

# Paihia School Curriculum



# Vision Statement

Kia hui ako tahi tātou hei kawenga atu mo ngā ra e tu mai nei  
Together we learn and prepare for the future



# Paihia School Mission statement:

To cater for the whole child by respecting cultural differences and providing the best learning environment in partnership with parents and whānau so every child achieves to their highest ability and is prepared for their future.



# Ngā Tamariki

What strengths and weaknesses do our students have and what are the implications for teaching and learning?

STRENGTHS	WEAKNESSES
To be added	To be added
IMPLICATIONS	

# What does quality teaching look like at Paihia School?

## Our teaching and learning beliefs

<p>Learning expectations of students.</p>	<p>Students know what they are learning with success criteria so that students can assess their own work.            Student have goals set for the term.            Clear understanding of the learning progressions. The sequence of learning. The ability to understand the different learning pathways some pupils need to follow.            A desire for students to be active learners.            High expectations...attainable, suited to specific needs of children known by all students/parents.            Students and teacher develop expectations together-checklists shared</p>
<p>Pedagogy</p>	<p>Teaching styles - diversity, adapting.            Full understanding of the curriculum, learning progressions, up to date best teaching practice.            Teacher is KNOWING the type of student through data and therefore the teacher set an inquiry for the type of teaching and learning that will happen in the classroom. Teacher reflecting and gathering evidence and research.            21st century Blooms/SAMYR, HOTS            Continuous PD to upskill and learn new things for teachers            More in school discussions and sharing of resources, especially with mixed classes.</p>
<p>Classroom environment</p>	<p>Students' work is around the classroom. Lots of children's work and examples of what we are learning.            Students have furniture suited to the type of learning. Active learning, kids on task, kids enjoying learning.            Kids not wanting to go out for morning tea and lunch time.            Tidy, organised, easy for chn to find their tools.            Child centred, rich language, motivating. Student centred.            Pupils are aware of what they can use to help them with their learning.            Bright, modern furniture YES! and latest teaching tools.            Happy, comfortable, safe.            Learning centres/change according to current learning as for displays...colour            Displays supportive of learning, exemplars and progressions in reading, writing and maths.</p>
<p>Learning Opportunities</p>	<p>Bring in parents with expertise. SPORTs, ARTs and Creativity. EOTC. Air and Space.            SENCO is active not a label.            Fair and equitable. Everyone getting the same time, expectations that match pupil needs and skills. Meaningful, appropriate for needs,            Varied, lots of different experiences/opportunities offered especially around local area.            Involve whanau/community as well giving opportunities that would otherwise be unattainable/accessible.</p>

<p>Student agency</p>	<p>Children having input into what they are learning and how they are learning it.  Children devising tasks to meet criteria, students getting support from “experts” if they have extra concerns or needs. Children learning from each other.  Pupils feeling in control of their learning and being given choices and control of their learning pathways, goals and success criteria. Self review/goal setting.  Buddy learner, teaching to student needs.  Thinking what kids like, rather than what you think kids like.</p>
<p>Planning and assessment</p>	<p>Content knowledge. Ongoing assessment that is then analyzed and planning is based on the needs identified.  Clear Learning Intentions with Success Criteria linked to LI.  Assessment based on Maths Curriculum in collaboration with students.  Focussed on student needs from assessment  Part of cycle - assessment, evaluation, planning  Full understanding of assessment practices.</p>
<p>Relationships</p>	<p>Open, respectful, we should be using the hoe as we expect the children to.  Trusting, able to ask for help and give advice in a supportive way.  Strong honest/trusting/fun relationships between students, parents and teacher.  Mutual respect...sense of humour..positive  Respectful, good with students and whanau  Great relationships with Whanau between school/family/students/teachers  Children who are happy to come to school.  School is their happy, safe place where they are excited about their learning.</p>
<p>Visible learning</p>	<p>Lots of examples of children’s work, learning intentions, how and why?  Children should be excited to show family their class and their work.  Group charts for maths, reading and writing showing below, at and above.  Examples of work students are proud of displayed.  Examples of next learning steps - exemplars.  Achievement as above!  Current learning obvious  Engaged children and motivated  Students sharing learning with peers  Blogs with regular postings  Accessible to all</p>

