

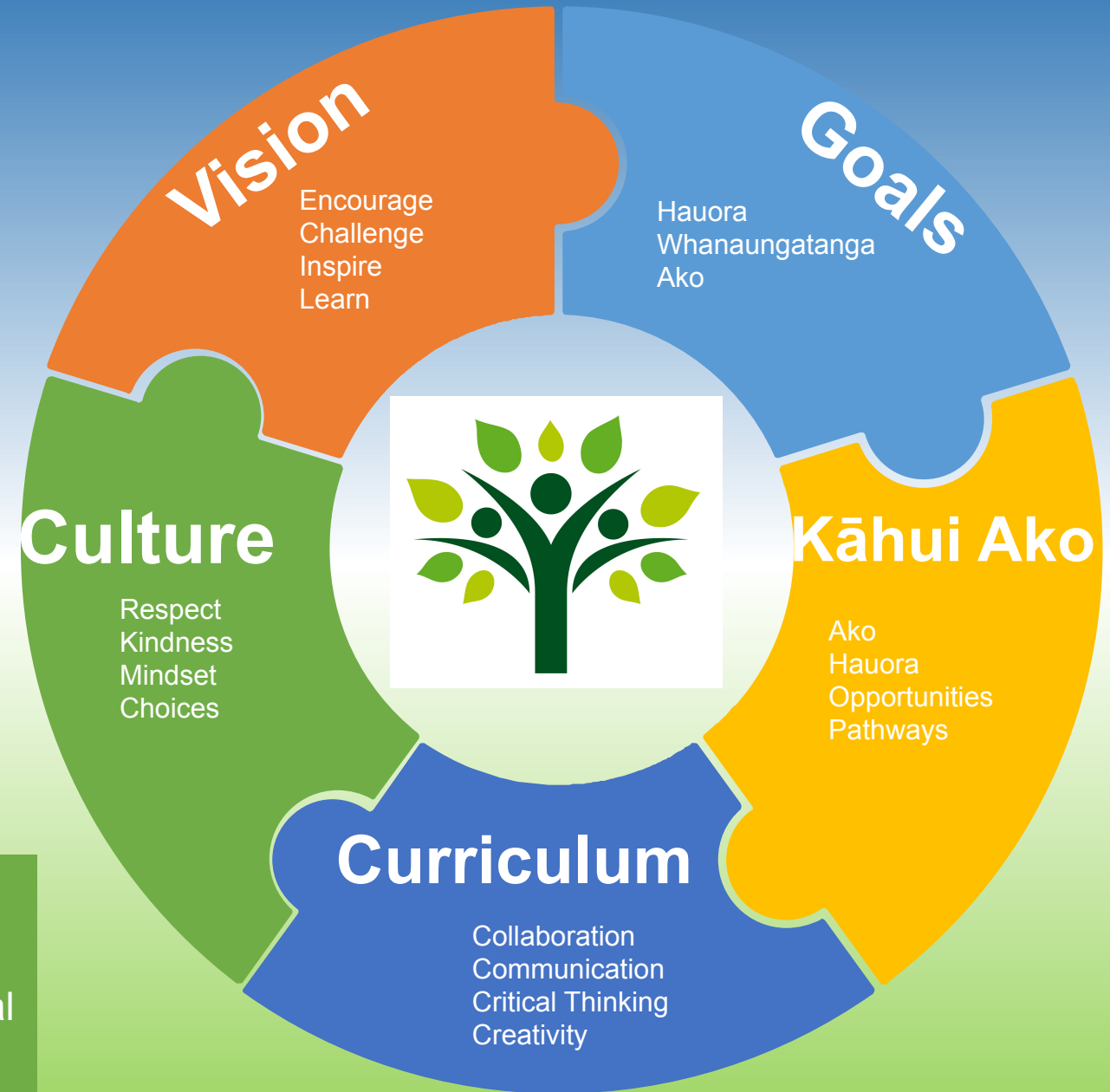
# Growing Greenacres

CHARTER  
2022 -2024

*Ehara taku toa,  
he taki tahi,  
he toa taki tini.*

## Mission Statement

To provide a safe and engaging learning environment, based on a diverse curriculum, responsive to the individual needs of our students and community.



