

Gleniti School

Charter

2017-2020



OUR MISSION

Ringling in the future by aiming high in all we do

WELCOME



At Gleniti School we value quality education in a caring and supportive learning community. We have spacious grounds and resources that are modern in design and cater for a full range of educational, cultural and sporting activities.

Most importantly, Gleniti School provides quality teaching and learning programmes for approximately 380 Year 1 to Year 8 primary students. The cultural breakdown in 2017 is as follows - European/Pākehā (90%), NZ Māori (4.9%), South East Asian/Chinese/Korean (3.6%) and Indian (1.5%).

Our paramount focus is providing a first class educational experience for all our students.

Gleniti School endorses the National Objectives as outlined in the Education Amendment Act 2017. Our new charter is a reflection on these national objectives.

- helping each child and young person attain educational achievement to the best of their potential
- promoting the development of:
 - resilience, determination, confidence, and creative and critical thinking
 - good social skills and the ability to form good relationships
 - participation in community life and fulfilment of civic and social responsibilities
 - preparedness for work
- instilling an appreciation of the importance of:
 - the inclusion within society of different groups and persons with different personal characteristics
 - the diversity of society
 - cultural knowledge, identity, and the different official languages
 - the Treaty of Waitangi and te reo Māori.

Our school charter outlines our strong commitment to the communities that we represent and cater for. We believe that this document captures the true intent of our vision and desire to create a learning environment that ignites the passion and desire to succeed in a changing world.

Steve Zonnevylle
Principal

OUR GLENITI TOUCHSTONES



Gleniti school has always been proud of its reputation as being a school that sees itself as being a school for everyone. The weGleniti concept is a conscious effort to make this loud and clear. At Gleniti we are a definite WE. There is much to gain academically and socially from being in an environment whereby everyone is an intrinsic part of being a collective. Together we are very much a bigger and better whole.

He waka eke noa compliments this intent. Literally meaning this is the canoe which we are all in without exception. It's a very inclusive whakatauki and goes hand in hand with our concept of weGleniti. It doesn't matter if we are 5 years old, or 85 years old, we at Gleniti are together. WeGleniti and He waka eke noa also promotes a sense of hauora. Without this learning is meaningless.

Over time and in consultation with our Gleniti family; whanau, teachers, support staff and children we have developed three touchstones that both support and enhance our sense of weGleniti: Whanau, Aroha ki te Ako and Kaitiakitanga.

Whanau/Family is a very strong part of Gleniti School. We welcome families into the school and celebrate their strengths, their needs and wants and the opportunities that they bring to us all. Our families and whanau are many and diverse. They include people from one parent families through to multiple parent families. They include not only

A sense of Whanau promotes the New Zealand Curriculum *key competencies* of:

Relating to others

Managing Self

Participating and Contributing

Further to this it also promotes:

Belonging

Inclusiveness

Understanding

Empathy

Relationship building

Lifelong learning

Imagination

Creativity

Innovation

Identity

The celebration of others

Community, civil and social responsibilities

Hauora/Wellbeing

What are some of the essential ways that we promote this at Gleniti School?

- Two year teacher/classroom placement
- Four inter classroom transitions instead of 8
- Composite classrooms
- Clear Communication between home and school
- A variety of ways of sharing information
- Open door relationships
- Promoting diversity of cultures

The Gleniti School **ARCHER values** also promote a sense of Whanau. In particular:

Responsibility and Respect, Caring

It's our belief that Gleniti School should be a veritable smorgasbord of positive experiences, opportunities and challenges. We aim to get these ingredients right, igniting a passion to fuel our people for life time of exciting learning. It doesn't matter though whether you are 5 or 85 when you're at Gleniti your passion is learning developing

We aim for our people, through their learning, to be passionate about their lives

Aroha ki te ako promotes the New Zealand Curriculum *key competencies* of:

Thinking

Relating to others

Using language, symbols, and texts

Further to this it also promotes:

Understanding

Empathy

Effort

Relationship building

Lifelong learning

Imagination

Creativity

Innovation

Identity

Determination

Confidence

Fulfilment of Potential

Resilience

Hauora/Wellbeing

What are some of the essential ways that we promote this at Gleniti School?

- Relevant child orientated programmes
- Relevant adult orientated programmes
- Celebrations of effort and success
- Understanding that learning comes in many shapes and forms
- Passionate teachers
- A culture of “Yes I can do this”

The Gleniti School **ARCHER values** also promote a sense of Aroha ki te ako. In particular:

Achievement and Effort

Kaitiakitanga is a Maori concept of guardianship, for the sky, the sea, and the land. A kaitiaki is a guardian, and the process and practices of protecting and looking after the environment is referred to as Kaitiakitanga. But what if we extended this concept just a little further to think about all of us as being kaitiaki of this precious environment called Gleniti School. How powerful would that be?

