



A collation of the 'Themes from Creating Our Future Now'.

Supplied by our students, parents/whanau, board and community.

This summary was compiled by Chris Rowan (Impact Education) and comes directly from the commentary supplied by our community during the consultation process (May and June 2018).

You are invited to provide feedback on these 'Themes' via email to [f.charters@waikanae.school.nz](mailto:f.charters@waikanae.school.nz)

# What are we good at?

## Key themes:

- Communicating
  - Culture and welcome safe environment
  - Opportunities for our kids
  - Good teachers
  - Transitions
- Safe and welcoming school, caring inclusive environment range of learners included , kids feeling they belong – Whanaungatanga families feel they belong, strong relationships
  - Communicating and reporting to parents in a variety of ways, keeping parents informed of upcoming events, teachers communicating more e.g. Facebook
  - Supporting new initiatives and trying new things
  - Broader curriculum and balanced programmes e.g. languages, Te Reo Māori , variety of things not just academic
  - Culture – the values, the leadership opportunities, opportunities for students
  - Parents having opportunities to input into policies
  - Grounds and environment are cared for and maintained
  - Induction and transition of NE students and their families
  - Using the community and opportunities for activities outside the school, trips and special days
  - Variety of teachers, passionate teachers, supportive management team, leaders of teams who are positive
  - Good systems for staff re paperwork and requirements, balance
  - Office staff communicate well and are approachable other wider activities offered – music sport, etc.
  - Teachers are proactive around bullying and dealing with issues as they arise

# What can we strengthen?

## Key themes:

- All students needs met
- Te Reo Māori and te ao Māori
- Play based learning
- Student led initiatives
- Environmental education
- STEM programmes
- Reporting to parents
- Technology – wider view
- Transitions
- Using parents to enhance the programmes

- Identify able students, ensure they are growing and challenged
- Find more ways to include parents more within the school programme – use strength, contributing
- Dealing with bullying, by growing the understanding difference, learning different opinions, how personalities work differently etc. Build the soft skills.
- Grow student led initiatives e.g. EnviroSchools activities programme
- Commitment to creative curriculum, art drama music
- Consistency across year groups with some teacher practices
- Expanding play based learning - stronger early junior school links s to early childhood curriculum and play based learning, more PD for teachers
- Students with additional needs
  - Managing stress for some students earlier, and, specific needs of some students e.g. Dyslexia- grow teacher knowledge, support parent skills
  - Develop art therapy or sensor rooms for supporting students to calm down
  - Earlier intervention and parent engagement if students “are behind”
  - Smaller classes
  - Consider behaviour management approach – detention? Other ways to address behavioural needs
  - Support staff allocations start at start of year
- Te Reo Māori and tikanga Māori and other languages e.g. mandarin
- Links with ECE;s – grow these, ready set go good but more visits to school etc.
- Maths programmes – Keep growing skills for teachers here
- Reporting to parents – ask parents what they want to see here, individualised reporting 3 x a year? Engaged in learning key competencies, strengths, interests are being supported /encouraged
- More STEM, arts science and technology and languages in middle school
- School production – back to two year cycle
- Staff morale team building days – more proactive with this not just at end of year
- Sports and club support
- Data information – students google docs? Links to secondary schools? Who has access to student data after they leave?
- Social media literacy, internet safety

## Students

More or want:

- Swimming pool for PE
- Dance and drama
- Life skills and survival skills
- Outdoor learning opportunities- gardening, nature, horticulture
- Maths- challenged
- Global learning, learning about other countries, places and people
- Practical skills like cooking and building
- Computers - Coding and computer club
- Science e.g. biology, space, dinosaurs, human body
- Themes days to celebrate- family day, sibling day, clean up school day, pets day, parents come to school day
- Sports - challenges with other schools

Less

- Computers

## Parents

More:

- Performing arts and social sciences
- Languages - Māori and mandarin, consistent across all classes
- Critical analysis, critical thinking e.g. Media literacy,
- Personal skills - speaking up, goal setting and planning, communication
- Health, wellbeing – nutrition, mental/physical health, growth mindset
- Digital technologies – linked to problem solving and coding
- Environment education, local community, sustainability
- Global citizenship - the world around them, volunteering, politics, ethics
- Scientific thinking, science and curiosity about science
- Key competencies – self management, relating to others, contributing
- More practical hands on things, technology wider than digital
- STEM subjects (science, technology, engineering and maths)
- Future problem solving – things that will affect us in the future

## Curriculum

**What do we want children to be learning about?**

## Key themes

## Teachers

- Simplify and have clear conversations on how we can make space for a range of things in the curriculum/what do we leave out?  
Or how do we integrate more?

