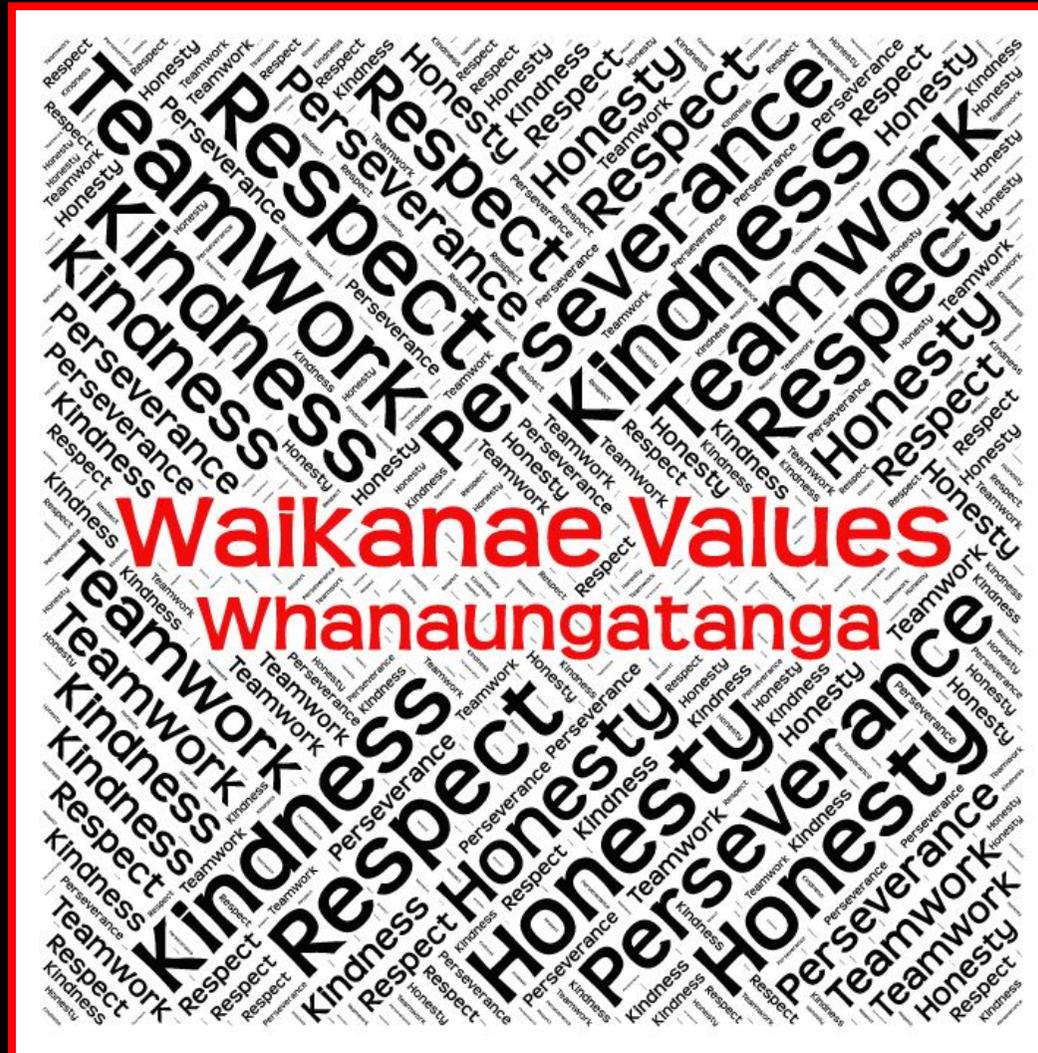


The Waikanae Way



The Waikanae School Curriculum - Implementation Plan

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Values

To be encouraged, modelled and explored.

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.

Every decision relating to curriculum and every interaction that takes place in a school reflects the values of the individuals involved and the collective values of the institution.

The values on the list below enjoy widespread support because it is by holding these values and acting on them that we are able to live together and thrive. The list is neither exhaustive nor exclusive.

Students will be encouraged to value:

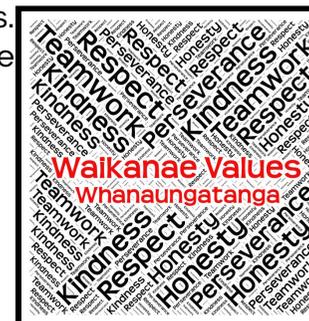
- excellence, by aiming high and by persevering in the face of difficulties
- innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively
- diversity, as found in our different cultures, languages, and heritages
- equity, through fairness and social justice
- community and participation for the common good
- ecological sustainability, which includes care for the environment
- integrity, which involves being honest, responsible, and accountable and acting ethically and to respect themselves, others, and human rights.

The specific ways in which these values find expression in an individual school will be guided by dialogue between the school and its community. They should be evident in the school's philosophy, structures, curriculum, classrooms, and relationships.

When the school community has developed strongly held and clearly articulated values, those values are likely to be expressed in everyday actions and interactions within the school.

Through their learning experiences, students will learn about:

- their own values and those of others
- different kinds of values, such as moral, social, cultural, aesthetic, and economic values
- the values on which New Zealand's cultural and institutional traditions are based
- the values of other groups and cultures.



Through their learning experiences, students will develop their ability to:

- express their own values
- explore, with empathy, the values of others
- critically analyse values and actions based on them
- discuss disagreements that arise from differences in values and negotiate solutions
- make ethical decisions and act on them.

All the values listed above can be expanded into clusters of related values that collectively suggest their fuller meanings. For example, "community and participation for the common good" is associated with values and notions such as peace, citizenship, and manaakitanga.

Values the Waikanae Way...

As a school community we have gathered information in a variety of ways to work out what our important values are. During this process we involved whole staff, students and whanau. Our values are Respect, Honesty, Perseverance, Kindness and Teamwork. The theme of Whanaungatanga (developing a strong sense of belonging) encompasses all of our values. We continue to discuss how and what these mean to us and have implemented a school-wide reward system to encourage and support the implementation of these values in the hope that they will become embedded in our way of working. Each value is a whole school focus over a number of weeks and celebrations will be held in classes, syndicate and whole school assemblies.

Key Competencies

Capabilities for living and lifelong learning

People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area. The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them. These include personal goals, other people, community knowledge and values, cultural tools (language, symbols, and texts), and the knowledge and skills found in different learning areas. As they develop the competencies, successful learners are also motivated to use them, recognising when and how to do so and why. Opportunities to develop the competencies occur in social contexts. People adopt and adapt practices that they see used and valued by those closest to them, and they make these practices part of their own identity and expertise. The competencies continue to develop over time, shaped by interactions with people, places, ideas, and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex.

Thinking

Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency. Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.

Using language, symbols, and texts

Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological.

Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.

Managing self

This competency is associated with self-motivation, a "can-do" attitude, and with students seeing themselves as capable learners. It is integral to self-assessment. Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

Relating to others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas.

Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.

Participating and contributing

This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

Key Competencies the Waikanae Way...

