

GREENMEADOWS SCHOOL

2012 CHARTER



'Ma te ako ko tipu ka taea' – Through learning we grow and achieve

School ID Number 2567

GREENMEADOWS SCHOOL – 2012 CHARTER

(As adopted 29 March 2012 by the Greenmeadows School Board of Trustees)

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INTRODUCTION

Greenmeadows Primary School is located on the corner of Osier Road and Gloucester Street, Greenmeadows, Napier.

Greenmeadows ~ *Many acres of fields of native grasses (c1857)*

Osier ~ *'A species of willow with flexible twigs used for basket making' Osier Road where the school is located leads to the banks of the Taipo Stream, on Tiffen's Greenmeadows Estate that once provided a source of the willow fronds (shown on a 1885 map).*

Gloucester ~ *until 1934 Gloucester Street was known as 'Main Road, Greenmeadows'. In December that year the Duke of Gloucester visited Napier and this road was renamed after him.*



SCHOOL HISTORY

Greenmeadows School is a state, co-educational primary school, catering for Year 0 to Year 6 children. The school was opened on 1 October 1911 and for ten years occupied a local hall. In June 1921 staff and children moved into a new building on the present site; a building that was destroyed in the 1931 earthquake. The school reopened again in 1932 with many additional classrooms and renovations since then. The most recent major renovation was an upgrade of the Library and Administration Block commenced in 2007. There are presently 17 classrooms.

School centennial celebrations were held in October 2011.

SCHOOL PROPERTY AND GROUNDS



There are four main blocks, two of which were built in 1996 while the other two have been modernised in various stages. There are a range of other buildings on site including a modern dental clinic, storerooms and sheds.

Two adventure playgrounds provide opportunities for children to enjoy education outside the classroom. Our school is fortunate to have a large grass playing field, as well as extensive hard court areas. The grounds have been landscaped and the school's centre-piece the 'Heart of the School' was completed in time to celebrate the school centennial in 2011. This replaced the school swimming pool which had been built in the 1950s, but was removed in 2009.

OUR CHILDREN

'Students are enthusiastic and generally highly focused on their learning. Relationships between students and their teachers are mutually respectful.' 'Students respond positively to teachers' expectations for learning and behaviour.' (ERO Report 2009)



For 2012, the grading roll is 389 and is expected to peak at around 420 by the end of the year. The school removed an enrolment scheme in 2007, although roll numbers have been increasing for the past few years. Children show a wide range of academic levels, but are typically positive, engaged and motivated learners. The school caters for all children through class, group and individual learning programmes. There are programmes aimed at Gifted and Talented children and others that identify those children requiring additional help to fulfill their potential.

Outside agencies are invited in as the need arises or as programmes require. These agencies include Literacy Teachers, Resource Teachers of Learning and Behaviour, Group Special Education, Teacher Support through Massey University College of Education, Hawke's Bay District Health Board– Dental therapists and Public Health Nurses, Children and Young Persons Service, Police, St John's Ambulance and NZ Fire service etc.

OUR STAFF

'Teachers are highly reflective. They care about students and their achievements. A collegial and collaborative approach among staff provides the basis for sound teamwork. Teachers are ready and willing to encompass change that benefits learning.' (ERO Report 2009)

Experienced, dedicated and caring professionals are committed to providing a safe, positive learning environment. High standards are evident across the school and a successful behaviour management system supports teachers and children's needs.

The Board funds some of the teaching staff and almost all support staff through the operational grant. They also recognise on-going professional development as vital for the continued growth of staff and school. All staff are encouraged to attend courses which reflect our children's current needs. Speech programmes and strategies for helping children on the Autistic spectrum are two areas of particular strength in our school. We encourage and celebrate our children with special abilities and talents. Our Gifted and Talented programme is growing with enrichment activities run using staff and community skills. Many senior students attend the Young Leaders Conference every year.

Staffing for 2012:

- Principal (non-teaching)
- Deputy principal
- Syndicate team leaders (Kowhai – Year 1, Pohutukawa – Years 2 to 4, Totara – Years 4 to 6)
- Teachers (initially thirteen Scale A)
- Additional teachers (for Reading Recovery, release for teachers, extension programming)
- Office staff – (full-time Executive Officer & part-time Administration Assistant)
- Property Maintenance (includes caretaking)
- Cleaning staff
- Part-time support staff (six teacher aides)

The school regularly hosts students from various pre-service training providers, including Massey University College of Education, Victoria University and Christchurch College of Education.

