

## Guiding Principles – Ngā Mātāpono Whānui

We use these in planning, prioritising and reviewing our curriculum

### **inclusion** whakawhāiti

Our curriculum ensures that students' identities, languages, abilities, and talents are recognised and affirmed and their learning needs are addressed. It is a non-sexist, non-racist, and non-discriminatory curriculum.

We effectively address the learning needs of English language learners from diverse backgrounds. We identify learner needs early, apply for ESOL funding for students who are eligible, set up appropriate programmes and monitor progress. We support diversity and encourage the use of first languages. Developing links with families and communities is important to us.

The Special Education Unit (SEU) is an integral part of the school. There are many opportunities for SEU students to join in and learn alongside their peers.

Students of all backgrounds are given opportunities to have their talents recognised through enrichment programmes (e.g. kapa haka, choir, instrumental group) and leadership opportunities (e.g. whānau house, sports, library, road patrol, Enviro, digital, AV, cultural and music leadership).

### **high expectations** tūmanako teitei

Our curriculum supports and empowers all students to learn and achieve personal excellence.

Teachers articulate high expectations for student progress and achievement.

Teachers support students in setting, monitoring and reviewing realistic personal goals for learning, including with regard to the key competencies.

The school's values are inherent in all we do (students and staff).

## Treaty of Waitangi

Te Titiri o Waitangi

Our curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.

All students have the opportunity to acquire knowledge of te reo Māori me ona tikanga.

A specialist teacher works with all classes on developing students' knowledge of te reo Māori me ona tikanga.

Te reo is regularly used in the school – in classroom interactions, for signage, to educate families via the school newsletter, through waiata.

Learning programmes, where possible, integrate te reo or include a Māori perspective. Culturally significant events such as Matariki and Waitangi Day are marked.

Senior students develop an understanding of New Zealand history, including the Treaty of Waitangi.

A mihi whakatau is held every term to welcome new students and their whānau, and new staff, to the school.

We continue to build a bank of resources that reflect New Zealand's bicultural heritage, e.g. library books, other literacy resources.

## cultural diversity

ahurea rerenga kētanga

Our curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

Through learning programmes, students have opportunities to explore and gain an understanding of different cultures and languages, especially the cultures represented in our school. Significant festivals are marked (e.g. Diwali, Chinese New Year, Waitangi Day).

New Zealand culture is explored and commemorated or celebrated (e.g. ANZAC Day, Matariki, New Zealand literature, sporting events).

The multi-cultural richness of our school community is reflected in our mihi whakatau.

The students have the opportunity to be involved in Māori and Pasifika cultural groups.

**learning  
to learn**

akoranga  
ki te ako

Our curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

Student agency is an integral part of the school day. Students ask questions, set goals, use success criteria, reflect and self-evaluate.

Students know what to do next to progress their learning and are able to articulate this.

Students know the value of practise and repetition to consolidate their learning.

Students have a developing understanding on how they learn best in different contexts and can increasingly make decisions with regard to this.

Student voice is apparent in our school programmes. Students are encouraged to have a say in what and how they learn.

**community  
engagement**

whakaurunga  
hapori

Our curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.

We work in partnership with parents to set and review learning goals, monitor and celebrate progress and achievement. This is done through Three Way Conferences, IEP meetings, biannual written reports to parents, and by maintaining an open door policy for clear communication.

Parents are engaged in charter and curriculum reviews, and their thoughts and ideas are sought through the community survey.

Student successes are celebrated through a range of forums, including: school and syndicate hui (assemblies); the school's website (including the school blog and online learning journals); school and syndicate newsletters; special events (e.g. Celebration of Music, Talent Quest, Year 6 Farewell Party); and local media.

Learning programmes make use of local resources to enrich the curriculum, (e.g. EOTC facilities, the public library and swimming pool, the Johnsonville business district, Ohariu Valley, Police, other schools).

## coherence

### pipiritanga

Our curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

We provide learning programmes that develop each student intellectually, socially, emotionally and physically.

There is an emphasis on developing reading, writing and mathematical skills.

Students integrate literacy and numeracy skills in inquiry-based learning that encourages them to tackle authentic real-world questions and issues.

Students enjoy a range of co-curricular and enrichment programmes in the arts, sport and Te Reo Māori.

School models of learning (e.g. inquiry learning, writing process) and effective procedures (e.g. assessment record keeping, transition meetings) allow for a smooth transition from one year-level to the next.

Well-established processes for communicating with early childhood centres and Intermediate schools provide effective support for students entering and leaving our school.

## future focus

### aronga ā mua

Our curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

Sustainability, citizenship, creativity and global connections are the broad concepts that frame our inquiry-learning programme. These concepts are revisited each year in different contexts (e.g. sustainability of the environment: science, sustainability of cultural traditions: social sciences).

There is a focus on developing 21<sup>st</sup> century skills and literacies, including the use of information and communication technologies across the curriculum.

The school embraces a range of environmentally friendly practices - spearheaded by the school's Enviro Group.

Citizenship is developed through our whānau house system and student leadership opportunities.