

# 2022/2023 School Charter

## Te Kura o Maarawaewae Greerton Village School

*Tūrangawaewae - Ko wai tātou - Who are we?*  
I AM BRAVE, I HAVE MANA, I SHOW AROHA, I CAN ACHIEVE, I AM ME

School: Greerton Village - Te Kura o Maarawaewae

School Number: 1730



# STRATEGIC OVERVIEW

Our school is based fundamentally on loving and sustaining relationships with trust, open communication, collaboration and positivity. It is unique. We are the stability and security each child deserves.

## Strategic Goals

### Goal 1: Ākonga /Learner

To raise student achievement in the essential learning areas of literacy and numeracy, while nurturing and fostering our tamariki to develop a strong sense of self and identity in who they are through their localized curriculum.

- Implementation of Mana Potential, emotional check ins
- Better Start Literacy Implementation throughout our junior syndicate
  - Building capacity of integrated curriculum, local narratives
- School wide professional development on rich and relevant literacy and numeracy programmes to cater to individual needs.
- Regular moderation within and across syndicate teams to ensure there is a consistent approach towards best practice school wide.
- All ākonga taking a part in the rebrand of our kura based on our name of Te kura o Maarawaewae

### Goal 2: Kaiako/Teacher

Grow, support and encourage capacity across kaiako through localized curriculum, language and customs while honoring Te Tiriti o Waitangi.

- Professional growth cycles, teacher inquiries based on personal/team need, syndicate and whole staff

- professional development, kāhui ako resourcing and implementation of focuses throughout the year.
- Tuakana teina of a newly established bilingual unit inclusive of the school to ensure there is inclusion of Te Ao Māori across the kura.
    - All staff taking a part in the rebrand of our kura based on our name of Te kura o Maarawaewae

### Goal 3: Whanau/Family

To engage with our school and wider community, fostering relationships and manaakitanga while utilizing strengths, knowledge and expertise to benefit our kura and the wellbeing of our tamariki.

- Community consultation for their voice
  - Kāhui ako resourcing and implementation of focuses throughout the year
- Community taking a part in the rebrand of our kura based on our name of Te kura o Maarawaewae
  - Utilising kāhui ako, through bilingual unit accessing iwi and hapū guidance

## Greerton Village School Annual Action Plan

### Goal 1: Ākonga /Learner

To raise student achievement in the essential learning areas of literacy and numeracy, through the integration of all curriculum areas, all while nurturing and fostering our tamariki to develop a strong sense of self and identity in who they are through their localized curriculum.

**Target:**

Implementation of Mana Potential, emotional check ins

Building capacity of integrated curriculum, local narratives

School wide professional development on rich and relevant literacy and numeracy programs to cater to individual needs.

Regular moderation within and across syndicate teams to ensure there is a consistent approach towards best practice school wide.

Improve literacy in Years 1-2 through Better Start Literacy (BSL)

All ākonga taking a part in the rebrand of our kura based on our name of Te kura o Maarawaewae

Introduction of a Specialist Art Class - Art extension for Ākonga who have demonstrated a talent or interest in the Arts

**Reported to Board:**

Goals are reported to the Greerton Village School Board of Trustees ongoing

**Action -**

- Whole school and syndicate meetings, reflection on next steps for Mana Potential implementation.
- Summative and formative assessment gathering for Reading, Writing and Math. e-asTTle, gloss, Jam, running records, probes, OTJ and other assessment types agreed upon by the school.
- Priority learners tracking for Reading, Writing and Math - consistent reflections and data gathering to track progress. Data is analysed by teams and senior leadership each term. Needs and gaps identified and new goals are set with actions and steps revised.

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**Expected Outcome -**

- Continued Professional Development with whole school leaders, teachers and teacher assistants in Mana Potential
- Improvement in Reading Writing Levels through BSL in Years 1-2
- Learning Focus across the school for teachers to unpack and inform best practice and formative assessment

**Responsibility/Timeframe -**

- Data enter termly, and shared at team/syndicate meetings, Team leaders to share and track progress and share with senior leadership
- Term 1-4

**Goal 2:  
Kaiako/Teacher**

Grow, support and encourage capacity across kaiako through localized curriculum, language and customs while honouring Te Tiriti o Waitangi.

**Target -**

Professional growth cycles, teacher inquiries based on personal/team need, syndicate and whole staff professional development, kāhui ako resourcing and implementation of focuses throughout the year.

Tuakana teina of a newly established bilingual unit inclusive of the school to ensure there is inclusion of Te Ao Māori across the kura.

All staff taking a part in the rebrand of our kura based on our name of Te kura o Maarawaewae

Develop the capabilities of all staff to use and understand te reo, while working with staff to grow teachers' confidence in using te reo within in the classrooms and the school context.

