Amuri Area School

Kia Kitea Toikaka
Nothing But The Best

Curriculum Document

Our School Vision

Amuri Area School is a positive, supportive and enjoyable learning environment that seeks to develop self-disciplined learners to become independent and responsible citizens who always give nothing but their best

Our School Mission

Raising achievement; Realising potential; Encouraging excellence

Our School Values

AMURI
SELF DISCIPLINE
PRIDE
INTEGRITY
RESPECT
EXCELLENCE

Contents

ONE: THE PURPOSE OF THIS DOCUMENT

The purpose of this document is to provide a wide picture of the vision, values and workings of Amuri Area School. It is intended as a resource for current and prospective parents, new and existing staff members and outside agencies as a way to understand 'how we do things around here'. This document is supported by school policies and procedures, the annual plan, and our charter, to provide a complete picture of school operations.

Our school is committed to delivering the New Zealand Curriculum to our students underpinned by the Principles of

- High expectations for all learners to be "Nothing but the Best".
- A commitment to the Treaty of Waitangi enabling success for Maori as Maori.
- Acknowledging and responding to the needs of our immigrant families and wide culture base.
- Students, teachers and our school learning to learn to seek constant improvement.
- Engaging our community to create partnerships in education.
- Creating coherence in our curriculum and systems to maximise learning.
- Always looking ahead, where we are going, what is in the future for the students and society incorporating Sustainability, Citizenship, Enterprise and Globalisation to promote 21st Century learning.

TWO: Our Values and Supporting Whakatauki

A	Amuri
S	**Self-Discipline** *Kia tika te mahi harakeke* **Flax work should be done correctly** Preparing flax properly took time and great skill, the correct preparation could make the flax items last for generations
P	**Pride** *Tu Mana, Tu Kaha Kotahi Tanga* **Stand Proud, Stand Strong, Stand United**
I	**Integrity** *Ko te tumu herenga waka* **The stake to which the canoe is tied** The stake that is strong and reliable could hold the greatest of waka and influence the outcome of many great journeys
R	**Respect** *Mehemea, ka whakaute ki te taiao, ka whakaute hoki ki a mātou.* **If we respect the environment, it will respect us.** The environment could be anything at school. class, school, teachers, land or learning etc.
E	**Excellence** *Whaia te iti kahurangi, ki te tuohu koe me maunga teitei* **Pursue that which is precious, and do not be deterred by anything less than a high mountain.**

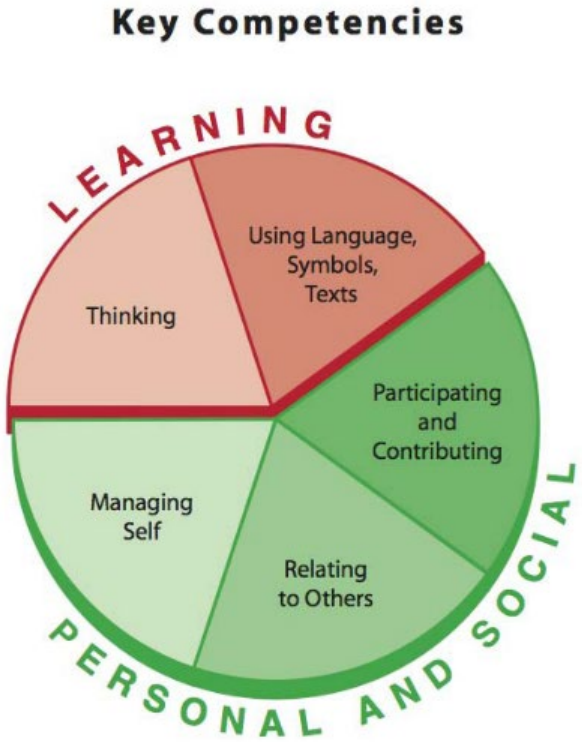
A	Amuri	Looks Like	Sounds Like	Feels Like
S	Self-Discipline *Kia tika te mahi harakeke* **Flax work should be done correctly**	• Being on task, all the time • Following instructions from teachers fully • Showing independence and using initiative • Being ready to work with equipment you need • Managing conflict and staying calm and clear • Knowing your next learning steps • Walking away from trouble • Getting work submitted on time and to the best of your ability • Following a clear study plan when required • Putting in extra effort when things are difficult • NEVER, NEVER giving up	• Using manners without prompting • A working hum in the classroom • Speaking in a tone suitable for the environment and occasion. • Using positive language at all times • Being able express your learning needs and goals	• Being in control of your actions • Being in control of your learning • Being rewarded for your efforts • Knowing your limitations • Knowing you are being challenged • Knowing you are being the best version of yourself
P	Pride *Tu Mana, Tu Kaha Kotahi Tanga* **Stand Proud, Stand Strong, Stand United**	• Wearing clean, tidy and correct uniform • Putting yours or others litter in the bin • Demonstrating positive behaviour inside and outside of the school • Show positive support for your school team, whanau or form • Participating in all school and whanau events	• Positive talk about yourself, your peers and your school • Vocal support for team, whanau, form and school • Encouraging others to do their best • Enthusiasm for National Anthem, awards and positive recognition of achievement	• Being part of a team • Being valued • Wanting to go to school each day • Wanting to do your best

I	**Integrity** *Ko te tumu herenga waka* **The stake to which the canoe is tied**	• Demonstrating fair play in games and at events • Doing the right thing, even when it is hard • Not following the crowd if it doesn't feel right	• Telling the truth, even when it is hard • Being able to clearly state your opinion • Standing up for a friend in need • Reporting what you need to, to whoever you need to	• A strong sense of moral purpose • A trusting environment • A safe environment • A friendly place to be • A place where your peers "have your back"
R	**Respect** *Mehemea, ka whakaute ki te taiao, ka whakaute hoki ki a mātou* **If we respect the environment, it will respect us.**	• Listening to other points of view and opinions • Supporting the aspirations and achievements of others • Taking care of the school environment and property • Welcoming visitors to the school • A focused working classroom environment • Holding doors and gates open for each other	• Talking to others using respectful words • Silence when it is not your turn to talk • Verbally supporting the beliefs and life choices of those around you • Managing conflict using calm words and clear language	• That It is ok to be different • Everyone is valued • Everyone is safe • Everything is positive • Being a valued part of the community
E	**Excellence** *Whaia te iti kahurangi, ki te tuohu koe me maunga teitei* **Pursue that which is precious, and do not be deterred by anything less than a high mountain.**	• Using every minute of every day to focus on learning • Receiving positive school rewards and praise • Showing leadership both formally and informally • Achieving high academic grades • Achieving extracurricular success	• The asking of questions when you are unsure • Critical reflection of your own performance • The encouragement of excellence in yourself and in others • Engagement in robust learning conversations • A positive "can do" attitude	• Success • Motivation to do better and better • Humble in success with gratitude for those who helped you get there • Recognition for all your hard work

Our Values are school-wide with one Value of focus every term. The whakatauki that supports the current value is taught in assembly, and is on display in all classrooms during that term. Our school values are always at the heart of discussions with students and are rewarded using our 'STRIVE' system. Students that gain 20, 40, 80 and 120 'STRIVES', are acknowledged in assembly with certificates and prizes, and have their names printed in our weekly school newsletter because we are so proud of them! Our school values are the building blocks of how we want our students to behave, and are integrated into our everyday teaching.

Our Values image to the right is inspired by the skyline profile of Mount Terako in partnership with the braided Waiau and *Hurunui* Rivers. The Five fronds represent each value contained within the circular Amuri Basin.

Each Value is strengthened with a whakatauki that has been co-created with Takahanga Marae in Kaikoura



THE KEY COMPETENCIES

We see the key competencies a two distinct domains, the **Learning** domain and the **Personal/Social** domain.

The learning domain is supported through our teaching programmes with an emphasis on thinking supported by the continued strengthening of the SOLO taxonomy framework.

The teaching and application of our school Values support the development of all aspects of the Personal and Social domain with an emphasis on Self-discipline, Pride Integrity, Respect and Excellence.

OUR GRADUATE PROFILE

When students leave Amuri Area School, they will have achieved 'Nothing but their best' and be active lifelong learners prepared to meet the challenges of the 21st Century.

They will have both the personal skills and the resilience to meet the challenges of a changing world.

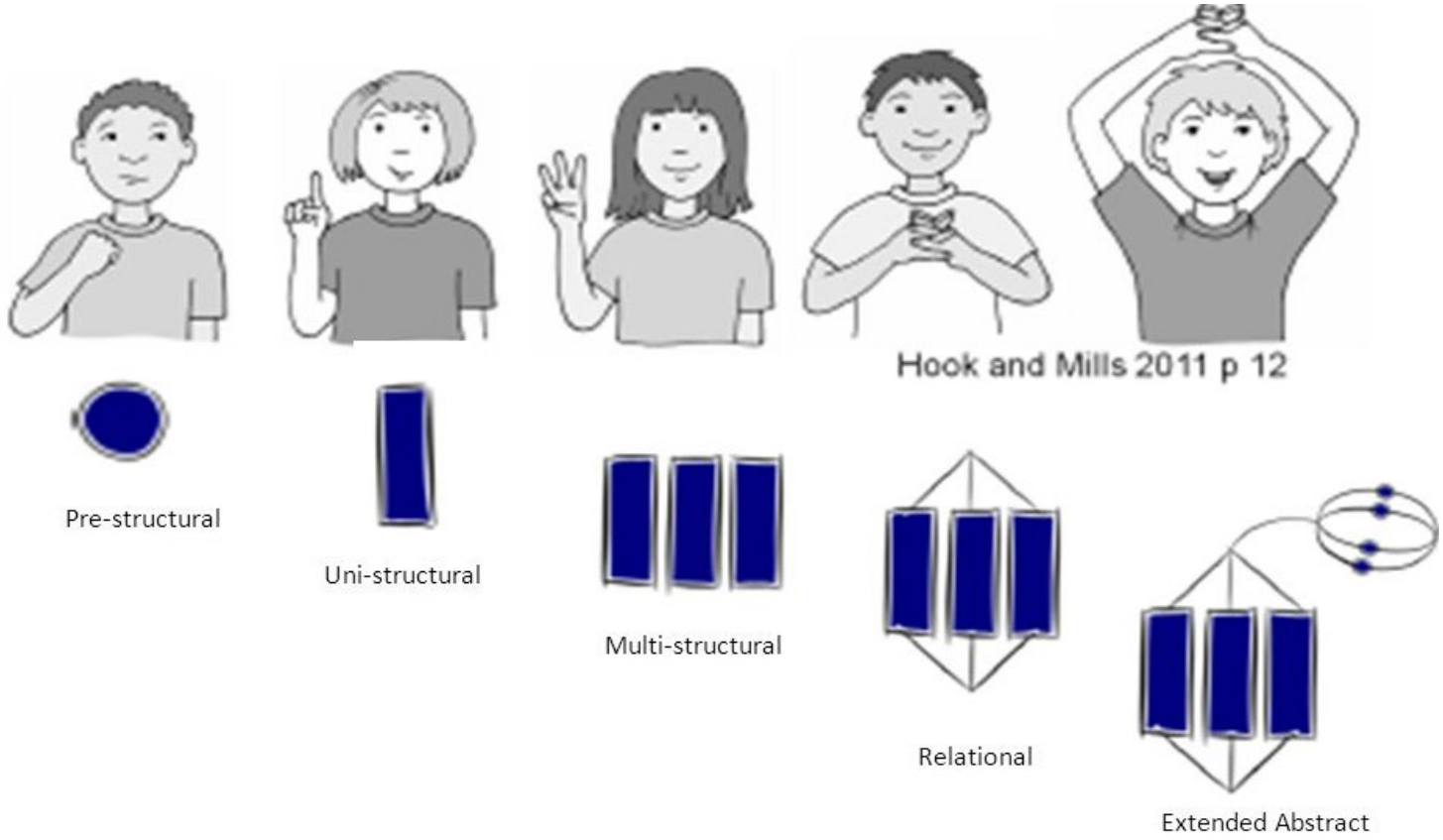
They will have developed the ability to take positive steps to ensure their own wellbeing and happiness, supported by a strong sense of identity and culture.