More:

- Play based learning, links to Te Whariki curriculum
- Environment education-sustainability, outdoor learning, plants etc.
- Practical learning - cooking, construction, robotics etc..
- Arts/performing arts/music
- Life skills; Financial literacy, mental health, resiliency, growth mindset
- Languages and culture, Māori, Asian languages, more progressions
- Global citizenship - awareness and social issues learning - more critical analysis, problem solving, and interest project based work
- Key competencies, social skills, interpersonal skills focus e.g. self management, leadership, tolerance, empathy, resiliency, confidence
- STEM for junior school and science for all
- Te Reo embedded into what we do

- Wider coverage of the current curriculum – arts, science, languages , health, curriculum
- Key competencies, soft skills, interpersonal skills are critical
- Life skills – financial literacy, growth mindset, critical literacy
- Global community citizenship
- Environmental sustainability education
- Practical hands on technology areas
- STEM subjects
- Child focused voice input into the curriculum - interest projects, involved in planning
- Te Reo Māori, te ao Māori - progressions , history knowledge etc.
- Asian language supported
- Digital technologies balanced and focused on problem solving and keeping safe

## Students

- Most students like what they have and want to keep the values
- More variety in how they are rewarded
- Want consistency across the teachers and how they are rewarded
- If they could change - honesty change to integrity
- If they could add - add confidence, add inclusion
- Would like more of a focus of the week idea/framework
- Have a song that reinforces the values
- Students needing to show and explain why they should get a band- e.g. application

## Parents

- Keep the values, they don't need changing
- Don't have too many or they will lose the power
- They focus on good citizenship and personal growth
- Could add something that focuses on themselves e.g. resiliency, or doing your best, change honesty to integrity
- If take on out – honesty was singled out
- Have a plan now for where the school will take these

### Promoting values

- Consistent approach to rewards, keep celebrating, keep using values charts
- Keeping records of what students doing to live the values- have as a record of their growth through the school
- All students know all the values
- More living of the values outside the school – rest homes, volunteering etc.
- Link to Māori language, culture and tikanga
- More teaching of the skills for team work
- More visible in classrooms

## Teachers

- More consistent across the school
- Review reward system - long time for little ones to wait
- Use literature and other ways to reinforce model values
- How do we link values to more things e.g. sustainability and respect for environment
- Detailed induction of new staff needed to keep the culture around values and understanding of the vision and purpose
- Clearer vision of where to take values to next
- More PD support for staff on how to develop next steps
- Values to be modelled more by all staff
- Change the value honesty to integrity, could add resiliency
- Teachers reporting on values and wellbeing and key competencies
- Linking values to more learning situations - academic goals and social goals in lessons

## Values

## Key Themes

- Most happy with the values
- If change the values then a) add resiliency and b) change honesty to integrity
- Reporting on values and key competencies
- More consistency needed by teachers
- Linking values learning to other curriculum areas, embedded more
- Adjust/review rewards system
- Ensure stays current in the staff culture through induction for staff
- Clearer pathway for development /next steps and PD for staff to keep developing

## Students

- Learn more about Māori language and culture
- More about our whanau history
- More trips to the marae
- All the school do Kapa Haka
- Whole school should learn Te Reo Māori
- Māori flag up at our school if we have other ones up

## Parents

- All students given opportunity to acquire Te Reo and tikanga, more formal progressions through the ages
- Students and staff understand Te Tiriti o Waitangi principles and a vision for what it means for us at Waikanae school
- Students and staff know local Māori iwi names, history of the area, more culturally located content
- Incorporated into classroom programmes, authentic learning opportunities, part of the 'everyday'
- Strengthening our role in partnership/ reciprocal relationship – e.g. what do we give back to our local marae? What is our role in supporting the marae and te ao Māori in a real way, two way
- Ensure all staff are invested embracing our bilingual culture
- All school leaders including BOT have clear understanding of cultural competencies and are also able to lead this
- Continue to develop strong relationship with our local marae, engage with other and wider community to support this too
- A small number noting that what is done already is enough, or that it should not be being taught at all.

