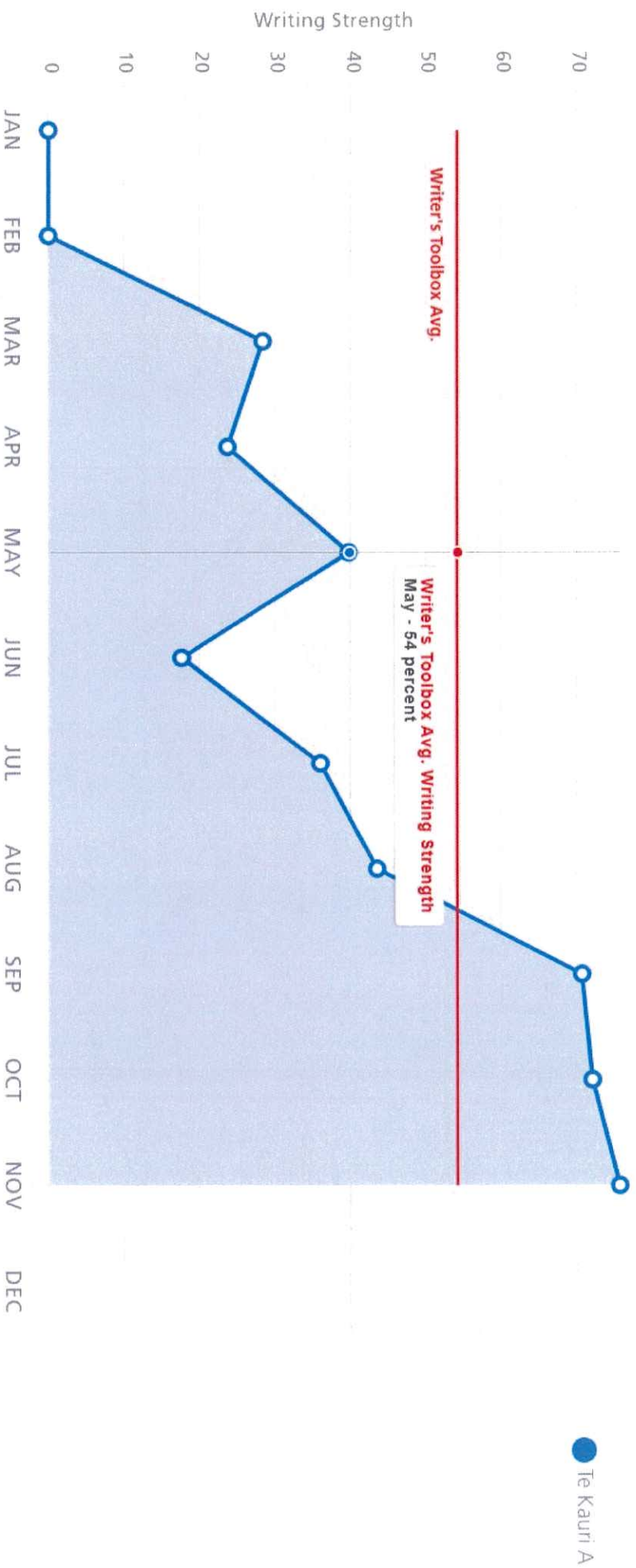
Student	NZC Levels (Glenbrook Progressions)				Sublevel change?
	Term 1	Mid Year	Term 4		
A	3 Achieving (Below)	3 Achieving (Below)	3 Achieving (Below)	0 sub levels	
B	3 Achieving (Below)	3 Achieving (Below)	3 Achieving (Below)	0 sub levels	
C	4 Early (Below)	4 Early (Below)	4 Developing (At)	1 sub level	
D	4 Early (Below)	4 Early (Below)	4 Early (Below)	0 sub levels	
E	4 Early (Below)	4 Early (Below)	4 Early (Below)	0 sub levels	
F	3 Developing (Below)	3 Developing (Below)	3 Achieving (Below)	1 sub level	