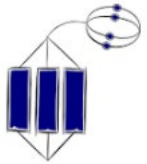
They will be empowered with the essential employability skills, qualities and attitudes for success in the workplace.

Our graduates will understand the importance of active participation in the community, the importance of service to others, and their responsibility as global citizens.

THREE: SOLO TAXONOMY AT AMURI AREA SCHOOL

At Amuri Area School, teachers and learners are using the same symbols in every classroom to show levels of thinking and from Pre-structural to Extended Abstract. This language of learning is used for lesson planning, learning objectives, classroom discussion, projects, and feedback from tests, to name a few. Below are the symbols we are using throughout the school. The following table illustrates the descriptions and verbs which we use. They show the increasing depth of understanding and increasing connection of ideas and concepts throughout the levels.

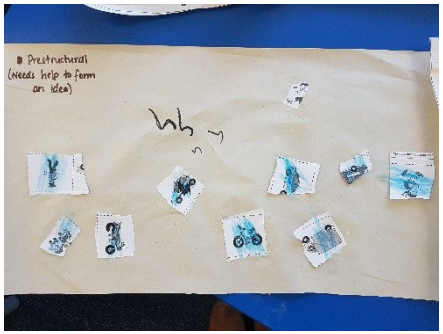


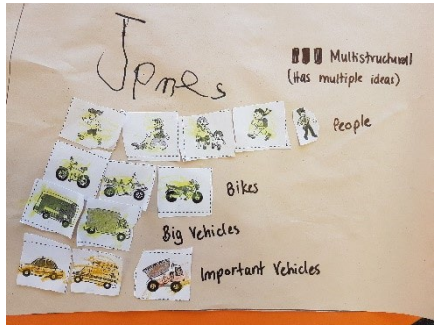
 Unistructural NCEA Not yet achieved	 Multistructural NCEA Achieved	 Relational NCEA Merit	 Extended Abstract NCEA Excellence
I have one idea. I can do if you show me.	I have lots of ideas. I can do it, but I still make lots of mistakes.	I make connections with my ideas. I can do it consistently and am aware of why it works.	I make new information from my ideas. I can apply it in different settings. Reflect on my performance.
Define Name Find Match Identify Label Draw Recall	Describe List Outline Follow procedure	Sequence Compare and Contrast Explain effects Make an analogy Classify Explain Causes Analyse Apply Justify	Generate Predict Evaluate Create Construct Invent Compose Perform Reflect Compare & contrast

What our students think about Solo:

- “Solo makes it much easier to tell what level you are working at and what you can improve. Solo can help you tell what to get started with as soon as you walk into class”. By Kaesyn Batchelor
- “I think solo is good because it is a way of recognizing where you are and what you need to aim/strive for. It is also an easy way of marking work”. By Bob Morgan
- “We use it in Math, Science, P.E, English, Social Studies. If they took solo away tomorrow it would be difficult for us to do our schoolwork because it would be confusing. Solo helps because it helps me to be my best and achieve more. Solo helps to set my goals and helps me reach them”. By Emma Cholmondeley
- “I think that the solo taxonomy is a really helpful tool in schools because it makes people work to their full potential. It is also helpful because it is able to be used in many different subjects. Solo taxonomy is easy to understand and it tells people what level they’re working at. I like this because it helps me understand what level I'm working at”. By Shelby Rutherford-Menzies
- “I think that solo is really helpful to understand where my thinking is at and what level my working is at. I also find it helpful as it gives you the steps to get to extended abstract/ excellence.” By Nu Roberts
- “For example, if I wanted to achieve multistructural I can just look at the solo rubric to find out how I can do so. It raises my standards so I can go for the extreme. In all my subjects they write it out the same way so it is like a language of learning!” By Traci-Rose

With our new entrants, SOLO has been used with this task: “identify and organise types of traffic into groups.” Examples of students’ work at different SOLO levels looked like this:





SOLO (Structure of Observed Learning Outcomes) was developed by John Biggs and Kevin Collis (1982) to help students “learn how to learn”. Learning outcomes are visible, their level of cognitive complexity is identified, and this makes feedback and “feed forward” more effective in the learning process. (Hook & Mills, 2011).

FOUR: OUR MULTICULTURAL AND BI-LINGUAL BELIEFS

- Amuri Area School serves children and families from a wide range of cultures and places in the world. This is a strength for our school, as we benefit from the knowledge and experiences these families bring into our small rural environment. We aim to support and acknowledge all cultures within our school and to leverage these as powerful tools to support teaching and learning. We accept our EAL (English as an additional language) and immigrant students need extra support when they first arrive in the country and we are committed to providing this support to allow them to integrate into NZ society and work to their full potential whilst retaining the spirit and character of their culture. It is our clear expectation that immigrant students will and do achieve.

- An appointed Migrant Student Coordinator (MSC) supports migrant students with their integration into our school, measuring their knowledge of English and supporting them, and their teachers, with learning in the classroom. Welcome packs are available for both junior and senior students when they first arrive, and the MSC is the point of contact for the families, ready to answer any questions they may have. Leung (2007) refers to the many differing roles of EAL specialist teachers and one term he uses that resonates at Amuri Area School is that of 'collaborative support teaching'. As contact time with the students is limited, it is important to ensure that any teaching supports and enhances the content and context that the EAL students are learning in their classroom. It is not only the students who need support, and information is regularly fed from the MSC to the staff during meetings, mostly centred around how to generate ELL (English language learner) opportunities into their lessons.

- We promote the use of the Maori identity language and culture as part of our commitment to the Treaty of Waitangi and our Maori students. Our values are strengthened with individual Whakatauki and we have strong support for our Kapa-Haka group. We aim to work with our Maori community to create a strong partnership in learning based upon respectful engagement. It is our clear expectation that Maori students will and do achieve within a Maori potential approach to education with our teaching approaches cognisant of the Tataiako best practice recommendations. Our dedicated Maori Achievement co-ordinator tracks the progress and attendance of our Maori students and develops productive partnerships to engage with our Maori community.

FIVE: SCHOOL ORGANISATION

Amuri Area School has two 'schools' – Primary and Secondary. While there is some crossover, the Primary School consists of all students in Years 0-8 while the Secondary School is comprised of Year 9-13 students.

Responsibility Structure

- The school has a clear structure and a strong belief in high trust distributed leadership.
- The DP is the syndicate leader for years 9-13 and the AP is the syndicate leader for years 1-8.

Curriculum Structure

- The school is organized into eight essential learning areas with each ELA have a Head of Essential Learning Area (HELA). HELAs will have responsibility for curriculum in Years 0-13 of their subject.

Learning Area	Description
• **Literacy**	Split into two positions one Primary 0-8 and one Secondary 9-13
• **Numeracy**	Split into two positions one Primary 0-8 and one Secondary 9-13
• **Science**	A single position from years 0-13
• **Social Studies**	A single position from years 0-13
• **Technology**	A single position from years 0-13
• **Physical Education and Health**	A single position from years 0-13
• **The Arts**	A single position from years 0-13
• **Languages**	A single position from years 0-13

We also have many unit responsibilities linked to other areas of school performance and the strategic plan. These are clearly defined with job descriptions each year. Examples include Migrant Student, Maori Achievement, GATE, SOLO, Sport etc.

Our primary classes are split into 9 classrooms and 4 groups for the purposes of collaborative teaching practice. The groups are named after significant local mountains in order of ascending height.

Ruma/Room	Mountain Group	Students
Tahi (1)	Te Kooti	New Entrants
Rua (2)	Te kooti	Year 1 and 2
Toru (3)	Tekoa	Year 2 and 3
Wha (4)	Tekoa	Year 3 and 4
Rima (5)	Terako	Year 5 and 6
Ono (6)	Terako	Year 5 and 6
Iwa (9)	Tapuae-O-Uenuku	Year 7 and 8
Tekau (10)	Tapuae-O-Uenuku	Year 7 and 8
Tekau Ma Tahi (11)	Tapuae-O-Uenuku	Year 7 and 8

We support composite classes as we enrol many students throughout the year, especially at the end of May due to the dairy contract change over date.

SIX: NEW ZEALAND CURRICULUM COVERAGE YEARS 0 – 13

Year 1/2 - Long Term Plan 2021

	Term 1	Term 2	Term 3	Term 4
Amuri Area School Value	Excellence	Self-Discipline	Pride	Integrity
Science	**Living World** Recognise that all living things have certain requirements so they can stay alive **Build vocabulary to describe insects and their features** Big Ideas **Classification** (key features do we use to identify insects), **Observation** (how insects eat, grow and respond to their habitat) and **Drawing** / recording (features of insects)		**Planet Earth and Beyond** Explore and describe natural features and resources. **Build vocabulary about sun, moon, stars, day, night, seasons** Share ideas and observations about the sun and the moon and their physical effects on the daylength, seasons, climate and weather on earth. (Term 2- Far Out) **Context: water and its forms (rain, hail, snow, fog)** Appreciate that water, air, rocks and soil, and life forms make up our planet and recognise that these are also earth's resources.	

Social Sciences		**Continuity and Change** Understand how the past is important to people.		**Economic World** Understand how places in New Zealand are significant for individuals and groups.
Health	**Getting on Together** Relating to Others	**Keeping Ourselves Safe**	**Road Safety**	**Feeling Sad** Change, loss and grief
Physical Education	**Week 1-5 - Aquatics** **Focus: Confidence and stroke development** **Week 6-10 – Hockey** **Focus: Hitting/Striking**	**Week 1-5 - Cross Country** **Focus: Buddy Walking and Running** **Week 6-10 - Soccer** **Focus: Kicking**	**Week 1-5 – Cricket** **Focus: Throwing/Bowling** **Week 6 -10 Athletics** **Focus: Run/Jump/Throw**	**Week 1-5 - PMP** **Focus: Balance, Timing, Co ordination** **Week 6-10 -Aquatics** **Focus: Confidence and stroke development**
Visual Art	**Developing Practical Knowledge** Explore a variety of materials and tools and discover elements and selected principles. **Communicating and Interpreting in the Arts**			
Music	**Developing Practical Knowledge** Students will explore and respond to the musical elements of beat, rhythm, pitch, tempo, dynamics and tone/colour. **Developing Ideas**			

Dance	**Developing Practical Knowledge** Explore movement with a developing awareness of the dance elements of body, space, time, energy and movement. **Communicating and Interpreting**			
Drama	**Developing Practical Knowledge** Explore the elements of role, focus, action, tension, time and space through dramatic play. **Communicating and Interpreting**			
Mathematics and Statistics	**Daily Numeracy Groups** **Strand –** Statistics Conduct investigations using the statistical enquiry cycle. Posing and answering questions. Gathering, sorting and counting, and displaying category and whole number data. Communicating findings based on the data.	**Daily Numeracy Groups** **Strand –** Measurement Mass and Length Order and compare objects or events by length, area, volume and capacity, weight, turn, temperature and time by direct comparison and or counting whole numbers of units.	**Daily Numeracy Groups** **Strand –** Geometry Give and follow instructions for movement that involve distances, directions and half or quarter turns. Describe their position relative to a person or object.	**Daily Numeracy Groups** **Strand –** Measurement Time, Temp and Capacity Order and compare objects or events by length, area, volume and capacity, weight, turn, temperature and time by direct comparison and or counting whole numbers of units.
English	**Daily Phonics/Spelling, Guided Reading, Writing - All specifically planned**			
Technology	**Planning for Practice/ Technological Products (1 unit to be completed this year)** **Students will be able to outline a general plan to support the development of an outcome, identify appropriate steps and resources.**			

Te Reo Maori		**Greetings and Farewells** Greet, farewell and acknowledge people and respond to greetings and acknowledgements. Morena, Kia ora, Ka kite (ano)		**Basic Introductions** Introduce themselves and others and respond to introductions. Ask and answer questions about their own names: Ko wai to ingoa? Ko …… taku ingoa.		**Counting and Numbers** Communicate about numbers, using days of the week, months and dates. Count to 10: tahi, rua, toru, wha, rima, ono, whitu, waru, iwa, tekau		**Classroom Commands** Use and respond to simple classroom language including asking for the words to express something in Te Reo Maori. Ae, kau, kaore,Ka pai, taihoa, tuhi tuhi, whakarongo mai
Special Events		**Waitangi Day – 6 February** **Primary Swimming Skill Display - February** **Amuri Show – March** **Life Education – March/April** **Easter – Good Friday 2nd April** **ANZAC Day – April 25**		**Primary Science Week – May** **Cross Country – May** **Matariki –** **Gypsy Day – 1 June** **Getwise Financial Literacy – June** **Grandparnts Day - June**		**Primary Mathematics Week - August**		**Show Day – November**

Year 3/4 - Long Term Plan 2021

	Term 1	Term 2	Term 3	Term 4
Amuri Area School Value	Excellence	Self Discipline	Pride	Integrity
Science	**Living World** Recognise that living things are suited to their particular habitat. Recognise that there are life processes common to all living things and that these occur in different ways. **Context: Plant habitats and adaptations** Explain how we know that some living things from the past are now extinct. **Context: Endangered species**		**Planet Earth and Beyond** Describe how natural features are changed and resources affected by natural events and human actions. **Context: sustainable water use, water management in dairying, runoff, soil leaching**	
Social Sciences		**Continuity and Change** Understand how time and change affect people's lives.		**Economic World** Understand how to make choices to meet their needs and wants. Understand that people have social, cultural and economic roles, rights and responsibilities.