# Greenacres Vision

Together we encourage, challenge and inspire while fostering a love of learning.

## Encourage

We encourage respect for others, our environment and ourselves through:

- demonstrating kindness in our words and actions
- making positive choices and embedding restorative practices
- growing a positive mindset, developing resilience, independence and confidence

## Challenge

We provide engaging and challenging learning opportunities that meet individual needs and foster a lifelong love of learning by:

- exploring new ideas and possibilities
- engaging in local and global communities
- supporting our students to achieve their potential



## Inspire

We have high expectations that all learners will be supported and inspired to love learning through developing:

- critical thinking and problem solving skills
- appreciation of cultural, artistic and sporting endeavours
- creativity in the use of technology to imagine new solutions

## Learn

We provide an environment where all learners' needs will be met culturally, academically, socially and emotionally through providing:

- high quality teaching and learning programmes including a diverse, challenging, balanced curriculum
- feedback and encouragement that promotes the development of a growth mindset
- strong learning partnerships with family and whānau



## Encourage - We encourage respect for others, our environment and ourselves.

### **Tamariki / Children**

- Feeling safe, included and valued by our school and community
- Encouraging and supporting each other, respecting and acknowledging our cultural diversity, gender and abilities
- Respecting our environment and contributing positively to its care
- Showing empathy for others' feelings and their wellbeing

### **Kaiako - Kura /Teachers - School**

- Promoting a culture of respect and inclusion of all students' cultures, genders and abilities
- Providing an inclusive classroom environment where all students' achievements and successes are celebrated
- Working collaboratively and collegially for the benefit of the students and the school
- Encouraging student responsibility for the environment including promoting sustainability
- Providing opportunities for students to grow in their social and emotional development

### **Whānau / Family**

- Contributing positively to school life for the benefit of the students and the school
- Supporting the values and vision of the school
- Supporting their children to engage, learn and to share in their successes
- Recognising and supporting the diversity within our community of people's cultures, genders and abilities
- Providing opportunities for students to grow in their social and emotional development

**Challenge – We provide engaging, challenging, learning opportunities that meet individual needs, fostering a lifelong love of learning.**

### **Tamariki / Children**

- Inquiring, confident and connected whilst demonstrating a love of learning
- Being self-motivated, independent and empowered to succeed
- Participating and contributing in their school community
- Embracing opportunities to give back to others
- Exploring possibilities to engage - locally, nationally and globally

### **Kaiako-School / Teachers- School**

- Delivering high quality programmes to meet and extend the individual needs of all students
- Providing a rich and engaging curriculum that is based on students' interests and recognises cultural diversity
- Believing all children can achieve and contribute
- Actively promote participation of family/whanau and community
- Developing strong and open relationships within our Tawa Kāhui Ako and beyond
- Building and maintaining open, responsive communication focused on relationship building

### **Whānau / Family**

- Having a shared understanding of their child's learning needs and high expectations that they will achieve.
- Supporting their children to engage, learn and to share in their successes
- Recognising and supporting the cultural diversity of our community
- Engaging and participating in extra-curricular activities

**Inspire - We have high expectations that all learners will be supported and challenged, inspiring them to achieve.**

### **Tamariki / Children**

- Experiencing a diverse curriculum that extends and supports them to achieve their potential
- Achieving excellence in Reading, Writing and Mathematics
- Gaining independence and confidence to lead their own learning in creative and innovative ways
- Developing confidence in their use of 21st century technology to enhance their learning
- Receiving feedback and encouragement that promotes the development of a growth mindset

### **Kaiako - Kura / Teachers - School**

- Demonstrating an in-depth knowledge of their students - socially, emotionally and academically
- Meeting their students' individual needs with engaging, challenging and creative learning programmes
- Communicating effectively with family/whanau to build strong home and school partnerships
- Striving for excellence, both personally and for their students

