

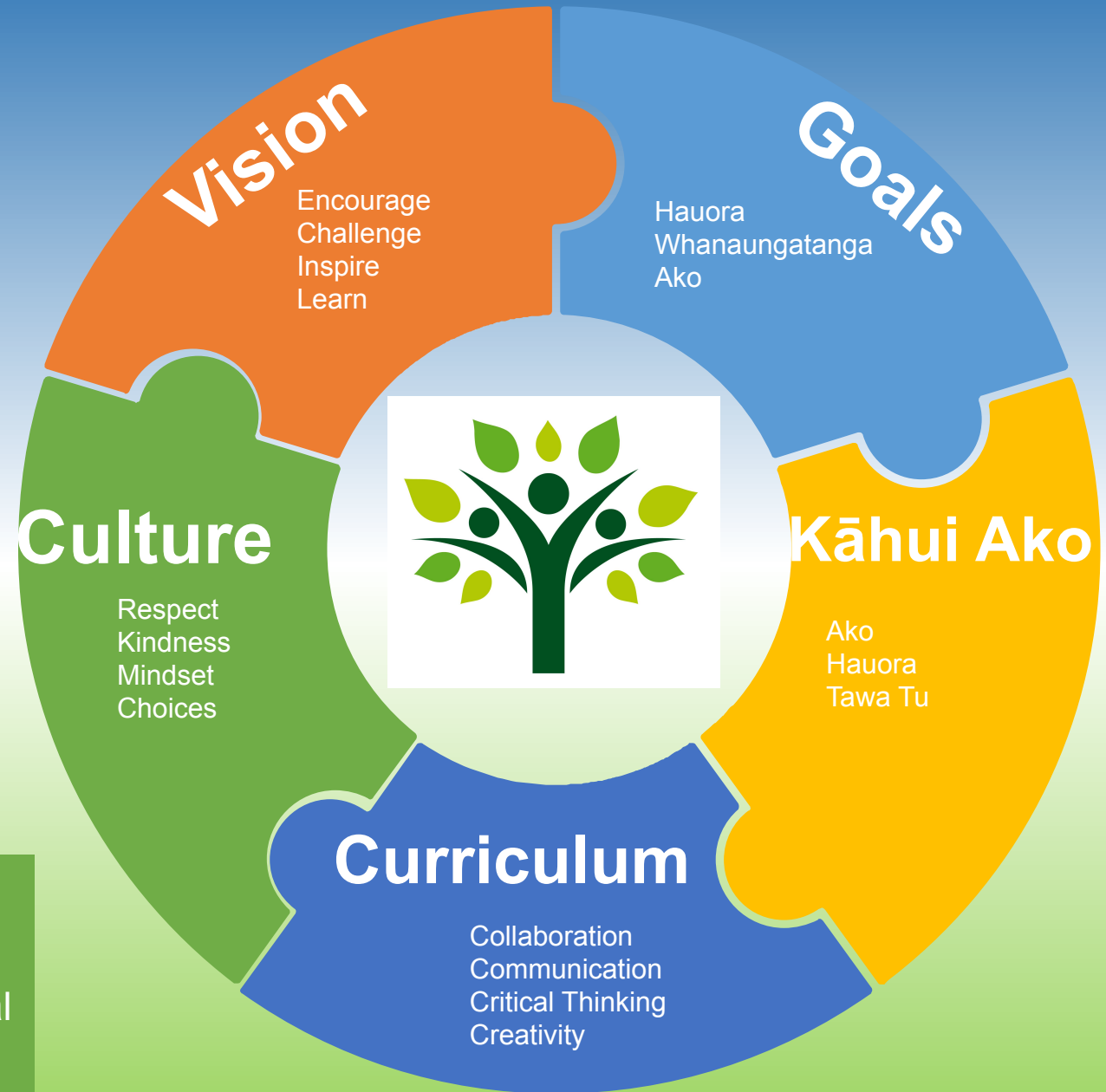
# Growing Greenacres

CHARTER  
2023 -2025

*Ehara taku toa i te toa  
takitahi,  
engari he toa takitini.*

## 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. Most 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 believe that tamariki should attend their neighbourhood school.

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. We engage in the KETE (Kids Enhancing the Tawa Ecosystem) initiative developed in collaboration between the Kāhui Ako and Wellington City Council. We understand 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 Hauora 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 tamariki, kaiako, whānau, 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 giving effect to Te Tiriti o Waitangi and strengthening our te reo 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 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.