# Student Voice Shifts- Qualitative Data

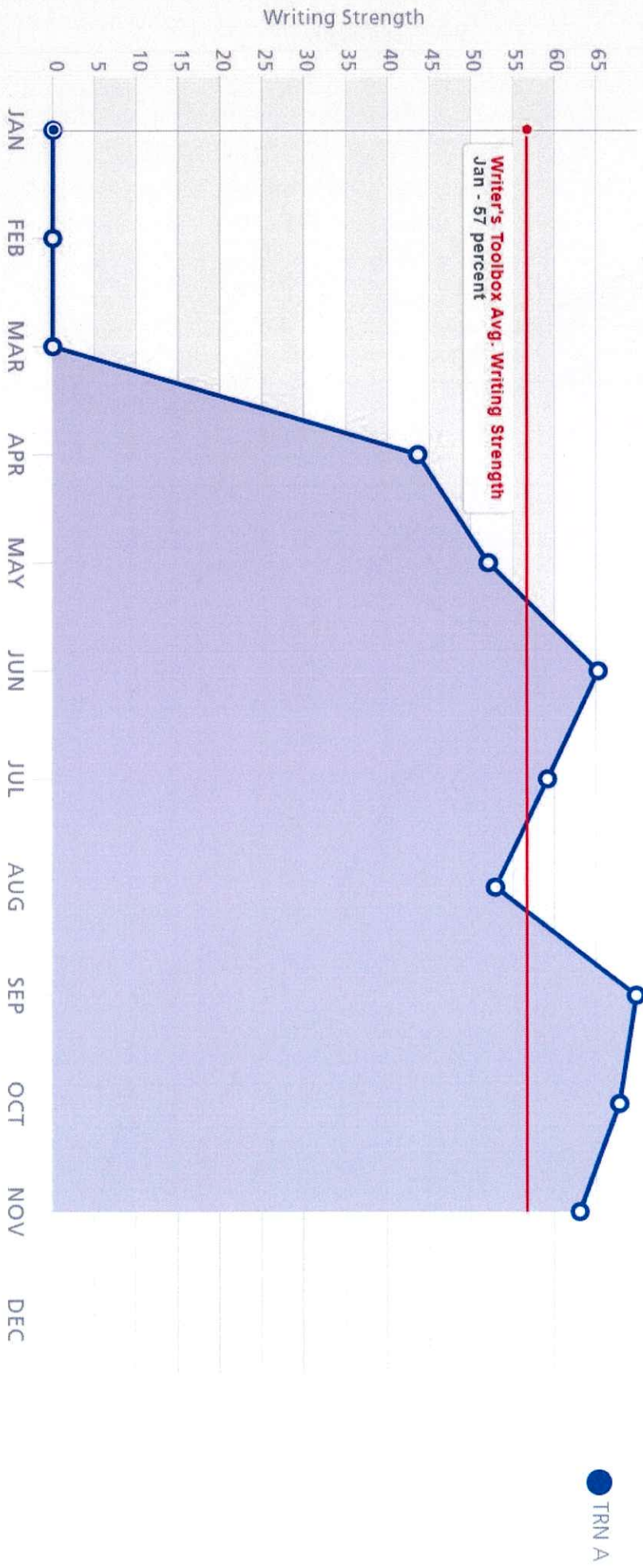
	March 2025	October 2025
<p><u>Team Piwakawaka (Year 1 female)</u> What are you learning how to do in writing?</p>	<p>Write</p>	<p>Writing. How? Because I don't know how to write and I got better at it. What are we learning to do? Finger space. And full stops. Checking if it's capital letters or little ones.</p>
<p><u>Team Piwakawaka (Year 3 female)</u> Are you a good writer? How do you know?</p>	<p>I think so. Because I've been writing more words and even my mum and dad told me I've been getting better at them.</p>	<p>I think so. I try to use adjectives and verbs and all of my punctuation and I try and make my writing interesting.</p>
<p><u>Team Kereru (Year 5 male)</u> What are the specific skills you are learning in writing?</p>	<p>How to make my letters good. Anything else? Trying to spell better letters.</p>	<p>Paragraphs. Anything else? Adverb starts, w-starts and all the other sentences.</p>
<p><u>Team Kereru (Year 6 female)</u> What are the specific skills you are learning in writing?</p>	<p>Punctuation and paragraphs.</p>	<p>W-starts, adjective starts, prepositions, very short simple sentences.</p>
<p><u>Team Pouakai (Year 7 female)</u> How do you know when you are successful in your writing? What can you check?</p>	<p>When it's really good and I do stuff with it. To see if I have everything correct.</p>	<p>When I get good feedback. See if I have full stops, capital letters and everything like that.</p>