## Partnerships Relationships with iwi, local marae and whanau

## Teachers

- More Te Reo in classrooms
- More work at the marae
- Future proof relationship with marae, ensure it does not rely on one or two people
- Partnership – grow the reciprocal relationship - which means what can we do for the Marae
- 3 celebrations a year Waitangi Day – February, Matariki – June/July, November- Parihaka celebrations/activities
- Building relationships up with local iwi, other local Māori community groups
- How can we strengthen tikanga as part of our everyday school way of doing things
- Develop and grow school waiata and school haka
- More powhiri/ whakatau- welcoming families to the school
- Link te ao Māori to sustainability, environmental issues, kaitiaki of local area
- Part of other school rituals- e.g. end of school celebrations for Year 8 students

## Key Themes

- Protection
  - Grow Te Reo Māori within the school with clear and more formal progressions
  - Grow knowledge and understanding of local iwi history and stories
  - BOT, leaders and staff to grow skills and lead relationships so not reliant on one staff member
  - Link learning to sustainability, kaitiakitanga, environmental issues
- Partnership
  - Grow relationship with marae but ensure it is a partnership
  - What can we be doing to support the marae? A reciprocal relationship
  - Other key local relationships we need to strengthen
- Participation
  - More Māori traditions in e.g. end of school leaving events
  - 3 celebrations a year
    - Waitangi Day – February,
    - Matariki – June/July,
    - November- Parihaka celebrations/activities

### Students

- Important now and in later life but want wider view of technology to include cooking, woodwork, metal work, engineering, sewing,
- Tech not just at Raumati, more at our school too
- Software and coding skills wanted, coding club
- Younger students – all want an ipad, some want to do their work on their own computers
- Older students want a balance between subjects – technology just one thing
- More apps that support our learning
- Knowing we as students are safe online
- Google docs- keep doing this
- 3D printers and buy some other technology equipment
- Coding club

### Parents

- Safety on the internet, (cyber bullying focus, mental health, footprint, social media awareness)
- Values taught through technology, not more important than real life connections and face to face
- Problem solving focus – tools for growing problem solving skills
- Ensure it is used as a learning tool
- Coding and design in curriculum, teach coding e.g. tinker scratchboard, code monkey, python for kids
- STEM focus – science technology engineering and maths
- How to use technology to communicate learning more effectively with parents about learning
- Develop a clear information management policy of children's work, information who has access to this?
- Keep using tools that enable creatively and problem solving
- Wider view of technology? Technology curriculum needs more emphasis e.g. Practical skills, cooking tools
- Touch typing, google docs all important
- Balance is critical
- Some parents noted there is no need for more emphasis than currently available, want more emphasis on other curriculum areas

### Teachers

- Cyber safety and digital footprint understanding
- Implementation of the new digital curriculum
- Broaden vision of technology to wider than digital
- Coding and problem solving as part of the curriculum
- Ensure accessibility for all students – home and school
- Balance of technology and other aspects of the curriculum
- Use as a tool for learning, effectively used to support learning
- Using well to communicate to parents – variety of ways e.g. seesaw and Facebook

## Technology The place of technology in our school

### Key Themes

- High importance for many but balanced with interactions, other basics e.g. maths, reading, writing and social interaction skills
- Need a wider view of technology than just digital technology STEM, cooking, woodwork, construction, sewing etc.
- Ensure the values and social sides- awareness of bullying, safety on the internet, social media, mental health issues links awareness etc.
- Ensure naturally occurring in the learning process, used to support learning
- Ensure the skills are focused on e.g. problem solving rather than the device
- Coding and design skills desired
- Continue to consider how to use technology for communicating student learning with parents e.g. one data file for the 8 years moved from teacher to teacher or e-portfolio

# Graduate student important skills to learn or have are :

## Key themes:

- Global citizenship, school, local, NZ, world
- Skills to manages themselves and their learning
- Confident in social interactions
- Māori language and tikanga
- Lives the school values
- Self motivated learner and understands their learning style
- Awareness of culture, their own and others cultures
- Uses technology confidently and manages self online
- Strong sense of wellbeing and resilience