As a school and in consultation with staff, students and whanau we have gone through the Key Competencies and pulled out what they mean to us. At the beginning of each year classes and/or syndicates will go back through each competency and refresh their meaning. This might include updating the posters that go with each competency. As a whole staff we review the competencies regularly. Classes and/or syndicates focus on these competencies as it suits the needs of the students.

THINKING

I can ask a question and know how to find the answer
 I know there are different ways to solve a problem
 I think for myself and express my opinion
 I think about and reflect on my work
 I can use a variety of tools to show my thinking and ideas

MANAGING SELF

I manage my time effectively
 I set high standards for myself
 I organise myself and my belongings
 I am confident to take risks
 I am independent

USING LANGUAGE, SYMBOLS AND TEXTS

I can communicate clearly using language, symbols and texts
 I can understand different ways of communicating thoughts and ideas
 I can present my ideas, thoughts and information in a variety of ways
 I think about my audience when communicating my ideas

RELATING TO OTHERS

I accept differences in people and their opinions
 I include others
 I use my manners
 I think about how my actions affect other people

PARTICIPATING AND CONTRIBUTING

I actively engage in situations I am part of
 I make the most of opportunities
 I show commitment in all that I do. I think about how my actions affect other people

English

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.

Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

Why study English?

Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they need to be effective oral, written, and visual communicators who are able to think critically and in depth.

By understanding how language works, students are equipped to make appropriate language choices and apply them in a range of contexts. Students learn to deconstruct and critically interrogate texts in order to understand the power of language to enrich and shape their own and others' lives.

Students appreciate and enjoy texts in all their forms. The study of New Zealand and world literature contributes to students' developing sense of identity, their awareness of New Zealand's bicultural heritage, and their understanding of the world.

Success in English is fundamental to success across the curriculum. All learning areas (with the possible exception of languages) require students to receive, process, and present ideas or information using the English language as a medium. English can be studied both as a heritage language and as an additional language.

English presents students with opportunities to engage with and develop the key competencies in diverse contexts.

How is the learning area structured?

English is structured around two interconnected strands, each encompassing the oral, written, and visual forms of the language. The strands differentiate between the modes in which students are primarily:

- making meaning of ideas or information they receive (**listening, reading, and viewing**)
- creating meaning for themselves or others (**speaking, writing, and presenting**).

The achievement objectives within each strand suggest progressions through which most students move as they become more effective oral, written, and visual communicators. Using a set of underpinning processes and strategies, students develop knowledge, skills, and understandings related to:

- text purposes and audiences
- ideas within language contexts
- language features that enhance texts
- the structure and organisation of texts.

Students need to practise **making meaning** and **creating meaning** at each level of the curriculum. This need is reflected in the way that the achievement objectives are structured. As they progress, students use their skills to engage with tasks and texts that are increasingly sophisticated and challenging, with increasing depth.

English the Waikanae Way...

At Waikanae School an effective writing programme should include a wide range of experiences, text types and groupings to cater effectively for individual needs. Teachers will make learning intentions clear and provide opportunities for feedback to be used throughout the writing process. This may include self, peer or teacher feedback. Students will write often and be given the opportunity to share their work. Initially students will be learning to write - including cementing the use of punctuation, revising and editing. As they go through the school, they will be exposed to, and expected to use a wider range of text types and genres. Students will be exposed to these as they move through the school, as and when the topic or purpose arises. Text types covered will be found in planning.

At Waikanae School an effective reading programme should include regular opportunities to read in class, with the teacher and independently. There will be a range of independent activities that allow students to cement their current focus (decoding or comprehension). Teachers will make learning intentions clear and provide opportunities for feedback to be used throughout the reading programme. This may include self, peer or teacher feedback. As they move through the school, the children will move from learning to read to reading to learn.

Teachers will regularly assess where students are at using a range of assessment tools (see Assessment and Reporting timeline).

Mathematics

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but different ways of thinking and of solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

Mathematicians and statisticians use symbols, graphs, and diagrams to help them find and communicate patterns and relationships, and they create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental, and economic contexts.

Why study mathematics and statistics?

By studying mathematics and statistics, students develop the ability to think creatively, critically, strategically, and logically. They learn to structure and to organise, to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy intellectual challenge.

By learning mathematics and statistics, students develop other important thinking skills. They learn to create models and predict outcomes, to conjecture, to justify and verify, and to seek patterns and generalisations. They learn to estimate with reasonableness, calculate with precision, and understand when results are precise and when they must be interpreted with uncertainty. Mathematics and statistics have a broad range of practical applications in everyday life, in other learning areas, and in workplaces.

How is the learning area structured?

The achievement objectives are presented in three strands. It is important that students can see and make sense of the many connections within and across these strands.

Number and algebra – Number involves calculating and estimating, using appropriate mental, written, or machine calculation methods in flexible ways. It also involves knowing when it is appropriate to use estimation and being able to discern whether results are reasonable. Algebra involves generalising and representing the patterns and relationships found in numbers, shapes, and measures.

Geometry and measurement – Geometry involves recognising and using the properties and symmetries of shapes and describing position and movement. Measurement involves quantifying the attributes of objects, using appropriate units and instruments. It also involves predicting and calculating rates of change.

Statistics involves identifying problems that can be explored by the use of appropriate data, designing investigations, collecting data, exploring and using patterns and relationships in data, solving problems, and communicating findings. Statistics also involves interpreting statistical information, evaluating data-based arguments, and dealing with uncertainty and variation.

Mathematics the Waikanae Way...

At Waikanae School an effective mathematics programme should include a wide range of experiences, including rich tasks, problem solving and real life contexts. Teaching will be focussed on either numeracy, strand or a combination of both. The children will be grouped where appropriate - either ability based or cross grouped, depending on the topic, activity or learning intention. Learning intentions should be clear and opportunities given to practice new learning should be provided. There will be regular opportunities for students to share their learning. Feedback on learning will be regular and take a variety of forms (self, peer, teacher). Teachers will regularly formally assess students progress using appropriate assessment tools (see assessment and reporting timeline).

WAIKANAE SCHOOL EFFECTIVE PEDAGOGY

created 2017

1. An Ethic of Care:

Caring classroom communities that are focussed on goals to help develop students' as learners.

- Teachers who truly care
- Teachers need to build a trusting rapport with their students so they are willing to share
- Setting high / realistic expectations
- Teachers respect and value the different cultures that come with the tamariki (showing an interest in what all children can contribute)
- Allow tamariki to think for themselves creating independent thinkers
- Acknowledge home environments, languages, capabilities and perspectives
- Teachers allow students to develop a positive attitude to mathematics
- It is OK for teachers to make mistakes

At Waikanae School this means that teachers will:

- Be inclusive, encouraging and supportive and knowing our learners
- Mahitahi, kotahitanga me te whanaungatanga i te mahi PANGURU - Working together as a mathematical family for the benefit of all tamariki

Challenges that this creates:

- Tamariki may become dependent
- Teachers maintaining positivity through sessions

2. Arranging for Learning:

Effective teachers provide students with opportunities to work both independently and collaboratively to make sense of ideas.

