

RANGIKURA SCHOOL



Curriculum

OUR VISION

Respect for Self

Respect for Others

Respect for Environment

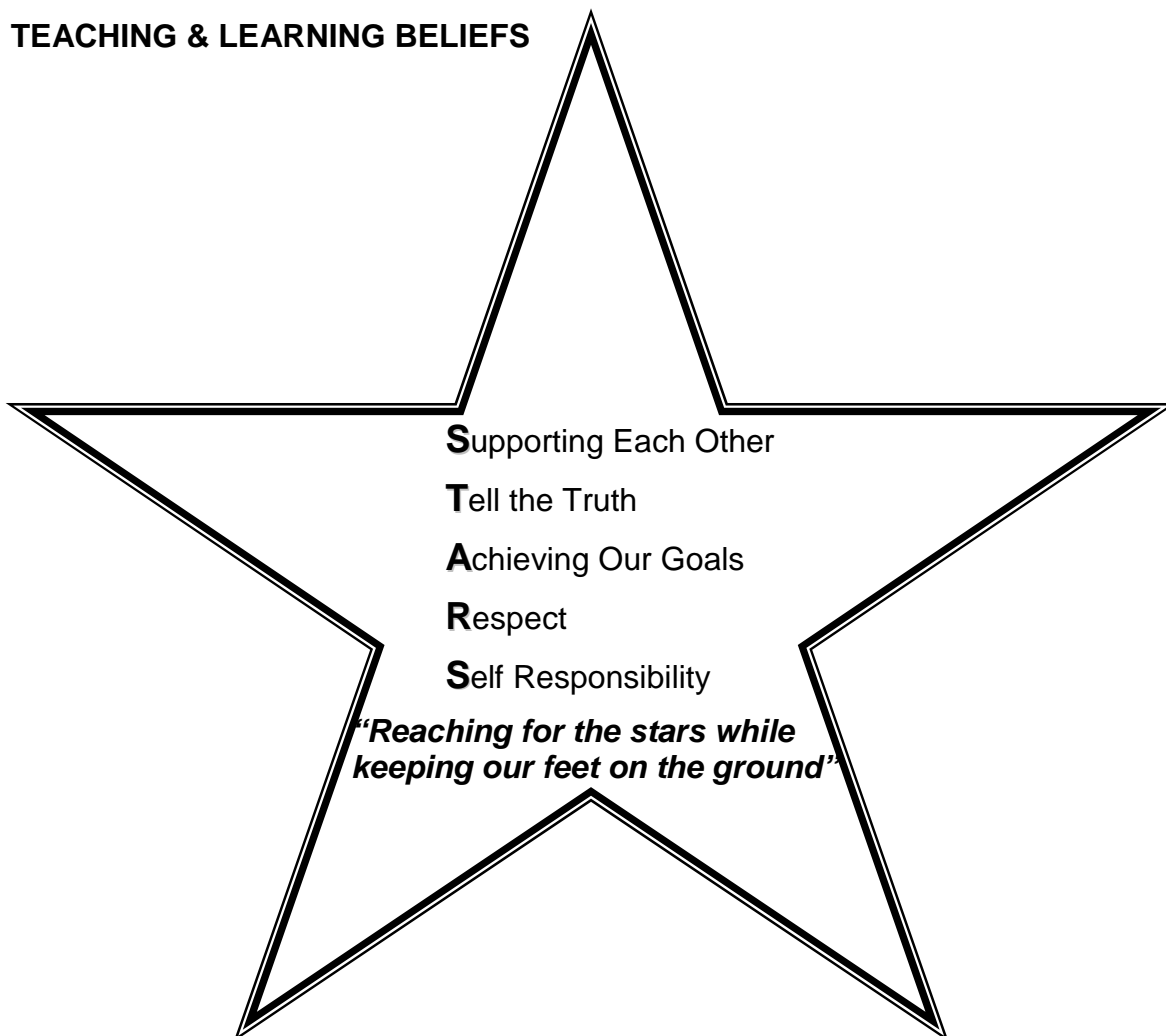
MISSION STATEMENT

The pursuit of excellence

Achieving our mission involves:

- A clear focus on learning and commitment to students
- Reflecting on what we do and striving to improve
- Close community and family links
- Celebrating achievement and success of our diverse school community
- Respectful dialogue and collaboration amongst all involved in our school

TEACHING & LEARNING BELIEFS



VALUES

We aim to reflect the values from the New Zealand Curriculum throughout our school operation and programmes for students. They will be encouraged, modeled and explored.

Excellence



- Supporting Each Other

- Achieving Our Goals



Our Teaching Beliefs identify Supporting Each Other and Achieving Our Goals as important in our school operation and culture.