### **Whānau / Family**

- Engaging and communicating with their child's teacher to build strong home and school partnerships
- Enhancing the curriculum through sharing their knowledge and expertise
- Becoming involved in learning/cultural programmes when opportunities arise

**Learn - We provide an environment where all learners' needs will be met culturally, academically, socially, emotionally.**

### **Tamariki / Children**

- Reflecting on their own learning processes in order to learn how to learn
- Being open to explore new possibilities in their learning
- Making links in and across learning areas
- Embracing opportunities to persevere and problem solve using a variety of strategies

### **Kaiako - Kura / Teachers-School**

- Providing opportunities for students to reflect on their learning
- Encouraging students to make links in and across learning areas
- Promoting learning opportunities which explore future focused issues (sustainability, citizenship, enterprise, globalisation)
- Ensuring a safe environment where students can persevere and build resilience
- Assessing students' learning to show students' progress and next steps

### **Whānau / Family**

- Supporting their child to reflect on and discuss their learning
- Actively engaging in their child's progress by sharing and discussing learning
- Providing experiences for their child to grow their learning outside of school

## Our School / Kura

Greenacres School is located in Raroa Terrace, Tawa, and opened in 1972. It is the only Tawa school located on the eastern side of State Highway One. Many of our students live within easy walking distance of the school, with the majority living in the Greenacres or local area. An enrolment zone was introduced in 2017 and designed so that our roll is maintained at a manageable size.

We have extensive grounds including an adventure playground, a school field, an area of turf and a variety of grass and court areas where tamariki can play. With significant planting, trees and grass areas the school has a predominantly country feel that promotes a welcoming environment for our tamariki, whānau and community. Recently, we have engaged in the KETE (Kids Enhancing the Tawa Ecosystem) initiative developed in collaboration between the Kāhui Ako and Wellington City Council. We are learning that we are all kaitiaki and have a responsibility to take action to promote a healthy and sustainable future. A key element is our approach is linked to our schoolwide theme of Whakapapa and integrated into our curriculum across the school. This provides authentic learning opportunities, taking learning outside the classroom. It provides positive cultural and community connections both within our school and the wider community.

Our school has four distinct buildings that include three classroom blocks, an administration area, a school hall and a resource room with a small-group teaching space.



## Our School / Kura

Our school logo reflects our Greenacres School future-focused outlook. The intended spirit of the logo is to represent children, teachers, family, cultural diversity, learning and growth. The logo has multiple uses to give us versatility in expressing who we are as a school and as a learning community.

Our classrooms are organised into three learning teams that have been named with clear links to our Greenacres tree logo, as well as demonstrating our commitment to strengthening our inclusion of te ao Māori. Each name represents a stage of growth in the learning journey a student will experience while at Greenacres School.

**Kano, the seed.** The planting of the seed, the beginning of a student's learning journey as they are nurtured, cared for and encouraged in their early years.

**Māhuri, the sapling or young tree.** A growing tree becoming stronger, more independent and confident.

**Puāwai, the blossom.** Senior students / tuakana blossoming as they grow as learners, leaders and role models. Tamariki are proud, strong and well prepared for the next phase in their learning journey as they leave Greenacres as confident learners.

Our classrooms provide flexible and attractive teaching and learning spaces, ensuring our tamariki and kaiako can make the most of every learning opportunity. All classrooms have up-to-date furniture and technology, including short throw projectors or flat screen tvs and a mixture of iPads, Chromebooks and some iMacs for tamariki use. The school network has ultrafast broadband and an excellent wireless system throughout. We have a filtered network through N4L.

Our community values the smaller size of our school, its country feel, strong foundations of family values and fostering of community connections. Greenacres School has a proud history in our community with many past students continuing to contribute and support our school, often returning to enrol their own children.

## Cultural Diversity

Our school is enriched by having a wide range of cultural backgrounds represented contributing to a rich ethnic diversity. Our families identify as being New Zealand European/Pākeha, Māori, Chinese, Indian, South East Asian and across other Asian countries. We also have whānau from the south pacific including Samoa, Tonga, Tokelau, Fiji. We are fortunate to have families from other parts of the world including African, the United Kingdom and across Europe. A strong focus on connecting with our whānau ensures we continue to build and strengthen partnerships.

