



# Greenhithe School

## Charter 2019 – 2022 (2020 Version)

### Mahere Rautaki 2019-2022

*“Our children grow to be capable, balanced, confident learners who embrace new experiences and opportunities”*

**Perseverance**  
Manawanui

**Respect**  
Manaakitanga

**Initiative**  
Whakaaratanga

**Diligence**  
Urupū

**Excellence**  
Kairangatira

#### Vision

Our vision is based around our Learn to Grow motto.

**“Our children grow to be capable, balanced, confident learners who embrace new experiences and opportunities.”**

Kia tipu kaha ai a mātou tamariki i raro i ngā manaakitanga hōu o ngā wheako me ngā angitu hei ākongā tau hei ākongā maia

#### Mission Statement

Learners at Greenhithe School grow to be confident, flexible and are open to new ideas. We live and breathe our PRIDE values in every aspect of school life. We embrace challenge, can use our initiative and develop the attitude to try new experiences. We learn to foster effective relationships with everyone around us, showing empathy, kindness and respect to all.

## Values

Greenhithe School will promote a learning community where we support the personal development, learning and welfare of every learner. Our values are **Perseverance, Respect, Initiative, Diligence and Excellence (PRIDE)**. These values will underpin our school curriculum, school vision and our interactions. In 2020 we will develop the school's house system to move from just being utilized in sport, to a whole school values-based system, focusing on positive behaviour and citizenship. The award of 'house points' will reflect our school-wide values.

## Community Of Learning (COL)

Greenhithe is an enthusiastic member of Whānau ki te ako – Kāhui Ako. This Community of Learning is made up of five contributing schools: Albany Primary School, Coatesville School, Greenhithe School, Ridgeview School and Upper Harbour Primary School. These are feeder schools to Albany Junior High School, which in turn provides a pathway to Albany Senior High School.

Whānau ki te Ako formed in 2016 to enhance achievement and provide opportunities for their students. As a COL, we have focused on key learning drivers: learner agency, effective transitions, culturally responsive pedagogies, collaborative learning, community involvement and teacher effectiveness.

We believe that collaboration and co-operation with our Kāhui Ako enhances the opportunities for learning for the teachers and students. We have a strong history of close cooperation with our Kāhui Ako and we are now in a position to deepen and grow a culture of inquiry through our learning drivers.

The successful application from the Ministry of Education centrally funded professional development (2018 / 2020) has ensured Whānau ki te ako has had access to high quality external professional support. A variety of providers and facilitators were selected to ensure the COL goals as well as each school's individual needs were met. Additional delivery and support through whole COL conference day, nano conferences, as well as focussed training days for Within School Leads (WSL's), were organised by the Across School Leaders (ACL's).

In 2018 – 2019 we were moving from the Establishment phase through to the Developing phase (shifting from cooperating to collaborating on what matters most) and in some areas the Embedding phase (collaborating leads to collective impact on children and young peoples' learning) of the Kāhui Ako. Whānau ki te ako principals' and leaders recognise their shared responsibility and accountability for this valuable staffing and professional development resource.

Our school is a member of a Kāhui Ako that is committed to the growth of leaders. Principals will continue their own leadership growth through the collaborative model of learning from and with each other (as well as external facilitators, expert partners and change managers). Through the development of middle leaders and designated Kāhui Ako roles, we can raise the capability of all teachers. Aspiring leaders will have opportunities to explore alternative career pathways where they remain in their context as expert practitioners while developing themselves further and leading innovative change. Our continued active role in our Kahui Ako now includes two of the five Across School Leaders being from Greenhithe, recognising our support, the internal leadership growth and developing expertise in the areas of the drivers within our school.

### Charter Undertaking:

This draft Charter was ratified by the BoT will be submitted to the Ministry of Education.

### Chairperson, Board of Trustees:

**Scott Rees**

**Date: 27/2/2020 (Passed at BoT Meeting)**

### Consultation Process:

We believe the charter is the guiding document for our school, and therefore was vital to involve many key groups of stakeholders in the process. Our starting point was the 2018 ERO report, giving us some clear direction to begin our consultation process. The parents were invited to a series of consultation hui, looking at aspirations for our school, how and what we report to parents and future property planning. The teachers were engaged in workshops about future planning and our aspirations for our school. The children were consulted with about their futures and what helps them to learn effectively. As part of the consultation phase, we engaged our Māori whānau group, as part of a regular series of hui. The 2020 charter has been updated following the examination of student data and teacher student and whānau voice. After the three-year charter process, when the goals are given time to be implemented, embedded and sustained, a full redesign and consultation will be undertaken in 2022.