## Whanaungatanga (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 continue to engage 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 by aligning our own plans so that they support and link with the key goals of our Kāhui Ako:

**Tawa Tu, Tawa Hauora and Tawa Ako**

**Kāhui  
Ako**  
Ako  
Hauora  
Tawa Tu



# School Culture

We continually promote and develop a positive school culture. At the beginning of the year, staff and learning teams develop deep and contextual 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 local 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)

Kahui Ako Goals: Tawa Tu, Tawa Hauora and Tawa Ako

Curriculum: Communication, Collaboration, Critical Thinking and Creativity

Values: Respect, Kindness, Mindset, Choices

New Zealand Curriculum

Local context and connections with Ngati Toa

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



**Curriculum**

Collaboration  
Communication  
Critical Thinking  
Creativity

# NELPs

*The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) set out the Government's priorities for education that will ensure the success and wellbeing of all learners. They are statutory documents issued under the Education and Training Act 2020 that direct government and education sector activities towards the actions that will make the biggest difference, and ensuring that we are able to strengthen the education system to deliver successful outcomes for all learners/ākonga.*

## OBJECTIVE 1: LEARNERS AT THE CENTRE

### Priority 1:

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

### Priority 2:

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

## OBJECTIVE 2: BARRIER-FREE ACCESS

### Priority 3:

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

### Priority 4:

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy



# NELPs continued

## *OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP*

### *Priority 5:*

*Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning*

### *Priority 6:*

*Develop staff to strengthen teaching, leadership and learner support capability across the education workforce*

## *OBJECTIVE 4: FUTURE OF LEARNING AND WORK*

### *Priority 7:*

*Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work*

# 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.



## Goals

Hauora  
Whanaungatanga  
Ako

# Strategic Goals and NELPs

Strategic Goals	NELPs
<b>Hauora - Wellbeing</b>	Objective 1 - Learners at the centre Objective 2 - Barrier Free Access Objective 3 - Quality Teaching and Leadership
<b>Whanaungatanga Partnerships</b>	Objective 1 - Learners at the centre Objective 2 - Barrier Free Access Objective 3 - Quality Teaching and Leadership
<b>Ako - Learning</b>	Objective 1 - Learners at the centre Objective 2 - Barrier Free Access Objective 3 - Quality Teaching and Leadership Objective 4- Future of Learning and Work

Goals

Hauora  
Whanaungatanga  
Ako

# STRATEGIC GOALS 2023 - 2025

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.

**2023**

## [2022 EOY Achievement Report](#)

- **Cultural competency** - Give effect to Te Tiriti by promoting 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.
- **Goals** - to review and revise our reporting and goal setting practices to allow for meaningful engagement with whānau and increased agency.
- **Curriculum Refresh** - to implement the ANZH Curriculum
- Align our literacy pedagogical practices across the school in preparation for the new English curriculum and the Common Practice Model.
- Charter Refresh / Review -To review and refresh the Growing Greenacres School Charter

**2024**

- **Cultural competency** - embed new learning from previous work.
- **Goals** - Consolidate changes made in relation to goals and reporting.
- **Curriculum Refresh** - Consolidate ANZH and Literacy curriculum. Implement refreshed Math curriculum. Consolidate Common Practice Model
- **Charter Refresh / Review** - consolidate and embed change made to our school charter.

**2025**

- Direction to be determined by previous years strategic reviews
- **Curriculum Refresh** - Consolidate Maths curriculum. Implement revised Science, Technology, The Arts, Learning Languages and Health/PE Curriculum.

**ANNUAL GOAL 1:** Give effect to Te Tiriti by promoting 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:**

- We continued to make pleasing progress in 2022 growing culturally responsive practice.
- We worked closely with Poutama Pounamu throughout the year. Gathering useful information from key stakeholders through Rongohia te Hau. In general, different stakeholder groups are in alignment in their perspectives and affirmed positive developments as well as providing direction for further growth which has been used to inform this plan.
- Additionally, the development of a culturally responsive teaching practice continuum has provided an excellent basis to assess, monitor and plan for progress.
- Staff continued to develop use of te reo me ōna tikanga and this has been reflected in classrooms. We are proud of the progress we have made in this area and know that we also can and are motivated to keep improving each year.
- We are beginning to forge stronger connections with mana whenua and are proud that Ngāti Toa are the landowners of our kura.
- Academic data demonstrated that Māori made considerable progress in reading with a growth from 58-84% of Māori achieving at or above expectation over the last 12 months. In writing, there was an increase from 58%-68% achieving at or above expectation. In mathematics, there was an increase from 71%-84%.