OUR BOARD OF TRUSTEES

The Board currently consists of five elected parent representatives, one staff representative and the principal. The Board is skilled, well aware of their governance responsibilities, and is proactive in providing for children's needs.

'The board governs effectively ... a strong strategic focus, involving board and senior management, sets direction for the board's operations.' (ERO Report 2009)



OUR PARENTS

We have a strong, active Parent Teachers Association involved in the school with a commitment to fundraising projects.

Parents/Caregivers are also involved in Rotary Reading, perceptual motor programme, sports coaching, school camps, class trips, canteen, road patrol

OUR AFTER SCHOOL CARE

OSCAR, a parent trust, provides quality before and after school care on site at the school. OSCAR is independent of the school but contribute to the funding of the enhancement of the school environment for all children. The OSCAR facility is highly regarded having won a regional award for its quality of programme in 2011.

OUR COMMUNITY

The suburb of Greenmeadows is characterised by a mix of older well established housing and more recently developed subdivision. The suburb is well resourced with a range of community facilities including a Community Centre, urban marae, Scouts/Guides, rest homes, Anderson Park, light industry, small shopping centre, churches, RSA, and Taradale Club.

Within the community there is a range of other local educational institutions. There is an established relationship with Greenmeadows Kindergarten as a key feeder to the school, as well as a range of other preschool facilities. A tradition of strong interaction with other local schools for both sporting and cultural events is also a feature.

WHAT IS SPECIAL ABOUT OUR SCHOOL?

Greenmeadows School is one that serves a community that is changing with the times – socially and economically. Over the past decade the school is seeing more ethnic diversity in its community makeup – and moving from being concerned with meeting the needs of a significantly New Zealand European population.

Our school promotes learning in a range of ways. We want our school to be filled with active, engaged and motivated children led by a staff who are dedicated, skilled and involved in supporting all learners (adults and children alike) achieve. Greenmeadows School is a school full of activity. We utilise our spacious grounds and large court areas to promote movement, health and sports. We promote the ethos that we want ‘children to be children’ and enjoy the opportunities to explore, take risks and create their own play in the outdoors. Our classroom programmes have a strong element of physical activity, development of coordination and a variety of sports as their components.



We have a strong commitment to meeting individual needs of students. Each year we allocate considerable resources to support learners with additional staffing and programming to aid and enhance progress. Three senior staff members are directly involved in identifying students, creating programmes and monitoring their effectiveness and impact. This applies to both those with learning needs and requiring extension.

- *We live and breathe our school values of ‘respect’, ‘perseverance’ and ‘excellence’.*
- *We want our children to ‘be children’ and enjoy what they do as they learn.*
- *We are a successful school, who is always looking to improve and provide even better opportunities for all as we move forward serving our students and community.*

2012- 2014 STRATEGIC PLANNING

Our Vision: *Learn – Grow – Achieve:* To create in our learning community a passion & eagerness to *learn* for life, *grow* in skill & knowledge, *achieve* for the future.

Our Mission: To provide an enriching learning & teaching environment - where children & staff can *Learn – Grow – Achieve* to their fullest potential.

Our Core Values:

At Greenmeadows School we have identified three core values to be encouraged, modelled and explored. They are:

- ‘Learn’ to attain **excellence** (be the best you can be)
- ‘Grow’ **respect** for ourselves and others
- ‘Achieve’ through **perseverance**

Our Core Aims

- 1 Child-centred programmes that create success for all and allow children ‘to be children’
- 2 Delivering the New Zealand Curriculum
- 3 High expectations & standards for excellence, perseverance, school environment, social interactions
- 4 We strive to create a ‘sense of belonging’ for all
- 5 Innovating– we trial new ideas & technology, make adaptations and keep what works
- 6 Nurturing positive partnerships between school and family - collaborating with our learning community and involving them in the life of our school

The focus of this Strategic Plan is to:

- Describe outcomes & destination – ‘Where we are going and where we want to be’
- Create alignment between the expectations of children, staff, Principal, parents, key interest groups, BoT and wider community.
- Describe the future, giving clarity to strategic areas to work on to achieve change
- Consider always: “Does it make a difference to student achievement?” “Will it take us closer to our goal?”
- Describe and clearly picture what we want, so our Principal and senior management team can take us there

Our Strategic Priorities: Guiding Principles for Greenmeadows School

Over the next three years the following are our identified priorities that will form the basis of our strategic planning and school development focus:

- Consistently raising levels of achievement and sustaining high achievement
- Continuing to develop a superb staff
- Delivering effective programmes of learning
- Providing an enabling environment for learning
- Building a contributing engaged community

The 2012-2014 Strategic Plan outlines:

1. The five Guiding Principles with indicators
2. Measures of evaluating the progress of meeting each Guiding Principle
3. Specific activities to be undertaken during 2012 towards meeting the strategic goals to form the annual plan

Statement on Instruction in Te Reo Maori

If requested by community members to provide instruction for their child in te reo Maori we do not presently have the capacity to do so. Presently programmes throughout the school include a component of taha Maori and there are opportunities for kapa haka.

GREENMEADOWS SCHOOL STRATEGIC PLAN 2012-2014

Charter Guiding Principles	Measures of Success	Annual Plan Goals 2012
<p><u>Guiding Principle 1 – ‘Superb Staff’</u> <i>We want a staff that:</i></p> <ul style="list-style-type: none"> • Openly demonstrates a love of kids and their profession • Captures the ‘magic’ of teaching • Openly encapsulates the school’s vision & mission in programmes across the school and in action • Creates engaging, challenging & effective learning programmes • Constantly and honestly reflects on personal performance and effectiveness • Is responsive & adaptable to the diverse needs of our learners • Provides positive, clear leadership & direction to other staff members & the community of learners • Is part of a reflective, trusting & communicative sharing team • Is consistent across the school 	<p><i>We know we are moving ahead when:</i></p> <ul style="list-style-type: none"> • Performance appraisals indicate the guiding principles are features of performance for all staff • Teachers convey they are happy, feel supported and valued • Children are happy and are achieving and participating fully in the wider school curriculum • Teachers work collaboratively to provide the best for our students • There is an attitude of shared responsibility and collegiality amongst staff • Feedback from staff surveys indicate the school has a ‘quality staff’ 	<p><i>For 2012 we aim to:</i></p> <ol style="list-style-type: none"> 1. Undertake a cycle of teaching appraisals linked to registered teacher criteria and revised job descriptions/performance agreements 2. Set personal development goals for teachers that reinforce the guiding principles related to a quality staff (where necessary) 3. Use the guiding principles as part of the key criteria for making appointments 4. Hold a BOT survey for teachers and support staff 5. Analyze community feedback that supports the staff
<p><u>Guiding Principle 2 – ‘An Engaged Community’:</u> <i>We want to build relationships with our community that ensure:</i></p> <ul style="list-style-type: none"> • We know our parents well, as well as siblings and wider whanau groupings • We know of, and can utilise, experts within our learning community • There are opportunities for consultation that let us know what we have done well and what we can do better? • We share success through regular special events • We build a network of supportive families who are queuing up to be part of our school • Our children would know their parents are interested in their progress and achievement • The diversity of our school community is acknowledged, celebrated and is part of our ‘sense of belonging’ 	<p><i>We know we are moving ahead when:</i></p> <ul style="list-style-type: none"> ▪ Parents or family members are being utilized as experts in our school e.g. Gardening club, Kapa Haka, sports coaches ▪ High attendance at open evenings or consultation meetings ▪ A strong link with the PTA is sustained and constantly built upon ▪ A lack of vandalism reflects the pride and ownership the community feels for the school ▪ We experience a consistently climbing or peak roll ▪ Parents are visible contributors towards student learning ▪ Attendance at parent interviews is high ▪ PTA membership is strong and engaged 	<p><i>For 2012 we aim to:</i></p> <ol style="list-style-type: none"> 1. Encourage a ‘sense of belonging’ in our school community for students 2. Create a display that celebrates our diversity and identifies where we ‘come from’ 3. Build a display of the ‘graduate pupil’ with access for all students to use as a model 4. Develop a community communication plan 5. Survey the community about ways to enhance the school website and respond where appropriate 6. Establish a school Facebook page 7. Engage in partnership & build on regular consultation with Maori whanau 8. Open whanau evenings where children supported by their teachers can share their learning with parents/whanau (e.g. Mathematics) 9. Build community spirit and cohesion through our Food Fair and other PTA activities