And if we take this just a little further to include the environment that isn't just the physical world that we can see

**We aim for our people, to be proud
of, to safeguard and protect the
Gleniti environment**

Kaitiakitanga promotes the New Zealand Curriculum *key competencies* of:

Thinking
Relating to others
Managing Self
Participating and Contributing

Further to this it also promotes:

Guardianship
Local and Global thinking
Future Focus
Understanding
Empathy
Effort
Relationship building
Environmental awareness
Imagination
Creativity
Innovation
Identity
Determination
Confidence
Community, civil and social responsibilities
Fulfilment of the potential of Gleniti School
Resilience
Belonging
Hauora/Wellbeing

What are some of the essential ways that we promote this at Gleniti School?

- The Archer Values system
- Great relationships with all. Treating all on the same footing
- Positive/Fun approach to all things Gleniti
- Spacious Grounds, supportive learning spaces
- Value and modelling of positive relationships

The Gleniti School **ARCHER values** also promote a sense of Kaitiakitanga. In particular:

Honesty, Respect, Responsibility, Effort, Caring

OUR GLENITI ARCHERS



weGleniti

At Gleniti we value togetherness.
We believe that we can achieve more
by working and playing alongside each
other.

To support weGleniti we promote the
touchstones of Whanau, Aroha ki te
Ako and Kaitiakitanga.

He waka eke noa

At Gleniti we believe that a sense of
belonging creates and encourages
respect.

We do this together, we are proud of
our achievements both individually and
combined, and we support all.

Society is changing at a rapid rate. It is becoming increasingly difficult to determine the skills necessary for the children of today that will be required and of use tomorrow and into the future. This is both a challenge and an opportunity for our school. It is therefore important for Gleniti children to be involved in a potpourri of experiences that highlight and enhance key skills and attitudes that we believe will ensure success in their future lives.

The Gleniti School Archer concept builds upon the pivotal and lead role of weGleniti, our curriculum programmes including literacy and numeracy and our Target Inquiry approach by structuring a safe and supportive environment for our Gleniti students to belong, value and thrive in.

OUR VALUES



A

ACHIEVE OUR BEST

- Our students appreciate that being able to achieve something builds self-worth and confidence.

We celebrate our best

R

ARE RESPONSIBLE

- Our students have a responsible attitude to their learning. They recognise that they belong to our vibrant community and support everything that that entails.

We can be relied upon

C

ARE CARING

- Our students show compassion and care for each other.

We look after each other
and look out for each
other

H

ARE HONEST

- Our students understand that to be an effective member of a positive community honesty must play a crucial role.

We are honest with
ourselves and others

E

GIVE OUR BEST EFFORT

- Our students always put their best foot forward in order to meet their potential.

We try our best and give
it a go

R

SHOW RESPECT

- Our students understand the need to show respect as part of being a positive community member.

We value all people and
property



OUR CURRICULUM



The Gleniti School Charter aligns itself closely with the New Zealand Curriculum (NZC). Our charter fully supports the intent of the NZC and our vision and values complement the vision and values of the full document.