# Team Kereru snapshot: SOI students on WTB

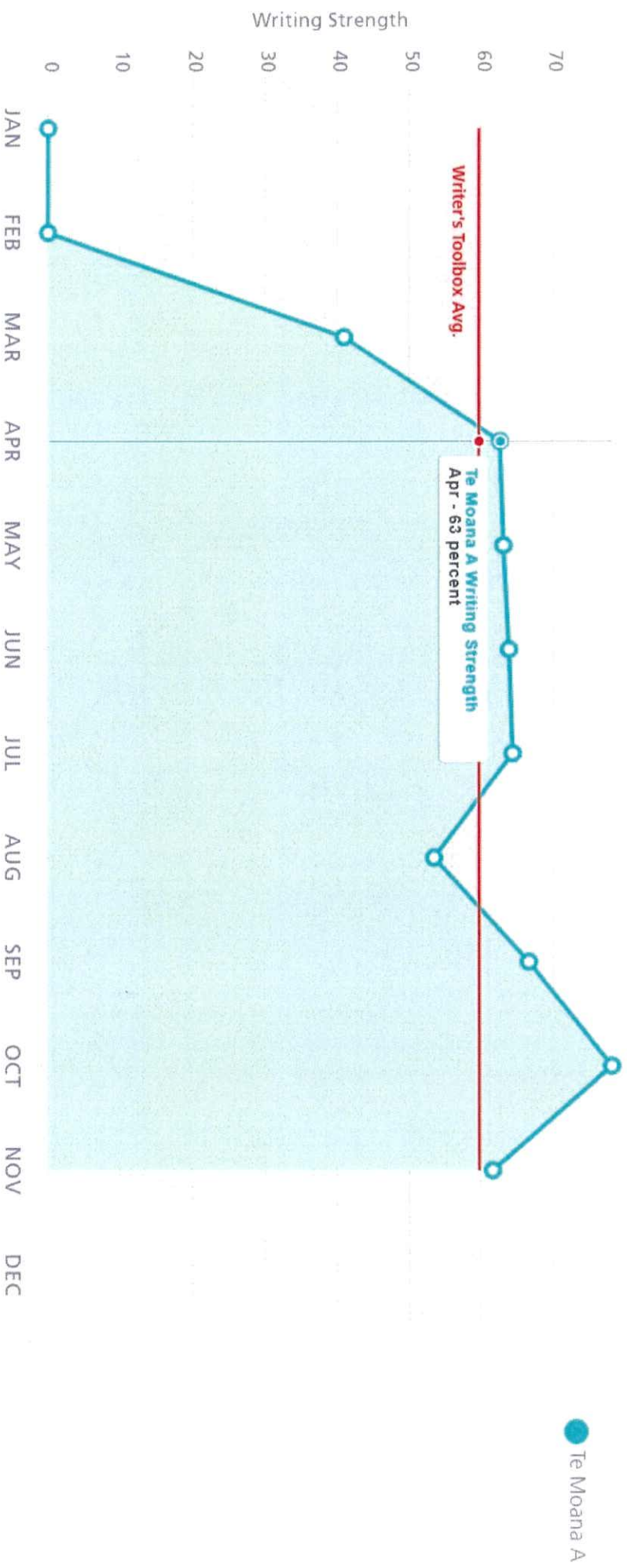
## 4 Writing Strength



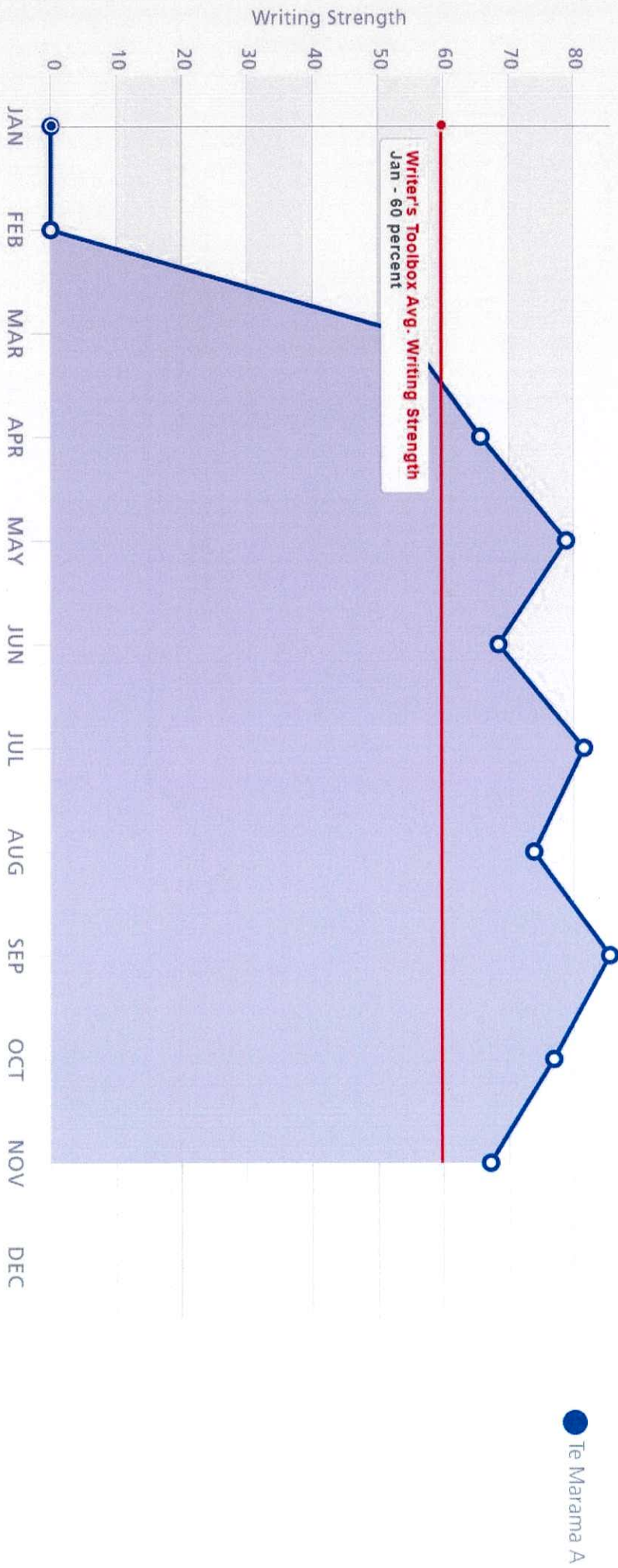
# 5 Writing Strength



## 6 Writing Strength



## 6 Writing Strength



## Impact on Teacher Practice

- Teachers have embraced Writer’s Toolbox as an effective, school-wide teaching tool. All teachers have received some Writer’s Toolbox PLD and have begun implementing it into their classrooms on a regular basis.
- All teachers reflected on their practice each term in the form of a Reflective Narrative, with a focus on their Spiral Students.
- Teachers developed confidence in discussing their reflections with others, and many reflected positively on this process.
- In Term 4, teachers were asked “what will you do next?”. Many stated that they would “definitely continue” with the specific strategies, techniques or new learning that they had tried or developed during this year.

### Next steps:

- Increase the use of AI to generate DATs (Deliberate Acts of Teaching statements) to enable teachers more time to build them into lesson plans and implement into the classroom.
- Continue to build on Writer’s Toolbox Sentence Structure and Expansion.
- Revisit positive changes introduced in 2025, and review for 2026

# Looking ahead to 2026

- ★ Our Spiral of Inquiry focus: Critical thinking.
- ★ Implement our 2026 gazetted curriculum.
- ★ Continue to develop Senior Leaders to lead SLPs within and across teams.
- ★ Develop our use of Writer's Toolbox across the school, with a focus on consistent language and expectations, and approaches to sentence structure, expansion and paragraphing.