- Kids need time for: independence, pairs, small groups and whole class discussion
- Allows them different types of scaffolding and support
- Allow groups to vary in mathematical achievement to learn off their peers
- Teachers must be flexible in the role they play for each child

At Waikanae School this means that teachers will:

- Plan for and provide opportunities for the different learning experiences
- Opportunities to work in mixed ability groups
- Be aware of how much support is required in each experience and implement this. eg: nurture and prompt in class discussion, but step up when in small groups/pairs

Challenges that this creates:

- Know how to teach mixed ability groups
- Not reverting to preferred way of teaching
- Class management - noise level, productivity, understanding, appropriate pairing/groups

3. Building on Students Thinking:

Effective teachers plan mathematics learning experiences that enable students to build on their existing proficiencies, interests and experiences.

- View thinking as "understanding in progress"
- Current knowledge competency and interests as a base
- Use errors and misconceptions as building blocks
- Pose questions which extend their current thinking
- Modifying tasks to provide alternative pathways to understanding

At Waikanae School this means that teachers will:

- Ako reciprocal
- Show high yet realistic expectations for teachers and students
- Get to know our students
- Listen more than talking
- Provide supportive & challenging tasks
- Be flexible and modify programmes as required
- Provide a supportive climate to make and learn from mistakes
- Enable students to use their own experience and knowledge to solve context related problems
- Provide students with rich experiences to base learning on
- Pose new questions or tasks that challenge and extend thinking.

Challenges that this creates:

- Teacher knowledge & mindset
- Risk averse students and teachers
- Student mind-set
- Classroom management and culture

4. Worthwhile Tasks:

Effective teachers understand that the tasks and examples they select influence how students come to view, develop, use, and make sense of their learning.

- Relevant to their real life
- Engaging & enjoyable
- Selected & designed to improve / practise
- Some challenge / thinking / discussion
- Encourages exploring
- Might be open ended
- Make connections
- Answer not the focus

At Waikanae School this means that teachers will:

- Create / find / improved tasks
- Let the kids lead, don't create dependence
- Expect discussion
- Don't focus on the answer
- Know kids - interests / math limits
- Be positive / keen / take risks

Challenges that this creates:

- Time to prepare
- Teacher knowledge / mind-set
- Kids not willing to work well in groups or independently or take risks

5. Making Connections:

Effective teachers support students in making connections between different ways of solving problems, between representations and topics, and everyday experiences.

- Links between prior knowledge and new concepts
- Links between mathematical concepts and real life everyday contexts
- Using modification to build ($4+5=9$ to $40+50=90$)
- Using different representations of problems
- Importance of sharing and justifying
- Keeping connections and goals explicit
- Making sure learners view as relevant and interesting (real life for them - buy in)
- Ensure maths isn't lost in context

At Waikanae Schools this means that teachers will:

- Know our kids and interests for buy in
- Know our kids and next steps
- Child involvement with contexts / problems
- Supporting sharing time and class discussions
- Recognising links to next learning steps / alternative strategies (teacher knowledge)
- Well planned / goal focussed - tasks matching needs
- Allowing flexibility for teaching moments

Challenges that this creates:

- Teacher knowledge - we may not know the children or framework well enough to make clear pathways for learning
- Time to gain more knowledge, keep children on track, to go on with teachable moments.
- Child buy in and their willingness to share process not answer
- Planning (open & flexible)

6. Assessment for Learning:

Effective teachers using a range of assessment practices to make students' thinking visible and to support students' learning.

- Students need a wide range of formal and informal assessment.
- Consider students interests and ability to make informed decisions.
- Place importance on the students' mathematical thinking rather than just the solution.
- Ask questions to find preferred strategies and language to inform next steps.
- One to one interviews rather than written tests to encourage thinking aloud and problem solving.
- Feedback focusses on next steps and further thinking.
- Self and peer assessment to encourage greater self awareness.

At Waikanae School this means that teachers will:

- **Improve questioning (use open and closed questions)**
- **Prompt not tell.**
- **Allow thinking time.**
- **Use 1-1 conversations about student learning both formal and informal.**
- **Make anecdotal notes.**
- **Understand progressions in order to give focussed feedback.**
- **Focus on mathematical process rather than just solutions.**
- **Provide opportunities for self/peer assessment.**

Challenges that this creates:

- Time for 1-1 conversations.
- Student willingness to share thinking.
- Student having language in order to share thinking.
- Consistency and continuity of feedback.
- Knowledge of framework in order to give focussed feedback.
- Allow thinking time.

7. Communication:

Effective teachers are able to facilitate classroom dialogue that is focussed on logical debate.

- Less preoccupied with the answer - more explaining the thinking and justifying the process
- Revoicing - repeating, rephrasing, expanding, add new ideas and move the discussion in another direction

At Waikanae School this means that teachers will:

- Withhold explanations until needed
- Dedicating time to discussion in maths
- Develop a culture in your classroom where it is OK to disagree
- Let them show their thinking in different ways
- Model lots of different strategies

Challenges that this creates:

- Knowing when to step out of the discussion (ie: stop talking)
- Guiding discussion in the right direction
- Understanding what the students mean
- Getting the students to explain their thinking

8. Mathematical Language:

Effective teachers shape subject specific language by modelling appropriate vocabulary and communicating their meaning in ways that students understand.

- Explicitly teach the language of maths (variations eg. times, multiply)
- Make links to home language
- Teach by modelling & effective questioning – very specific & precise to stop confusion

At Waikanae School this means that teachers will:

- Displays of language focused on the specific learning area (topic relevance)
- Use a range of specialised mathematical language
- Question effectively to extract specific language
- Know their children - background, culture and home language
- Explicitly tell and model how to use language effectively
- Build a bank of possible language connected to maths learning and use a range of it within their teaching

Challenges that this creates:

- Lack of teacher knowledge & ability to focus on just the group in front of you
- Assumptions that the kids should already know
- Teacher wait time – giving the kids time to process and answer
- Not knowing the correct way to pose a problem - word order, logical structure, prepositions etc
- Knowing how to question to open up the answer from the children.

9. Tools and representations:

Effective teachers carefully select tools and representations to provide support for students' thinking.

- Use a range of relevant tools
- Knowledge of which tools best suit the task
- Students having use of the tools and ownership of how they use them
- Using tools to peek out children's thinking

At Waikanae School this means that teachers will:

- Have ready access to a range of materials.
- Know how to use tools in context
- Encourage and expect pupils to create and use tools to communicate their thinking
- Have the confidence to explore new materials and share with pupils
- Use tools that relate to the real world

Challenges that this creates:

- Making resources
- Time
- Confidence

10. Teacher Knowledge:

Effective teachers develop and use sound knowledge as a basis for initiating learning and responding to the needs of all their students.

- Relevant content knowledge and how to teach it
- Know your students as maths learners and where they sit within the framework
- How to extend and challenge student ideas
- Support of others / systems / materials
- Critical moments – being able to make on the spot decisions – listening & questioning

At Waikanae School this means that teachers will:

- Work with others, sharing ideas, resources successes and failures
- Plan collaboratively within and across stages to consolidate knowledge of stages
- Have open discussions with colleagues
- Take time to understand what the "big idea" is before teaching
- Understanding lower / higher stages
- Be flexible, respond to teachable moments.
- Continue to build teacher knowledge of all stages through professional development

Challenges that this creates:

- Time to grasp concepts / find effective resources
- Time to know all the strategy / knowledge stages
- Self-doubt / teacher confidence – backing yourself
- Managing and meeting the needs of learners at the higher and lower ends
- Integrate across the curriculum - so it is not just a maths focus

Other Curriculum Areas

What is science about?

Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence – including by making observations, carrying out investigations and modelling, and communicating and debating with others – in order to develop scientific knowledge, understanding, and explanations. Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence. Different cultures and periods of history have contributed to the development of science.

Why study science?

Science is able to inform problem solving and decision making in many areas of life. Many of the major challenges and opportunities that confront our world need to be approached from a scientific perspective, taking into account social and ethical considerations.

By studying science, students:

- develop an understanding of the world, built on current scientific theories
- learn that science involves particular processes and ways of developing and organising knowledge and that these continue to evolve
- use their current scientific knowledge and skills for problem solving and developing further knowledge
- use scientific knowledge and skills to make informed decisions about the communication, application, and implications of science as these relate to their own lives and cultures and to the sustainability of the environment.

What are the social sciences about?

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.

Why study the social sciences?

Through the social sciences, students develop the knowledge and skills to enable them to: better understand, participate in, and contribute to the local, national, and global communities in which they live and work; engage critically with societal issues; and evaluate the sustainability of alternative social, economic, political, and environmental practices.

Students explore the unique bicultural nature of New Zealand society that derives from the Treaty of Waitangi. They learn about people, places, cultures, histories, and the economic world, within and beyond New Zealand. They develop understandings about how societies are organised and function and how the ways in which people and communities respond are shaped by different perspectives, values, and viewpoints. As they explore how others see themselves, students clarify their own identities in relation to their particular heritages and contexts.

What is technology about?

Technology is intervention by design: the use of practical and intellectual resources to develop products and systems (technological outcomes) that expand human possibilities by addressing needs and realising opportunities. Adaptation and innovation are at the heart of technological practice. Quality outcomes result from thinking and practices that are informed, critical, and creative.

Technology makes enterprising use of its own particular knowledge and skills, together with those of other disciplines. Graphics and other forms of visual representation offer important tools for exploration and communication.

Technology is never static. It is influenced by and in turn impacts on the cultural, ethical, environmental, political, and economic conditions of the day.

Why study technology?

The aim is for students to develop a broad technological literacy that will equip them to participate in society as informed citizens and give them access to technology-related careers. They learn practical skills as they develop models, products, and systems. They also learn about technology as a field of human activity, experiencing and/or exploring historical and contemporary examples of technology from a variety of contexts.

Technology is associated with the transformation of energy, information, and materials. Technological areas include structural, control, food, and information and communications technology and biotechnology. Relevant contexts can be as varied as computer game software, food products, worm farming, security systems, costumes and stage props, signage, and taonga.

What are the arts about?

The arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. The arts have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies. Through movement, sound, and image, the arts transform people's creative ideas into expressive works that communicate layered meanings.

Why study the arts?

Arts education explores, challenges, affirms, and celebrates unique artistic expressions of self, community, and culture. It embraces toi Māori, valuing the forms and practices of customary and contemporary Māori performing, musical, and visual arts.

Learning in, through, and about the arts stimulates creative action and response by engaging and connecting thinking, imagination, senses, and feelings. By participating in the arts, students' personal well-being is enhanced. As students express and interpret ideas within creative, aesthetic, and technological frameworks, their confidence to take risks is increased. Specialist studies enable students to contribute their vision, abilities, and energies to arts initiatives and creative industries.

In the arts, students learn to work both independently and collaboratively to construct meanings, produce works, and respond to and value others' contributions. They learn to use imagination to engage with unexpected outcomes and to explore multiple solutions.

Arts education values young children's experiences and builds on these with increasing sophistication and complexity as their knowledge and skills develop. Through the use of creative and intuitive thought and action, learners in the arts are able to view their world from new perspectives. Through the development of arts literacies, students, as creators, presenters, viewers, and listeners, are able to participate in, interpret, value, and enjoy the arts throughout their lives.

What is health and physical education about?

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.

Four underlying and interdependent concepts are at the heart of this learning area:

- Hauora¹ – a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.
- Attitudes and values – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.
- The socio-ecological perspective – a way of viewing and understanding the interrelationships that exist between the individual, others,

and society.

- Health promotion – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

Footnote 1: In health and physical education, the use of the word hauora is based on Mason Durie's Te Whare Tapa Whā model (Durie, 1994). Hauora and well-being, though not synonyms, share much common ground. Taha wairua relates to spiritual well-being; taha hinengaro to mental and emotional well-being; taha tinana to physical well-being; and taha whānau to social well-being.

Why study health and physical education?

Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society.

This learning area makes a significant contribution to the well-being of students beyond the classroom, particularly when it is supported by school policies and procedures and by the actions of all people in the school community.

What is learning languages about?

Learning a new language provides a means of communicating with people from another culture and exploring one's own personal world. Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own ways of expressing meanings; each has intrinsic value and special significance for its users.

This learning area provides the framework for the teaching and learning of languages that are additional to the language of instruction. Level 1 of the curriculum is the entry level for students with no prior knowledge of the language being learned, regardless of their school year.

Why study languages?

Languages link people locally and globally. They are spoken in the local community, used internationally, and play a role in shaping the world. Oral, written, and visual forms of language link us to the past, strengthen our identities and give us access to new and different streams of thought and to beliefs and cultural practices.

- Official Languages of New Zealand

Te reo Māori and New Zealand Sign Language (NZSL) are official languages of New Zealand.

By understanding and using te reo Māori, New Zealanders become more aware of the role played by the indigenous language and culture in defining and asserting our point of difference in the wider world. By learning te reo and becoming increasingly familiar with tikanga, Māori students strengthen their identities, while non-Māori help to secure its future as a living, dynamic, and rich language. Understanding te reo Māori stretches learners cognitively, enabling them to think in different ways and preparing them for leadership.

For many Deaf people, NZSL is essential for effective daily communication and interactions. By learning NZSL, hearing students are able to communicate with their Deaf peers and participate in the Deaf community. As Deaf people come to have a wider circle to converse with, our society becomes more inclusive.

- Additional Languages

By learning an additional language and its related culture(s), students come to appreciate that languages and cultures are systems that are organised and used in particular ways to achieve meaning. Learning a new language extends students' linguistic and cultural understanding

and their ability to interact appropriately with other speakers. Interaction in a new language, whether face to face or technologically facilitated, introduces them to new ways of thinking about, questioning, and interpreting the world and their place in it. Through such interaction, students acquire knowledge, skills, and attitudes that equip them for living in a world of diverse peoples, languages, and cultures. As they move between, and respond to, different cultural practices, they are challenged to consider their own identities and assumptions. As they learn a language, students develop their understanding of the power of language. They discover new ways of learning, new ways of knowing, and more about their own capabilities. Learning a language provides students with the cognitive tools and strategies to learn further languages and to increase their understanding of their own language(s) and culture(s).

Other Learning Areas - the Waikanae Way...