We have adopted standards for student's exercise books that emphasise excellence.

Students and staff set school, syndicate class and individual goals. We teach students to use their goals to reach excellence in all areas.

We set achievement expectations for our students in the core curriculum areas of literacy and numeracy. These are regularly reviewed as we analyse student achievement data and track student progress towards excellence. These link to National Standards

We collect comprehensive student achievement data in literacy, numeracy and school wide thematic topics to enable us to have a clear picture of student achievement. This is analysed to identify strengths, trends and issues. Syndicates use the "inquiry" approach to review practice to build on existing strengths and to deal with issues of student achievement.

Teachers use achievement data to plan next step learning for each student in their class.

Our teachers undertake ongoing whole school professional development to ensure they have the knowledge to deliver programmes of excellence.

All teachers are observed annually taking Writing, Reading and Mathematics lessons and given feedback about their performance. Goals are set to continually develop and extend teaching expertise. We have adopted a "walkthroughs" system to give feedback to staff to promote collaborative practice and to encourage coaching and mentoring.

Common whole school approaches to the teaching of Reading and Writing have been developed for all teachers to follow. This helps to ensure consistency in programmes and also promotes excellence.

There are whole school Quality Classroom standards in place that emphasise and promote excellence and also promotes excellence.

Our Learning Academy promotes excellence for all involved – for those needing additional assistance to achieve excellence and for those extending themselves towards even greater excellence.

RTLB and RTLit teachers are actively involved in helping teachers support particular students to excellence. Our SENCO provides professional training development for support staff.

Homework provides an additional opportunity to achieve high standards of excellence.

We believe a key to achieving excellence is establishing and strengthening collaborative leadership and teaching practices along with total community partnership. Excellence of leadership of students is also developed through our Student Council.

Innovation, Inquiry and Curiosity



- Supporting Each Other

- Tell the Truth



Our Teaching Beliefs identify Supporting Each Other and Telling the Truth as important in our school operation. These directly relate to ways in which innovation, inquiry and curiosity is pursued in our school.

We have adopted a Thinking Skills approach to curriculum teaching. We use DATT tools which encourage students to think critically, creatively and reflectively.

Teachers inquire into issues of student achievement to ascertain trends and issues and develop interventions to address these. We undertake formal reviews of programmes and develop action plans to achieve on going progress.

Every classroom encourages student reflection on a daily basis and the day's programme is discussed and evaluated. We are developing student learning journals which encourage students to honestly reflect on their learning.

Classroom programmes emphasise innovation, inquiry and curiosity. Technology Challenge activities promote and teach the skills of innovation, inquiry and curiosity.

Walking staff meetings include teachers raising and explaining innovative ways of teaching and sharing innovative ideas for our school to consider adopting.

Numeracy programmes throughout the school emphasise enquiry and curiosity for students.

Literacy programmes emphasise critical thinking when constructing and responding to texts and also encourage curiosity and inquiry among our students.

Discussions with students regarding behaviour issues encourage children to think critically about their actions and inquire into alternative ways of behaving.

Homework programmes can encourage curiosity and inquiry among our students as well as emphasising basic skills. Teachers provide opportunities for students to access our rich school curriculum through innovative approaches that promote inquiry and curiosity.

Equity



- Respect

- Self Responsibility



Our Teaching Beliefs identify Respect and Self Responsibility as important in our school operation and culture. An environment that is fair and emphasises social justice is important to us.

Classrooms and syndicates develop rules or treaties with the students that set out an equitable and fair way in which a group of people can operate.

Behaviour consequences are developed in a way to ensure fairness across all school levels and consistency for individuals.

Our playground code sets out an equitable set of expectations for conduct.

School Policy and Procedure Statements identify common ways of operating.

All students will have access to quality learning programmes which meet individual needs. Student's abilities will be assessed and next learning steps developed.

When planning programmes and experiences for students, the importance of equity in terms of gender and culture is considered.

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Resources will be supplied to ensure diverse learning needs can be met, within budget constraints.

Outside agencies will be involved to assist us to provide for individual student needs so they can access the curriculum in a meaningful way.

School goals focus on respect and self-responsibility. The Student Council encourages respect and self-responsibility and provides opportunities for student voice to influence school decisions.

Diversity



- Respect



The importance of diversity to our school is emphasised as part of our Mission Statement, specifically the area of cultural diversity. Diversity also directly links to the notion of respect as identified in our Teaching and Learning Beliefs.

The Treaty of Waitangi has a central place in our school and is reflected in classroom programmes.

We have developed school protocols that reflect the diversity of our school makeup.

A Poly Club open to all children, actively operates in our school.