Student wellbeing / hauora is at the heart of our Greenacres School culture. We believe in the right of all students to feel safe, happy and engaged in their learning and secure in their cultural identity. Students are supported and encouraged to build their growth mindset as they learn and play at Greenacres School.

## Whānaungatanga (Connections)

The Greenacres School Curriculum encourages students to understand and respect different cultures that make up Aotearoa. We ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. Our curriculum acknowledges the unique position of Māori and the place of Pacific Island societies in New Zealand.

We recognise and value the unique position of Māori as tangata whēnua in Aotearoa as we give effect to te Titiri o Waitangi. There is a focus on partnership, protection and participation for all, as we develop our cultural relationship and responsive pedagogies. We acknowledge and respect the values, traditions, language and history of Māori, observe cultural sensitivity to tikanga Māori (protocol) and show respect for our local iwi.

To ensure equitable outcomes for Māori we identify learners who are at risk of underachieving and programmes and resources are targeted to cater for individual needs. Reporting to the Board of Trustees on the achievement of Māori learners is on-going, ensuring targets are set and resourcing put in place. By involving whānau, hapū and iwi, we seek to bring in-school and out of school learning to support valued outcomes for tamariki and promote ako and effective partnership.

Greenacres School values regular community consultation and hui on all aspects of our curriculum and school to ensure our mission, vision and strategic goals reflect the aspirations of our community.

## Ako

We embrace the opportunities to grow our pedagogy to improve outcomes for all tamariki. We readily engage in partnership with outside providers to ensure our programmes are current.

To extend partnerships beyond our school we are strongly invested in building positive learning relationships within and across our Tawa Kāhui Ako. Through collaboration we endeavour to contribute to the wellbeing and success of all Tawa students contributing to the key goals of our Kāhui Ako - ako, hauora, opportunities and pathways. In particular, we have engaged deeply with the Kāhui Ako work being led by Across School leaders on Cultural Competencies and KETE (Kids Enhancing the Tawa Ecosystem).



# Tawa Kāhui Ako



To extend partnerships beyond our school we are strongly invested in building positive learning relationships within and across our Tawa Kāhui Ako.

The Tawa Kāhui Ako is a collaborative community of learning which is dedicated to the support of student success and wellbeing. Students within our Kāhui Ako have opportunities offered to them during their journey as a result of the schools' collaborations that wouldn't be possible as individual schools.

Through collaboration, we endeavour to contribute to the wellbeing and success of all Tawa students supporting the key goals of our Kāhui Ako:

**Tawa Tu, Enviro, Ako, Hauora, Opportunities and Pathways.**

In particular, we are deeply engaged with the Kāhui Ako work being led by Across School Leaders on Cultural Competencies, KETE and curriculum.

**Kāhui  
Ako**

Ako  
Hauora  
Opportunities  
Pathways



**Hampton Hill  
School**  
GROW PEOPLE TO THRIVE

# School Culture

We continually promote and develop a positive school culture. At the beginning of the year, each learning team works on developing a deep understanding of our school values by creating an age appropriate visual representation to guide their culture. Our values are ***respect, kindness, mindset*** and ***making good choices***.

**These four key elements (RKMCs) are our focuses when promoting a positive school culture at Greenacres School:**

- **Respect** – respecting yourself, others and your environment
- **Kindness** – demonstrating kindness in words and actions
- **Mindset** – being ready and willing to learn inside and outside the classroom
- **Choices** – making positive choices in our behaviour, words and actions



## Restorative Practices at Greenacres

At Greenacres School we believe in using restorative approaches to promote positive behaviour for learning. A restorative approach means we focus on building and repairing relationships when something has gone wrong and focus on students 'putting things right' whether it is with regard to our environment, property or people. This ensures that we support our students to learn from mistakes and make positive choices in the future.