Other Curriculum areas include Social Sciences, The Arts, Science and Technology. These areas are taught across the school in different ways. We believe that the foci of learning need to be relevant to the children and their interests, and include a range of experiences in order to promote interest and varied learning opportunities. Such experiences could include trips, guest speakers, research, investigations etc. At the beginning of any inquiry, students' prior knowledge will be activated in a range of ways such as the use of Thinking Hats, discussions and appropriate graphic organisers (e.g. venn diagram, KWL etc). Children will be given an opportunity to work as part of a group or individually and they will be encouraged to present and communicate their findings in a range of ways.

We are shifting from knowledge finding/recall to real world investigations and research within both a local and global context. Some inquiries might cross over different subject areas and where relevant, teachers will point out the focus as we want the children to know what subject area the concept/learning fits into. Junior children are involved in "Discovery Time", and a Play Based Learning Program is being developed. The older children also have the opportunity to explore their own passions and be creative in the classroom.

Waikanae students will be given a range of opportunities to broaden their experiences and be given a more holistic approach to their education. These opportunities include learning outside the classroom such as on school camps, 'survivor' and team building days and sporting opportunities such as tennis, hockey, football, swimming and gymnastics. Artistic endeavours are also encouraged such as choir, band, dancesplash, school murals, kapa haka etc. Students are given the opportunity to experience learning a range of languages, such as Te Reo, New Zealand Sign Language, Mandarin, Japanese and Spanish. We encourage children to try new things and have a growth mindset.

Assessment

We assess children in a number of ways throughout the year and use this information to inform our teaching and inform parents of a child's achievement and progress.

Assessments may be informal and ongoing, such as observations and discussions or more structured through the use of external, formal tests such as 6 year nets, running records, Probe and STAR for reading, NZCER PATs, e-astle reading, writing and maths assessments and evaluating knowledge through the NZCER Assessment Resource Bank materials.

Assessment and feedback is ongoing to identify gaps in learning and next steps and inform teaching. A schedule of formal testing is set out each year across the school and focuses on literacy and maths. Moderation is carried out for writing across the school/syndicates and overall teacher judgements for reporting to parents are moderated based on assessments we have carried out.

Assessment of other curriculum areas such as science, technology, art, PE and health, etc is more evaluative by both teacher and children but reference to the curriculum levels is made for end of year reporting based on the general level taught in the classroom. It is up to individual teachers to keep a record/track of how children are performing in any given curriculum area. Children are also encouraged to assess and discuss their own achievements with their peers and teacher on a regular basis and the three way meetings between children, teachers and parents is another way to discuss progress and next steps based on assessment.

Reporting to Parents

February/Interviews and Meet the Teacher

This is a combination of 1:1 Parent Teacher Interviews and whole syndicate meetings designed to give Parents and Teachers the opportunity to meet and greet at the very start of the school year. The afternoon evening is divided into three parts

- Timetabled 1:1 Interview Sessions from 3.30pm to 5.00 pm.
- Classrooms are open from 5.30pm-7pm to enable students and parents to meet the teacher as a group.
- Each syndicate holds an information/overview session
- There is usually a sausage sizzle and a social session running through the evening.

April Written Report

This report is for Year 4 to 8 students only. A written report will be posted home to parents at the end of Term One. This report will give parents the Stanine Scores obtained from the assessments undertaken in February. Parents will be given between 2 and 6 test scores that compare their students to national norms in literacy and numeracy. Year 1-3 students will not receive a report as we do not have any functional assessments that compare students to national norms at this age

June / July Interviews

These interviews are part of the formal reporting process to parents on student progress and achievement. The interviews will be triangulated with students in attendance. The Data File and an expectations report will be used as a basis for discussion. Bookings for the interviews can be made via the school website.

Data Files

Data Files are sent home following the mid year interview to give parents greater insight into their student's progress and performance. The Data File contains benchmarked numeracy and literacy items that will enable parents to compare their child's performance with national norms. The datafile should be returned to school in term 3 so that teachers may add further evidence of the students' progress over the remainder of the year, before sending it home again in December.

July Written Report

The July Report will be issued to parents at the interviews at Interview held in late June or early July. The interviews will be triangulated with students in attendance. See June-July Interview Comment. Bookings for the interviews can be made via the school website.

December Written Report

The End of Year Reports are generated for all students late in Term 4. There are three different formats for the differing age groups, these being:

1. New Entrant
2. Years 1 to 4
3. Years 5 to 8

These Summative reports provide achievement information and make comparisons to National Norms where appropriate and available. These Reports are posted home to families.

Aggregated Data

Comprehensive reports and analysis of school-wide achievement against National Norms are available on the school website.

Learning Support

Learning together - We ensure that our students are fully included in the school day and value opportunities for shared experiences which enable them to thrive. We foster in our children whanaungatanga, a strong sense of belonging to their class and the wider school community.

Reaching potential - We give our students the support they need to work to the best of their ability in all areas of the curriculum. We provide extra help and encouragement, adapt their programmes and learning environments and access specialised equipment and materials where required.

Coordination

Waikanae School has a Learning Support Coordinator (LSC) who is responsible for coordinating the learning support for all students at Waikanae School. Currently the role is resourced at 0.5 fte.

While classroom programmes are differentiated and as such cater for many of the diverse needs of learners, students with special educational needs require extra help and support. This can take the form of interventions from outside agencies or teacher aide support, or both. It is the primary role of the LSC to coordinate these.

Some of the agencies we work together with are:

- SEA – Special Education Advisers (for ORS/IWS funded students)
- SLT – Speech Language Therapists
- OT – Occupational Therapists
- RTLB – Resource Teachers of Learning and Behaviour
- RTLit – Resource Teachers of Literacy
- ASK – A Safe Kapiti (includes Family Support Services and Strengthening Families)
- KYS – Kapiti Youth Support
- CAMHS – Child and Adolescent Mental Health Service
- CRHS – Central Regional Health School
- Explore Specialist Advice
- Stand for Children (formerly the Otaki Health Camp)

Our Students

Our school community includes students with a diverse range of special educational needs, including students receiving ORS funding and students receiving support from the Intensive Wraparound Service and through ICS.

In terms of academic learning, there are different ways of identifying students in need of additional support. In Years 4 - 8, classroom teachers determine which students are at risk with their learning using OTJs and standardised testing such as STAR and PAT tests. We identify students who are stanine 4 or below as priority learners and monitor their progress throughout the year. In Years 1 - 3, the “reading wedge” and running records help to identify students whose progress is cause for concern. Children who are making the least progress at the age of 6 are identified for Reading Recovery.

Additionally, some students need extra support for a range of other reasons. These can include behavioural concerns which impact on their learning and engagement at school, such as social awareness, resilience and self-esteem, or health concerns. These students are often

referred to other agencies, such as the RTLB Service, CAMHS, KYS or the Central Regional Health School. The LSC liaises with external agencies as appropriate so as to ensure a consistent, individually tailored approach for each student.