## Paihia School Values:

Manaakitanga – Respect

Kaha – Doing our best

Whanaungatanga – Helping others

Tu maia – Resilience



# Our Local Goals

- Student Achievement: Create an inclusive learning environment with an expectation of high student achievement and progress sustained in reading, writing and maths for all students measured against the National Standards.
- Whole child: Catering for the whole child through a wide range of learning experiences.
- Parents and whanau: Strong sense of friendly, family culture so parents and whānau are actively involved in a partnership between home and school to support student learning - Whanaungatanga.
- Provide culturally responsive learning environment so our Māori students succeed as Māori.
- Blended E-Learning: Future focused teaching and learning resources and environment provided to equip our students for their future.
- Community involvement: To develop an awareness of our responsibility within our community and to participate actively within our community and be kaitiaki of our local environment.



# Local Goals

## Student Achievement

What	How
<p>Accelerated achievement for those students who are below or well below in reading, writing or maths.</p> <p>Targets met</p> <p>Students knowing what they are learning, why, what they need to do in order to be successful and where to next.</p>	<p>Teacher inquiry</p> <p>Reflection and evaluation</p> <p>Visible learning</p> <p>Multiple opportunities to learn (digital tools, blogs, sites)</p> <p>Supportive classroom environments</p> <p>Formative assessment teaching practice</p> <p>Student agency</p> <p>Learning maps</p> <p>Partnership between home and school</p> <p>Distributing leadership and expertise on staff</p> <p>SAF team</p> <p>Assessment and Leadership PLD</p> <p>Regular monitoring of cohorts of concern</p> <p>Culturally appropriate contexts for learning</p> <p>SENCO</p> <p>Catering for individual needs</p> <p>ESOL</p> <p>Teacher aides strengths utilised across the school</p> <p>Monday morning messages and whakatauki eg Whaea te iti kahurangi ki te tuohu koe me he maunga teitei. Plus Iti te kopara kai—tarerere ana i te puhi o te kahika.</p>

# Local Goals

Whole child

What	How
<p>Different opportunities for our students to learn a wide range of skills and knowledge.</p> <p>To provide as many different experiences for our students.</p> <p>Learning opportunities and experiences that they may never have experienced before nor experience again.</p> <p>Explore students' hidden talents and strengths.</p> <p>Experiences outside their comfort zone.</p> <p>Cater for the whole child, not just the academic side.</p> <p>Team building, cooperation, collaboration, working with others, helping each other.</p>	<p>Annual sports events (whole school and interschool) eg swimming, cross country, rugby, netball, soccer, rippa rugby, kia-o-rahi, hockey.</p> <p>Special sports one off opportunities eg waka ama, sailing, golf.</p> <p>Kapa haka (every week, plus performing for cruise ships)</p> <p>Powhiri (at school and local important events eg Copthorne conference) and being on the taumata</p> <p>Assemblies</p> <p>Speech competition</p> <p>Talent quest</p> <p>EOTC</p> <p>Camps</p> <p>Electives</p> <p>Guest performances eg Hiwi the Kiwi</p> <p>Literacy Day costumes</p> <p>Christmas Parade</p> <p>Year 7 and 8 trip</p> <p>External educational providers eg Life Education, Firewise, Road Safety, DARE, Keeping ourselves safe, First Aid.</p>

# Local Goals

## Parents and whanau

What	How
<p>Involve our parents and whanau in a range of ways so they can support their child in the learning process.</p> <p>Parents are knowledgeable about where their child is at and where to next, plus how they can help them.</p> <p>Parents feel comfortable and confident to be part of their child's learning.</p> <p>Learning and teaching is visible.</p>	<p>Class blogs</p> <p>Class sites</p> <p>Individual blogs for senior students</p> <p>Parent Portal</p> <p>Information evenings</p> <p>Newsletter</p> <p>Assemblies</p> <p>Whanau Days</p> <p>Open door policy</p> <p>Written reports</p> <p>Parent, student, teacher interviews</p> <p>Family evenings</p> <p>Timely communication - kanohi ki te kanohi, written, phone, texting.</p> <p>Consultation</p> <p>Mantra - 'We are committed to a partnership between home and school'; 'This is your school'.</p> <p>Whakatauki - He waka eke noa</p>