Health	**Me, Myself and I** Relating to Others	**Kia Kaha** Keeping Ourselves Safe, Peer Pressure	**Oral Health** Digestion	**Change, Loss and Grief**
Physical Education	**Week 1-5 - Aquatics** **Focus: Confidence and stroke development** **Week 6-10 – Tee- Ball** **Focus: Hitting/Striking**	**Week 1-5 - Cross Country** **Focus: Buddy Walking and Running** **Week 6-10 - Rugby** **Focus: Kicking and Catching**	**Week 1-5 – Gymnastics** **Focus: Balance, Timing, Co ordination** **Week 6 -10 Athletics** **Focus: Run/Jump/Throw**	**Week 1-5 Cricket** **Focus: Throwing/Bowling** **Week 6-10 -Aquatics** **Focus: Confidence and stroke development**
Visual Art	**Developing Ideas in the Arts** Students will develop visual ideas in response to a variety of motivations, using imagination, observation and invention with materials. **Developing Practical Knowledge** Students will identify and explore elements and principles of the visual arts, using a variety techniques, tools, materials, processes and procedures.			
Music	**Developing Practical Knowledge** Explore and identify how sound is made and changed, as they listen and respond to the elements of music and structural devices. **Communicating and Interpreting** Respond to live and recorded music.			

Drama	**Understanding Drama in Context** Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities. **Developing Ideas** Contribute and develop ideas in drama, using a personal experience and imagination.			
Dance	**Understanding Dance in Context** Identify and describe dance in their lives and in their communities. **Communicating and Interpreting** Prepare and share dance movement individually in pairs or groups.			
Mathematics and Statistics	**Number –** **Strand –** Statistics Conduct investigations using the statistical enquiry cycle. Posing and answering questions. Gathering, sorting and counting, and displaying category and whole number data. Communicating findings based on the data.	**Number** **Strand –** Measurement Mass and Length Create and use appropriate units and devices to measure length, area, volume and capacity, weight, turn, temperature and time. Partition and /or combine like measures and communicate them using numbers and units.	**Number** **Strand –** Geometry Create and use simple maps to show position and direction. Describe different views and pathways from locations on a map.	**Number** **Strand –** Measurement – Time, Temp and Capacity Create and use appropriate units and devices to measure length, area, volume and capacity, weight, turn, temperature and time. Partition and /or combine like measures and communicate them using numbers and units.

English	**Daily Phonics/Spelling, Guided Reading, Writing** **All specifically planned for.**			
Technology	**Planning for Practice/ Technological Products (1 unit to be completed this year)** Students will be able to develop a plan that identifies the key stages and resources required to complete an outcome. Understand that there is a relationship between a material used and its performance properties in a technological product.			
Te Reo Maori	**Greetings and Farewells** Greet, farewell and acknowledge people and respond to greetings and acknowledgements. **Classroom Commands and Locations** Use and respond to simple classroom language including asking for the words to express something in Te Reo Maori. Konei, reira, muia, muri, matau, maui	**Introductions and Compliments** Introduce themselves and others and respond to introductions. Understand and use simple politeness conventions such as acknowledging people, expressing regret and complimenting people.	**Counting and Numbers** Communicate about numbers, using days of the week, months and dates. Higher numbers, days and months	**Mihi** Communicate about personal information such as name, parents, grandparents, iwi, hapu, mountain and river or home and place of family origin.
Special Events	**Waitangi Day – 6 February** **Primary Swimming Skill Display - February** **Amuri Show – March** **Life Education – March/ April** **Easter – Good Friday April 2** **ANZAC Day – April 25**	**Primary Science Week – May** **Cross Country – May** **Matariki – June** **Gypsy Day – 1 June** **Getwise Financial Literacy** **Grandparents Day**	**Primary Mathematics Week - August**	**Show Day – November**

Year 5/6 - Long Term Plan 2021

	Term 1	Term 2	Term 3	Term 4
Amuri Area School Value	Pride	Integrity	Respect	Excellence
Key Competency	Relating to others Using language, symbols, and texts	Thinking	Participating and contributing	Managing Self
Science	**Planet Earth and Beyond** Describe how natural features are changed and resources affected by natural events and human actions. Investigate the water cycle and its effect on climate, landforms, and life. **Contexts: possible link to Antarctica study; volcanoes in NZ**		**Living World** Explore how the groups of living things we have in the world have changed over long periods of time and appreciate that some living things in NZ are quite different from living things in other areas of the world. **Context: kiwi and moa, compared to emu, cassowary, ostrich, rhea (Gondwana species)** Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced. **Context: plant life cycles and reproduction; fast-growing trees to slow down global warming**	

Social Sciences		**Continuity and Change** Understand how people remember and record the past in different ways.		**Economic World** Understand how people make decisions about access to and use of resources. Understand how groups make and develop rules and laws.
Health	**Me, Myself and I** Relating to Others	**Kia Kaha** Keeping Ourselves Safe, Peer Pressure	**Cultural Differences and Values**	**Change, Loss and Grief**
Physical Education	**Week 1-5 - Aquatics** **Focus: Confidence and stroke Development** **Week 6-10 - Softball** **Focus:Hitting/Striking**	**Week 1-5 - Cross Country** **Focus: Fitness** **Week 6-10 - Rugby** **Focus: Kicking and Catching**	**Week 1-5 - Gymnastics** **Focus: Balance, Timing, Co ordination** **Week 6 -10 Athletics** **Focus: Run/Jump/Throw**	**Week 1-5 Cricket** **Focus: Throwing/Bowling** **Week 6-10 -Aquatics** **Focus: Confidence and stroke Development**

Visual Art	**Understanding Arts in Context** Students will investigate the purposes of objects and images tin past and present cultures and identify contexts win which they were, or are made, viewed and valued. **Communicating and Interpreting** Students will describe how selected objects and images communicate different kinds of ideas.
Music	**Communicating and Interpreting** Students will prepare and present music, using basic performance skills and techniques and respond to live or recorded music performance. **Developing Ideas** Students will invent and represent musical ideas to express mood, using shape and contrast.
Dance	**Understanding the Arts in Context** Students will explore and describe how dance is used for different purposes in a variety of cultures. **Communicating and Interpreting** Students will present dance and respond to their own and others' dance works within their school communities.

Drama	**Developing Practical Knowledge** Use techniques and relevant technologies to explore drama elements and conventions. **Communicating and Interpreting** Present and respond to drama, identifying ways in which elements, techniques, conventions and technologies combine to create meaning in their own and other's work.			
Mathematics and Statistics	**Number –** Addition/Subtraction **Strand –** Statistics Conduct investigations using the statistical enquiry cycle. Gathering, sorting and displaying multivariate category and whole number data and simple time series data to answer questions. Identifying patterns and trends in context, within and between data sets. Communicate findings based on the data.	**Number –** Multiplication/Division **Strand –** Measurement Mass and Length Use linear scales and whole numbers of metric units for length, area, value and capacity, weight, angles, temperature and time.	**Number –** Proportion and Ratio **Strand –** Geometry Find areas of rectangles and volumes of cuboids by applying multiplication.	**Number -** Revision **Strand –** Measurement – Time, Temp and Capacity Use linear scales and whole numbers of metric units for length, area, value and capacity, weight, angles, temperature and time.
English	**Reading Programme, Phonics/Spelling, Daily Guided Reading, Daily Writing** **All specifically planned for.**			
Technology	**Planning for Practice/ Technological Products (1 unit to be completed this year)** Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making. Understand the relationship between materials used and their performance properties in technological products.			

Te Reo Maori		**Greetings and Farewells** Greet, farewell and acknowledge people and respond to greetings and acknowledgements. **Classroom Commands and Locations** Use and respond to simple classroom language including asking for the words to express something in Te Reo Maori. Kei hea?, kei runga/raro/roto, waho		**Introductions and Compliments** Introduce themselves and others and respond to introductions. Understand and use simple politeness conventions such as acknowledging people, expressing regret and complimenting people.		**Counting and Numbers** Communicate about numbers, using days of the week, months and dates. Ages, dates, time		**Mihi** Communicate about personal information such as name, parents, grandparents, iwi, hapu, mountain and river or home and place of family origin. Formal and informal mihi.
Special Events		Waitangi Day – 6 February Primary Swimming Skill Display - February **Amuri** Show – March Life Education – March Easter –April 2nd ANZAC Day – April 25		Primary Science Week – May Cross Country – May **Matariki** – Gypsy Day – 1 June **Getwise** Financial Literacy -**July**		Primary **Mathematics Week** - August		Show Day – 10 November **Year 6 Camp – 2nd half of November**

In Year 7	In Year 8
• At Year 7, English, Maths, Social Studies, Maori language and Health will be taught by the homeroom teachers. • Science, technology and PE will be taught by specialist teachers. • Year 7 and 8 students will be split into four groups and they will rotate around 4 technology based modules. • All students in Year 7 will have a sport period each week.	• At Year 8, English, Maths, Social Studies, Maori language and Health will be taught by the homeroom teachers. • Science, technology and PE will be taught by specialist teachers. • Year 7 and 8 students will be split into **four** groups and they will rotate around 4 technology based modules. • All students in Year 8 will have a sport period each week.

In Year 9	In Year 10
• At Year 9, students take English, Maths, Science, Social Studies, PE/Health, Materials, Art and Food with specialist teachers. • They will also have one period per week of Aspire time which will focus on – goal setting, school values, key competencies, learning dispositions, and strategies and skills required to be successful 21st century learners. • All students in Years 9 – 10 will have a sport option for one period a week.	• At Year 10, students take core subjects of English, Maths, Science, Social Studies, PE/Health with specialised teachers. • They also have the choice of two options from Art, Workshop, Food or technology. • They will also have one period per week of **Aspire time** which will focus on – goal setting, school values, key competencies, learning dispositions, and strategies and skills required to be successful 21st century learners. • All students in Years 9 – 10 will have a sport option for one period a week.

In Year 11	In Years 12 and 13
• English, Maths and Science are compulsory for all students. • Students then have a choice of 3 options from a wide range of NCEA courses. (see course selection guide) • Students in year 11 will also have one period per week of Aspire time which will focus on – goal setting, school values, key competencies, learning dispositions, and strategies and skills required to be successful 21st century learners. • All students in Years 9 – 13 will have a sport option for one period a week	• Students select 5 or 6 options from a wide range of NCEA courses. (see course selection guide) • All students in Years 9 – 13 will have a sport option for one period a week.

Year 11-13 Course Outlines

The following templates should be used for providing students with a course outline in the first week of their course.

1. Welcome – a brief welcome to the students with a positive greeting! (A few lines)

2. Expectations – what you expect from the students in terms of the following (no more than one page)
   - Classroom materials required
   - Preparation
   - Use of study periods
   - Homework
   - Tutorial opportunities (if offered)
   - Fees (if appropriate)
   - Practical aspects (if appropriate)

3. A list of standards that will be completed during the course using the following format Please note that each standard should be explained in more detail as it presented to the students during the year along with a confirmed date for the assessment activity.