Ongoing Support

Ongoing Resourcing Scheme (ORS)

ORS funding provides support for students with the highest level of need for special education to join in and learn alongside other students at school. It allows us to provide additional teacher and teacher aide support for these students. The LSC runs IEP (Individualised Education Plan) meetings for each ORS funded student twice a year, giving the team around each student (whanau, classroom teacher, LSC, Special Education Advisers and any other professionals involved in working with the student) the opportunity to establish learning and behavioural goals and to recognise progress. In addition, there is regular and open communication between the LSC, classroom teachers and Special Education staff so that the programme remains carefully tailored to each student's individual needs.

Intensive Wraparound Service (IWS)

The Intensive Wraparound Service is designed for students who have behavioural, social and / or learning needs that are highly complex and challenging and require support at school, at home and in the community. IWS funding enables us to provide additional teacher and teacher aide support, purchase resources and programmes for the student's use and offer the classroom teacher release days to plan an individualised programme for the student. The LSC runs regular meetings for the team around a student receiving IWS support (parents, teacher and Ministry staff), enabling them to put together and monitor a comprehensive plan to assist the student to engage positively in school life.

In-Class Support (ICS)

In-Class Support provides teacher aide funding for students with ongoing learning needs. The funding is designed to help facilitate the students' successful inclusion in a learning programme and can be used flexibly to best suit their individual needs.

External Interventions

Referrals to external agencies are made by the LSC, allowing for a clear understanding of the special educational needs within the school and for continuity of communication. The LSC meets each term with the Senior Leadership Team to discuss possible referrals so as to ensure consistency across the school.

RTLB – Resource Teachers of Learning and Behaviour

The LSC meets regularly with our Liaison RTLB and makes requests for RTLB support in consultation with classroom teachers. When a referral is accepted, the LSC coordinates a meeting of the team around each student (parents, staff and other outside agencies as appropriate) to determine learning or behavioural goals. The resulting plans are tailored to the individual needs of the child and often include support to fund teacher aide hours so that the interventions can be put into place.

RTLB interventions take the form of either learning or behavioural support for the student, or both. Interventions include individual or small group support for the student in literacy or numeracy and a range of small groups set up to promote a student's social skills or to improve their engagement with school. These groups comprise a diverse range of activities, such as cooking and crafts, problem solving, Play Based Learning, fine motor skills activities and creative tasks such as the design and production of a video explaining whanaungatanga and our school values, and the creation of a school workbench through visits to the Menzshed. Tuakana-teina interventions, such as a group of senior

students running a reading buddy programme with a junior class, increase the self-esteem of the seniors as well as benefiting the younger children, thereby building whanaungatanga across the school.

RTLit – Resource Teacher of Literacy

The LSC makes referrals to the RTLit in conjunction with the classroom teacher. Once a referral has been accepted, the RTLit plans a programme and works with the student individually to raise their achievement in literacy.

SLT – Speech Language Therapists

Speech Language Therapists offer support to students who have high communication needs. The LSC refers students who have difficulties with speaking, listening and understanding language to the Communication Service and liaises with the whanau, classroom teacher and SLT to develop a plan to help address the difficulties. The LSC maintains regular contact with the SLT to monitor ongoing levels of need and to make relevant follow-up referrals to other services, such as RTLB, as required.

Reading Recovery

Students are identified for Reading Recovery support on the basis of the Six Year Net assessments. The Reading Recovery programme involves a daily 30 minute session with our Reading Recovery teacher to raise a student's reading achievement.

In-school interventions

Waikanae School provides in-school interventions as extra support for our priority learners. Staff decide in syndicates how they would like to use this opportunity for the benefit of their students, and the LSC arranges a variety of literacy, numeracy and social skills groups to cater for the identified needs. Students derive great benefit from the collaborative nature of the groups, increasing their social skills and boosting their self-esteem.

In many cases these small groups meet with a teacher aide each week to work on their literacy or numeracy skills. Sometimes syndicates arrange for groups of more able students to work with a teacher aide, allowing the classroom teacher to focus on the priority learners him- or herself. Working alongside at risk students in smaller groups enables the teacher to support their specific learning needs in literacy or numeracy and so to increase their confidence. The more able students also derive benefit from the opportunity to work together in smaller groups, following their areas of interest, extending their ability to think and ask questions and working collaboratively to problem solve.

English as a Second Language

Speakers of languages other than English are supported through regular sessions with a teacher aide. They work on programmes tailored to their needs, either individually or in small groups. The LSC monitors students' progress in consultation with classroom teachers and updates each student's ELLP record of progress to inform next steps for learning and to confirm eligibility for funding.

Gifted and Talented Learners

We support our gifted and talented learners to extend and broaden their abilities in a range of ways. These include offering them opportunities to expand their thinking skills, problem solving abilities and teamwork (Tournament of Minds, EPro8 Technology Challenge), to develop their leadership skills (School Council, student leadership team, student-led committees such as for assemblies and the Year 8 formal, peer mediators, Physical Activity Leaders, the Tech Team, Minecraft Club, Young Leaders' Day attendance), to enhance their cultural and creative abilities (school bands, choir, kapa haka, Art Splash, Dance Splash) and to develop their academic abilities (writing competitions, Mastermind book reading competition, Otago Maths Problem Solving Challenge).

In addition, our most talented sports people have had the opportunity to be selected for and attend various competitive events throughout the year. These events have included the interschool, district and regional cross country, and interschool athletics, swimming, rugby, triathlon, basketball and winter tournament.

Teachers also provide ample opportunity for students to be extended within the classroom programme. This ranges from ability grouping to strength/interest based groupings. We also allow the children to have some option in the way they work within the classroom - providing "must do" and "can do" tasks. We include activities that have a low floor and high ceiling, allowing students to engage in a rich task at the appropriate level. When there is a "teachable moment" or a specific topic, teachers have the flexibility to allow students to follow their interest to deepen and expand their understanding.

Student Wellbeing

Wellbeing is vital for student success and is strongly linked to learning. New Zealand and international research shows that there are many school factors that influence student success. Although there is no single measure for student wellbeing, the factors that contribute to it are interrelated and interdependent. For example, a student's sense of achievement and success is enhanced when they feel safe and secure at school. This in turn lifts their confidence to try new challenges, strengthening their resilience.

Looking after their wellbeing will support every student to become a confident, connected, actively involved lifelong learner.

Schools **promote** wellbeing through their vision, values and strategic priorities, and through the deliberate design of their curriculum. Schools also **respond** to emerging wellbeing issues and concerns. Their evaluation and inquiry activities focus on the impact of specific strategies or initiatives being implemented for students needing additional support or in some cases access to specialist support.

Whanaungatanga (developing a strong sense of belonging) underpins our school values. At Waikanae School, we strive to ensure that every student feels they belong to and are an important, valued member of our school community.

Waikanae School successfully promotes and responds to student wellbeing by ensuring that:

- our agreed values and vision underpin the actions in our school to promote students' wellbeing
- our school's curriculum is designed and monitored for goals we value
- our students are a powerful force in wellbeing and other decisions
- all students' wellbeing is actively monitored
- systems are in place and followed to respond to wellbeing issues.

Teaching as Inquiry

Each teacher will identify children each year who are a focus for the teacher's inquiry into learning. Each inquiry will vary dependent on the needs of children but will have a common theme, eg Maths achievement and links to Tataiako and Ka Hikitia. The shift in learning is tracked and reported to the Board. The children identified will include Maori and Pasifika children and those with a particular learning need. This can vary and include academic, motivation, mindset and/or other needs.