### Cultural Diversity

We recognise and embrace New Zealand's bi-cultural heritage and value the unique position of Māori in New Zealand society. Our curriculum is delivered to ensure the opportunities for Māori learners to experience success as Māori. We acknowledge the importance of Te Reo and Tikanga Māori at Greenhithe School. We employ a specialist to provide instruction in Kapa Haka. We will continue to offer professional development and a programme of Te Reo across our school.

We focus on improving learning outcomes for our Māori learners by integrating learner identity, language and culture through our local curriculum, recognising Te Reo and tikanga are taonga. We value and foster our relationships with our parents and whānau. We hold regular hui with our whānau listening and gathering input for our curriculum, recognising and supporting high expectations for the learners.

We acknowledge and value all of the cultures our children bring to Greenhithe School. We look to integrate opportunities for children to celebrate their culture and first languages through opportunities such as Chinese New Year, Chinese and Korean language week and opportunities to recognise and celebrate our Pacifica children's heritage.

#### Focus area for Māori students:

We will monitor Māori student groups as part of our ongoing tracking of student achievement and progress. The data is analysed to identify ways to support Māori students at Greenhithe School. We track specific data for Māori students through our student management system and gather student voice in classrooms. We recognise and embrace the concept of ako, as described in Ka Hikitia, as a teaching and learning relationship in which learning is reciprocal between teachers and students. It acknowledges that high-quality teaching is the most important influence on education for Māori students and that incorporating culture and productive partnerships into learning leads to successful learning outcomes for students. We want our students to know their potential and feel supported to set goals and take action to achieve success.

#### What steps will the school take to incorporate tikanga Māori (Māori culture and protocols) into the school's curriculum?

Classrooms and school celebrations will reflect Māori culture through waiata, greetings, counting, basic phrases and correct pronunciation. Te Reo Māori is used as an integral part of classroom programmes. Our integrated curriculum will include components of tikanga Māori. Waiata are used in syndicate and school wide singing. From 2016 -2019 we had employed a Māori Language Tutor to work across the school, to enhance Te Reo and a Kapa Haka group was established in 2016. We have participated in a local cultural festival since 2017. This group regularly perform as part of school celebrations; they have participated in pōwhiri, members of our group have participated as a COL Kapa Haka group. Our group have also visited local ECE centres and local multicultural groups to perform for our community as part of the celebration of Māori Language Week. We are now using an internal staff member and Across COL leader to lead Te Reo in the school. She will support teachers and deliver some lessons in class to help support teachers. We employed a new Kapa Haka tutor in 2019, who will continue with us in 2020, who has taken our group to new heights. Within our school we have new protocols, including the welcoming of new staff with a powhiri and a gift, beginning all school assemblies with a teacher and some of the children who are presenting giving their pepeha and all board meetings also start with a pepeha. With the support of some of our whanau group, we also instigated some welcoming protocols for our twice-yearly hui with our Maori parents.

#### What will the school do to provide instruction in Te Reo Māori for full time students whose parents ask for it?

We will continue to meet the needs of the local Māori whānau. We provide Te Reo Māori in class programmes to enhance the teaching and place value on all children receiving instruction in Te Reo Māori. We have a school community of learning position with the role of enhancing our culturally responsive pedagogies. Teachers use Te Reo Māori within daily interactions with children.

#### What steps will be taken to discover the views and concerns of the school's Māori community?

The school will consult with the Māori community through twice-yearly hui. The Board of trustees recognise effective engagement with Māori families and our wider local Māori community is critical to supporting the success of the Māori students at our school. Our whanau group, in early 2019, asked for the hui to be opened to all cultures, which we have now done. The hui is always more than providing information to the families. We seek their perspectives and ideas around deepening our understandings as a school of their hopes and expectations for their children. In 2019 we discussed and have started to implement bilingual signage as a response to a hui discussion.