<p><u>Guiding Principle 3 – ‘Providing An Effective Environment’</u></p> <p><i>We want to develop planning towards improving:</i></p> <ul style="list-style-type: none"> • Our hall area • ICT resources and capability • Classroom equipment • Classroom resources • Our current asset base • A facility for a community learning room • Management of the roll – decisions to be made about when we get full • Our learning environments through modernization • Our school appearance and aesthetic impact upon learning 	<p><i>We know we are moving ahead when:</i></p> <ul style="list-style-type: none"> ▪ All teaching staff are confident and competent using ICT in classrooms. ▪ ICT is capable and working effectively. ▪ All classrooms have ICT resourcing available such as interactive whiteboard ▪ Physical environment is modern ▪ Classrooms are warm, workable and stimulating ▪ We have a hall that allows the students to participate in a wide range of activities ▪ We keep improving our physical environment through landscaping and beautification 	<p><i>For 2012 we aim to:</i></p> <ol style="list-style-type: none"> 1. Establish a funding committee to support our ICT and resourcing needs and wants 2. Formalize our long term property planning with Ministry of Education 3. Continue to build our ICT resources strategically 4. Spend \$8,000 upgrading classroom furniture 5. Initiate planning to replace/upgrade our Hall facility 6. Recarpet Rooms 1 through 7 7. Repaint the roof surfaces of Blocks B and I.
<p><u>Guiding Principle 4 – Quality Programmes</u></p> <p><i>We aim to deliver learning that:</i></p> <ul style="list-style-type: none"> • Offers active, fluid programmes • Ensures that we continue provide effective, responsive and relevant professional development opportunities for highly motivated staff • Incorporates robust identification of children who need alternate programmes • Provides sufficient physical resources to run the programmes • Is built around, and promotes, quality relationships • Utilizes strengths within current staff to support PD throughout the school 	<p><i>We know we are moving ahead when:</i></p> <ul style="list-style-type: none"> ▪ Levels of achievement are constantly reflecting the true capabilities our learners ▪ We integrate aspects of different cultural practices in the delivery of curriculum. ▪ Children achieving below targets or national standards are identified early and appropriate resources and programmes are made available ▪ Professional development has an impact in learning programmes ▪ Our learners demonstrate independence, motivation and involvement in their own learning 	<p><i>For 2012 we aim to:</i></p> <ol style="list-style-type: none"> 1. Revise/ update the GMS Curriculum plan 2. Maintain regular consultation between BOT and staff 3. Conduct a student survey 4. Offer resourcing to ensure staff have physical resources and professional development opportunities to enhance their teaching and children’s high achievement in Mathematics 5. Continue to develop the role ICT plays in developing and enhancing learning across the school 6. Teachers within the school will be utilized as experts and mentors for other teaching staff
<p><u>Guiding Principle 5 - High Achievement</u></p> <p><i>We aim to reach individual potential by:</i></p> <ul style="list-style-type: none"> • Adopting the approach that we believe everybody can achieve • Promoting a consistently positive child • Analysing and targeting proportions that are ‘At’ or ‘Above’ 1 and continuing to extend these students • Linking our three school values to learning • Encouraging all to participate and meet success and in sporting, cultural, etc. • Promoting respect for self, others and environment • Identifying and then preparing our learners for the ‘next’ step – e.g. next school; new class; challenges in life and learning; etc. • Creating a profile of a graduate student to model ‘achievement’ and expectation 	<p><i>We know we are moving ahead when:</i></p> <ul style="list-style-type: none"> ▪ Our children confidently engage in a variety of curricular and extracurricular activities within the school ▪ Student profiles are used to demonstrate progressions of learning ▪ Students have high aspirations, take risks and challenge themselves within their learning environment ▪ We have a school culture that supports the achievement of Maori students ▪ Our Maori students are achieving and are confident leaders 	<p><i>For 2012 we aim to:</i></p> <ol style="list-style-type: none"> 1. Offer resourcing to ensure our staff has professional development opportunities to enhance their teaching and children’s high achievement. 2. Develop a Year 6 leaver student profile 3. Offer a variety of opportunities for children 4. Continue to encourage the students to set learning goals and express confidence and high aspirations 5. Raise student achievement in Mathematics 6. Raise levels of achievement for Maori in Mathematics 7. Provide extension in Science for students throughout the school

2012 ANNUAL PLANNING GREENMEADOWS SCHOOL

Links to Guiding Principles:

High Achievement
Quality Programmes
Engaged Community

Key areas of development 2012:

- Mathematics – commence a two year project to raise achievement in Mathematics using targeted professional development
- ICT – promote and develop increased learning opportunities for students and staff in ICT throughout the school as the third year of the ICT PD Digital Daze cluster activities
- Special Needs / Gifted and Talented education – extend the SENCO team in delivering programming focused on providing opportunities for success and achievement for all, and focusing on increasing provision on extension programmes
- Raise levels of achievement for Maori students, focusing on Mathematics

2012 TARGET:

Mathematics - Increase the proportion of students across the school attaining national standard guidelines in Mathematics by the end of 2012 from the 74% in 2011

Background:

2011 assessment data indicated that the rates of student achievement in Mathematics is lower than expected. Of the three national standards, the lowest percentage of students achieving as desired (within and above standard) is in Mathematics – 26% were assessed as not achieving the standard. A strategy has been developed to focus professional development on the teaching of Mathematics. Mathematics has not been a focus for school-wide development for several years. This initiative is in place improve the quality of teaching in this area of the curriculum, clarify outcomes for learners and raise levels of achievement over time.

Linked to this is a target for Maori students who had a percentage of 66% assessed as meeting national standard in Mathematics in 2011. The target is to increase this percentage by the end of the 2012 year. This will run concurrently with the school strategy.

Mathematics Development 2012

Introduction: Data from a variety of sources (e.g. PAT, Numeracy stage data, TIMSS data 2011) indicate that overall our students are not attaining their potential in Mathematics. A focus on teacher professional development, developing more cohesion in the school's programming, investigating alternative means of delivering Mathematics programmes and raising student capabilities are to be priorities in the 2012 year.

Action	Led by	Resourcing	Timeline
Confirm part 1 of a strategy for the 2012 year in Mathematics raising professional capability and student achievement	Mark	Nil	By end of Term 1
Hold nine professional development days using based on agreed criteria in the strategy	Shona Burrough from Advisors Plus Mark – GMS link teacher	Mathematics Professional Development budget allocation	Commencing with: February 2 days March – in school TOD April - Call back day Term 2 – 2 days / Term 3 – 2 days Term 4 – 1 day
Assessments analyzed to gain clearer indications of student knowledge and skills, and further learning steps: <ul style="list-style-type: none"> • Numeracy GLOSS testing introduced • PAT Mathematics 	Shona Mark	PAT marking service	GLOSS – Term 2 PAT – Term 2 Ongoing assessment
Hold a parent session sharing strategies in the teaching and learning in Mathematics	Mark	Nil	Term 3
Totara team to teach own class for Mathematics	Totara team teachers		Term 1 commencement
Review:	Mark	Nil	Ongoing
Rates of student achievement	Shona		Planning review meeting set for Week 4
Effectiveness of Maths PD strategy			Term 4

Raising Maori Achievement 2012

Introduction: Assessment data from 2011 supports information from previous years that shows Maori students experience success in a number of aspects of schooling at Greenmeadows School. In most instances these rates of achievement are lower than non-Maori and aligned with national priorities; the school is aiming to raise levels of achievement for Maori students, particularly in Mathematics. Being more responsive to Maori students and aiming to engage their whanau positively will form part of this strategy.

Action	Led by	Resourcing	Timeline
Creation of a strategy for the 2012 year in raising student achievement for our Maori students	Mark, Steve, Massey advisor	PD budget if cost associated with advisory help	By end of Term 1
All staff to attend HBPPA speaker Marcus Akuhata-Brown	Mark	PD budget - \$15 per person for 24 people	March 20 – Hastings Outreach Centre
Assessments analyzed to gain clearer indications of student knowledge and skills, and further learning steps for Maori students	Senior Management team	Nil	Ongoing
Hold two parent session meetings to build links and communication	Mark	Nil	Terms 2 and 3
Staff meetings on 'Tataiako: Cultural Competencies for Teachers of Maori Learners'	Mark, Steve, Massey advisor	PD budget if cost associated with advisory help	Terms 2 and 3
Promote a 'sense of belonging' for Maori students with Library display incorporating Places/tribal areas of origin for all	Mark	\$500	Planning review meeting set for Week 4 Term 4
Creation of a target group of Maori students from each team to monitor progress	Mark, Steve	Nil	Term 2

TIMELINE FOR REVIEW OF GREENMEADOWS SCHOOL CHARTER

29 March 2012	Final Approval of 2013 Charter
November 2012	Board Training re Charter and Strategic Planning Review and updating of GMS Strategic Plan
December 2012	Review of Term 4 Assessment Data – setting of 2013 Targets
February 2013	Draft of 2013 Charter prepared
March 2013	Final Approval 2013 Charter