Dates	Standard No	Title	Level	Type	Assessment Method	No of Credits	Approximate Assessment Date
Weeks 1-3	*#####*	*Apply skills and ideas in a geographical context*	*1*	*A*	*External*	*4*	*Feb 14*
Weeks 4 - 7	*######*	*Use basic woodworking hand tools for elementary construction work*	*2*	*U*	*Internal*	*4*	*Ongoing*
Weeks 8 -10	*#####*	*Deliver Transactional Oral Text (Formal Speech)*	*1*	*U*	*Internal*	*3*	*March 13*
Week 1 - 4	*#####*	*Describe aspects of Biology*	*1*	*A*	*External*	*5*	*May 20*

1. There is no need for the aims and objectives of the course, reassessment opportunities, what to do if an assessment is missed, pre-requisites or where the course may lead - these will be covered in the booklet issued when students choose their course or in the general assessment booklet that Penny issues and takes all seniors through at the start of the year. This booklet will also explain that those standards assessed externally will have a school 'practice' exam in September.

A One Page Template for Year 9 - 10 Course Outlines to go to students within the first week of the course

1. Welcome – a brief welcome to the students with a positive greeting! (A few lines)
2. Aim(s) of the Course
3. Expectations – what you expect from the students in terms of the following (no more than one page
    - Classroom materials required
    - Preparation
    - Homework
    - Fees (if appropriate)
    - Practical aspects (if appropriate)
4. Topics/Activities that will form the course in bullet point
5. Assessment Methods (Choose from)
    - Standardised Test
    - Teacher Observation
    - Peer Assessment
    - Formal Teacher Set Test
    - Project Completion
    - Homework Results
6. Enrichment opportunities in this subject

The Literacy Year 1-8 Long Term Plan

	Listening and Speaking Focus	***Reading and Writing Focus***	***Viewing Focus***	***Presenting Focus***
Years 0-2	**Level 1** Establish Routines, set expectations, co operative skills, groups skills. We have one focus per term but teach all skills every term. Oral language programme is integrated into the daily programme through listening to others, speaking with others, discussing ideas with others and accepting others' opinions. Storytelling Te Reo Maori Phonics – 3 x per week	**Level 1** Instructional Reading – Monday to Thursday Shared Big Book – 3 x per week Independent Reading Monday to Thursday Library – x 1 visit per week Poetry – x 1 lesson per week Instructional Writing – Monday to Thursday (Year 0 - recounts and descriptions, Year 1/2 recounts, descriptions and narratives) Whole class Shared Writing – Monday to Thursday Writing skills and conventions are taught leading to independence	**Level 1** Posters Ads Pictures Road Signs School Signs Other teaching resources Literacy Learning Progressions Seesaw Lexia	**Level 1** Assembly Show and tell news Handwriting Sharing their writing Plays/Readers Theatre Puppet Shows Student Voice Modelled writing emails Publishing writing

Years 3-4	**Level 2** Establish Routines • Social/Cooperative skills • Group rotations • Modelling books Structured oral language programme throughout the year. Writing genre taught based on topics and is flexible. Publishing and word processing skills. Mixed ability groupings once a term for a week.	**Level 2** Establish Routines • Social/Cooperative skills • Group rotations Daily 5 Reading buddies and peer tutors Guided Big Book Independent Reading Library time	**Level 2** Establish Routines • Social/Cooperative skills • Group rotations Literacy Learning Progressions Seesaw Lexia	**Level 2** Establish Routines • Social/Cooperative skills • Group rotations Handwriting all year – beginning structured and then leading to independence. Spelling and Word Study will be taught at each level. This will be needs based and follow the LLP. These will be taught within Reading and Writing. e.g Joy Allcock, Smartwords, Word Lab, Yolanda Sorryl, Essential Lists, De'Ath Learn About Words, Snapwords
	Purposes and Audience Reading Select and read texts for enjoyment. Recognise different purposes, audiences and situations of texts. Evaluate reliability and usefulness of texts. Point of view. Writing Create a range of written and spoken texts with growing / developing confidence. Construct texts for different purposes and audiences. Point of view. Personal voice.	Ideas Reading Summarise the main ideas of the text. Visualise to aid comprehension. Make predictions and test theory. Ask questions to infer meaning Use prior knowledge to make meaning. Identify main ideas. Make connections. Infer meaning within text. Writing Form and express ideas. Edit to support ideas. Demonstrate viewpoint/s. Gather, record and present information.	Language Features Reading Identify language features and their effects. Use increasing vocabulary correctly. Use a range of text conventions. Recognise different author's styles and voices. Writing Use language features to create meaning. Use language features for effect. Use increasing vocabulary to portray meaning. Self-monitor and self-correct spelling. Write legibly and fluently; speak clearly and fluently.	Structure Reading Understand order of words, sentences, paragraphs affect meaning Recognise range of text forms. Explore choices made by writers. Make connections between words and images. Writing Organise written work and spoken to communicate meaning. Sequence ideas. Use conventions and structures of writing and speaking. Organise information confidently.

Years 5-6	**Level 3** Establish Routines • Social/Cooperative skills • Group rotations • Modelling AOs applied to genres and thematic units throughout the year, to meet student needs and next steps for learning for Reading and Writing. Oral Language – range of activites during the year. Not all written.	**Level 3** Establish Routines • Social/Cooperative skills • Group rotations • Modelling Daily Reading Four days structured Reading and Writing Daily group rotations Personal reading Reading to Self led activities to foster student agency Appropriate technologies	**Level 3** Establish Routines • Social/Cooperative skills • Group rotations • Modelling Daily Writing Mixture of free, shared or modelled and structured. Tailored spelling, punctuation and grammar programmes. Lexia	**Level 3** Establish Routines • Social/Cooperative skills • Group rotations • Modelling Literacy Learning Progressions Library period Spelling and Word Study will be taught at each level. This will be needs based and follow the LLP. These will be taught within Reading and Writing. e.g Joy Allcock, Smartwords, Word Lab, Yolanda Sorryl, Essential Lists, De'Ath Learn About Words, Snapwords.
	Purposes and Audience Reading Recognise different purposes, audiences and situations of texts. Select and read texts for enjoyment. Point of view. Evaluate reliability and usefulness of texts. Writing Create a range of written and spoken texts with growing / developing confidence. Construct texts for different purposes and audiences. Point of view Personal voice.	Ideas Reading Visualise to aid comprehension. Summarise the main ideas of the text. Make predictions and test theory. Ask questions to infer meaning. Use prior knowledge to make meaning. Identify main ideas. Infer meaning within text Make connections. Writing Edit to support ideas. Ideas Form and express ideas. Demonstrate viewpoint/s. Gather, record and present information.	Language Features Reading Use a range of text conventions. Identify language features and their effects. Use increasing vocabulary correctly. Recognise different author's styles and voices. Writing Self-monitor and self-correct spelling. Use language features to create meaning. Use language features for effect. Use increasing vocabulary to portray meaning. Write legibly and fluently; speak clearly and fluently.	Structure Reading Make connections between words and images. Recognise range of text forms. Explore choices made by writers. Understand order of words, sentences, paragraphs affect meaning Writing Organise information confidently. Sequence ideas. Use conventions and structures of writing and speaking. Organise written work and spoken to communicate meaning.

Years 7-8	**Level 4** Establish Routines • Social/Cooperative skills • Group rotations SOLO Taxonomy is used to enhance student understanding of aspects of English where possible.	**Level 4** Establish Routines • Social/Cooperative skills • Group rotations The achievement outcomes are formally assessed across the cohort, but this does not restrict/hinder the study of other areas of the English curriculum.	**Level 4** Establish Routines • Social/Cooperative skills • Group rotations Teachers are expected to encourage students to select texts to read for enjoyment and personal fulfilment. Spelling and Word Study will be taught at each level. This will be needs based and follow the LLP. These will be taught within Reading and Writing. e.g Joy Allcock, Smartwords, Word Lab, Yolanda Sorryl, Essential Lists, De'Ath Learn About Words, Snapwords.	**Level 4** Establish Routines • Social/Cooperative skills • Group rotations Feed foward/Feedback Student Voice Thematic units as a base Literacy Learning Progressions Library period
	Purposes and Audience Reading Select and read texts for enjoyment. Recognise different purposes, audiences and situations of texts. Point of view. Evaluate reliability and usefulness of texts. Writing Create a range of written and spoken texts with growing / developing confidence. Construct texts for different purposes and audiences. Point of view. Personal voice.	Ideas Reading Visualise to aid comprehension. Summarise the main ideas of the text. Make predictions and test theory. Ask questions to infer meaning. Infer meaning within text Use prior knowledge to make meaning. Identify main ideas. Make connections. Writing Edit to support ideas. Form and express ideas. Demonstrate viewpoint/s. Gather, record and present information.	Language Features Reading Use a range of text conventions. Identify language features and their effects. Use increasing vocabulary correctly. Recognise different author's styles and voices. Writing Self-monitor and self-correct spelling. Use language features to create meaning. Use language features for effect. Use increasing vocabulary to portray meaning. Write legibly and fluently; speak clearly and fluently.	Structure Reading Make connections between words and images. Understand order of words, sentences, paragraphs affect meaning, Recognise range of text forms. Explore choices made by writers. Writing Organise information confidently. Organise written work and spoken to communicate meaning. Sequence ideas. Use conventions and structures of writing and speaking.

English Years 9 – 10 (odd years)

- The achievement outcomes are formally assessed across the cohort, but this does not restrict/hinder the study of other areas of the English curriculum if time permits
- Teachers are expected to encourage students to select texts to read for enjoyment and personal fulfilment, requiring weekly written reflections for homework as per our school policy
- Students are required to self-monitor, self-evaluate and comment on their own learning in the form of a learning log or other appropriate form of communication with their teacher
- SOLO Taxonomy is used to enhance student understanding of aspects of English where possible.

Speaking, Writing and Presenting Achievement Objectives	Listening, Reading and Viewing Achievement Objectives

	Term One	***Term 2***	***Term 3***	***Term 4***
Year 9 ***Level 4:*** *Integrate sources of information, processes and strategies confidently to identify, inform and express ideas*	**CONTEXT: Creative Writing** Create texts by integrating sources of information and processing strategies with **increasing confidence.**	**CONTEXT: Research Skills** Think critically about texts **with increasing understanding and confidence.**	**CONTEXT: Film Study** Think critically about texts **with increasing understanding and confidence.**	**CONTEXT: Literary Analysis** Think critically about texts **with increasing understanding and confidence.**
Year 10 ***Level 5:*** *Integrate sources of information, processes and strategies purposefully and confidently to identify, inform and express ideas*	**CONTEXT: Creative Writing** Create increasingly varied and complex texts by integrating sources of information and processing strategies **with confidence.**	**CONTEXT: Research Skills** Think critically about texts **with understanding and confidence.**	**CONTEXT: Speech** Create increasingly varied and complex texts by integrating sources of information and processing strategies **with confidence.**	**CONTEXT: Literary Analysis/Static Image** Think critically about texts with **understanding and confidence.**

English 9 - 10 (even years)

Speaking, Writing and Presenting Achievement Objectives	Listening, Reading and Viewing Achievement Objectives

	Term One	***Term 2***	***Term 3***	***Term 4***
Year 9 ***Level 4:*** *Integrate sources of information, processes and strategies confidently to identify, inform and express ideas*	**CONTEXT: Recount** Create texts by integrating sources of information and processing strategies with **increasing confidence.**	**CONTEXT: Formal Writing** Create texts by integrating sources of information and processing strategies with **increasing confidence.**	**CONTEXT: Film Study** Think critically about texts **with increasing understanding and confidence.**	**CONTEXT: Literary Analysis** Think critically about texts **with increasing understanding and confidence.**
Year 10 ***Level 5:*** *Integrate sources of information, processes and strategies purposefully and confidently to identify, inform and express ideas*	**CONTEXT: Recount** Create increasingly varied and complex texts by integrating sources of information and processing strategies **with confidence.**	**CONTEXT: Formal Writing** Create texts by integrating sources of information and processing strategies with **confidence**	**CONTEXT: Speech** Create increasingly varied and complex texts by integrating sources of information and processing strategies **with confidence.**	**CONTEXT: Literary Analysis/Static Image** Think critically about texts with **understanding and confidence.**

The Mathematics Year 1-10 Long Term Plan

Year 0-8 Achievement Objectives Coverage is expected over a 2-year period.