The links to Tataiako: Cultural Competencies for Teachers of Maori Learners is strong. It focuses on teachers' relationships and engagement with Maori learners and with their whanau and iwi. Tataiako knowledge helps us to personalise learning for and with Maori learners, to ensure they enjoy education success as Maori. Ka Hikitia also stresses the importance of identify, language and culture and teachers work hard to build teacher-learner relationships with all of our students to increase engagement alongside whanau.

Transition to School

Waikanae School have a programme for our New Entrants who will be starting school called **Ready! Set! GO!**

The aim of this programme is to establish quality relationships and instill a sense of place and belonging the ensure a successful transition to School.

In order to facilitate this we have devised a structured programme that introduces new entrant children to...

- The other students with whom they will start school
- The teacher that they will be with for the rest of the year
- The room that they will start school in.

Ready! Set! Go! has a number of purposes. It ensures that children settle quickly into their new surroundings and get to know their teacher and the school environment.

Ready! New Entrant children come to school on a Thursday afternoon for a relaxed and welcoming session. Parents are welcome to stay. We make every endeavour to ensure that the afternoon session is with the child's class teacher and in the room in which they will start school. Parents and students can come to as many sessions as they want.

Set! Closer to the time they start school, the child comes to school for two "real class" sessions. These visits happen at various times to let the child get a picture of the other parts of the school day. Parents will need to make bookings for these visits through the office; phone 9026544 or admin@waikanae.school.nz

Go!!

Once your child has completed the Ready! and Set! Phases they are all Go! to start school from the day they turn 5. They will be ready to start their learning journey at Waikanae School.

Behaviour Management Guidelines

In class

Each syndicate has their own guidelines for behaviour that are relevant and age appropriate. This is usually attached to a positive reward system (at syndicate or class level). Once the classroom and/or syndicate guidelines have been followed, children may be sent out of the class for repeated offences (usually to the syndicate leader) or referred to the relevant place for timeout. Instances are reviewed and discussed at syndicate meetings, with opportunities given to discuss children of concern. A record is kept of any child withdrawn from the classroom or playground.

Behaviour Guidelines

Treat others in a friendly, positive way

No rough play/tackling, put downs/swearing, zero tolerance to bullying.

Look after our school and its property

Put your rubbish in the bin, use sports equipment appropriately, put equipment away, stay out of the gardens.

Use our manners

Follow instructions and talk to others in a polite and respectable way.

Look after ourselves

Walk scooters unless in designated scooter zone, wear helmets on bikes and when using ramps, be sunsmart – wear your school hat in Term 1 and 4, ask for help if you need it.

Be in the right place at the right time

Outside unless it is raining or your name has been written on the whiteboard BY A TEACHER, never leave the school grounds without permission, return to class promptly, sit down for the first 10mins of lunch, know the out of bounds areas and stick to them, no playing in the toilets, only climb trees as high as you are tall, no talking to children who are in Time Out.

Positive Consequences

- Gotcha - the draws for this will be made at whole school assemblies.
- Certificate at assembly.
- Verbal acknowledgement.
- Syndicate system/reward where appropriate.

Consequences for inappropriate behaviour

Phase One – High Level (see below) or repeated Low Level (see below). Detention for no less than 30 minutes (could be up to a full day depending on the severity of offence). Consultation with Management team member, parents may be notified.

Phase Two – Repeated High Level behaviours, or a significant event. Consultation with Management team member, relevant removal from playground and/or classroom, parents notified.

Phase Three – Stand Down from school under parental supervision for 1-5 days as decided by the principal. Ministry of Education notified.

Phase Four – Suspension. Removed from school until appearance before the Board of Trustees who will decide upon whether or not re-entry into the school is appropriate and any conditions for re-entry. Ministry of Education notified.

Wet Days

Pirate flag means stay off the grass.

Don't play outside if it is raining – you can play on the deck, but not with balls.

A blip-blip bell will go if you need to go inside, but go inside if it is pouring down!

Junior classes can have buddies to come in and be wet day monitors during a rainy lunchtime, up to the discretion of the teachers to organise if they require.

Duty Teacher

Be active when on duty – stick to and enforce behaviour guidelines.

Organise cover when you are not at school (e.g. on a trip/course).

On wet days liaise with other duty teachers to monitor set classrooms.

Be punctual!

	Low Level - Rubbish/Time Out		High Level - Instant Detention
Behaviour	<ul style="list-style-type: none"> • Back chat • Swearing • Put downs • Disobedience • Rough Play • Out of bounds • Inside • Littering 	<ul style="list-style-type: none"> • No hat • Use of equipment • Scootering in the wrong place • Breaking of school guidelines 	<ul style="list-style-type: none"> • Repeated offences of low level crimes. • Swearing (at someone) • Bullying • Fighting • Disrespecting school property/equipment.
Consequences	<ul style="list-style-type: none"> • Walk with duty teacher picking up litter <p>OR</p> <ul style="list-style-type: none"> • Time out on the steps outside the staffroom. (The person who puts them on must let them off - or hands that responsibility over to the next duty teacher). 		<ul style="list-style-type: none"> • Instant detention - for no less than 30 mins. Children to be put in photocopy room and DP or a Lead Teacher notified. Name written on the clipboard sheet with time on and off. • Confining repeat offenders to set areas of the playground.
Notes	Classroom teacher informally monitor their children who are in Time Out on a regular basis as they may receive a more severe penalty.		May transfer detention from the photocopy room to the teach work/meeting room opposite Reading Recovery room.

Professional Development

Waikanae Way - How we choose what PD to follow as a school

Waikanae school has undertaken PD in writing, science and maths in recent years. Writing and maths were chosen based on dropping National Standard levels within school and Science due to a lack of knowledge and confidence amongst teachers to deliver the curriculum effectively. We have also undertaken PD around Tataiako (in particular whanaungatanga, ako and tangata whenuatanga) as this was seen as a priority for our school - to meet the needs of students. Other recent areas of PD have included Google/ICT applications (GAFE summit) to keep up to date with technology and individual courses as seen appropriate, eg Learning through Play. There has also been a focus for some teachers on ALLIS (Asian Language Learning in schools) as we have developed programs around Mandarin and Japanese and Junior teachers are currently undertaking PD in Te Reo alongside a kairahireo in school for the Te Reo Tuatahi program. Middle Managers have also undertaken the Leading Edge course to improve leadership rather than management of syndicates and to grow the capacity of other staff.

Waikanae School is committed to PD for all its staff, ensuring there is only one focus at a time and our priority learners are at the centre of it. We undertake PD for a substantial period of time (eg Science 2014-2016, Maths 2017-2019) to give staff the chance to develop fully. Teams have been developed for both Science and Maths so each syndicate has an expert and perspective when planning PD.

Outside providers are used for PD, either within school or out of school, as they are seen as experts in their field. PD is planned for whole staff meetings and followed up either in class or discussed at syndicate meetings.

Individuals are encouraged to attend any PD they feel necessary to upskill in any particular area (eg Autism course) as appropriate. This may be student driven, due to a change in teaching level or personal circumstances.