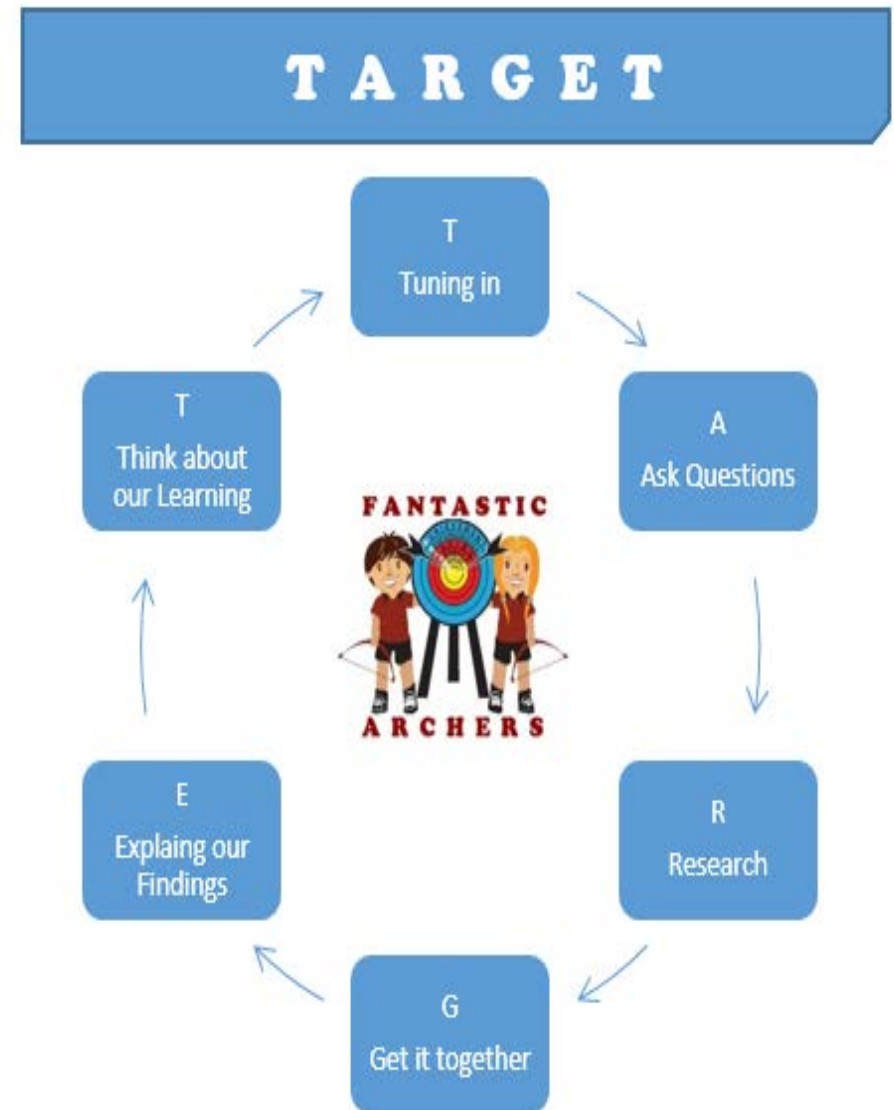
The Gleniti School Curriculum Delivery Plan is reviewed every three years and makes further links between the NZC and the Charter. This document sits alongside our Charter and the NZC.

The Board of Trustees have high expectations for student achievement during the next three years. The school uses a variety of information to identify key target areas throughout the curriculum with an emphasis on Literacy and Numeracy. Teacher observation and consideration (overall teacher judgement) continues to be a key factor in determining progress of individuals.

The school is determined to provide an integrated approach to curriculum learning, as we see the necessity to ensure a balanced delivery of curriculum learning areas. Key focus areas are identified in the planning process and these provide the BoT with further curriculum information throughout the year.

Our inquiry model plays an important role in our curriculum document and aligns well with our Fantastic Archer theme.

T ... Tuning in
A ... Ask Questions
R ... Research
G ... Get it together
E ... Explain our findings
T... Think about our learning



Our Inquiry Model

OUR COMMITMENT



At Gleniti School we work together to achieve a positive healthy school culture which ensures that quality learning and growth occur.

weGleniti He waka eke noa

Our Parents

Expect

- Their children to do well
- The staff to work in partnership with them in order to provide learning programmes for the children to reach their potential

Are prepared to be involved

- In school activities
- With the PTA and its purposes
- In classroom activities
- In Education Outside the Classroom activities

Are supportive of

- The teachers
- The school management
- The curriculum
- The children
- Policies and procedures

Appreciate being

- Kept informed and up to date
- Advised of their children's progress
- Consulted with
- Valued and supported

Our Children will

- Have extracurricular skills
- Be motivated to learn
- Be caring and share
- Feel that they belong
- Feel safe, valued and supported
- Have the potential for growth and continuous improvement
- Represent our FANTASTIC ARCHER values in everything they do

School Environments that demonstrate and support

- Learning and teaching
- Parental involvement
- The use of initiative
- Self-motivation
- Self-discipline and respect for all
- Warmth and support
- Functionality and safety
- Vibrancy

Staff working together to be facilitators by:

- engaging children in quality learning
- planning programmes based on need
- being committed to quality
- being continuous learners
- being supportive of
 - the children
 - the Principal
 - each other
 - the aims of the school
 - the Board of Trustees
 - the PTA
 - parents and caregivers
- Fostering
 - creativity
 - decision making
 - coping with change
 - independence
 - initiative
 - respect for others
 - caring
 - responsibility
 - success for all

Positive PR persons for the school

Student Performance through the promotion of Aroha ki te Ako

Use of Resources through the promotion of Kaitiakitanga

Personnel

- To be a good employer and to promote high levels of staff performance by supporting the provision of staff development programmes intended to enhance the work of the school.
- During appraisal we aim to support staff by encouraging excellence, risk taking and growth to enable passionate teachers.
- The Board will prepare policies and plans to appoint quality staff, so that the school can supply education in accordance with the intentions of this charter. The Board is committed to being a good employer. It will support staff development and operate a fair and effective performance management programme.