		Number and Algebra 28 Weeks	***Statistics 4 Weeks***	***Geometry and Measurement 8 Weeks***
Years 0-2	**Level 1**	**Every Year** NA1-1 Use a range of counting, grouping and equal sharing strategies with whole numbers and fractions NA1-2 Know the forward and backward counting sequences of whole numbers to 100 NA1-3 Know groupings with five, within ten, and with ten NA1-4 Communicate and explain counting, grouping and equal sharing strategies using words, numbers and pictures NA1-5 Generalise that the next counting number gives the result of adding one object to a set and that counting the number of objects in a set tells how many NA1-6 Create and continue sequential patterns.	**Level 1** S1-1 Conduct investigations using the statistical enquiry cycle: posing and answering questions gathering, sorting and counting, and displaying category data discussing the results. S1-2 Interpret statements made by others from statistical investigations and probability activities. S1-3 Investigate situations that involve elements of chance, acknowledging and anticipating possible outcomes.	**Level 1** GM1-1 Order and compare objects or events by length, area, volume and capacity, weight (mass), turn (angle), temperature, and time by direct comparison and/or counting whole numbers of units. GM1-2 Sort objects by their appearance GM1-3 Give and follow instructions for movement that involve distances, directions and half or quarter turns GM1-4 Describe their position relative to a person or object. GM1-5 Communicate and record the results of translations, reflections, and rotations on plane shapes.

Years 3-4	**Level 2**	**Level 2** NA2-1 Use simple additive strategies with whole numbers and fractions NA2-2 Know forward and backward counting sequences with whole numbers to at least 1000 NA2-3 Know the basic addition and subtraction facts. NA2-4 Know how many ones, tens and hundreds are in whole numbers to at least 1000 NA2-5 Know simple fractions in everyday use NA2-6 Communicate and interpret simple additive strategies using words, diagrams (pictures) and symbols NA2-7Generalise that whole numbers can be partitioned in many ways NA2-8 Find rules for the next member in a sequential patterns.	**Level 2** S2-1 Conduct investigations using the statistical enquiry cycle: posing and answering questions gathering, sorting and counting, and displaying category and whole number data. communicating findings basis on the data. S2-2 Compare statements with the features of simple data displays from statistical investigations and probability activities undertaken by others. S2-3 Investigate simple situations that involve elements of chance, recognising equal and different likelihoods and acknowledging uncertainty.	**Level 2** GM2-1 Create and use appropriate units and devices to measure length, area, volume and capacity, weight (mass), turn (angle), temperature, and time. GM2-2 Partition and/or combine like measure and communicate them using numbers and units. GM2-3 Sort objects by their spatial features, with justification. GM2-4 Identify and describe the plane shapes found in objects.s GM2-5 Create and use simple maps to show position and direction. GM2-6 Describe different views and pathways from locations on a map. GM2-7 Predict and communicate the results of translations, reflections and rotations on plane shapes.

Years5-6	**Level 3**	**Level 3** NA3-1 Use a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals and percentages. NA3-2Know basic multiplication and division facts. NA3-3 Know counting sequences for whole numbers. NA3-4 Know how many tenths, tens, hundreds and thousands are in whole numbers. NA3-5 Know fractions and percentages in everyday use NA3-6 Record and interpret additive and simple multiplicative strategies, using words, diagrams and symbols with an understanding of equality. NA3-7 Generalise the properties of addition and subtraction with whole numbers. NA3-8 Connect members of sequential patterns with their ordinal position and use tables, graphs and diagrams to find relationships between successive elements of number and spatial patterns.	**Level 3** S1-3 Investigate simple situations that involve elements of chance by comparing experimental results with expectations from models of all the outcomes, acknowledging that samples vary. S3-1 Conduct investigations using the statistical enquiry cycle: gathering, sorting and displaying multivariate category and whole number data and simple time series data to answer questions. identifying patterns and trends in context, within and between data sets. communicating findings, using data displays. S3-2Evaluate the effectiveness of different displays in representing the findings of a statistical investigation or probability activity undertaken by others.	**Level 3** GM3-1 Use linear scales and whole numbers of metric units for length, area, volume and capacity, weight (mass), angle, temperature and time. GM3-2 Find areas of rectangles and volumes of cuboids by applying multiplication. GM3-3 Classify plane shapes and prisms by their spatial features. GM3-4 Represent objects with drawings and models. GM3-5 Use a co-ordinate system or the language of direction and distance to specify locations and describe paths. GM3-6 Describe the transformations (reflection, rotation, translation or enlargement) that have mapped one object onto another.
Years 7-8	**Level 4**	**Level 4** NA4-1 Use a range of multiplicative strategies when operating on whole numbers. NA4-2 Understand addition and subtraction of fractions, decimals and integers. NA4-3 Find fractions, decimals and percentages of amounts expressed as whole numbers, simple fractions and decimals. NA4-4 Apply simple linear proportions including ordering fractions. NA4-5 Know the equivalent decimal and percentage forms for every day fractions. NA4-6 Know the relative size and place value structure of positive and negative integers and decimals to three places. NA4-7 Form and solve equations.	**Level 4** S4-1Plan and conduct investigations using the statistical enquiry cycle: determining appropriate variables and data collection methods. gathering, sorting and displaying multivariate category, measurement, and time series data to answer questions comparing distributions visually. S4-2 Evaluate statements made by others about the findings of statistical investigations and probability activities. S4-3 Investigate situations that involve elements of chance by comparing experimental distributions with expectations from models of the possible outcomes, acknowledging variation and independence. S4-4Use simple fractions and percentages to describe probabilities.	**Level 4** GM4-1 Use appropriate scales, devices and metric units for length, area, volume and capacity, weight (mass), temperature, angle, and time. GM4-2 Convert between metric units, using whole numbers and commonly used decimals. GM 4-3 Use side or edge lengths to find the perimeters and areas of rectangles, parallelograms and the volumes of cuboids. GM 4-4 Interpret and use scales, timetables and charts. GM4-5 Identify classes of two and three-dimensional shapes by their geometric properties.

		NA4-8 Generalise properties of multiplication and division with whole numbers. NA4-9 Use graphs, tables and rules to describe linear relationships found in number and spatial pattern.		GM4-6 Relate three-dimensional models to two-dimensional representations and vice versa. GM4-7 Communicate and interpret locations and directions using compass directions, distances and grid references. GM 4-8 Use the invariant properties of figures and objects under transformations (reflection, rotation, translation or enlargement).
Year 9	**Level 5**	NA5-2 Use prime numbers, common factors and multiples NA5-3 Understand operations on fractions, decimals, percentages and integers NA5-5 Know commonly used fraction, decimal and percentage conversions NA5-6 Know and apply rounding and decimal place value NA5-7 Form and solve linear equations NA5-8 Generalise the properties of operations with fractional numbers and integers NA5-9 Relate tables, graphs and equations to linear relationships found in number and spatial patterns	S5-1Plan and conduct surveys and experiments using the statistical enquiry cycle: determining appropriate variables and measures considering sources of variation gathering and cleaning data using multiple displays and re-categorising data to find patterns, variations, relationships, and trends in multivariate data sets comparing sample distributions visually, using measures of centre, spread and proportion presenting a report of findings	GM 5-1 Select and use appropriate metric units for length, area, volume and capacity, weight (mass), temperature, angle and time with awareness that measurements are approximate GM5-2 Convert between metric units using decimals GM5-3 Deduce and use formulae to find the perimeters and areas of polygons and the volumes of prisms GM 5-5 Deduce the angle properties of intersecting and parallel lines and the angle properties of polygons and apply these properties GM5-6 Create accurate nets for simple polyhedra and connect three-dimensional solids with different two-dimensional representations GM5-9 Define and use transformations and describe the invariant properties of figures and objects under these transformations

Year 10	**Level 5**	NA5-1 Reason with linear proportions NA5-2 Use powers (including square roots) NA5-3 Understand operations on fractions, decimals, percentages and integers NA5-4 Use rates and ratios NA5-5 Know commonly used fraction, decimal and percentage conversions NA5-6 Know and apply standard form, significant figures, rounding and decimal place value NA5-7 Form and solve linear and simple quadratic equations NA5-8 Generalize the properties of operations with fractional numbers and integers NA5-9 Relate tables, graphs and equations to linear and simple quadratic relationships found in number and spatial patterns	S5-2 Evaluate statistical investigations or probability activities undertaken by others, including data collection methods, choice of measures, and validity of findings S5-3 Compare and describe the variation between theoretical and experimental distributions in situations that involve elements of chance	GM 5-1 Select and use appropriate metric units for length, area, volume and capacity, weight (mass), temperature, angle and time with awareness that measurements are approximate GM5-2 Convert between metric units using decimals GM5-4 Find the perimeters and areas of circles and composite shapes and the volumes of prisms including cylinders GM5-7 Construct and describe simple loci GM5-8 Interpret points and lines on co-ordinate planes, including scales and bearings on maps GM 5-10 Apply trigonometric ratios and Pythagoras' theorem in two dimensions

- Teachers are expected to tract the Mathematics AOs completed, overseen by the Primary Maths HELA.
- This model allows for specific maths teaching alongside other relevant curriculum units taught.
- SOLO Taxonomy is used to access students and provide feedback especially in Measurement, Geometry and Statistics.

Science Long Term Plan

Even years / Odd years /Both Years

Strand	The Living World	The Physical World	The Material World	Planet Earth & Beyond
Years 0-2 (Levels 1 & 2)	Recognise that all living things have certain requirements so they can stay alive **Context: Build vocabulary to describe insects and their features**	Explore everyday examples of physical phenomena **Context: build vocabulary about light (dark, light, shadow) and sound and hearing (loud, quiet, waves, ears)**	*Observe*, describe, and compare materials	Explore and describe natural features and resources. **Context: build vocabulary about sun, moon, stars, day, night, seasons**
Years 2-3 (Levels 1 and 2)	Recognise that there are lots of different living things in the world and that they can be grouped in different ways Big Ideas: **Classification** (key features do we use to identify insects), **Observation** (how insects eat, grow and respond to their habitat) and **Drawing** / recording (features of insects)	Seek and describe simple patterns in physical phenomena (Term 1) – ***possible learning context:*** **shadows** Explore everyday examples of physical phenomena **Context: sound (and hearing) and how to measure and describe it.**	Find out about the uses of common materials and relate these to their observed properties. (Term 3-Up & Over) – ***possible learning contexts:*** **paper folding and silks (Japan context); metals** Compare and describe physical changes for different materials.	Share ideas and observations about the Sun and the Moon and their physical effects on the daylength, seasons, climate and weather on Earth. (Term 2-Far Out) **Context: water and its forms (rain, hail, snow, fog)** Appreciate that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources.

