



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

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 and strong relationships
 - Communicating and reporting to parents in a variety of ways, keeping parents informed of upcoming events, teachers communicating with families 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 teaching styles, passionate teachers, supportive management team, positive team leaders
 - Good systems for staff re paperwork and requirements, balance of paperwork and other activities
 - Office staff communicate well and are approachable
 - Other activities offered – e.g. 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 within the school programme – use strengths, contributing opportunities
- Deal with bullying, by growing an understanding of difference, learning different opinions, how personalities work differently etc. Build the soft skills.
- Grow student led initiatives e.g. Enviroschools activities programme
- Commitment to the creative curriculum, e.g. art, drama and music
- Consistency across year groups with some teacher practice
- Expand play based learning – develop stronger early junior school links to early childhood curriculum and play based learning, more PD for teachers
- Students with additional needs
 - Managing stress for some students earlier, support the specific needs of some students e.g. Dyslexia-
 - Grow teacher knowledge and support and develop 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 behavioral needs
 - Support staff allocations start at start of year
- Te Ao Māori and Te Reo Māori and other languages e.g. mandarin
- Links with ECE centers – grow these relationship and more visits to school. Ready Set Go working well just may need more
- Maths programmes – Keep growing these skills for teachers
- Reporting to parents – ask parents what they want to see here , e.g. individualised reporting 3 x a year. Want reporting to include engagement in the learning key competencies and that strengths and interests are being supported /encouraged
- More STEM, arts science and technology and languages in middle school
- School production – back to a two year cycle
- Staff morale and team building days – more proactive with this, not just at the end of year
- Sports and club support
- Data information – e.g. students google docs. How do we manage? How do we link to secondary schools? Who has access to student data after the children 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 and critical thinking e.g. Media literacy,
- Personal skills - speaking up, goal setting and planning and communication
- Health and wellbeing – nutrition, mental/physical health, growth mindset
- Digital technologies – linked to problem solving and coding
- Environment education - set in the school and local community. Also include sustainability
- Global citizenship – understand the world around them, e.g. volunteering, politics and ethics
- Scientific thinking - curiosity about science
- Key competencies – self management, relating to others and contributing
- More practical hands on things and a focus on technology that is 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?

Teachers

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

More:

- Play based learning, links to Te Whariki curriculum
- Environment education- including sustainability, outdoor learning, plants etc.
- Practical learning - cooking, construction, robotics etc.
- Arts/performing arts/music, more time spent on this
- Life skills e.g. financial literacy, mental health, resiliency, growth mindset
- Languages and culture – , Māori, Asian languages, more progressions for the language learning
- Global citizenship - awareness of social issues and having 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 and confidence
- STEM for junior school and science for all
- Te reo embedded into what we do

Key Themes

- Wider coverage of the current curriculum – arts, science, languages , health, curriculum
- Key competencies – the soft skills and interpersonal skills are critical
- Life skills – e.g. financial literacy, growth mindset, critical literacy
- Global community citizenship
- Environmental education including sustainability
- 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 , including progressions and knowledge of history etc.
- Asian language teaching and learning supported
- Digital technologies important but ensure this is balance with other things and focused on problem solving and keeping safe

Students

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

Parents

- Keep the values, they don't need changing
- Don't have too many or they will lose the power
- Like how the values focus on good citizenship and personal growth
- If they could add they would have something that focuses on the student themselves e.g. resiliency, or doing your best,
- If they could change anything they would change honesty to integrity
- If they could remove a value they would take out honesty
- Develop a plan for where the school will take these values over the next 5 years

Promoting values – parents want:

- A consistent approach to rewards, keep celebrating, keep using values charts
- Records kept of what students are doing to live the values and have this as a record of their growth through the school
- All students know all the values
- More living of the values outside the school – e.g. in rest homes, volunteering etc
- A link between values and Māori language, culture and tikanga
- More teaching of the skills for team work
- Values 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 consistently 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 staff students and parents are happy with the values
- If the values changed then a) add resiliency and b) change honesty to integrity
- Teachers and students 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 the values stay current in staff culture through the induction of 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 kappa 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 Māori and tikanga Māori , 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 Māori 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 Māori as part of our everyday school way of doing things
- Develop and grow school waiata and school haka
- More powhiri/mihi 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, 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, 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 they want a wider view of technology to include cooking, woodwork, metal work, engineering, sewing,
- Technology at our school and not just at Raumati
- Software and coding skills wanted, a 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 they see as just one just one thing
- More apps that support our learning
- Want to know that as students they are safe online
- Google docs- keep doing this
- Buy some 3D printers and buy some other technology equipment

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 and strategies for growing problem solving skills
- Ensure it is used as a learning tool
- Coding and design added to the curriculum, teach coding e.g. tinker scratchboard, code monkey, python for kids
- STEM focus – science technology engineering and maths
- How do we use technology to communicate learning more effectively with parents
- Develop a clear information management policy of children's work online. Who has access to this information ?
- Keep using tools that enable creativity and problem solving
- Wider view of technology? Technology curriculum needs more emphasis e.g. Practical skills, cooking tools
- Touch typing, google docs both important
- Balance is critical
- Some parents noted there is no need for more emphasis than currently available, want more emphasis on other curriculum areas

Technology The place of technology in our school

Teachers

- Cyber safety and digital footprint understanding
- Implementation of the new digital curriculum
- Broaden vision of technology to wider than digital and devices
- 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, Facebook

Key Themes

- High importance for many but balanced with social interactions and other basics e.g. maths, reading, writing and interaction/self management 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 skills are focused on e.g. problem solving rather than the device itself
- 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
- Access for all students school and home

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 Māori

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 manage 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 of connecting with the 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, how 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 student 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
- Develop more knowledge of the history of our own area, our tipuna, including oratory skills and 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:

Continue to develop the outdoor environment including playground activities and garden

More celebration days

- Students want in the playground
 - More trees and vegetation around the school
 - School pool- build one
 - Bike track- develop one
 - Fitness playground circuit- make one
 - Rm 1,2,3,4, new playground
 - Playgrounds that aren't too big for some of the juniors
 - Recycling bins
 - Swings – include in playgrounds
 - Rugby posts – build
 - Fruit trees and food gardens
 - Clean 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 in our school