Appraisal

	Term 1	Term 2	Term 3	Term 4
Informal Observations/ Walkthroughs	These will be ongoing throughout the year. The Principal/Deputy Principal and Team Leaders will be popping into classes during the year frequently. If you have anything in particular you would like them to focus on please discuss it with them at any time.			
	What was happening Tone Relationships Teaching Point Structure/Routines Environment Expectations	Questions/discussion prompts How does this compare to a normal session? What went well? What would you change What are you finding difficult at the moment What is going well etc etc	Feedback/post visit discussion Any further actions required Points to come back and check Support/advice required	
Formal Observation and paperwork check		These will take place during the term where the Lead Teacher will observe classroom teaching (hopefully focussing on the specific PD goal set) and a meeting will be held to discuss the observation/ check documentation/ check the progress of goals.		
Conversation/ Interviews/ Goal setting	Goals will be set related to our relevant PD and also a Personal Goal			Teachers will sit down with Principal and Lead Teacher to review the year/goals and also be marked off against Performance Indicators.
Senior Leadership Team and Support Staff	SLT sit down meeting/feedback session with Principal. During this meeting, goals area/s to work on will be identified.	SLT sit down meeting/feedback session with Principal. The 360 questionnaire will be completed by the relevant people for the SLT.	SLT sit down meeting/360 feedback session with Principal. Support staff 360 issued.	Support staff 360 feedback meeting with Principal/DP/AP. SLT marked off against Performance Indicators.

For registration purposes, all teachers will have gone through the above process, and regularly added relevant content to their Standards for the Teaching Profession evidence log. This makes them eligible for full registration. It is the responsibility of each teacher to maintain and update their evidence log (Google Doc Portfolio). This will include all formal documentation from the appraisal cycle.

Engagement with the Community

We value community engagement at Waikanae School. In order to promote this we have an open door policy, and use a variety of approaches to involve all whanau within our school community, such as marae visits, attending community events e.g. Expressway opening, hosting a range of events where parents are invited e.g. Bike to School Breakfast, Science Celebration, Christmas carols. Parents are also invited to all school-wide and syndicate events.

Assemblies are held regularly, with parents informed of dates and times. These can be either syndicate or school wide. This is an opportunity to inform the school community of our current focus, especially in regards to learning and our school values.

Our relationship with Whakarongotai Marae and the iwi is strong. We hold our annual Matariki celebration in conjunction with them, our Kapa Haka group are often involved in Powhiri welcoming groups onto the Marae, performing and assisting with hosting others.

We communicate with parents in a range of ways. We have either Seesaw, Facebook or blogs for each class in order to share learning with them. We also have School App, website, newsletters, School Links and information sessions to keep parents informed about what is happening schoolwide.

Student Leadership

Students from the senior syndicate are encouraged to apply for a variety of leadership roles within school. For example to lead house competitions, sport, art, environmental and other activities or to help organise and run school assemblies. These leaders are representative of student voice for the school and they actively seek other students' thoughts and opinions on a variety of issues. Senior students are also encouraged to be peer mediators to help younger children solve any conflicts on the playground. Many of the classes have a buddy class (eg senior/junior children) to encourage and foster nga rangatira, role modelling and a sense of whanau within our school community.

Planning Expectations/Guidelines

Syndicates have a term overview, which we track retrospectively to ensure that there is a balance of curriculum areas provided for the children at Waikanae School. Units are usually created as a guide for the syndicates to teach from - it ensures that we are all working on the same/similar big idea, which class teachers can then adapt to suit the specific needs and interests of the children in their class.

Teachers are responsible for documenting what they do in a way that suits them and shows what is happening in the class, without being too onerous.

As a staff, we think the effective characteristics of a classroom are :-

Honouring Te Tiriti Needs of all students being met Range of curriculum areas on display - children's work Happy learners
Teacher working with groups (differentiated learning) Bright, creative and motivating environment Fun
Growth Mindset (take risks) Variety of learning activities Positive rapport teacher-student-parent
Questioning Sense of belonging Respectful relationships Shared ideas Evidence of routines/plans
Children happy with peers Levels of student choice - appropriate to student level Organised teacher
Focussed children who are engaged in learning Well set out easy to move around Collaborative

Innovative Learning Environments (ILEs)

[Terminology](#) as first paragraph

New Zealand recognises the OECD seven principles for innovative learning:

- Make learning central, encourage engagement, and be where learners come to understand themselves as learners.
- Ensure that learning is social and often collaborative.
- Be highly attuned to learners' motivations and the importance of emotions.
- Be acutely sensitive to individual differences including prior knowledge.
- Be demanding for each learner but without excessive overload.
- Use assessments consistent with these aims, with strong emphasis on formative feedback.
- Promote horizontal connectedness across learning activities and subjects, in and out of school.

At Waikanae School, ILEs are more than just spaces that children learn in. Teachers and children collaborate in a number of ways within and across syndicates and the buildings cater for this in different ways. The pedagogy behind ILEs is evident in all classrooms with children been given varying amounts of autonomy to lead their learning. A broader range of teaching and learning practices and groupings are evolving over time as we strive to meet the needs of our children.

E-learning

Information and communication technology (ICT) has a major impact on the world in which young people live. Similarly, e-learning has considerable potential to support the teaching approaches.

Teachers keep up to date with technology in order to provide a real context for working and prepare children for global interactions. Children at Waikanae School are already 'digital natives', born into an age where they cannot imagine life without computers and the internet. They are introduced to e-learning as soon as they come into school. iPad apps for a range of subjects are used in the Junior classes and can involve both group and independent work. Chromebooks are introduced from Y3/4? with ICT skills being taught alongside other learning. Children are encouraged to develop and use more sophisticated programs as they progress through the school to research and present their work. Collaborative e-learning is particularly encouraged from Y5-8 with the use of Google docs and other programs to facilitate this. Parents have access to children's Google docs and can also comment on work children have produced. Cyber Safety Rules are taught from an early age and the e-learning journey develops as technology evolves.

The new digital curriculum content and how it can be integrated into teaching and learning programmes will be unpacked as a school for implementation from 2020. This will help students keep ahead of the fast moving and ever changing digital world, understand the theory and science behind the technologies they use, and be able to participate in the digital world as creators - not just users - of innovations and inventions.

Strategic Thinking to Learners

Each year the school either updates or develops the following plans and documentation:

Charter

Strategic Plan

Annual Plan

Achievement Targets

Principal's Performance Agreement

Team Goals Action Plans

Priority Learner Plans

These documents cascade planning through all levels of the school with each level informing the next. The manner in which this planning and reporting is organised provides a 'line of site' through the entire organisation with goals and objectives being addressed at various levels by differing people. The Charter, Strategic Plan, Annual Plan and Achievement Targets are approved by the Board each year (1 March). The 'Team Goals Action Plan' cascade from the Annual Plan which in turn cascades from the Strategic Plan. All of these documents then inform

each teacher in the development of their class specific Priority Learner Plans. Finally, the Principal's annual Performance Agreement is aligned. The top four documents are all public documents and are available on the School website while the bottom three are in-house documents for teachers and staff.