Finance

- To use funds to the full advantage of the Schools aims and priorities for children's education and their learning environment.
- The Board will prepare an annual budget to fund the school's curriculum, personnel, and property and administration activities. The Board will monitor income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts.

Property & Resources

- To continually update and upgrade teaching and learning resources as funds permit. To maintain and develop the School's buildings and facilities to ensure a safe, healthy and well-presented environment.
- The Board will comply with the conditions of any current asset management agreement as a good steward of the State's and community's assets and prepare and implement a plan of property maintenance and development, including provision for safety and hygiene.

Steps Gleniti School will take to incorporate Tikanga Māori

All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture and values.

WHANAUNGATANGA Building Relationships

- Run meetings with our Māori Community
- Get to know our student's backgrounds
- Use people in our community as knowledgeable resources
- Get families and whānau involved in school life
- Use co-operative learning structures
- Teachers share their own experiences with the students

RANGATIRATANGA Teacher Effectiveness

- Teacher's demeanour to the children
- Body language
- Passion and enthusiasm for teaching
- Using mana to build relationships
- Provide real life experiences
- Use student friendly vocabulary
- Understand and respect customs
- Be firm, be brief, move on



Ka hikitia! Ka hikitia!
Hiki, hikitia!
Whakarewa ki runga rawa
Herea kia kore e hoki
whakamuri mai
Poua atu te pūmanawa Māori
He mana tikanga
Me te uri o māia
Poipoia ngā mokopuna
Nga rangatira mo āpōpō
Ka tihei! Tihei mauriora!

*Ka Hikitia
Accelerating Success*

Managing Success!
Encourage and Support!
And raise it to its highest level!
Ensure that achievement is
maintained
Holdfast to our Māori potential
Our cultural advantage
And our inherent capability
Nuture our mokopuna
The leaders of the future
Behold, we move onwards and
upwards!

KOTAHITANGA Ethic of Bonding

- Get to know students and bond at the beginning of the year
- Whole class rewards
- Classroom treaty
- Person to person bonding
- Daily greetings and commands
- Teach whole school, together
- Visibility of principal

AKO Teacher Pedagogy

- Staff up-skilling in Māori learning styles
- Staff up-skilling in teaching of Te Reo and Kapa Haka
- Staff encouraged to use Te Reo in day-to day teaching
- Appraisals linked to teaching and learning

HAUORA

- weGleniti weBelong
 - Taha tinana – Physical well being
 - Taha hinengaro – Mental and emotional well-being
 - Taha whānau – Social well-being
 - Taha wairua – Spiritual well-being

NZC Health and Physical Ed.

TREATY OF WAITANGI PRINCIPLE

PROTECTION
PARTNERSHIP
PARTICIPATION

Class and wider community

What will the school need to consider when approached to provide instruction in Te Reo Māori (Māori language) for full time students?

- All such requests will be given full and careful consideration by the Board of Trustees with the regard to:
 - Personnel with the requisite skills and qualifications
 - Overall school financial position
 - Availability of accommodation within the school

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

- Encourage parents of Māori students to become a Board of Trustees members
- Māori community consulted in various ways (Consult with the Māori Community to develop and make known its plans and targets for improving the achievement of the students, report evenings, parent workshops (whānau hui), newsletters, school events involving students, informal dealings with whānau, maintaining open door practice encouraging whānau to approach the school)
- Kapa Haka Group was established 2009 with outside help and school staff. This has become a proud and vibrant component of weGleniti
- The Kapa Haka group is performing to the school and guests on a regular basis. Volunteers within the community is encouraged.

Supporting Documentation



The Gleniti School Charter is supported by the following documentation:

The Gleniti School Strategic Plan
The Gleniti School Pedagogy Statement
Gleniti School Planning and Assessment
The Gleniti School Reading Document
The Gleniti School Maths Document
The Gleniti School Writing Document
The Gleniti School ICT Strategic Plan Document
The Gleniti School Science Document
The Gleniti School Social Studies Document
The Gleniti School Technology Document
The Gleniti School Maori Document
The Gleniti School Languages Document
The Gleniti School Physical Education/Health Document
The Gleniti School Arts Document
The Gleniti School Reporting to Parents/Whanau Document
The Gleniti School Curriculum Policy Document
The Gleniti School Priority Learners Document