# Local Goals

Te reo me nga tikanga Maori

What	How
<p>Understand and explain who we are and where we are from.</p> <p>Communicate appropriately in te reo Māori and English - both official languages of New Zealand.</p> <p>Participate confidently in te Ao Māori and te Ao Whanui.</p> <p>To be culturally responsive to our Maori tamariki and their whanau.</p> <p>Provide an environment where our Maori tamariki and whanau feel comfortable, respected and they belong.</p>	<p>Monday morning and Friday afternoon assemblies (hui a kura)</p> <p>Each day starts with karakia and himene</p> <p>Each day ends with a karakia</p> <p>Karakia before kai</p> <p>Values based on waka - whanaungatanga, kaha, tu maia and manaakitanga</p> <p>Learning about the tupuna in our whare Te Waka Awhina</p> <p>Breathing life into our whare so it is not just a 'hall'.</p> <p>Learning local legends</p> <p>Learning whakatauki</p> <p>Staff leading by example</p> <p>Marae noho</p> <p>Marae wananga</p> <p>Building strong relationships with kaumatua and kuia, plus our local marae.</p> <p>Celebrating Matariki with our whanau every year</p>

# Local Goals

## Blended E-Learning

What	How
<p>Use functions of computers and ICT to enhance learning</p> <p>Communicate appropriately using computers and ICT</p> <p>Implement the learn, create, share pedagogy so that Learning on the computer has purpose.</p> <p>Students have multiple opportunities to learn.</p> <p>Teaching and learning is visible</p>	<p>School owned Chromebooks - 1:1 in Year 4.</p> <p>Parent owned/leased Chromebooks in Years 5 - 8</p> <p>Multiple Ipads in junior classes</p> <p>Parent evenings so parents know how to support their child to look after their device but also how to support them in their learning</p> <p>Being part of Kaikohekohe Education Network (KEN)</p> <p>Being a Manaiakalani Outreach school (MO)</p> <p>Teachers and students being supported by ICT facilitators working in our school every term - Manaiakalani facilitator and our KEN facilitator</p> <p>Class sites and blogs</p> <p>Student blogs</p>

# Local Goals

## Community Involvement

What	How
<p>Care for our environment within our school and local community</p> <p>Understand our role in caring for our environment for ourselves and future generations.</p>	<p>Working in Williams House garden every week</p> <p>Participating in the Floating Classroom every year</p> <p>Planting and trapping on Urupukapuka Island</p> <p>Bay Bush Warriors</p> <p>Bird Corridor</p> <p>Recycling paper and plastics</p> <p>Vegetable gardens at school</p> <p>School orchard</p>

# Links to key documents

New Zealand Curriculum	Ka Hikitia
<p>Young people will be confident, connected, actively involved lifelong learners. Students are at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward looking and inclusive, and affirms New Zealand’s unique identity. Students will be: encouraged to value excellence, innovation, inquiry, and curiosity, diversity, equity, community and participation for the common good, ecological sustainability, integrity, and to respect themselves, others and human rights.</p> <p>Students learn best when teachers create a supportive learning environment; encourage reflective thought and action; enhance the relevance of new learning; make connections to prior learning and experience; provide sufficient learning opportunities to learn; and inquire into the teaching-learning relationship.</p> <p>Effective assessment benefits students, supports teaching and learning, is planned and communicated, is valid and fair.</p> <p>People use competencies to live, learn, work, and contribute as active members More complex than skills; the competencies are the key to learning in every area. The key competencies are thinking, using language, symbols and texts, managing self, relating to others, and participating and contributing.</p>	<p>The key to realizing Māori potential is ako.</p> <p>Key aspects are <b>culture counts</b> – knowing where students come from and building on what students bring with them;</p> <p><b>Productive partnerships</b> – Māori students, whanau, iwi and educators working together to produce better outcomes.</p> <p>It is essential to develop strong foundations for learning early in life to ensure longer term success. Build strong literacy foundations in the first years of school.</p> <p>Language is the essence of culture. Through te reo Māori, spirituality and thought are expressed and valued. People with te reo Māori are confident in te Ao Māori. It is a treasure passed down from ancestors that must be nurtured. It is protected by the Treaty of Waitangi but for a language to live it must be spoken.</p> <p>Success for Māori focuses on using and acting on what works for and with Māori students. Increasing professional learning and capability of teachers because high quality teaching makes the most difference to student achievement.</p> <p>Parents and whanau play a critical role in supporting their children’s learning right from the start. Learning is more effective when whanau and iwi are valued partners in the education process and when educators, whanau and iwi are open to learning from and with one another.</p>