Associated documents: Greenacres - Creating a Positive School Culture, Teaching for Positive Behaviour (MOE, 2017)



**Culture**

Respect  
Kindness  
Mindset  
Choices

## Curriculum – The 4Cs

At Greenacres School teaching and learning is guided by our 'unique' curriculum that caters for our students' diverse needs and the aspirations of our community. Our curriculum reflects the bicultural and multicultural contexts of Aotearoa New Zealand.

The 4Cs are cross curricular, interconnected learning skills that are cultivated through providing diverse learning experiences for our students. Effective teaching and learning practices are provided to enable students to confidently develop skills in the 4Cs.

A teaching and learning framework guides our learners in recognising and understanding each of these skills. This framework supports the identification of strengths and areas for future development as learners 'grow' at Greenacres.

Our curriculum is based on the vision of **encouraging, inspiring and challenging** our students to foster a love of learning and is underpinned by the:

Strategic Goals: Hauora (Wellbeing), Whanaungatanga (Partnerships) Ako (teaching and learning)

Curriculum: Communication, Collaboration, Critical Thinking and Creativity

Values: Respect, Kindness, Mindset, Choices

New Zealand Curriculum, Greenacres unique contexts and Kāhui Ako goals.

Associated documents: Greenacres Guiding Docs, NZC (2007), © 2015 Charles Fadel - Center for Curriculum Redesign, MOE Supporting Future Focused Learning (2012), OECD What makes a school a learning organisation? (2016)



**Curriculum**

Collaboration  
Communication  
Critical Thinking  
Creativity

# Strategic Goals

Our 'learning vision' is underpinned by the following strategic goals:

## **Hauora - Wellbeing**

Provide a positive learning culture with a strong focus on the hauora of students, staff and our community that enables success for all.

## **Whanaungatanga - Partnerships**

Foster partnerships within and beyond our school community to effectively engage with parents, family, whānau and community, enriching learning opportunities for all.

## **Ako - Learning**

Deliver a future-focussed curriculum that provides quality teaching and learning in innovative learning environments.

Associated documents: Greenacres School Charter, Principles and Values of NZC , Tātaiako, Tapasā



**Goals**

Hauora  
Whanaungatanga  
Ako



# STRATEGIC GOALS 2022 - 2024

STRATEGIC GOAL 1 **Hauora** Provide a positive learning culture with a strong focus on the hauora of students, staff and our community that enables success for all

STRATEGIC GOAL 2 **Whanaungatanga** Foster partnerships within and beyond our school community to effectively engage with parents, family, whānau and community, enriching learning opportunities for all.

STRATEGIC GOAL 3 **Ako** Deliver a future-focussed curriculum that provides quality teaching and learning in innovative learning environments.

Our Evaluation Plan outlines our focus: “How effectively are we enhancing hauora and learning for our tamariki?” It also further strengthens school wide decision making that directs and aligns strategic direction.

<b>2022</b> <a href="#">2021 EOY Achievement Report</a>	<b>2023</b>	<b>2024</b>
<ul style="list-style-type: none"> <li>• Cultural competency - work with Poutama Pounamu to continue to develop cultural relationships, classroom practices and partnership with whānau</li> <li>• KETE - integrate environmental focus across the curriculum and teams</li> <li>• Literacy - continue to focus and embed Korero Paki Strategies.</li> <li>• Continue to embed Hero and the use of goals so learners know what they are learning and their next steps</li> <li>• Continue to embed integrated Health and PE / hauora focus and practices across the curriculum</li> <li>• Maths - continue to develop a balanced approach to numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural competency - embed new learning from previous work with Pounamu pounamu</li> <li>• KETE - embed environmental focus across the curriculum and teams</li> <li>• Mathematics - revise Mathematics curriculum</li> <li>• Embed Hero and the use of goals to promote assessment capable learners</li> <li>• Continue to embed integrated Health and PE / hauora focus and practices across the curriculum</li> <li>• Engage in the Curriculum Refresh rollout</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural competency - review progress</li> <li>• KETE - review environmental focus across the curriculum and teams</li> <li>• Mathematics - embed Mathematics curriculum</li> <li>• Embed Hero and the use of goals to promote assessment capable learners</li> <li>• Review our integrated Health and PE / hauora focus and practices across the curriculum</li> <li>• Engage in the Curriculum Refresh rollout</li> </ul>

**ANNUAL GOAL 1:** Promote an accelerated pathway of change towards equity, excellence and belonging, where students are strong and secure in their cultural identity, as they learn and achieve for the future.