# Glenbrook School Charter 2026



# Glenbrook School - Realising Potential

Glenbrook School has a long and proud history of serving families in the Franklin District, a history where the former school motto of “faith and work” resonated in our families and community, forming the backbone of our school heritage.

Glenbrook School is bound strongly to our rural community and we are very passionate about our school.

Our purpose: We are realising potential as learners. We accelerate ako agency.

Our students are friendly, aspirational and engaged. They love coming to school and they love learning.

- At Glenbrook School we develop the whole child.
- We aim for excellence in English, Mathematics and Science.
- We provide a range of opportunities and experiences for all our students across all curriculum areas- including in sport, outdoor education, culture, te reo, STEAM, community events and the Arts.

The curriculum is balanced through our integrated learning experiences and adventures. Senior students are able to discover pathways within our leadership programmes such as Roles and Responsibilities whilst our younger students explore the importance of play and discovery within learning.

High expectations are held for every child and we love to celebrate success. We use Qualities of Learning to describe our thinking and learning. We love our FAILs (First Attempts in Learning) and more importantly learning what to do next.

We are respectful and show this through our ROLES, respect for others, learning, environment and self. It is our mana and manaakitanga which strengthen our korowai of learning in ako. Glenbrook School is an inclusive school where the well being of all is key, and contributes towards our aspirations.