## Strategic Goals

Highlighted bullet points show when an action was completed. Further details are to be found within the annual plan review at the end of each year

<b>Learner agency</b>	<b>Strategic Goal: To develop agentic environments and opportunities for students to take control of their learning journeys.</b>	<b>Expected Outcome: All learners have the opportunities to make informed decisions over their learning that help them to identify and reach their own potential.</b>		
<b>2019 Actions</b>	<b>2020 Actions</b>	<b>2021 Actions</b>	<b>2022 Actions</b>	
<ul style="list-style-type: none"> <li>● Students in years 4, 5 and 6 to be given opportunities to decide the mediums to present their learning.</li> <li>● Students understand why they are learning a particular skill.</li> <li>● Inquiry learning considers student choice and passions for all students, including cultural perspectives.</li> <li>● Student voice is used as part of assessment and for teachers to evaluate the effectiveness of learning programmes.</li> </ul>	<ul style="list-style-type: none"> <li>● Students in years 2 and 3 to be given opportunities to decide the mediums to present their learning.</li> <li>● Students in years 2,3,4,5 and 6 to be given choice of content and skills to support their goals and learning needs, with reference to cultural perspectives.</li> <li>● Student voice is used to help plan content and skills to be taught.</li> <li>● Workshopping introduced as a way of allowing children to make informed choices within their learning, this process will include students knowing their learning strengths and areas for development.</li> <li>● Cohesive use of progression frameworks to be instigated.</li> <li>● Year group-based statements are instigated to allow consistency and scaffolding of agentic thinking and decision-making skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Students in year 5 and 6 explore student led individual inquiries, using opt in workshops to hone the skills required for the individual study.</li> <li>● Student input into planning and workshop options, e.g. what writing styles and genres they feel they would like to use for a particular purpose.</li> <li>● Flexibility within a classroom for students to design their own timetable, based around must-do and can-do activities, and opt in workshops. (year 5 and 6).</li> <li>● The cultural perspectives of individual learners are central when the student engages in inquiry learning.</li> <li>● The year group-based statements will be embedded across the school.</li> </ul>	<ul style="list-style-type: none"> <li>● Students in year 3 and 4 have the skills and opportunity to select workshops based on their academic needs.</li> <li>● The cultural perspectives of individual learners are central when the student engages in inquiry learning.</li> <li>● The year group-based statements will be embedded across the school and used to support cohesion and form part of induction of new staff as our way of being.</li> </ul>	
<b>Digital fluency and literacy</b>	<b>For all learners to become fluent, capable, discerning users and creators of digital learning to enhance educational outcomes across the curriculum.</b>	<b>Expected Outcome: All of our learners will be able to use digital technology effectively to support their learning goals, with the ability to both use and create digital outcomes.</b>		
<b>2019 Actions</b>	<b>2020 Actions</b>	<b>2021 Actions</b>	<b>2022 Actions</b>	
<ul style="list-style-type: none"> <li>● Engaging in teacher professional development through Cyclone to upskill staff to enable delivery of new curriculum.</li> <li>● Staff survey to highlight areas of need.</li> <li>● Teacher led inquiry group to focus on digital fluency (opt in).</li> <li>● Establish a digital team to support the leader to deliver PD and follow up to classes.</li> <li>● Leader to provide BoT report to track progress in this area.</li> <li>● Develop offline tools and experiences to focus on computational thinking aspect.</li> <li>● Develop shared language for staff and students.</li> <li>● Updated cyber safety agreements for all staff and students put in place.</li> </ul>	<ul style="list-style-type: none"> <li>● Implement the new digital aspect of the technology curriculum, including the use of a shared digital language.</li> <li>● Review the implementation and skills gaps in teachers and students to focus on in 2021.</li> <li>● Implement regular professional development opportunities for teachers (breakfast meetings etc).</li> <li>● Review cyber safety agreements to make more user friendly for teachers.</li> <li>● Continuation of teacher led inquiry group, with individual teachers selecting the focus to best suit their class.</li> <li>● Develop the use of BYOD in years 5 and 6.</li> <li>● Digital Technology team to support digital fluency across the school.</li> <li>● Continue to develop and increase teachers' knowledge, and confidence to integrate offline tools and experiences that focus on computational thinking aspect (PO1-2).</li> <li>● Begin to develop teachers' knowledge and confidence with the Designing and Developing Digital Outcomes strand (PO1-2).</li> </ul>	<ul style="list-style-type: none"> <li>● Deepen the application of the digital aspect of the curriculum into the integrated local curriculum.</li> <li>● Review the implementation and skills gaps in teachers and students to focus on in 2022.</li> <li>● Digital Technology team to support digital fluency and access to the way Greenhithe integrates the digital curriculum aspect across the school.</li> <li>● Continue to develop and increase teachers' knowledge of offline tools and experiences to focus on computational thinking aspect.</li> <li>● In year 5 and 6 begin to focus on Designing and Developing Digital outcomes within the integrated curriculum.</li> <li>● Leader to report to the BoT on the progress of the digital curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● Review the implementation and skills gaps in teachers and students to focus on in 2023.</li> <li>● Leader to report to the BoT on the in the integration of the digital curriculum.</li> </ul>	