**Context:** In 2021 we worked to develop our cultural practices by making Te Ao Māori a natural part of our daily programmes. We have been pleased with progress and know we are still at the start of our journey. We continue to notice that Māori achievement is lower than other cohorts. The Tawa Kahui Ako has identified and initiated a Tawa wide cluster focus on Cultural Competency, which we readily sought to engage in. The Draft Aotearoa New Zealand Histories curriculum is available to schools to implement. With the support of the Poutama Pounamu facilitators, we are trying to enhance the overall mauri ora of our Greenacres tamariki by enhancing our culturally responsive pedagogy, building strong and collaborative relationships with whānau and community, and making changes to school curriculum and policy.

**Actions:**

- Develop an action plan to provide direction for the school
- Engage with Poutama Pounamu to understand how colonisation has shaped New Zealand and what that means for us today in our leadership, planning and practice
- Continue to unpack Aotearoa NZ Histories
- Develop our classroom practice to promote cultural relationships for responsive pedagogy
- Continue to seek ways to engage and communicate with whānau
- Continue to build a relationship with mana whenua, Ngati Toa Rangatira

**Key Outcomes**

- Student achievement, particularly within Māori and Pasifika learners, increases in Reading, Writing and Maths.
- Stronger partnerships between home, school and community are forged. Increase in whānau voice towards school direction.
- Students have stronger links to their own culture and feel this is something that is valued at Greenacres Kura.
- All staff are developed as culturally responsive practitioners.

**On going review of ANNUAL GOAL 1:** Promote an accelerated pathway of change towards equity, excellence and belonging, where students are strong and secure in their cultural identity, as they learn and achieve for the future.

**Key Outcomes:**

- Student achievement, particularly within Māori and Pasifika learners, increases in Reading, Writing and Maths.
- Stronger partnerships between home, school and community are forged. Increase in whānau voice towards school direction.
- Students have stronger links to their own culture and feel this is something that is valued at Greenacres Kura.
- All staff are developed as culturally responsive practitioners.

**Progress and summary of actions up to 8 February:**

- We worked with our PP facilitator Claire O'Fee on 31 January Teacher Only Day. We explored impacts of colonisation and events that have occurred in our history; as well the actions taken by different groups in response. It was a powerful experience and sets us up well for our work in 2022 and beyond.
- Unfortunately, Claire is leaving Poutama Pounamu, however we have been assigned two new facilitators who will continue to support us with the mahi. We are currently developing our Strategic Plans for the year.
- We went on a historical tour of our local area where we heard local stories. Again, it was incredibly powerful and there were clear links to our work from the morning with Poutama Pounamu; as well as Oral Story Retelling from 2021. This tour positions us well, particularly in light of the introduction of the Aotearoa New Zealand History Curriculum in 2022.

**Progress since last BOT meeting up to 15 March:**

- School Leads have been engaging in hui and information sharing about the focus.
- SLT met with PP on two separate occasion to discuss planning for the year.
- Two staff meetings with PP facilitators. The first session was on the whakapapa of Pounamu Poutama and introduced the Mauri Ora framework and the elements that contribute. Our second session focused on cultural metaphors and how these can be seen in our kura school. Additionally, we explored how the connections between these.
- Leads worked with staff on key actions and outcomes (breaking down Strategic Planning)
- Teaching staff worked on tikanga especially around hui and as well as Pepeha

*Summary -this is a significant undertaking and we have been engaging in lots of hard mahi at this early stage of the year trying to clarify our approach and plans.*

## Annual Goal 2a: To continue to develop a balanced approach to literacy that is embedded in our local curriculum and cultural competency work.