- Desire and enthusiasm to learn and valued regardless of academic success
- Global citizen - Opportunities to understand and comment on world and New Zealand
- Understands and values the place of Māori as our the treaty partner and tangata whenua
- A good/high grounding in academic subjects- strong competencies in literacy and numeracy
- Adaptability, with a confidence to problem solve and manage change
- Self confidence, a positive self esteem, and found a way to learn that suits them
- Socially confident, can speak up, ask questions, communicate and opinion and interact confidently with adults and peers
- Understand their role as a member of a community
- Skills that are transferable to the next phase of their learning, e.g. critical thinking, time management, responsible for own learning, how to study
- Strong self directed learner, learn independently, and understand the link between effort and outcome
- Aware of own culture/identity and the culture /identity of others and can think from other's perspectives
- Has had an opportunity to learn a language – Māori, Asian language
- Living the values of the school - and displays e.g. Whanaungatanga respect, courage, integrity, team work, pride
- Active and motivated learner, for now and as a life long learner
- Opportunities for leadership in a range of settings
- Have a strong sense of wellbeing – resilience, physical and mental health
- Can think about and act for the future and values our resources – environmental sustainability
- Can use technology confidently as a tool to achieve new skills and be mange self online (safety online)
- Have a growth mind set – resilience, perseverance

# What could we be doing that was innovation or different?

## Key themes:

- Programmes in classrooms that are individualized, project based and cater for passions
- Student voice heard more in planning, learning and evaluation
- Transitions to and from school would continue to develop and strengthen
- Reporting to parents and capturing learning for students strengthened
- Grow enviroschools and sustainability
- Better ways for connection local community – volunteering, project involvement, local history and knowledge

- More project based/interest based learning and self directed work with our year 7&8's – teachers as facilitators, more workshop based programmes, using more guest speakers and community resources for workshops and skill development e.g. one term a year in a team project with planning reviews built in etc.
- Community projects and projects that will contribute to the community. Volunteering, developing new community resources. Using our local resources more - locate learning in the community
- More individualised learning programmes – areas students are interested in, this could be done in multi level classes and threading in key numeracy and literacy
- Develop different ways of thinking about how to capture the of skills and learning the student has completed at Waikanae school to show the real learning
- Further discuss year group mix ups? – does this work or not?
- More leadership opportunities, create a wider range of leaders, different types of leaders
- Continue to develop student voice – find better and more innovative ways to include student voice in learning, in leadership, in planning etc.
- Teachers teaching more to their strengths and connecting with other schools more proactively across the area, ways of sharing knowledge skills strengths of teachers and students
- Strengthen differentiation in classrooms, really ensure the range of student needs are met, those at the top end are stretched
- Transitions to College, find better ways, new ways to ensure this is more seamless
- Really grow enviro schools programme – use to link to school, community and local Māori iwi
- Expose our kids to a range of people in jobs and roles that are different innovative
- Have music as a compulsory activity that activity fees go to (like PE/ sports)
- Have that second language PE or Asian that has a clear development pathway for learning, keep growing the Chinese teachers in our school
- History of our own area, our Tupuna, oratory story telling
- Have/develop a curriculum document that is parent and student friendly, has roadmaps for easy discussion
- Change school reporting
- Career guidance – not formal but opportunities to hear about peoples jobs

# Students - Anything else?

## Key themes:

- Outdoor environment including playground activities and garden continue to develop
- More celebration days

- Students want in the playground
  - More trees and vegetation around the school
  - School pool
  - Bike track
  - Fitness playground circuit
  - Rm 1,2,3,4 new playground
  - Playgrounds that aren't too big for some of the juniors
  - Recycling bins
  - Swings
  - Rugby posts
  - Fruit trees and food gardens
  - Cleaning the stream
- More celebrations –
  - e.g. bike days, pet days, family days, sibling days etc.

## Parents – anything else

- School counsellor (part-time?)
  - Discussions on do we need one, value add for students
- Entrances to the school-
  - Utauta St- pedestrian crossing needed, one way street - some dangers noted
- Size of school and roll
  - Keep to what it is now, discussions on how big we can/should get
  - Keeping the community feel