# Glenbrook School - Realising Potential

## Our Vision

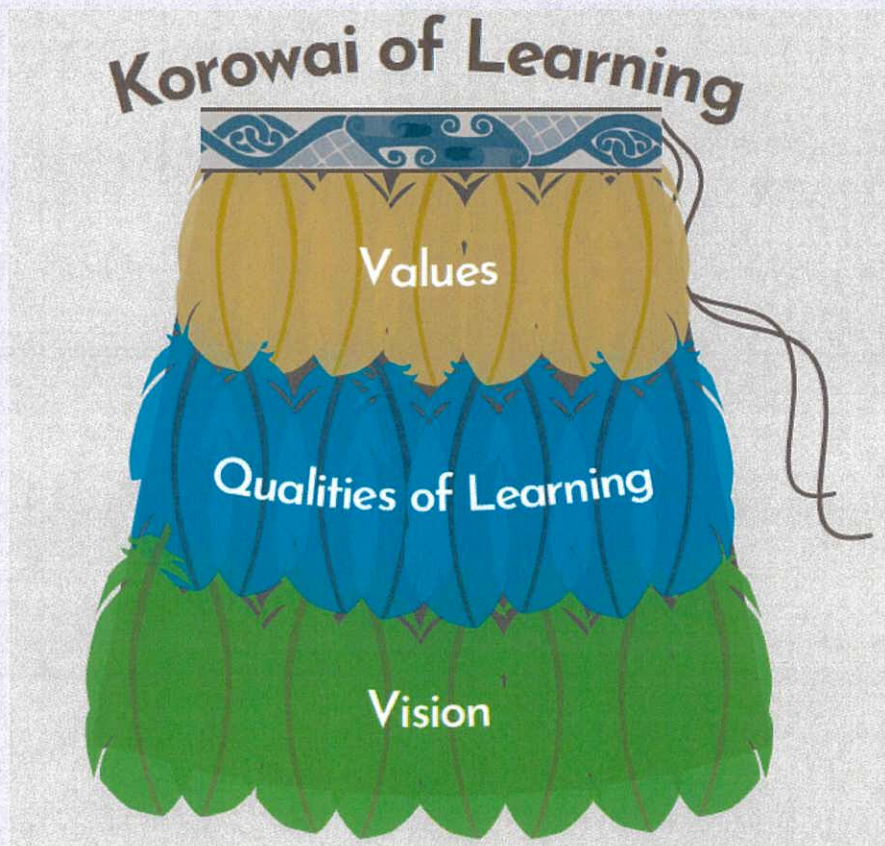
### Vision “Realising Potential”

At Glenbrook School we want everyone to be able to realise their own potential.

This means we provide the environment and opportunities where all our students can achieve to the best of their potential. We believe that through ako, learning in action, students have the tools to articulate their needs, wants, goals, successes and failures. When learners can identify how, what and why they learn, then they are able to realise their potential in every environment and at any moment in time. They can transfer their learning skills.

This vision is inclusive of all, Maori being able to achieve as Maori, students who need additional learning support and the gifted and talented.

Our vision of Realising Potential through regular consultation with our community identifies that Realising Potential still encapsulates our vision for Glenbrook School.



# Glenbrook School - Realising Potential

## Our Values

Glenbrook School has four values of manaakitanga, whakawhanaungatanga, mana and ako.

Our values underpin our teaching, learning and wellbeing. Our values are.....

**Whakawhanaungatanga:**

We work as a community together.