		<ul style="list-style-type: none"> <li>Leader to report to the BoT on the progress of the implementation of the digital curriculum.</li> </ul>		
<b>Collaboration</b>	<b>Strategic Goal: For all learners to collaborate effectively together to improve educational outcomes for all learners.</b>		<b>Expected Outcome: Teachers and students collaborate effectively in order to maximise student potential.</b>	
<b>2019 Actions</b>	<b>2020 Actions</b>	<b>2021 Actions</b>	<b>2022 Actions</b>	
<ul style="list-style-type: none"> <li>Teachers work closely in teams, utilising passions and strengths, e.g. rotation of classes, cross grouping, to enhance motivation and engagement in learning.</li> <li>Years 1 and 2 use the flexible learning spaces for collaborative teaching and learning.</li> <li>Year 3 and 5 students and teachers work with external facilitator to examine opportunities for collaboration to enhance learning outcomes.</li> <li>Teachers plan inquiry collaboratively, utilising passions and talents.</li> <li>Growth coaching introduced to allow teachers to collaborate in order to develop effective evaluation of teaching practices that raise student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Year 4 and 6 students and teachers work with the external facilitator to examine opportunities for collaboration to enhance learning outcomes.</li> <li>Years 1, 2, 3 and 5 continue to develop effective ways of using collaborative teaching and learning practices to enhance student outcomes.</li> <li>Growth coaching embedded into school culture as a way of accelerating student progress, this includes new staff undertaking training through CoL.</li> <li>Teachers plan inquiry collaboratively, utilising passions and talents, utilising new planning formats to encourage cohesion across the school.</li> <li>Year group-based statements regarding collaborative opportunities that build across the school will be implemented to allow year group consistency and to build skills and dispositions as the child moves through the school.</li> <li>Complete infrastructure work on resource spaces to allow for easier spaces for teacher collaboration to occur.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to develop collaborative spaces within the school, following the 10YPP.</li> <li>Growth coaching embedded into school culture as a way of accelerating student progress. The use of coaching for peer to peer (student level) to enhance collaborative learning and achievement of student goals.</li> <li>Year group-based statements on collaboration are embedded across the school, giving a cohesive approach.</li> </ul>	<ul style="list-style-type: none"> <li>Review the 5YA to look for opportunities for collaborative space development.</li> </ul>	
<b>Accelerate student progress</b>	<b>Strategic Goal: For all students to reach their educational potential focusing on accelerated progress, with a specific focus of children at risk of underperforming.</b>		<b>Expected Outcome: The achievement of all students is accelerated so they meet their potential</b>	
<b>2019 Actions</b>	<b>2020 Actions</b>	<b>2021 Actions</b>	<b>2022 Actions</b>	
<ul style="list-style-type: none"> <li>Accelerated Learning Groups (<i>Groups of children who may be just below expectation, just at expectation who require some learning acceleration</i>) used in all year groups to focus on accelerating student progress in areas identified from specific year group and classroom data.</li> <li>Explore culturally responsive pedagogies in order to realise student potential for all, with particular focus on priority learning groups including our Māori and Pasifika learners.</li> <li>PAT testing online to give more responsive data, data shared with BoT at end of term 1 and 3. Analysis used to support specific learning goals and ALG focus in specific year groups.</li> <li>Teams to use student voice to examine reasons and solutions for students not reaching potential.</li> </ul>	<ul style="list-style-type: none"> <li>ALG groups to be based on student data and needs, identified at a class or year group level.</li> <li>2019 data to be closely analysed by SLT to provide annual targets and focus for professional development.</li> <li>Continue to develop culturally responsive pedagogies in order to realise student potential for all, with a focus on priority learning groups including our Māori and Pasifika learners.</li> <li>Apply the knowledge and understanding of culturally responsive pedagogies in order to realise the potential of Greenhithe's diverse learning community and priority learners.</li> <li>Hone the use collaborative practices such as rotations and cross groupings to meet the student needs in learning and motivation.</li> <li>Begin to develop workshopping as a method of teaching and learning (PD).</li> </ul>	<ul style="list-style-type: none"> <li>ALG groups to be based on student data and needs, identified at a class or year group level.</li> <li>2020 data to be closely analysed by SLT to provide annual targets and focus for professional development.</li> <li>Continue to hone culturally responsive pedagogies in order to realise student potential for all learners, with particular focus on priority learning groups including our Māori and Pasifika learners.</li> </ul>	<ul style="list-style-type: none"> <li>ALG groups to be based on student data and needs, identified at a class or year group level.</li> <li>2021 data to be closely analysed by SLT to provide annual targets and focus for professional development.</li> </ul>	