**Context:** In 2021 we worked with a facilitator to raise achievement for our tamariki in writing. We made excellent progress in many areas promoting student engagement and achievement (see chart below) in writing, particularly through the 'oral retell' strategy. We are still conscious about lifting achievement in writing particularly for Māori tamariki. Staff have worked to develop and understand our writing progressions at Greenacres School and embedding these within the programme remains a focus. Pleasing progress has been made supporting our tamariki to be assessment capable where they are learning to be able to articulate progress / achievements; as well as their next steps.

		All students	Boys	Girls	Māori students	Pasifika students	Asian students
Actions	EOY 2020	62%	60%	86%	57%	80%	66%
	EOY 2021	73%	65%	82%	58%	90%	79%

- Continue to engage with our facilitator
- Collect data to determine the improvement of student achievement
- Continue to raise achievement for our Maori and Pasifika students and boys
- Explore another korero paki strategy: Mantle of the Expert
- Look at how to bridge gaps for students as they move between curriculum levels to ensure they are consolidating reading strategies
- Develop our supporting documents for Literacy implementation to provide direction for the school
- Explore the goals function of Hero - particularly in regards to 4C matrix and learning progressions
- Exploring Cultural competencies to enhance Māori and Pasifika engagement and achievement
- Look at how we identify [Māori learners giftedness](#) and how to [plan for them](#).

### Key Outcomes

- Writing progressions are embedded in writing and assessment practices
- Students and teachers are able to talk about and use the Mantle of the Expert strategy
- Staff embed the story re-tell strategy from last year
- Students and teachers are confident at using the language of 'next steps' from the Greenacres writing progressions
- Students achievement highlighted in their OTJs will demonstrate improvement
- Literacy implementation plan to be developed

**On going review of ANNUAL GOAL 2a:** To continue to develop a balanced approach to literacy that is embedded in our local curriculum and cultural competency work.

**Key Outcomes:**

- Writing progressions are embedded in writing and assessment practices
- Students and teachers are able to talk about and use the Mantle of the Expert strategy
- Staff embed the story re-tell strategy from last year
- Students and teachers are confident at using the language of 'next steps' from the Greenacres writing progressions
- Students achievement highlighted in their OTJs will demonstrate improvement
- Literacy implementation plan to be developed

**Progress and summary of actions up to Feb 8:**

- We worked with Del Costello (Cognition Education) on TOD 28 January. There was excellent discussion on 'high expectations' and the ability grouping model employed in most NZ schools.
- Introduced to a new strategy from the Korero Paki Suite called "Mantle of the Expert" designed to enhance motivation and engagement in writing and provide opportunities to continue to embed previous strategies.

**Progress since last BOT meeting up to March 15:**

- Teams have been introducing MoTE to the children
- Continue to embed Writing Progressions into our programme - used in writing posts
- Mixed ability grouping are being used
- Teachers / teams developing goals to be incorporated into PGC
- Assessment plan reviewed and amended with aims and purpose clarified

*Summary - some pleasing progress however it has been tricky to give full attention due to Covid and other priorities.*

**ANNUAL GOAL 2b:** To continue to develop a balanced approach to numeracy that is embedded in our local curriculum and cultural competency work.

**Context:** In 2021 we maintained 80% of students working at or above expected level across the whole school from the end of last year and up slightly from 78% from the end of 2019. The number of students who are working towards the curriculum expectations in maths has stayed the same - we are not accelerating these students. The number of students who need support to work towards curriculum expectations has dropped from 4% at mid-year to 1.2% (7 students to 2 students). Staff explored different assessment tools such as the learning progression tasks, arbs and also maths easttle last year, this needs to be consolidated. The Kahui Ako have identified maths as a key focus across all schools this year.