**Manaakitanga:**

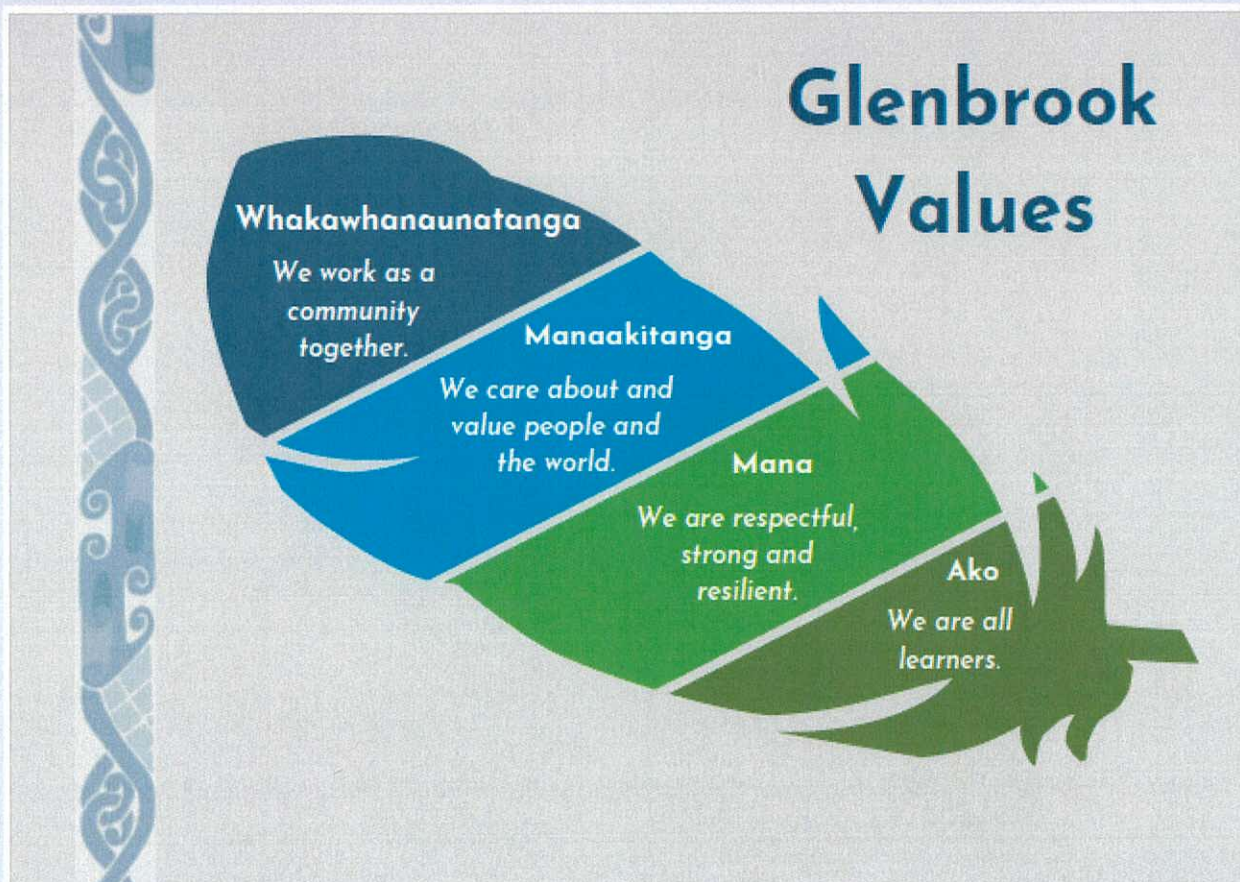
We care about and value people and the world.

**Mana:**

We are respectful, strong and resilient.

**Ako:**

We are all learners.



# Glenbrook School - Realising Potential

## Qualities of Learning

Everyone in our community has a voice. We are all partners in learning at Glenbrook School, where connections and relationships are important. At the centre of our partnership is ako, learning.

Learning is central to our school purpose. We are focused on accelerating ako, learning as an action, where our Qualities of Learning give us the key competencies for a connected, life-long successful future whilst retaining our rural heritage.

At Glenbrook School our learners work towards possessing the following qualities.



# Glenbrook School - Realising Potential

## Korowai of Learning

The Glenbrook School Korowai of Learning brings together our Vision, Values and Qualities of Learning where our vision for the future and our history are threaded together.

**Glenbrook School**  
Strategic Plan 2024-2027

**Realising Potential**

Our Strategic Goals	Our Strategic Initiatives	Our Strategic Objectives	Our Success Measures
Accelerate Ako Agency	Accelerate Ako Agency for Akonga	Students can say what they learned, why they have learned it and strategies for how they have learned.	All akonga are active contributors in ako to grow their agency and korowai.
	Accelerate Ako Agency for Kaiako	Teachers can demonstrate how, what and why they are teaching (the purpose and value added).	Confident collaborative kaiako who actively demonstrate excellent practice, pedagogy and purpose.
	Accelerate Ako Agency for Whanau	Effective tools are used to engage whanau to understand what ako agency looks like in our school.	Whanau are able to actively engage in reciprocal learning conversations.
Strong and Effective Leadership for Equity and Excellence	Enabling strong and effective leadership for equity and excellence.	Build coaching and mentoring capabilities to strengthen distributive leadership.	Confident successful leaders who lead with excellence to accelerate ako with our learners.

**Our Values**

- Ako**  
We are all learners
- Mana**  
We are respectful, strong and resilient.
- Manaakitanga**  
We care for and value people and the world.
- Whakawhanaungatanga**  
We work as a community together.

**Our Qualities of Learning**

- Future Focused
- Collaboration
- Self Managing
- Communicators
- Thinkers

By representing who we are as a school in this korowai, we are ensuring that our Charter and Strategic Plan are living and breathing documents which reflect who we are as a community, and forms a strong base and direction for our school curriculum.

# Glenbrook School - Realising Potential

## Te Ao Maori



At Glenbrook School, we continue to make connections from our past, while preparing in our present and for our future selves. “Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora”. Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future. (Te Mātaiaho 2023).