Years 4-5 (Level 3)	Recognise that living things are suited to their particular habitat. Recognise that there are life processes common to all living things and that these occur in different ways. **Context: Plant habitats and adaptations** Explain how we know that some living things from the past are now extinct. **Context: Endangered species**	Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations.	Group materials in different ways, based on the observations and measurements of the characteristic physical properties of a range of different materials. (*Learning context could be animal foods Term 4)* Observe, describe, and compare physical properties of common materials and changes that occur when materials are mixed, heated, or cooled.	Describe how natural features are changed and resources affected by natural events and human actions. **Context: sustainable water use, water management in dairying, runoff, soil leachin**g
Years 5-6 (Level 3)	Explore how the groups of living things we have in the world have changed over long periods of time and appreciate that some living things in NZ are quite different from living things in other areas of the world. **Context: Kiwi and moa, compared to emu, cassowary, ostrich, rhea (Gondwana species)** Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced. **Context: plant life cycles and reproduction; fast-growing trees to slow down global warming**	Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism: light. **Context: light (and sight)** Identify and describe the effect of forces (contact and non-contact) on the motion of objects. **Context: Machines - levers, pulleys, gears**	Relate the observed, characteristic physical properties of a range of different materials to technological uses and natural processes. Compare physical changes and identify the difference between chemical and physical changes.	Investigate the components of the solar system, developing an appreciation of the distances between them. (Term 2- Far Out) Describe how natural features are changed and resources affected by natural events and human actions. Investigate the water cycle and its effect on climate, landforms, and life. **Contexts: possible link to Antarctica study; volcanoes in NZ**

Even years / Odd years /Both Years

Strand	The Living World	The Physical World	The Material World	Planet Earth & Beyond
Years 7 – 8 (Level 3-4)	Group plants, animals and other living things into science-based classifications. **Communication:** • **observation and grouping** • **recording and drawing (to scale)** • **habitats and adaptations (of animals)** **Bigger and Better** • **selective breeding** • **consumer demand** • **breeding beef cattle to meet demand**	Explore, describe and represent patterns and trends for everyday examples of physical phenomena. **Electricity:** • **Energy transfer** • **Magnets and electricity** • **Interpretations and new evidence**	Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes. **INTRO to SAFE SCIENCE:** • **bags, food and drink, hair and eyes** • **spill kits** • **STOP signals** **Fuels:** • **safety and equipment** • **investigations and data** • **particles in fossil fuels (*e.g.* paper, wood)**	Develop an understanding that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources. Investigate the water cycle and its effect on climate, landforms, and life. **Weather:** • **clouds, tornados, hurricanes, tsunami** • **water cycle** • **CRC (convection, radiation, conduction)**
	Explore how the groups of living things we have in the world have changed over long periods of time and appreciate that some living things in New Zealand are quite different from living things in other areas of the world. **Evolution :** • **what is the evidence** • **ancient NZ species** • **Interpretations and new evidence**	Explore, describe and represent patterns and trends for everyday examples of physical phenomena. **Energy:** • **What is energy** • **Transformations and transfers** conduction, convection and radiation • **and efficienciesefficiencies** • **Renewable resources (sun and wind))**	Group materials in different ways, based on the observations and measurements of the characteristics chemical and physical properties of a range of different materials. Begin to develop an understanding of the particle nature of matter and use this to explain observed changes. **INTRO to SAFE SCIENCE**: • **bags, food and drink, hair and eyes** • **spill kits** • **STOP signals** **Metals:** • **safety and equipment** • **investigations and data** • **particles in metals (physical properties)**	Investigate the components of the solar system, developing an appreciation of the distances between them. **Solar system:** • **Earth (from core to the stratosphere)** • **Our star (the sun) and its planets** • **Measuring distance and time in space**

Year 9 (Level 4-5)	Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced. Investigate the interdependence of living things in an ecosystem. **Introduction to safety and SOLO:** • **Science uses observation and inference to develop an hypothesis** • **The scientific method is the experimental process used to test an hypothesis** • **Science is everywhere and in everything** **Ecology:** • **adaptations to survive in specific conditions** • **Populations in an ecosystem interact and are interrelated (food chains and communities)** • **Humans and their activities affect ecosystems** Identify the key structural features and functions in the life processes of plants and animals. Describe the organisation of life at the cellular level. **Plant adaptations for photosynthesis:** • **Plants produce their own energy** • **Observing leaves, roots and stem** • **How structures help photosynthesis** **Food and digestion (Term 4):** • **Humans consume energy to grow and repair tissues** • **Structures for physical and chemical digestion** • **Absorbing small molecules from food**.	Identify and describe the patterns associated with physical phenomena found in simple everyday situations involving light sound waves and heat. Explore waves energy and human senses. **Waves (light and sound):** • **Energy can neither be created nor destroyed** • **Sound waves are a form of energy transmission** • **Light 'waves' are a form of energy transmission**	Distinguish between an element and a compound, a pure substance and a mixture at particle level. **Matter:** • **Substances are collections of particles with well-defined properties** • **Substances can exist as solids, liquids, and gases** • **Substances have different energy levels and behave differently in different states** **Mixtures:** • **There are different types of mixtures** • **Solutions are mixtures of solute and solvent** • **Mixtures can be separated using a variety of techniques**	Investigate the conditions on the planets and their moons, and the factors affecting them. **Astronomy:** • **Astronomical cycles and how they affect organisms** • **Properties of the earth-moon system that allow life to occur** • **The life of stars and how humans see them** **Hydrology (water and weather):** • **Water cycles** • **Carbon cycling is essential for life on earth** • **Natural variations in the water and carbon cycle can affect conditions necessary for life on earth.**

Year 10 (Level 4-5)	Identify the key structural features and functions in the life processes of animals. Describe the basic processes by which genetic information is passed from one generation to the next. **Evolution:** • **DNA is the blueprint for all organisms** • **Organisms can be similar and yet different** • **Biological evolution accounts for diversity over long periods of time** **Medical Science:** • **Bones and muscles hold us up and make us move** • **Respiration is a process in cells** • **Hearts and lungs work together**	Identify and describe the patterns associated with physical phenomena found in simple everyday situations involving movement, forces, electricity and magnetism. **Forces and motion:** • **Movement can be described graphically** • **A net force is required to change the movement of an object** • **Frictional forces can affect motion** **Electricity and magnetism:** • **Static electricity is produced in insulators** • **Current electricity is the flow of charge through a conductor** • **A magnet exerts a force as a result of a magnetic field**	Describe the structure of the atoms of different elements. Investigate the chemical and physical properties of fuels and metals. Link the properties of different groups of substances to the way they are used in society or occur in nature. **Introduction to safety and SOLO:** • **Science uses observation and inference to develop an hypothesis** • **The scientific method is the experimental process used to test an hypothesis** • **Science is everywhere and in everything** **Atomic structure and Metals:** • **Atoms, ions, compounds and the Periodic Table** • **The properties of metals make them useful** • **Metals react by forming chemical bonds to make compounds** **Fuels:** • **Our daily activities involve the combustion of fuels** • **Greenhouse gases are a result of complete and incomplete combustion** • **Alternative fuels are a viable option**	Investigate the composition, structure, and features of the geosphere, hydrosphere, and atmosphere. ***In collaboration with Social Studies, including a field trip to observe and describe local rocks and landforms.*** Geology: • **The Earth's crust is not continuous** • **The Earth's surface features are influenced by internal and external processes** • **Rocks are formed by internal and external processes that work as a cycle**

The Social Sciences Long Term Plan Even years / Odd years /Both Years

	Historical context	*Economic context*	*Cultural context*	*Locational context*
Years 0-6	Understand how the past is important to people (L1) Understand how time and change affect people's lives (L2) Understand how people remember and record the past in different ways (L3) **Odd Years**	Understand how places in New Zealand are significant for individuals and groups (L1) Understand how people make choices to meet their needs and wants (L2) Understand that people have social, cultural, and economic roles, rights, and responsibilities (L2) Understand how people make decisions about access to and use of resources (L3) Understand how groups make and implement rules and laws (L3) **Odd Years**	Understand how the cultures of people in New Zealand are expressed in their daily lives (L1) Understand how the status of Māori as tangata whenua is significant for communities in New Zealand (L2) Understand how people make significant contributions to New Zealand's society (L2) Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities (L3) Understand how the movement of people affects cultural diversity and interaction in New Zealand (L3) **Even Years**	Understand how belonging to groups is important for people (L1) Understand that people have different roles and responsibilities as part of their participation in groups (L1) Understand how cultural practices reflect and express people's customs, traditions, and values (L2) Understand how places influence people and people influence places (L2) Understand how cultural practices vary but reflect similar purposes (L3) Understand how people view and use places differently (L3) **Even Years**
Years 7-8	Understand that events have causes and effects (L4) Understand how exploration and innovation create opportunities and challenges for people, places, and environments (L4) **Both Years**	Understand how producers and consumers exercise their rights and meet their responsibilities (L4) Understand how people participate individually and collectively in response to community challenges (L4) **Both Years**	Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people (L4) **Both Years**	Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies (L4) Understand how formal and informal groups make decisions that impact on communities (L4) **Both Years**
Year 9		Understand how economic decisions impact on people, communities, and nations (L5) Understand how people seek and have sought economic growth through business, enterprise, and innovation (L5) **Both Years**	Understand how cultural interaction impacts on cultures and societies (L5) **Both Years**	Understand that people move between places and how this has consequences for the people and the places (L5) **Both Years**

Year 10	Understand how the ideas and actions of people in the past have had a significant impact on people's lives (L5) Understand how people define and seek human rights (L5) **Both Years**			Understand how people's management of resources impacts on environmental and social sustainability (L5) **Both Years**
Year 9 & 10		Understand how systems of government in New Zealand operate and affect people's lives, and how they compare with another system (L5) **Even Years**	Understand how the Treaty of Waitangi is responded to differently by people in different times and places (L5) **Odd Years**	

Technology Long Term Plan Even years / Odd years /Both Years

	Brief Development	*Technological Modelling*	*Planning for Practice*	*Technological Products*
Years 0-6	Level 1; Student can verbally describe what they want to achieve and identify some attributes such as Aesthetics (looks) and Function. Level 2; After some research the student can write a statement that describes who, what, where and why the outcome will be used. Student can identify and describe the key features of aesthetics and function. Level 3; Student compose a conceptual statement which gives a broad outline of what they what to achieve. Uses valid research to help make decisions with the attributes of aesthetics and function. Student then can refine their conceptual statement and write a brief which describes exactly what they are going to do and how they will do it, must include who, where, why and what with specifications that will be used to evaluate the final outcome.	Level 1; Student understand that models and mock ups are used for testing what an idea may look like Aesthetics and Function. Level 2; Students understand that a functional model is to test and explore design ideas Function and Aesthetics. They can evaluate the model and make decisions on what modifications will be needed to meet the design brief. Level 3; Students understand that there are different methods of modelling such as 2D and 3D computer generated, craft making using card, wood foam etc. A model is used for the development of design ideas Aesthetics and function. Working prototypes is an example of a design where many of the refinements have been made and is used to finalise the Aesthetics and function.	Level 1; Student can give some explanation of what they have done previously and what materials they used. Level 2; Student can discuss what they done previously and what resources they used to produce an outcome. Student is able to identify some links to what people in the past and how this could help with the development of their outcome. Student can identify suitable materials for their outcome. Students actively contribute to the planning. Level 3; Student can identify and explain the importance of the stages and materials used in previous planning. Student can identify and explain some links between past and current practices in terms of how these may affect the development of an outcome. Students can use a planning tool to help them with their planning and use of materials.	Level 1; Students begin to gain an understanding of the properties of materials used in products such as strength, durability and looks. Level 2; Students gain an understanding of the relationship between materials and its properties as in fitness for purpose. Students can test a variety of materials to find what is best suited. Level 3; Students have an understanding of materials and their properties and can identify suitable materials for a product. Testing and evaluating a variety of materials to find what would be best for a variety of products. Understand that a material may be suitable of one product but not for another.

Technology now becomes STEAM Science, Technology, Engineering, Art and Math. To be taught as a themed module cross curricular.				
Years 7-8	Nature of Technology Characteristics; Research topic on how a particular technology has developed over time and how it has affected society and the environment.	Technological Knowledge Modelling; Introduction to using 3D modelling software for design work. 3D printing for modelling and products	Technological Knowledge Products; Introduction to workshop procedures and practices. Safety, use of hand tools and use of machinery. Accuracy with marking out and quality of finished product. Introduction to using CNC machinery to make and add value to products.	
Years 9-10	Nature of Technology Characteristics; Study of an historical Technological failure and how it impacted on future Technological products of a similar nature.	Technological Knowledge Modelling; Developing skills with using 3D modelling software and using CNC machinery to develop a model.	Technological Knowledge Products; Developing workshop skills with using hand tools and machinery, accuracy and quality of finished product. Developing skills with using computer Technologies to generate designs and making products.	

