



Greenacres School Local Curriculum



Greenacres School Whakapapa/History

Greenacres School was opened on 2 February 1972. The school was a full primary (Year 1 – 8) until 1976 when Tawa Intermediate opened and the senior students relocated there. Greenacres School was built to accommodate children east of the motorway and ease congestion at Linden School. To do this, the area needed extensive earthworks.

The opening roll was 101 students, 32 of these being in Y1. By June 1972, the roll had grown to 116 and by September to 136 students. At this stage, the school was comprised of three buildings, including the junior and senior block along with an administration block. The bottom field was made ready for students to use in late 1973.

Our hall was brought onto the school grounds from Porirua Hospital in the 1990s.

In 2022, through the Ngāti Toa Claims Settlement Act 2014, the land was acquired by Te Rūnanga o Toa Rangatira from the Crown, making them the landowners again. They immediately leased back the land to the Ministry of Education which owns the buildings.



Local Curriculum Development

Similar to the replanting projects in 2023, our *Greenacres School Local Curriculum* shows the regrowth of our kura/school. It is a reflection of our pou or touchstones – what we place priority on and consider critical to our tamariki/children succeeding at Greenacres School now and into the future. It also highlights our commitment to giving effect to Te Tiriti o Waitangi and how we will achieve our Strategic Goals.

Our *Growing Greenacres Charter* served the school well for many years. In 2023, it was timely to review and redesign this key document to better reflect where we are now as a school, and guide us in our decision-making and ways of being. To ensure our Local Curriculum belongs to and represents us all, we undertook an extensive consultation process engaging with kaimahi/staff, community, ākonga/learners, whānau and Ngāti Toa as mana whenua.

The reviewing of the national curriculum, along with new reporting and planning legislation provided incentive to create this foundation for 2024 onwards.



Tō Mātou Taiao – Our Environment

Greenacres School is located in Raroa Terrace, Tawa. The school is nestled between established trees, bush and hills. We love the clear view we have of Rangituhi, our maunga/mountain.

We believe that tamariki should attend their local school. As such, our Board of Trustees with the Ministry of Education established a zone in 2017, the result being that most of our tamariki live within easy walking distance of the school, with the vast majority living in the Greenacres or Tawa area. A limited number of children turning five from outside of the zone are accepted via ballot in accordance with legislation.

Greenacres enjoys extensive grounds including a fun adventure playground, a fantastic large school field and a variety of grass, turf and court areas where we can play and learn. With significant existing and new planting of trees and shrubs as well as grass areas, the school has a rural feel that promotes a welcoming environment for our tamariki, whānau and community.

Our school has three beautifully refurbished classroom blocks, an administration area, a character-filled school hall and a much loved wharepukapuka/library. The school also has two resource rooms with small-group teaching spaces.



Our Learning Teams

Ākonga/learners are organised into three learning teams that have been named with clear links to our Greenacres tree logo and also demonstrate our commitment to te reo Māori.

Each team name represents a stage of growth in the learning journey ākonga will experience while at Greenacres School.

Kano – the seed

Māhuri – the sapling

Puāwai – the blossom

Our collaborative team structure promotes a vibrant and dynamic learning environment. Children enjoy and benefit from being able to interact and learn alongside classmates from a wide range of cultural backgrounds. This allows for different perspectives and opportunities. They also have two or three kaiako/teachers so are exposed to a wide range of passions and interests.



Kano
the seed

Māhuri
the sapling

Puāwai
the blossom

Our Community

Our school is enriched by having whānau from a wide range of cultural backgrounds.

For example, we have families who identify as being New Zealand European/Pākeha, Māori, Chinese, Indian, South East Asian and other Asian countries. We have whānau from the South Pacific including Samoa, Tonga, Tokelau, Fiji, Kiribati and Rarotonga. We are also fortunate to have families from other parts of the world including South America, Africa, the United Kingdom, the Middle East and across Europe.

Our Māori whānau are Ngāti Toa and from iwi across the motu/country.

A strong focus on connecting with our whānau ensures we continue to build and strengthen partnerships and acknowledge and celebrate diversity.

Tawa Kāhui Ako – Community of Learning

The Tawa Kāhui Ako is a coherent, collaborative learning community dedicated to supporting student success and wellbeing across Tawa. Greenacres School is an active participant in the Kāhui Ako. We align our work to the strategic direction of the Kāhui Ako, meaning we can purposefully engage in professional learning and opportunities alongside other Tawa schools.



Greenacres School Mana Tree

Our Local Curriculum is represented by the *Mana Tree* and is a combination of the new and the old.

Our revised **vision** is characterised by the roots of the tree. Everything that we do is driven by our commitment to “Growing future-ready tamariki in our mana-enhancing community”.

Our **whakatauki**/proverb resonates with us, as we are an inclusive school where the success of every child and group is important.

The branches of the tree symbolise our four **school values** of Mātauranga (learning and knowledge), Rangatiratanga (resilience, self determination, agency), Hauora (holistic health and wellbeing) and Manaakitanga (kindness, respect, empathy). These are vital to our school culture and successful interactions amongst us all.