We identify gifted and talented students in a wide range of areas and provide opportunities to cater for their learning.

Exposing students to languages of other student groups in the school will strengthen understanding of diverse cultures that exist in the school.

Teachers plan programmes that deliberately provide a diverse range of activities for students.

We ensure that students have opportunities to participate in a diverse range of extra curricular events e.g. dance, music, leadership, sporting, theatre.

Our teachers work with outside professionals e.g. Partners Porirua, to engage experts to assist students access to a diverse range of opportunities.

The Roots of Empathy programme further strengthens exploration of the diversity value as does the Seasons for Growth programme that is available to our students.

Community and Participation



- Respect
- Achieving our Goals



Our Teaching Beliefs identify Respect and Achieving Our Goals as important in our school operation and culture. Participating with our community in a strong partnership is one of our major Strategic Goals.

We encourage community participation and partnership through our Tamaiti Mua programme which has great importance in our school. Our community is becoming increasingly centred on the school. Leadership amongst community members is encouraged and mentored.

We consult with our community on a regular basis and respond to their suggestions and ideas.

We support our community through a variety of events and activities based at school.

We consult with our students each year regarding curriculum, policy, events and health and safety.

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Our school comprises syndicate teams, curriculum teams, a Health and Safety team, a social committee. Participation is promoted at all levels.

Opportunities for participation outside of regular school hours are provided e.g. sports, cultural events, community events and after hours classes.

We emphasise participation and fair play in sports teams.

A playground code of conduct has been developed in consultation with students and parents/caregivers.

The Student Council provides opportunities to strengthen our school community, encourages leadership and participation for our students as well as providing student voice opportunities.

Whole school participation events are regularly held.

Our policy of regular homework for students helps to communicate school programmes to parents and encourages parental participation in their children's learning.

Ecological Sustainability



- Self responsibility

- Respect



Our Teaching Beliefs identify Self Responsibility and Respect as important in our school operation and culture. Our Vision emphasises the importance of respecting our environment.

This includes the need to care for the environment to ensure it is safe and secure.

Our Green Team develops ongoing projects to promote ecological sustainability.

Ecological issues are discussed, particularly with senior students through current events programmes.

Science and Technology programmes promote environmental care and protection.

Our playground code emphasises care and respect for the environment.

The Student Council promotes opportunities for students to lead school environmental projects.

Many of our school goals reflect environmental care.

Integrity



- Self Responsibility

- Tell the Truth

- Supporting Each Other



Our Teaching Beliefs identify Self Responsibility, Telling the Truth and Supporting Each Other as important in our school operation and culture. This encourages responsibility, honesty, accountability and acting ethically.

Our school vision "Respect for Self, Respect for Others and Respect for Environment" clearly encourages honesty. Students are taught to be honest in all their dealings with others and to act with integrity at all times. Discussions around behaviour issues and relationship problems emphasise the need for honesty, integrity and tact.

Our playground code identifies showing common sense and setting good examples, using manners and speaking respectfully and including others while being friendly and kind as being of high importance.

Our senior school motto "Honesty, Maturity, Respect" clearly emphasises honesty and also supports the school vision.

Respect



- Respect



Our Teaching Beliefs identify Respect as important in our school operation and culture. Effective teamwork and communication cannot occur without respect being practiced.

Our school vision “Respect for Self, Respect for Others and Respect for Environment” places great importance on respect as does the senior school motto “Honesty, Maturity, Respect”.

Students are taught to respect themselves and others. This permeates through all school programmes and practices, from self-respect programmes in Health to discussions relating to classroom and playground behaviour.

We aim to develop a respectful school and school community where respect is at the centre of all interactions at all levels. This is a central part of our Tamaiti Mua initiative.

The values we have singled out for particular ongoing emphasis in our school are excellence, diversity, communication and participation and respect. These are emphasised by all teachers on a daily basis and are very strongly reflected in programmes and operations throughout the school. These values are reflected in the planning of all units and programmes and are inherent in our school goals, including strategic and annual goals.

Other values are incorporated into programmes and practices to a lesser extent but are covered over time.

Teachers may comment in student reports to parents regarding the extent individual students reflect the above values. Value acquisition and expertise will not be formally assessed in our school. How classroom programmes and activities link to the values will be identified in teacher and syndicate planning.

Classroom environments will actively reflect all these values in action and in particular excellence, diversity and respect.

Key Competencies

We aim to reflect the key competencies from the New Zealand Curriculum throughout our school programmes and operations.

Teachers will plan to teach the key competencies in all curriculum areas. They will plan activities and discussions that we design to achieve this in each lesson/unit plan they teach. Planning formats (long term plans, units, weekly plan sheets, daily plans) will include specific areas where teachers will record these plans.