The Long Term Plan – Home Economics

	Term 1	*Term 2*	*Term 3*	*Term 4*
Year7	Option Rotation – No Class	**5+ a day Fruit & Vegetables** *Year 7/8 module classes rotate at the end of each term*	**5+ a day Fruit & Vegetables**	Option Rotation – No Class
Year 8	**Fabulous Food to Go** *Year 7/8 module classes rotate at the end of each term*	Option Rotation – No Class	Option Rotation – No Class	**Fabulous Food to Go**
Year 9	**Snack Attack** Foci: A Good Life (Well-being/Hauora) Good Health Food & You Fuelling Your Body		**Snack Attack** Foci: A Good Life (Well-being/Hauora) Good Health Food & You Fuelling Your Body	
Year 10	**Hygiene & safety** **Hauora – wellbeing** **Influences on food Choices** US 21059 - Knife care, use & storage	**National Nutritional Guidelines** US 15920 - Sauces & Soups	**Convenience Foods and Labelling** US 15919 - Hot finger food	US 15921 - Prepare, cook cake, sponge & scones

The Long Term Plan – Physical Education Even years / Odd years /Both Years

	Term 1	*Term 2*	*Term 3*	*Term 4*
Years 0-2	Aquatics Focus: Confidence Stroke Development	Cross Country Focus: Buddy Walking & Running	PMP	Run/Jump/Throw Athletics
	Fundamental Skills: "Hitting/Striking" Context: Hockey	PMP	Fundamental Skills: "Kicking"	Fundamental Skills: "Throwing/Bowling" Catching Context: Cricket
Years 3-4	Aquatics Focus: Confidence Stroke Development	Out & About Focus: Cross Country Fitness	Razzama Tazz Context: Gymnastics, Dance	Run/Jump/Throw Athletics
	Fundamental Skills "Hitting/Striking" Context: Tee – Ball/small ball skills	Fundamental Skills "Kicking/Catching"	Run/Jump/Throw Athletics	Fundamental Skills "Throwing/Bowling" Catching
Years 5-6	Aquatics Focus: Confidence Stroke Development	Out & About Focus: Cross Country Fitness	Razzama Tazz Context: Gymnastics Focus: Balance, timing, coordination	Run/Jump/Throw Athletics
	Fundamental Skills "Hitting/Striking" Context: Softball	Fundamental Skills "Kicking/Catching"	Run/Jump/Throw Athletics	Fundamental Skills "Throwing/Bowling" Catching

	Term 1	***Term 2***	***Term 3***	***Term 4***
Years 7-8	On Our Way Aquatics *Focus: Pool Safety & Swimming* *AO Link: 4A2, 4B1* Fundamental Skills Throwing/Catching *Focus: Throwing and catching within a cricket context* *AO Link:4B1*	Let's Get Active Fitness/Cross Country *Focus: How physical activity affects hauora* *AO Link 4A1, 4A2:* Fundamental Skills Kicking/Catching *Focus: Apply appropriate kicking skills during a game situation* *AO Link:4B1, 4A2*	Game on Tournament Unit *Focus: Leadership and interpersonal skills* *AO Link: 4C1, 4C3* On Our Way Athletics *Focus: Develop Motor Skills* *AO Link: 4B1*	On Our Way Athletics *Focus: Develop Motor Skills* *AO Link: 4B1* Big Ball Games Volleyball Basketball *Focus:* *AO Link:*
Year 9	Steps to Success Aquatics *Focus: Survival Techniques* *AO Link: 4A2, 4B1* Fundamental Skills Creating games *Focus: how games reflect society in their use of rules and strategies.* *AO Link:5C1, 5C2, 5D1*	Steps to success Fit for life *Focus: Healthy active lifestyle* *AO Link:5A2, 5B2* Invasive Games Basketball *Focus: Adapting to changing situations.* *AO Link: 5B1, 5B2*	Cultural Beginnings Korfball/Handball *Focus: demonstrate co-ordination* *AO Link:4B1* Steps to Success Athletics *Focus: Acquire and apply complex motor skills* *AO Link:5B1*	Steps to Success Athletics *Focus: Acquire and apply complex motor skills* *AO Link:5B1* Striking Games Tennis *Focus: perform skills in a game situation* *AO Link:5B1*
Year 10	The Winning Attitude Aquatics *Focus: Rescue Techniques* *AO Link: 5A2, 5B1* Invasive Games Touch *Focus: Acquire and apply motor skills by using basic principles of motor learning* *AO Link:5B1*	The Winning Attitude Fitness/Cross Country *Focus: Healthy Active Lifestyle* *AO Link: 5A2, 5B2, 5D1* Invasive Games Basketball/Handball *Focus: Consistently demonstrating key movements.* *AO Link: 5A2, 5B2, 5D1*	Sports Education Student choice (Team Sport) *Focus: develop social responsibility skills through teamwork and leadership skills* *AO Link:* 5A4, 5C3, 5D2 The Winning Attitude Athletics *Focus:* *AO Link:*	The Winning Attitude Athletics *Focus: Investigate and practice safety procedures and strategies.* *AO Link:5A3, 5B1* Striking Games Badminton *Focus: Understand technique and tactical information* *AO Link: 5B1*

The Long Term Plan – Health Education Even years / Odd years /Both Years

	Term 1	*Term 2*	*Term 3*	*Term 4*
Years 0-2	**Sun Smart** **Water Wise** **Me & My Friends** (C1)	**Fire Wise** **Caring for our Environment** (D3)	**Kia Kaha:** Building a safe happy Classroom (A4)	**Healthy Bodies, Healthy Minds** Life Ed. (A1)
	Getting on Together **Food for Me**	**Keeping ourselves Safe**	**Feeling Sad** (Loss & Grief)	**Road Safety**
Years 3-4	**Getting on Together** Everyone Belongs	**Confident Kids/Kia Kaha** Keeping ourselves Safe	**Environmental Hazards** Road/Fire/Earthquake	**Sport & Food** **Food & Exercise**
	Positive Classrooms	**Wheels Safety** Bikes, Scooters, Skate Boards	**Change, Loss & Grief**	**Self Esteem**
Years 5-6	**Everybody Belongs** Bully free Zone	**Kia Kaha** Keeping ourselves Safe Peer Pressure	**Sunsmart** **Healthy Environment**	**Sport & Food** **Food & Exercise** **Preventing Illness**
	Me, Myself & I **Relating to Others**	**Cultural Differences & Values**	**Change, Loss & Grief**	**Self Esteem**
Years 7-8	**Positive Classroom B** Relationships/Assertiveness (C1,3)	**Cyber-bullying** **Stereotyping**	**Positive Puberty** Body Image, Media **Sun Smart B** (A1,3)	**Keeping Ourselves Safe** (D2)
	Positive Classroom A	**Smoke Free**	**Sun Smart A**	**Kia Kaha**

	Mental Health (C3) (Brain & Behaviour)	**Dare** (A3)	**Positive Puberty** (A1,3)	(C2)
	Term 1	***Term 2***	***Term 3***	***Term 4***
Year 9	**Me & My World** *Personal Health *Feelings * Stress * Attitudes to Mental Health	**Drugs Education** *Alcohol & Well-being *Personal Attitudes to Alcohol *Decisions, Actions & Consequences *Alcohol and the Law (Police Ed) *Alcohol & Responsibility(Police Ed)	**Resiliency** *Effective Communication *Interpersonal Skills *Rights & Responsibilities *Managing Change	**Positive Me/Positive Relationships** *Puberty Changes *Reproductive Parts/Contraception *Intimacy in Relationships *Sexual Decision-Making *Peer Pressure/Assertiveness
Year 10	**Interpersonal Skills** *Assertiveness *Listening *Compliments/Feedback *Problem Solving *Goal Setting	**Drug Education** *Identify opinions to Alcohol & Cannabis *Impact of Alcohol & Drugs *Laws in relation to Alcohol & Drugs *Influences young People Face (Police Education) *Hosting a Party *Alcohol/Drink Driving/Beer Goggles *Drugs – several lessons from DARE	**Resiliency** *Expressing feelings in different ways *Ways of coping – Emotions & Anger * Understanding Stress * Understanding effects of Change, Loss & Grief	**Sexuality Education** *Healthy & Unhealthy Relationships *Expectations in Relationships *Attitudes & understanding of Sexuality *Sexual Decision Making *Responsibilities, Contraception, STI's

Digital Technologies Even years / Odd years /Both Years

<table>
<tr><th></th><th>Computational Thinking (Programming & Computer Science; Electronics; HTML Coding; Website creation)</th><th>Designing Digital Outcomes (DDO) Digital Information (Databasing, Spreadsheeting, File Management) Digital Media – Animation, Video and Desktop Publishing</th><th>Digital Environments & Systems, Digital Society, Concepts & Tools</th></tr>
<tr><td rowspan="2">Years 0-2: Level 1</td><td>Technological Modelling:
Students/akonga can explore simple non-computerised task into a set of precise, unambiguous, step by step instructions (algorithmic thinking).

(Progress Outcomes 1, DTC new curriculum)</td><td>Characteristics of Technology
Students/akonga can identify that technologies help to create the made technological world.

Students/akonga will identify that technology involves people designing and making technological outcomes for an identified purpose.
(Level 1)

Technological Systems:
Students/akonga can identify the input/s and output/s of particular technological systems.

Students/akonga identify the components of a technological system and how they are connected.

(Level 1)</td><td>Characteristics of Technological Outcomes
Students/akonga can identify technological outcomes in a group of technological and non-technological objects and systems

Students/akonga will identify who might use technological outcomes</td></tr>
<tr><td>Technological Systems:
Students/akonga can identify that a system transforms an input to an output.

(Progress Outcomes 1, DTC new curriculum)</td><td>Technological Products:
Students/akonga can identify performance properties of common materials.

Students/akonga will identify materials that technological products are made from.

Students/akonga will identify how the materials have been manipulated to make the product.
(Level 1)</td></tr>
<tr><td colspan="4">Integration Possibilities
Maths – Geometry and Measurement
• Describe position relative to a person or object.
• Give and follow instructions for movement that involves distances, directions and half or quarter turns.
English – Speaking, Writing, Presenting
• Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.</td></tr>
</table>

	Cyber Safety Year 0-2 Lessons	Resources ***Note: All supporting resources can be found in school staff drive in the Cybersafety folder***
1	Hectors world – details, details ,details – Students will learn that there are somethings that they are special to them that they shouldn't share about themselves. See attached lesson plan from Hectors world.	http://hectorsworld.netsafe.org.nz/wp-content/uploads/yrs_0_2_episode_1_details_details.pdf Video referred to :http://www.hectorsworld.com/
2	On a data projector bring up the following website https://www.thinkuknow.co.uk/5_7/ Click on Lee and Kim's adventures, animal magic and scroll down the page. Discuss the 4 rules that Lee and Kim have for using the internet and why they would have those rules. On the left there is a bar with the different uses for the internet. It is useful for the students to know this too. So click on them and discuss this if you have time. Make sure that the students have time to play on Lee and Kim's games on ipad in the classroom	https://www.thinkuknow.co.uk/5_7/

	Computational Thinking (Programming & Computer Science; Electronics; HTML Coding; Website)	***Designing Digital Outcomes (DDO) Digital Information (Databasing, Spreadsheeting, File Management) Digital Media – Animation, Video and Desktop Publishing***	***(DDO): Digital Environments & Systems, Digital Society, Concepts & Tools***
Years 3-4: Level 2	**Technological Modelling:** Students/akonga can give, follow, and debug simple algorithms in both computerized and non-computerized environments Students/akonga can use these algorithms to create a simple program involving input, output and sequencing in an age-appropriate programming environment Context: www.scratch.mit.edu (All Progress Outcomes 2, DTC new curriculum)	**Technological Products**: Students/akonga can **describe** the performance properties of a range of materials and use these to suggest things the materials could be used for. Students/akonga can **suggest** why the materials used in particular technological products were selected Students/akonga can **describe** feasible ways of manipulating a range of materials. (Level 2)	**Characteristics of Technology** Students/akonga can **describe** examples to illustrate when technology has had a positive impact on society and/or the environment. Students/akonga can **describe** examples to illustrate when technology has had a negative impact on society and/or the environment. Students/akonga can **describe** how particular technological outcomes have changed over time and identify if this resulted in changing how people do things. Students/akonga can **identify** social and/or environmental issues that may have influenced particular technological practices and/or the attributes of outcomes produced. (Level 2)
Integration Possibilities **Maths – Geometry and Measurement** Create and use simple maps to show position and direction. Describe different views and pathways from locations on a map. **English – Speaking, Writing, Presenting** Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.			