**ANNUAL GOAL 1:** Give effect to Te Tiriti by promoting 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.

**Actions:**

- Develop a 2023 action plan to reflect and unpack Annual Goal One of our Growing Greenacres Charter and clear direction for the school.
- Continue to strengthen understanding of 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 including being knowledgeable about Ngāti Toa history and whakapapa.
- Continue to develop our classroom practice to promote cultural relationships for responsive pedagogy relating to our Cultural Competence Continuum.
- Continuing to strengthen our knowledge and use of te reo me Ōna tikanga.
- Continue to seek ways to engage and communicate with whānau.
- Continue to build a relationship with mana whenua, Ngāti Toa Rangatira.
- Explore and implement the Mauri Ora Framework - a holistic approach to engagement, hauora and success.
- Create with whānau and kaiako an End of Year Six profile.

**Success Measures**

- 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:** Give effect to Te Tiriti by promoting 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.

**Success Measures:**

- 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 March 13:**

- Planning meetings with school leaders developing action plan for 2023.
- Staff are explored two different online resources to support knowledge and use of te reo me ōna tikanga and have agreed upon te Puna Reo.
- Along with the KA, Principal, ASL and CC Lead attended Mauri Ora workshop with Ūpane. KA workshop to introduce to all teachers was postponed.
- Whānau hui - 1 March. Ūpane was invited but couldn't make on this occasion. We look forward to meeting up.
- Mihi Whakatau - 3 March welcoming new tamariki and whānau
- Planning sessions with Poutama Pounamu on their engagement / support of our goals.
- Staff meeting 7 March with Poutama Pounamu introducing and making links with a pedagogical growth tool.
- Staff all developed goals around pepeha and growth in te reo me ōna tikanga as part of coaching / Professional Growth Cycle (PGC).

## **Annual Goal 2:** To review and revise our reporting and goal setting practices to ensure meaningful engagement with whānau and increased student agency.

### **Context:**

- Over the last few years, we have been developing our pedagogical use of goals in a range of areas including our writing progressions, 4C Matrix and Priority Learners. In 2022, our junior school began work on the BSLA Approach and reported to whanau on the achievement of students in relation to the goals. We were impressed with the focus that this provided. We have been interested in growing our use of Goals and the BSLA programme provided a model of how it could look.
- Our five weekly Learning Posts in 2022 provided evidence of progress, however there were questions about their effectiveness when balancing teacher workload and parent engagement with them.
- We are motivated to increase whānau engagement with our reporting systems and feel that face to face conversations would allow for better information sharing between parents, students and teachers and enhance our current systems.

### **Actions:**

- Consult with key stakeholders to inform and gather voice on 2023 goal setting and reporting structures
- Staff to agree and set Greenacres School goals in key areas including writing, reading, mathematics and 4C learning.
- Staff to explore the use of goals with support from experts.
- Set reporting structures at Greenacres School through effective communication with key stakeholders
- Review success of implementation across stakeholders.

### **Success Measures:**

- Goal setting will be supported through our SMS System Hero
- Teachers will be confident in using goals to drive and assess learning in classrooms in key areas
- Whānau will be well informed on their child's progress against goals promoting greater partnership and engagement
- Reporting and goal setting will align more with classroom teachers planning and next learning steps for student progress, allowing for a better use of teacher time.



## **On going review Annual Goal 2:** To review and revise our reporting and goal setting practices to allow for meaningful engagement with whānau and increased student agency

### **Success Measures:**

- Goal setting will be supported through our SMS System Hero
- Teachers will be confident in using goals to drive and assess learning in classrooms in key areas
- Whānau will be well informed on their child's progress against goals promoting greater partnership and engagement
- Reporting and goal setting will align more with classroom teachers planning and next learning steps for student progress, allowing for a better use of teacher time.

### **Progress and summary of actions up to Feb 13:**

- Meet the Teacher - 30 January
- We connected up with another Hero school to discuss their use of the goals function.
- Staff meetings exploring goals and a move to more emphasis on face to face reporting - staff were very positive
- School leaders working on developing goals in key areas and getting them loaded onto Hero - with support through PD with Hero
- Communication with whānau on changes in reporting provided with feedback sought.