### **Actions:**

- Exploring Cultural Competencies to enhance Māori and Pasifika engagement and achievement
- Continuing to explore and implement a range of assessment tools and strategies
- Explore a range of contexts that develop Mathematical key ideas and problem-solving strategies to enhance girls' engagement in mathematics.
- Continue to develop mixed ability grouping and rich tasks as key aspects of a good mathematics programme
- Develop professional understanding in mathematics and the reliability and accuracy of OTJ's through moderation.
- Participate actively in the Kahui Ako mathematics stream of work and share and explore any information, pedagogy and strategies that would support maths at Greenacres school and our key outcomes

### **Outcomes:**

- Raise Māori and Pasifika achievement in Mathematics
- Improve the 8% gender gap between boys and girls
- Improve achievement of Year 3 students who are still working towards in maths

**On going review of ANNUAL GOAL 2b:** To continue to develop a balanced approach to literacy that is embedded in our local curriculum and cultural competency work.

**Key Outcomes:**

- Raise Māori and Pasifika achievement in Mathematics
- Improve the 8% gender gap between boys and girls
- Improve achievement of Year 3 students who are still working towards in maths

**Progress and summary of actions:**

**Progress since last BOT meeting:**

**Annual Goal 3:** Students develop an understanding that they are kaitiaki of our land and will engage in actions that strengthen and grow our environment.

**Context:** We have been a Garden to Table (GTT) school for a number of years. We felt the need to expand on this to allow all our students the opportunity to fulfill their responsibility as kaitiaki of our environment. Our inquiry units all have an aspect of taking action and we want to continue to grow this through the Kahui Ako and Wellington City Council initiative 'Kids Enhance the Tawa Eco System' (KETE).

**Actions:**

- Establish lead teachers for KETE working as part of Kahui Ako and school
- Attend KA teacher hui, workshops and meetings along with representation on KETE Strategic Planning Team
- Develop an action plan to provide direction for the school
- Link KETE with the Whakapapa inquiry planning for 2022

**Key Outcomes**

- Whakapapa - students gain an understanding of how the past has affected our environment we live in and what we do or don't do will affect our environment in the future.
- All children will be engaged in environmental actions!
- Student Agency - two students will be a part of the Kahui Ako KETE team run by Tawa College students.
- Passionate students will be given opportunities to be apart of the specialist groups /teams - i.e. Pest Free Tawa.
- Connecting and engaging with wider support groups e.g. Tawa Bush, WCC, Victoria from GTT.
- A range of projects will produce visible outcomes e.g. composting, tree planting, less litter in the school.
- Reflection - all students will reflect on these outcomes and where to from now, looking forward to 2023.



**On going review of ANNUAL GOAL 3:** Students develop an understanding that they are kaitiaki of our land and will engage in actions that strengthen and grow our environment.

**Key Outcomes:**

- Whakapapa - students gain an understanding of how the past has affected our environment we live in and what we do or don't do will affect our environment in the future.
- All children will be engaged in environmental ACTIONS!
- Student Agency - two students will be a part of the Kahui Ako KETE team run by Tawa College students.
- Passionate students will be given opportunities to be apart of the specialist groups /teams - i.e. Pest Free Tawa.
- Connecting and engaging with wider support groups e.g. Tawa Bush, WCC, Victoria from GTT.
- A range of projects will produce visible outcomes e.g. composting, tree planting, less litter in the school.
- Reflection - all students will reflect on these outcomes and where to from now, looking forward to 2023.

**Progress and summary of actions up to 8 Feb:**

- Work continues to develop our environmental focus at Greenacres with the support of KETE. We are still a member of the GTT network and are talking with them about how we can expand our current model.
- Rayleen Seebeck and Kim Paver are leading us in this area.
- Strategic Planning Meeting on 8 February

**Progress and summary of actions up to March 15:**

- Curriculum Leads met with KETE team - online
- GTT curriculum support officer meet CL and discussion led to linking to whakapapa and 50th Jubilee
- Staff meeting involving team planning incorporating Enviro into Whakakpapa / 50th Jubilee.
- MOTE linking to Enviro
- Student Leadership meeting online impacted by illness
- Litter week proposed through KETE coming up.

*Summary - some pleasing progress however it has been tricky to give full attention due to Covid and other priorities.*