At Glenbrook School we acknowledge and give effect to Te Tiriti o Waitangi. We actively seek to engage and promote the principles- partnership, protection and participation of Te Tiriti O Waitangi. We review our cultural responsiveness annually with all. We recognise Ngati Te Ata, who are mana whenua and we ensure that Maori are succeeding as Maori. Te Tiriti and its principles (as articulated by the Courts and the Waitangi Tribunal) set out obligations for the Crown and Māori, that guide how tangata Tiriti<sup>1</sup> and tangata whenua can live together with mutual respect. The key principles include rangatiratanga, partnership, participation, active protection, equity, and opportunity. They provide for the active protection of taonga, including te reo Māori, tikanga Māori, and mātauranga Māori, and enable fair and equitable educational processes and outcomes for Māori and for all ākonga.

Each year we ask our Maori whanau what we do well and what we can do better. As a result at Glenbrook School:

- Every child and teacher learns and shares their pepeha.
- Each day students and staff begin the day with a non-denominational karakia.
- We provide Kapa Haka and waiata weekly for our whole school.
- Te Reo is taught throughout the school.
- Tikanga me ona reo are planned for and taught.
- Active development and strengthening of Tuakana Leaders.
- Staff are developed professionally in the culturally responsive kaupapa of Ka Hikitia, Ta Tataiako and Te Tiriti of Waitangi and Te Mataiho to continuously build capability and understanding.
- Teachers complete regular te reo PLD every two years.
- School Evaluation Indicators concepts of Whakawhanaungatanga, manaakitanga, ako and mahi tahi are identified in all action plans that evaluate the learning and wellbeing of Glenbrook School.
- Board of Governors review the cultural responsiveness of Glenbrook School annually through Hautu.
- Consultation and whakawhanaungatanga occur through hui, kanohi ki te kanohi and korero.



# Glenbrook School - Realising Potential

- Our Glenbrook Values- whakawhanaungatanga, manaakitanga, mana and ako - are deliberately planned for and delivered in our lessons.
- Each year we participate in Cultural Exchanges with other schools.
- Each year we participate and are represented at the Franklin Cultural Festival, Waiuku Matariki Concert, Franklin Te Reo competitions. .
- The learning data of Maori students is shared with Whanau and steps are taken to ensure Maori student outcomes are accelerated as priority learners and tangata whenua.

*Ehara taku toa, I te toa takitahi, engari he toa takitini*

*Success is not the work of one but the work of a community*

The relationship between Glenbrook School and Maori can be further explained through the carving that sits above the entrance to the Glenbrook School hall.



It was carved by local kaumatua George Flavell as the gateway to our hall where we all come to meet as a school, as a community and as a whanau.

The story within this carving describes our connections to Te Ao Maori and the development of the whole learner.

The kete of knowledge relates to fostering the attitudes, skills and knowledge of each child upon which life-long learning is built. This reflects our value of *Ako* - we are all learners

The koru locked together reflect our partnerships, partnerships with our students, staff, whanau, community and others. This is our value of *whakawhanaungatanga*. - at Glenbrook School we work as a community together.

Finally, nga-hau-e-waha or the four winds, which have two meanings:

Firstly it depicts the four corners of the earth and the different nationalities attending Glenbrook School. It reflects our values of *manaakitanga* and *mana*.

Secondly the ends of the "cross" reflects the need for the development of all areas of wellbeing. For Maori they are;