The leaves of the tree depict our 4Cs – Communication, Creativity, Critical Thinking and Collaboration. These are the **learning competencies** that ensure our young people are succeeding now and into the future.

All aspects are interrelated and vital for our tamariki and school to flourish.



Growing future-ready tamariki
in our mana-enhancing community

Our Vision

Growing future-ready tamariki in our mana-enhancing community.

We are focused on preparing our tamariki for an exciting future. They are building skills and knowledge, and taking action to make a positive contribution to our society.

We understand that connection and relationships are vital to success and hauora/wellbeing, and that interactions should empower and uplift the mana of others. This, in turn, leads to a strong sense of identity and self-worth.

As a kura/school and community, we value partnership.

Growing
future-ready
tamariki in our
mana-enhancing
community



Whakatauki

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

*Success at Greenacres School
is not measured by the success of the individual,
but by the success of us all*



Our school is inclusive and collectively, we ensure that all individuals and groups are thriving.

Our 4Cs Curriculum

Communication, Collaboration, Critical Thinking, Creativity

Our 4Cs are cross-curricular, interconnected learning competencies that are developed through providing rich learning experiences for tamariki. Effective teaching and learning practices and programmes are provided to enable students to confidently develop skills in the 4Cs.

Our 4Cs Curriculum promotes and celebrates diversity and the aspirations of our community. We believe that the ability to bring Communication, Creativity, Critical Thinking and Collaboration to any situation is vital now and in the future.



Our Mana Values

Manaakitanga – kindness, respect, empathy, generosity

We believe that everyone deserves and has the right to be treated with respect and kindness. By showing manaakitanga through our actions, we uplift the mana of the people around us.

Mātauranga – learning and knowledge

Our kura is a place of learning. We value reading, writing and mathematics and all of the eight learning areas as outlined in the NZ Curriculum. We respect and value the stories and tikanga of Ngāti Toa as tangata whenua, and knowledge from all cultures.

Rangatiratanga – resilience, self-determination, agency

Our tamariki are strong leaders and role models. They take ownership of their actions and are growing in resilience. They appreciate the importance of self-determination. Our children are at the centre of their own learning. We value prior knowledge and tamariki take pride in knowing what they have achieved and what they are working on next.

Hauora – holistic health and wellbeing

We follow the Ngāti Toa Mauri Ora model of wellbeing. We understand that there are a range of vital factors that contribute to hauora/holistic wellbeing.



MANAAKITANGA
MĀTAURANGA
RANGATIRATANGA
HAUORA

Strategic Goals – National Education Learning Priorities (NELP)

Our kura has adopted the National Education Learning Priorities as our Strategic Goals for 2024/25. We believe that striving to achieve the NELP ensures our tamariki are ready for all education opportunities now and in the future.

Objective 1: Learners at the centre

- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
- Have high aspirations for every ākonga/learner, 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

- Reduce barriers to education for all, including for Māori and Pacific ākonga/learners, disabled ākonga/learners and those with learning support needs.
- Ensure every ākonga/learner gains sound foundation skills, including language, literacy and numeracy.

Objective 3: Quality teaching and leadership

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

Objective 4: Future of learning and work

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



Whakawhanaungatanga – Building Relationships

We understand that working effectively in partnership with whānau supports great outcomes for ākonga/learners.

Kanohi ki te kanohi/face-to-face interactions are very much valued and encouraged. For example, we love informal catch ups at pick-up and drop-offs.

Learning Conversations are scheduled in terms one, two and three and provide a great opportunity to connect up, celebrate progress and clarify next steps. We are also happy to schedule extra meetings when required. We believe that effective and clear communication and taking action early often addresses issues before they grow.

In addition to face-to-face communication, we use Hero (our online communication tool) to keep whānau up to date with what's going on and to celebrate achievements through weekly team updates and newsletters.

In July and December, Milestone Reports are provided against the NZ Curriculum. A formal 'general comment' is provided in December each year.

We welcome new whānau through Mihi Whakatau each term.

We share learning and progress through termly Team Assemblies.

We are always keen to utilise the passions and strengths of whānau. This happens in many ways including helping out in the bookroom, joining the Fundraising Committee, seeking election on the Board of Trustees, running an Inspirational Friday (IF) programme, supporting on class trips or just working with the children in class.



Priority Learners

At Greenacres School, our Priority Learner programme is aimed at closely monitoring and accelerating the progress of tamariki not making expected progress.

The Priority Learner programme involves teachers undertaking and analysing formative and summative assessments, setting relevant goals and implementing specific teaching strategies. These are shared with whānau so we are all working together in partnership to support tamariki.

Priority Learning programmes involve school-based interventions such as through the Better Start Literacy Approach (Tier 2) and Spring into Maths. We also value and seek outside support through Resource Teachers: Learning and Behaviour, Resource Teacher: Literacy, Ministry of Education Communications and Behaviour Teams and other private providers.





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Greenacres School Local Curriculum 2024