<ul style="list-style-type: none"> <li>● Use collaborative practices such as rotations and cross groupings to meet the student needs in learning and motivation.</li> <li>● Continue to develop problem-solving approach to mathematics.</li> <li>● Further develop use of audience and purpose in writing.</li> <li>● Review outcomes from SEN and GATE programmes to ensure best practices and they are accelerating student progress.</li> <li>● Develop inquiry-learning practices, using the Greenhithe model, to incorporate different learning contexts and engage the passions of children.</li> </ul>	<ul style="list-style-type: none"> <li>● Further develop the use of problem-solving approaches for maths, including examining workshopping in maths through specific professional development.</li> <li>● Develop a new GATE model, based on linking the programme to the next curriculum level and the classroom contexts.</li> <li>● Teams to consistently use student voice to examine reasons and solutions for students not reaching potential.</li> </ul>		
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<b>Annual Targets 2019</b>	
<b>Annual Targets</b>	<b>Narrative commentary on the results of the targets, summarized from annual plan</b>
To accelerate the progress of students not yet meeting expectation in writing in year 5 (25% to below 10%)	In a testing year in year 5 with staffing, many of the students who were below made progress, but not enough to tip over to meeting expectation. This year group underwent staff changes in one room, which was beyond the control of the school. However, they still shifted from 25% to 22%. This is now 18 students and we are aiming to move another 4 of these students in year 6, who we feel can have their progress accelerated.
To accelerate the progress of boys not yet meeting expectations in writing (16% to 10%)	There was a small shift from 16% to 15%, this will be a continued focus in 2020. With the use of more student driven practices, while retaining excellent specific teaching, we hope to engage more of the boys into context and genres that they enjoy and therefore will be more willing to write.
To accelerate the progress of year 2 and 3 writers from meeting expectation to exceeding expectation (2018-Yr 1-11%, yr 2-13% to 20% exceeding expectation)	Year 1 (2018) into year 2 (2019) showed an acceleration of those exceeding from 11% to 29%. Year 2 (2018) to year 3 (2019) moved from 13% to 14%. This again shows good progress. We are again targeting year 2 with moving from 3 to 10 students being above expectation.
To accelerate the progress of year 2 students in mathematics from meeting expectation to exceeding expectation (2018-Year 1 -14% to 25%)	Year 2 students moved from 14% to 17% exceeding expectation, which with strong maths data is pleasing. With a continued focus on collaboration with teacher planning and practice and professional development in 2020, we hope to continue making progress in this area, while continuing to put emphasis on applying number knowledge in context and through problems, rather than just knowing facts.
To accelerate the progress of Maori students in writing from meeting expectation to exceeding expectation (11% to 25%)	Our Maori cohort accelerated to have 16% (6 students) above the expectation from 11% the previous year. While the relatively small number of children can show a big percentage swing, we believe more opportunity to choose contexts for writing and valuing all forms of writing, rather than always having the genre specified, will help us to continue this acceleration for next year as well.
To accelerate the progress of girls who are meeting expectation to exceeding expectation in mathematics (24% to 35%)	There was no shift in this data, remaining steady at 24% above expectation for all girls in maths. We are hopeful with the highly regarded facilitator Marie Hirst coming in to work with us, that we can support teachers in extending students in their own classes as well as looking for maths GATE opportunities.