Key competencies will be assessed in a variety of ways and children's progress will be reported to parents through the written school report.

The Board of Trustees will receive an annual report on what the school is doing and the progress it is making to develop the key competencies among the students.

Thinking



- Achieving Our Goals
- Tell the Truth
- Supporting Each Other

The school has adopted the DATT tools for teaching Thinking Skills. These are integrated into all curriculum areas. The progression for teaching these in a formal way across the school are:

Years 0-3 C&S, PMI, CAF & OPV

Years 4-6 C&S, PMI, CAF, OPV, APC, RAD, FIP, (AGO—whole class to start)

Years 7-8 C&S, PMI, CAF, OPV, APC, RAD, FIP, AGO, KVI. & DOCA



Key:

C&S. Consequences and Sequel

PMI .. Plus, Minus, Interesting

OPV. Other People's Views

RAD. Recognise, Analyse, Divide

CAF . Consider All Factors

AGO. Aims, Goals, Objectives

APC . Alternatives, Possibilities, Choices

KVI... Key Values Involved

FIP ... First Important Priorities

DOCA Decision/Design, Outcome, Channels, Action

Using Language, Symbols and Texts



- Supporting Each Other
- Achieving Our Goals



We believe literacy and numeracy are the cornerstones of achievement. To be successful our students must be proficient in these areas. We aim to achieve excellence in achievement in Writing, Reading and Mathematics. The majority of the time in each classroom will focus on these areas of the curriculum. School expectations for achievement will be high. They will be reviewed regularly to ensure we continue to strive for excellence.

We will also include second language learning. Te Reo Maori will be taught throughout the school. Exposure to other languages will be delivered as part of programmes increasing in complexity as students develop increasing competency.

ICT will be used by students as an information source and to communicate with others.

Managing Self



- Supporting Each Other
- Achieving Our Goals
- Self Responsibility



We believe goal setting to be an important skill for students to master to be successful. Students will be taught to set goals and provided with support to achieve them. This is done at an individual and a school-wide level.

Our Quality Schools model contains school goals, syndicate goals, classroom goals and individual goals. Reflection time is programmed to discuss and monitor progress towards goals.

Learning Intentions and Success Criteria (WALT's and WILF's) – a part of all classroom planning and programmes – assist to emphasise and measure goal setting performance.

The school Vision – “Respect for Self, Respect for Others, Respect for Environment” – also provides a framework that promotes student self-management as does the senior school motto “Honesty, Maturity, Respect”.

Our Teaching and Learning Beliefs highlight the importance of self-responsibility in our school.

Having children manage their time to complete their homework tasks further emphasises and teachers self-management skills

School goals link to self responsibility

Relating to Others



- Supporting Each Other
- Tell the Truth
- Self Responsibility



We believe that positive relationships are a key factor in success. Relating to others is an important skill that is learned behaviour. Scaffolds will be provided for students to successfully relate to others through:

- Roots of Empathy – a structured programmes in the junior school
- Playground code – provides discussion in relating to others
- Conflict resolution skills – taught through discussions where behaviour has been inappropriate and relationships damaged
- Communication (English) programmes
- Keeping Ourselves Safe, DARE, Life Education Health programmes – teaching
- Buddy classes
- Social and sporting events e.g. Hockey, netball, basketball, boxing for fitness, dancing, Tanaiti Mua events.
- Senior school formal
- Interschool sports and cultural events with others schools
- EOTC experiences where they interact with a wide range of other people
- In order to achieve our school vision “Respect for Self, Respect for Others, Respect for Environment” everyone within our school community needs to form and maintain positive relationships with others.



Participating and Contributing

- Supporting Each Other
- Tell the Truth
- Achieving Our Goals
- Respect
- Self Responsibility



We believe all members of our school community should be active participants in our school culture and in our school development. Through this a sense of belonging and a sense of self-worth will develop.

Students will participate and contribute through:

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- Classroom activities and discussions;
- Classroom meetings for middle and senior school students;
- Involvement in setting goals for syndicates, classrooms and themselves;
- Involvement in setting success criteria, especially for older students;
- Involvement in identifying their next learning steps;
- Involvement in Health Promoting School activities and groups;
- Sporting and cultural events;
- Taking responsibility around the school e.g. looking after younger children, responsibility for the environment;
- Involvement in setting rules for behaviour and conduct;
- Peer mentoring and peer mediation;
- Participation in surveys e.g. Student Attitude to School, The Curriculum/Senior Safety Survey;
- Developing leadership through the Student Council, Young Leaders Days and our Year 6 Leadership Challenge.