*Taha Whanau: Family Health*  
*Taha Wairua: Spiritual Health*

*Taha Tinana: Physical Health*  
*Taha Hinengaro: Mental Health*





# Stepped Attendance Response: STAR



<p><b>GOOD</b></p> <p>Less than 5 days absence a term</p> <p>Good chance of Success</p>	<p><b>WORRYING</b></p> <p>Up to 10 days absence a term</p> <p>Less chance of success</p>	<p><b>CONCERNING</b></p> <p>Up to 15 days absence a term</p> <p>Hard to make progress</p>	<p><b>SERIOUS CONCERN</b></p> <p>15+ days absence a term</p> <p>Very hard to make progress</p>
<p><b>Whaanau:</b></p> <ul style="list-style-type: none"><li>• Send children to school each day</li><li>• Record an absence by the phoning school office 09 23538888 or via HERO app</li></ul>	<p><b>Whaanau:</b></p> <ul style="list-style-type: none"><li>• Return your child to regular attendance</li><li>• Record an absence by the phoning school office 09 23538888 or via HERO app</li></ul>	<p><b>Whaanau:</b></p> <ul style="list-style-type: none"><li>• Return your child to regular attendance</li><li>• Record an absence by the phoning school office 09 23538888 or via HERO app</li></ul>	<p><b>Whaanau:</b></p> <ul style="list-style-type: none"><li>• Return your child to regular attendance</li><li>• Record an absence by the phoning school office 09 23538888 or via HERO app</li></ul>
<p><b>School:</b></p> <ul style="list-style-type: none"><li>• Clear communication around attendance expectations.</li><li>• Office will monitor and contact whaanau if child is not at school.</li><li>• Attendance is shared with the Ministry</li></ul>	<p><b>School:</b></p> <ul style="list-style-type: none"><li>• Referral to Franklin Attendance Service (FAS)</li><li>• Make contact with Whaanau to discuss absences.</li><li>• Support Whaanau to remove barriers to attending school.</li></ul>	<p><b>School:</b></p> <ul style="list-style-type: none"><li>• Referral to Franklin Attendance Service (FAS)</li><li>• Make contact with Whaanau to discuss absences.</li><li>• 85% threshold for sports or leadership opportunities.</li><li>• Support Whaanau to remove barriers to attending school.</li></ul>	<p><b>School:</b></p> <ul style="list-style-type: none"><li>• 85% threshold for reviewing eligibility for Outdoor Education, sports or leadership opportunities.</li><li>• Send formal warning notice.</li><li>• Undertake prosecution with Ministry of Education</li></ul>
<p><b>Ministry of Education:</b></p> <ul style="list-style-type: none"><li>• Monitor that schools have their policy in place</li><li>• Monitor attendance data that is sent from schools.</li></ul>	<p><b>Ministry of Education:</b></p> <ul style="list-style-type: none"><li>• Support schools where needed.</li><li>• Monitor attendance data that is sent from schools.</li></ul>	<p><b>Ministry of Education:</b></p> <ul style="list-style-type: none"><li>• Support schools where needed.</li><li>• Monitor attendance data that is sent from schools.</li></ul>	<p><b>Ministry of Education:</b></p> <ul style="list-style-type: none"><li>• Support schools where needed.</li><li>• Monitor attendance data that is sent from schools.</li><li>• Provide support to Whaanau where required.</li></ul>

## Attendance target

**Our goal is that 90% of aakonga attend school at least 90% of the time, supporting strong learning, wellbeing, and belonging every day.**

### Key objectives & strategic goals

- We will strengthen daily attendance through nurturing relationships, real-time monitoring, and proactive whaanau engagement informed by Te Tiriti centred practice.
- We ensure our curriculum and environment are engaging, culturally responsive, and safe so tamariki are excited to be at school every day.

### Board commitment strategy

- The Board will investigate, respond, and record actions for attendance concerns in line with our attendance management plan, ensuring timely support and transparent documentation.

### Process to identify & respond to absences

- Absences are tracked daily, followed up promptly, and supported through clear communication with whaanau, kaiako, and team leaders.

### Tiered strategies & actions at different thresholds

- As attendance patterns emerge, we use staged support, positive check-ins, whaanau phone calls, meetings, and external agency partnerships (Franklin Attendance Services) to ensure early, mana-enhancing intervention.

### Identifying & Responding to barriers

- We will work collaboratively with tamariki, whaanau, and support agencies to identify attendance barriers early and provide culturally responsive, practical solutions.

### Monitoring & measuring progress

- Agenda item at Team and Senior Leadership meetings.
- Visual attendance reminders will be sent home via email each term.
- School reports have attendance tracking in the twice-yearly reporting.
- We track daily and termly attendance data, measure progress toward school and government targets, and celebrate improvements and sustained attendance with students and whaanau.

### Review of Attendance Management Plan

- Our attendance plan is reviewed annually using data, community voice and best practice to ensure it remains responsive and effective.





## Glenbrook School Attendance Management Plan Summary

In line with the government's target of 80% of students regularly attending 90% of the school term.

Our school has a target <b>75%</b> of Regular attendance by Term 1, 2026	We're currently at <b>65%</b> Regular attendance in Term 4, 2025
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Our

**Attendance Policy:** Regular attendance supports learning, friendships, and wellbeing. Whānau must contact the school early to explain any absence. For extended leave, complete a request form.

**Our Attendance Procedure:** We are required to track attendance and report unjustified absences. We follow up quickly on unexplained absences and work with whānau to address any barriers.

### Monitoring and Reporting

Attendance is monitored daily. Weekly data is reviewed by the leadership team, and a monthly report is shared with the School Board, including breakdowns by gender, ethnicity, and year level. The principal also leads a monthly triage with FAS and other support agencies. Our school uses the [Stepped Attendance Response \(STAR\)](#) to guide when and how respond to absences.