## Annual Goal 3a: Curriculum Refresh - To implement the ANZH Curriculum

### Context:

Over the last few years, we have engaged with local and global stories through our Korero Paki work. Kaimahi and BOTs completed a tour of locally significant sites with Ngati Toa. Our engagement with Ngati Toa is developing and we are excited to learn more about the stories and history important to mana whenua. The Understand, Know, Do Model present in the ANZH curriculum will be consistent and present throughout all the refreshed Curriculum areas and is an area we are motivated to explore. Our KA is also focused on implementation of the ANZH and we look forward to engaging with the ASL and opportunities to work collaboratively.

### Actions: [\(Refer to Leading Local Curriculum Guide: ANZHs Part 1/2\)](#)

- Develop an action plan for implementation of the ANZH Curriculum
- Identify what we already know about Aotearoa New Zealand histories and who our experts are (Stage 1 - relates to Activities 1, 3 & 5 below)
- Continue to improve knowledge of Te Reo and mātauranga Māori (Stage 1 - relates to Activity 3 below)
- Continue to grow productive and reciprocal partnerships for learning between our school and local whānau, hāpu and iwi (Ngati Toa) (Stage 2 - relates to Activity 3 & 4 below)
- Work in partnership with our Māori whānau and community networks to help us explore the historical significance of local places, people and stories (Stage 1 - relates to Activities 1, 3, 4 & 5 below)
- Undertake staff wide professional development to understand the what, why, when and how of including Aotearoa New Zealand's histories in the social sciences learning area, including exploring and implementing the Understand, Know, Do Model (Stage 1/2 - relates to Activities 1, 4 & 5 below)
- Make use of Kāhui Ako/school networks to explore mutually beneficial opportunities (Stage 2 - relates to Activities 3 & 4 below)

### Success Measures

- Kaiako will have explored the ANZH curriculum and demonstrate an increased knowledge of significant events and people in ANZH (Activity 1)
- Kaiako will understand local history and stories through a mātauranga Māori lens by exploring the histories of tangata whenua and developing an understanding of what is unique about the place and the people their school is part of (Activity 3).
- Our kura will have identified and made connections with resources in our immediate area - people and places - to strengthen our implementation of ANZH (Activity 4)
- Kaiako will demonstrate an understanding of how the big ideas in ANZH can be linked to, and explored through, local historical contexts (Activity 5)
- The [Understand, Know, Do framework](#) will be incorporated into teacher planning and classroom programmes

## Annual Goal 3a: Curriculum Refresh - To implement the ANZH Curriculum

### Success Measures

- Kaiako will have explored the ANZH curriculum and demonstrate an increased knowledge of significant events and people in ANZH (Activity 1)
- Kaiako will understand local history and stories through a mātauranga Māori lens by exploring the histories of tangata whenua and developing an understanding of what is unique about the place and the people their school is part of (Activity 3).
- Our kura will have identified and made connections with resources in our immediate area - people and places - to strengthen our implementation of ANZH (Activity 4)
- Kaiako will demonstrate an understanding of how the big ideas in ANZH can be linked to, and explored through, local historical contexts (Activity 5)
- The [Understand, Know, Do framework](#) will be incorporated into teacher planning and classroom programmes

### Progress and summary of actions up to March 13:

- ASL / School Lead worked through school self review tool to develop an action plan for Greenacres School
- Staff meetings have been scheduled for follow up work
- Professional Development opportunities for lead being explored
- ASL released each Thursday to work with KA
- Continuing to reach out to iwi to grow our partnership

## Annual Goal 3b: Curriculum Refresh

Align our literacy pedagogical practices across the school in preparation for the new English curriculum and the Common Practice Model.

### Context:

Our work with Cognition Education and BSLA has helped us consolidate our understanding about highly effective writing programmes. We have drafted [a document](#) which has been influenced by prior learning and our structured literacy journey. Our Greenacres approach has been developed in consultation with and introduced to staff in 2022. We have begun exploring elements but are cognisant that further work is required to ensure that there is consistent and comprehensive implementation across the school. We have also been influenced by the intent of the refreshed Curriculum in an attempt to prepare ourselves for the release of the new English Curriculum and Common Practice Model. 73% of our tamariki were writing at or above expectations at the end of 2022. This figure is consistent with the previous year although it is lower than the corresponding results in Maths (83%) and Reading (88%). Additionally, while Māori writing results are improving (68%), Pasifika (67%) and Asian (65%) student data are below where we would like them to be.