**Reported to Board:**

Goals are reported to the Greerton Village School Board of Trustees ongoing

**Action -**

- Time is allocated at team meetings to reflect and journal on the Inquiry and Professional Growth Cycle
- Mentor teachers are to work alongside beginning teachers to support professional growth cycle and teacher criteria
- Regular staff members with the focus on the rebranding of our kura - displays in the staffroom for staff to add to and reflect on
- Within School Teachers support staff through their role of the Kāhui Ako
- Professional learning focused on building Te Reo Māori across all staff

**Expected Outcome -**

- Te Reo is planned for across all curriculums in the classroom
- A common language and understanding is established and used across the kura through Mana Potential professional development
- Teachers' individual professional growth cycles and team inquiries are ongoing and reflective and used as a tool to improve pedagogy and teacher practice which in turn with benefit student's learning and achievement/well being
- Teachers with ownership alongside students/community in the rebranding of Greerton Village School

**Responsibility/Timeframe**

- Kāhui Ako AST/TL/SLT
- Term 1-4

**Goal 3:  
Whānau/Family**

To engage with our school and wider community, fostering relationships and manaakitanga while utilizing strengths,

knowledge and expertise to benefit our kura and the wellbeing of tamariki.

**Target -**

Community consultation for their voice

Kāhui ako resourcing and implementation of focuses throughout the year

Community taking a part in the rebrand of our kura based on our name of Te kura o Maarawaewae

Utilizing kāhui ako, through bilingual unit accessing iwi and hapū guidance

**Reports to Board -**

Goals are reported to the Greerton Village School Board of Trustees ongoingly

**Action -**

- Consultation with whānau - survey/meet the teacher/community hui to gain feedback and voice from our whānau and community.
- Consultation with whānau/iwi/hapu of localized curriculum being planned and implemented within our kura.

**Expected Outcome -**

- Whānau/Community will have ownership alongside students/kaiako in the rebranding of Greerton Village School
- Localized curriculum will be strengthened and embedded through our school.
- Relationships between home and school will be strengthened.

**Responsibility/Timeframe -**

- Kāhui Ako AST/SLT/BOT
- Term 1-4

### **Ministry of Education Priorities**

- Improvement in Reading, Writing and Mathematics.
- Absenteeism/Truancy - Focus on children returning post COVID - emphasis on wellbeing and hauora
- Development in Inclusive Education (attend, engage, participate, achieve).
- Emphasis on Priority Learners inclusive of Special Education students.
- Principles, Values and competencies of the NZ Curriculum.
- Informing and involving the Community.
- Improving achievement for Māori and Pasifika learners.
- Empowering all teachers and learners to develop as leaders.
- Greerton Village School is a member of the Tauranga Peninsular Kāhui Ako.

### **Greerton Village School Priorities 2022**

- Focus on localized curriculum and the integration of it through integrated curriculum - Ko wai tātou?
- Explicit focus on play-based learning in Ngā Whetū and Ika Roa with a direct link in with Te Whāriki and Level 1 NZC including Key Competencies to promote and increase socialization and to progress up through the school with some difference.
- Re brand of Greerton Village School -
- Te Kura o Maarawaewae - this will be ongoing with staff, student, community voice.
- Strengthening of Inclusive Education and Practice across the school and Whare Manaaki and Whare Aroha our supported inclusion innovations.
- Further development of Māori and Multi-Cultural Dimensions strengthened by the opening of a Bilingual unit - Whakatō te Kākano, Ka Hikatea, Learning to Learn / High Expectations, Best Practice, Student Agency, Tuakana / Teina, Mana Potential and Community Voice.

### **Greerton Village School Ministry of Education and Outside Support**

- Training in MAPA for selected staff and UB
- Work with MOE and RTLB focusing on how to cater for students through our school with support from DP/Pastoral and DP/SENCO
- Reading Recovery Continuing Contact (2 teacher) 8 students.
- 1 teacher in training. 4 students
- BSL - Better start Literacy beginning in 2022 for 4 Junior Yr 1&2 teachers
- Learning Support (MOE), ACC, IWS, ICS, BLENDZ, Talk Link etc.
- SWIS worker to support students, whanau and staff - focus on hauora for all after COVID.

### **Community**

- Fully inclusive and supportive of all learners/community members despite their abilities
- Wellbeing, Health and Safety of all Learners and staff, and others on site.
- Priority to the GVS Curriculum – localized curriculum
- Total commitment to cultural inclusion and responsiveness.
- Implementation of strengthened te reo Māori me ōna tikanga.
- Bridges into the Community, to strengthen consultation, with communication through renewed websites, emailed newsletters, Facebook, etc.

3-YEAR REVIEW SCHEDULE		WHO TO CONSULT?	2021				2022				2023			
			TERM 1	TERM 2	TERM 3	TERM 4	TERM 1	TERM 2	TERM 3	TERM 4	TERM 1	TERM 2	TERM 3	TERM 4
NAG 1: CURRICULUM AND STUDENT ACHIEVEMENT	Curriculum and Student Achievement Policy	Board / staff					REVIEW							
	Education Outside the Classroom	Board / staff / parents							REVIEW					
	Health Education/Curriculum consultation	Board / staff / parents		Consult							Consult			
	Home Learning	Board / staff / parents	REVIEW											
	Māori Educational Success	Board / staff / parents				REVIEW								
	Learning Support	Board / staff / parents										REVIEW		
	Reading Recovery/Literacy Support					Assurance				Assurance				Assurance
	Recognition of Cultural Diversity	Board / staff / parents									REVIEW			
Religious Instruction/Religious Education	Board / staff / parents				REVIEW									
NAG 2: DOCUMENTATION AND SELF-REVIEW	Documentation and Self-Review Policy	Board										REVIEW		
	Reporting to Parents	Board / staff / parents		REVIEW										
	School Planning and Reporting		Submit					Submit			Submit			
NAG 3: EMPLOYER RESPONSIBILITY	Appointment Procedure	Board				Assurance				Assurance		REVIEW	Assurance	
	Appraisal of Staff / Professional Growth Cycle					Assurance			Assurance	Assurance			Assurance	
	Appraisal of the Principal				Assurance			Assurance			Assurance		Assurance	
	Attestation					Assurance			Assurance				Assurance	
	Classroom Release Time/Timetable	Board / staff											REVIEW	
	Concerns and Complaints	Board / staff / parents			REVIEW									
	Equal Employment Opportunities (EEO)		Assurance				Assurance			Assurance				
	Employer Responsibility Policy	Board / staff									REVIEW			
	Performance Management	Board / staff							REVIEW					
	Police Vetting for Non-Teachers		Assurance				Assurance			Assurance				
	Protected Disclosure	Board / staff		REVIEW										
	Provisionally Certificated Teachers (PCTs)					Assurance				Assurance			Assurance	
	Salary Units/Management Allowances	Board / staff											REVIEW	
Staff Leave	Board / staff									REVIEW				
Teacher Registration, Certification, and Police Vetting					Assurance				Assurance			Assurance		
NAG 4: FINANCE AND PROPERTY MANAGEMENT	10 Year Property Plan (10 YPP)		Assurance				Assurance			Assurance				
	Computer Security and Cybersafety			Assurance				Assurance			Assurance			
	Finance and Property Management Policy	Board	REVIEW	Assurance				Assurance			Assurance			
	SUE (Staff Usage and Expenditure) Reports			Assurance		Assurance			Assurance		Assurance		Assurance	
NAG 5: HEALTH, SAFETY, AND WELFARE	Abuse Recognition and Reporting									Assurance			Assurance	
	Alcohol, Drugs, and Other Harmful Substances	Board / staff / parents					REVIEW							
	Behaviour Management	Board / staff / parents			REVIEW									
	Child Protection	Board / staff										REVIEW		
	Digital Technology and Cybersafety, Cyberbullying			Assurance					Assurance			Assurance		
	Emergency Planning and Procedures	Board / staff							REVIEW					
	Emergency Evacuation/Emergency Kit			Assurance					Assurance		Assurance		Assurance	
	Harassment	Board / staff				REVIEW								
	Health, Safety, and Welfare Policy	Board / staff							REVIEW					
	Monitoring and Auditing School Bus			Assurance		Assurance			Assurance		Assurance		Assurance	
	Physical Restraint				Assurance				Assurance			Assurance		
	Reporting and Recording Accidents, Medicines, Managing Minor/Moderate Injury, Illness		Assurance					Assurance			Assurance			
	Risk Management		Assurance	Assurance	Assurance	Assurance	Assurance	Assurance	Assurance	Assurance	Assurance	Assurance	Assurance	
	Safety Management System				Assurance									
	Separated Parents, Day-to-Day Care, & Guardianship	Board / staff									REVIEW			
	Sun Protection	Board / staff / parents									REVIEW			
	Surrender & Retention of Property and Searches				Assurance				Assurance			Assurance		
Swimming Pool	Board / staff / parents			Assurance				Assurance			Assurance			
Visitors	Board / staff		REVIEW											
NAG 6: LEGISLATION AND ADMINISTRATION	International Students			Assurance	Attestation				Assurance	Attestation		Assurance	Attestation	
	Legislation and Administration Policy	Board / staff					REVIEW							
	Length of School Year				Assurance					Assurance			Assurance	
	Privacy	Board / staff											REVIEW	
Student Attendance			Assurance					Assurance			Assurance			

**REVIEW**  
Review the policy / procedure and share with relevant stakeholders so they can also provide feedback.

**Assurance**  
Assure the board that proper steps/actions have been taken regarding the policy/ procedure, and that they are up to date.

**Consult**  
Consult with the school community and adopt a statement about the consultation process/results.

**Submit**  
Update your charter & forward to the Ministry. Prepare your annual report for auditors.

**Attestation**  
Submit Code of Practice self-review attestation to NZQA by the due date.

No actions required this year. Check the 3-year schedule.



See Implementation Audits and Reports and Policy Reviews on your SchoolDocs site for more information.