### Actions

#### Pedagogy

- Implement [Teaching Writing at Greenacres](#) strategies throughout the school (with a particular focus on boys, Māori, Pasifika and Asian students)
- Explore strategies to [effectively engage Pasifika students](#) in literacy (links to Annual Goal 1 in charter)
- To make links to local stories in our literacy teaching (where practicable) (refer above to Goal 1 and Goal 3a)
- Complete Spelling Made Simple (SMS) online course in their own time and implement strategies from this into their literacy planning. This will be backed up by further PD by Helen Walls in person.

## On going review of Annual Goal 3b: Curriculum Refresh

Align our literacy pedagogical practices across the school in preparation for the new English curriculum and the Common Practice Model.

### Actions Continued

#### Partnerships

- Continue to explore and make explicit connections to the Cultural competencies PD we are doing as a staff to enhance Māori and Pasifika engagement and achievement in literacy. Engage with [Poutama Pounamu](#), [Rongohia te Hau](#), [The Hikairo Schema](#), and the [Ngati Toa Mauri Ora model](#) to align our work.
- Continue to work alongside our BSLA facilitator, Amy Fleming, to ensure best literacy practice in the junior school. Keep abreast of developments in BSLA and how it could progress further up the school (ASLA - Across School Literacy Approach). Implement BSLA in Year 2.
- Engage in 40 hours Literacy PD with Dr Helen Walls to assist us with upskilling staff to unpack and implement our [Teaching Writing at Greenacres document](#)

#### Organisation

- Plan for PD to reflect the changes coming with our Curriculum Refresh - [Te Mataiaho](#).
- Set goals on HERO aligned to the reading and writing practices at Greenacres School
- Continue to explore ways to use HERO to track our priority learners and monitor shifts within levels to assure us our programmes are accelerating our growth learners.
- Explore interventions and programmes we can implement to target our growth/priority learners in literacy (including Tier 2 BSLA literacy intervention for children in the junior school)

#### Success Measures

- Our writing approach will be clearly understood by stakeholders with clear links to our work in cultural competency.

## **On going review of Annual Goal 3b: Curriculum Refresh**

Align our literacy pedagogical practices across the school in preparation for the new English curriculum and the Common Practice Model.

### **Success Measures**

- Our writing approach will be clearly understood by stakeholders with clear links to our work in cultural competency.

### **Progress and summary of actions up to March 13:**

- Spelling Made Simple - programme purchased with all staff engaging and working on incorporating into classroom programmes.
- Teachers have developed individual / team goals around Spelling Made Simple as part of the Coaching / Professional Growth Cycle (PGC)
- BSLA - Year 2 teachers attended PD on the extension of the programme into Year 2 - and learnt about the resources needed
- Communication with Dr Helen Walls. She has agreed to work with us to reach our goals in this area. She has provided a potential programme of work that is well aligned to our thoughts. We are currently negotiating dates.

## **ANNUAL GOAL 4: To review and refresh the Growing Greenacres School Charter**

**Context:** The current Charter has helped shape and reflect Greenacres School effectively for a number of years. Due to change, growth and new learning as a local, national and international level, it is time to consult with stakeholders to ensure that this foundational document accurately reflects new legislation and understandings. Some key influences have been our growth (and desire to continue to grow) our Cultural Competence and giving effect to Te Tiriti. Additionally, the National Education Learning Priorities and Education and Training Act are both fully in place.

### **Action Plan:**

- Engage with an appropriate support agency to help develop an action plan
- Consult with key stakeholder groups including whānau, kaimahi and tamariki
- Engage and consult with other professional networks such as Kahui Ako and Professional Learning Groups

### **Success Measures:**

- A refreshed Greenacres School Strategic Plan / Charter that accurately reflects our understandings and guides our whole school community in everything we do

### **Progress and summary of actions up to March 13:**

- Principal made connection and spent 4 hours with Trudy Francis from Coactive Education as a Leadership mentor. Conversations centred on developing clarity and consistency throughout our Strategic Planning beginning with clear and agreed upon vision.