	Cyber Safety Year 3 and 4 Lessons	Resources ***Note: All supporting resources can be found in school staff drive in the Cybersafety folder***
1	Use the lesson from Hectors world NZ Year 3/4 - Details, Details, Details. Talking about sharing personal information and finish with activity where students make a name badge with their name on one side and online nick name on the other side. If there is time, Students can play the game with the link under resources.	http://hectorsworld.netsafe.org.nz/teachers/lesson-plans-and-resources/lesson-plans/
2	Use the lesson from Hectors world 'welcome to the carnival' This will teach them the concept of trust and that not everyone they meet is trustworthy.	http://hectorsworld.netsafe.org.nz/teachers/lesson-plans-and-resources/lesson-plans/ http://origin.www.netsmartzstudents.org/RoutersBirthdaySurprise Game for the students to play on to teach them to tell who is a friend
3	Use the lesson from Hectors world "It's a serious game to show about sharing online information. Use the lesson from Hectors world "The info gang" to show what to do if they are feeling unsafe about someone they have met online.	http://hectorsworld.netsafe.org.nz/teachers/lesson-plans-and-resources/lesson-plans/

	Computational Thinking (Programming & Computer Science; Electronics; HTML Coding; Website)	*Designing Digital Outcomes (DDO) Digital Information (Databasing, Spreadsheeting, File Management) Digital Media – Animation, Video and Desktop Publishing*	*(DDO): Digital Environments & Systems, Digital Society, Concepts & Tools*
Years 5-6: Level 3	**Technological Modelling:** Students/akonga can **understand** what algorithms are, the difference between algorithms and programs, and that there can be more than one algorithm for the same problem. Students/akonga are able to **decompose** problems into step-by-step instructions to create an algorithm for a computer program Students/akonga are able to **use logical thinking** to predict the behaviour of these programs Students/akonga are able to **develop and debug** simple programs that use inputs, outputs, sequence and loops. Students/akonga are able to **understand** that computers store data using just two states, represented by binary digits (bits) (All Progress Outcomes 3, DTC new curriculum)	**Technological Modelling:** Students/akonga are explain why functional modelling and prototyping areboth needed to support decision making when developing an outcome. Students/akonga are able to **describe** examples of particular prototypes that did not meet specifications. Level 3	**Characteristics of Technology** Students/akonga are to **understand** how society and environments impact on and are influenced by technology in historical and contemporary contexts and that technological knowledge is validated by successful function. Level 3

Integration Possibilities

Maths – Geometry and Measurement

Use a co-ordinate system or the language of direction and distance to specify locations and describe paths.

English – Speaking, Writing, Presenting

Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

	Cyber Safety	**Resources**

	Year 5 and 6 Lessons	*Note: All supporting resources can be found in school staff drive in the Cybersafety folder*
1	Ask the students who has a facebook page. (Some will – hopefully most won't) Ask them what pages they go on and if they chat on line. Have a discussion about what is OK to post online. Addresses? Photos? Possibly their parents put photos of them online. Watch the video – discuss the fact that people that you are talking to via video games or websites may not be who they say they are. Talk about who they would tell if they felt threatened on line	https://www.youtube.com/watch?v=_o8auwnJtqE&app=desktop
2	On an overhead projector – as a class complete the quiz discussing answers and possibilities as you go – as a teacher you may want to try out the quiz first- there are some tricky answers in there. This will lead to discussions on protecting passwords at all costs, choosing what websites to sign up to, scam emails and pop ups on websites.	https://www.esafety.gov.au/students-quiz/ quiz on internet safety and using websites safely
3	Use the Powerpoint that has been modified for NZ use (in cybersafety folder) and work through it with the students. At the end is the number for Studentline and here to get help for cyber bullying	Powerpoint called e-assembly powerpoint from cybersafety folder

	Computational Thinking (Programming & Computer Science; Electronics; HTML Coding; Website)	*Designing Digital Outcomes (DDO) Digital Information (Databasing, Spreadsheeting, File Management)*	*Designing Digital Outcomes (DDO) Digital Media – Animation, Video and Desktop Publishing*	*(DDO): Digital Environments & Systems, Digital Society, Concepts & Tools*
Years 7-8: Level 4	**Technological Modelling:** Students/akonga can **decompose** a problem to create an algorithm using three building blocks of programming: sequencing (putting instructions one aft other), selection (choosing which part of the algorithm to execute based on some values), and iteration (repeating part of the algorithm with a loop). Students/akonga can **implement** the algorithm by creating a program that uses inputs, outputs, sequencing, loops and basic selection using comparative operators. Students/akonga can **debug** simple algorithms and programs by identifying if things have gone wrong with their instructions, correcting them, and are able to explain why it went wrong and how they fixed it. Students/akonga can **understand** that computers can represent data with binary digits, and that computers have a way to detect errors that have occurred in data storage and transmission. Students/akonga can **evaluate** different algorithms in terms of their efficiency as they recognise that computers need to search and sort a lot of data. (All Progress Outcomes 4, DTC new curriculum)	**Technological Systems:** Students/akonga can **explain** how transformation processes within a system are controlled. Students/akonga can **describe** examples to illustrate how the fitness for purpose of technological systems can be enhanced by the use of control mechanisms. Students/akonga can **communicate**, using specialised language and drawings, system related details that would allow others to create a system that meets both technical and acceptability specifications Level 3	**Technological Modelling:** Students/akonga can **discuss** examples to illustrate how particular functional models were used to gather specific information about the suitability of design concepts. Students/akonga can **identify** information that has been gathered from functional models about the suitability of design concepts and describe how this information was used. Students/akonga can **describe** examples to illustrate how prototypes were tested to evaluate a technological outcome's fitness for purpose. Students/akonga can **identify** information that has been gathered from prototyping and describe how this information was used. Level 3	**Technological Products**: Students/akonga can **describe** examples to illustrate how the manipulation of materials contributed to a product's fitness for purpose. Students/akonga can **describe** examples to illustrate how the transformation of materials contributed to a product's fitness for purpose. Students/akonga can **describe** examples to illustrate how the formulation of new materials contributed to a product's fitness for purpose. Students/akonga can **communicate**, using specialised language and drawings, material related details that would allow others to create a product that meets both technical and acceptability specifications. Level 3

Integration Possibilities

Maths – Geometry and Measurement

Communicate and interpret locations and directions, using compass directions, distances, and grid references.

English – Speaking, Writing, Presenting

Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

	Cyber Safety Year 7 and 8 Lessons	Resources *Note: All supporting resources can be found in school staff drive in the Cybersafety folder*
1	Introduction Get together all the items in the attached photo of the Kit. Take each of the items out of the kit one at a time and discuss with students why it is in the kit. Get students to draw the kit in their health book and make a note under each item as to why it is in their cyber safety kit.	Digital survival kit from cyber safety folder
2	Consequences- Looking at the consequences of Cyber bullying. What is cyber bullying? What is the difference between cyber bullying and other types of bullying? Watch the video - https://www.youtube.com/watch?v=dubA2vhIlrg Get the students to rewrite the ending of the video stating what other action he could have taken or what he could have done earler.	https://www.youtube.com/watch?v=dubA2vhIlrg
3 **4** **5**	Ask students to write down as many of their personal details as they can think of. This should be done quickly, with no sharing and no discussion or elaboration of what 'personal details' are. With their list of personal details, students are to visit numbered stations around the room that have a range of forms (online and offline) that require the user to enter their personal details. For each form, students are to note which of the personal details they have recorded are asked for by placing the number of the station next to the required personal detail on their list. Any details requested that are not on their list should be added. Record on a whiteboard the most popularly asked-for personal details. Discuss why they were required by the different forms, and what the user gets out of divulging this information. What personal details did students have written down that weren't asked for? What details were asked for that they didn't think of? Discuss with students the increasing popularity of personal webpages, such as those created on social networking websites. Students should be brought to the awareness that users of such sites (which may include themselves) often divulge their personal details voluntarily and with less discrimination than they would in other social situations (such as when groups of 2 or 3, have students complete the worksheet. Record answers from each group on a whiteboard (note that groups may identify different personal details). Discuss as a class why Phoebe Anderson would have divulged each piece of personal information on her social networking page. Students should consider both the benefits and possible risks to Phoebe of sharing this information. Introduce the STAR thinking tool; before divulging any of their personal information, students should: 1. Stop. Don't rush into anything on or offline 2. Think about whether they want to divulge information about themselves 3. Ask themselves why the information should (or should not) be shared, who might have access to it, what it might be used for 4. Remember to talk with someone they trust if in doubt talking to students in a different year level at lunchtime). Introduce the Personal Details Spotter worksheet.	Stations around the classroom – with resources such as passport applications, drivers licence application, on line competition entry form, magazine subscription, sign up for social networking site, on line shopping transaction etc
6	In groups of 2 or 3, ask students to re-design a webpage for Phoebe using the STAR thinking tool. Students should justify their use of each piece of information, and identify: 1. why Phoebe would want to share that information online 2. what possible benefits and risks she may face in doing so 3. who might have access to/be interested in each detail 4. how each piece of information might be used by people who are interested in it. Students complete the Personal Details Online wordfind Or Students design a bookmark or poster for younger students promoting the STAR thinking tool.	Assessment Blank paper Felts, pens, art equipment Copies of the NetSafe Your Personal Details Online wordfind

	Computational Thinking (Programming & Computer Science; Electronics; HTML Coding; Website)	*Designing Digital Outcomes (DDO) Digital Information (Databasing, Spreadsheeting, File Management)*	*Designing Digital Outcomes (DDO) Digital Media – Animation, Video and Desktop Publishing*	*(DDO): Digital Environments & Systems, Digital Society, Concepts & Tools*
Years 9-10 – Level 5	**Technological Modelling:** Students/akonga can independently **decompose** problems into an algorithm that is articulated in such a way that a computing device can understand. They can implement the algorithm by creating a program which uses inputs, outputs, sequencing, loops, variables of different data types, and selection using comparative operators and logical operators. Students/akonga can determine when to use different types of control structures. Students/akonga can explain/document their programs and use an organised approach for testing and debugging. Students/akonga can understand how computers store more complex types of data using binary digits. (All Progress Outcomes 5, DTC new curriculum)	**Technological Systems**: Students/akonga can **discuss** examples to illustrate how interfaces take into account the connective compatibility between subsystems and other system components. Students/akonga can **discuss** how transformation and connection properties of subsystems impact on system layout and component selection. Level 5	**Technological Systems**: Students/akonga can **identify** subsystems within technological systems and explain their transformation and connective properties. Students/akonga can **discuss** how transformation and connection properties of subsystems impact on system layout and component selection. Level 5	**Characteristics of Technological Outcomes** Students/akonga can **understand** that technological outcomes are fit for purpose in terms of time and context. Students/akonga can **understand** the concept of malfunction and how "failure" can inform future outcomes. Students/akonga can **discuss** examples to illustrate how the composition of materials determines performance properties. Students/akonga can **discuss** examples to illustrate how decisions about material selection take into account the composition of the material and the specifications of the product. Students/akonga can **explain** the link between specifications of a product and the selection of suitable materials for its construction. Level 5

	Cyber Safety Year 9 and 10 Lessons	Resources
1 2	Watch this light hearted video on the 10 'rules' of posting online. Discuss why these might be considered to be wise guidelines. Give students the opportunity to share their annoyance at ones like the 'cryptic' post! Watch Brittany's story online. Use the discussion questions to facilitate a discussion about the dangers of oversharing information and posting too much online.	https://www.youtube.com/watch?v=I47ltgfkkik 10 rules of posting on line https://d2e111jq13me73.cloudfront.net/sites/default/files/edu-vd_9-12_brittneysstorypostingsomethingyouregret.pdf
3	Discuss with the students what employers look for in an employee. Eg punctuality, enthusiasm, dedication, commitment, safety. Will the employer think you have these attributes if they google your name and photos of you drinking, partying, and in compromising positions come up? Get the students to google their own name (hopefully they are too young for anything much to come up but it is an interesting exercise). Read through the article under resources and discuss with students the safety guidelines recommended there.	https://usa.kaspersky.com/internet-security-center/internet-safety/top-10-internet-safety-rules-and-what-not-to-do-online#.WDp2sNJ97IU
4	Lesson on manipulative online behaviour: Use the lesson around Sheyna's situation as the lesson for the day download the lesson plan and resources from the common sense media site	https://www.commonsensemedia.org/educators/lesson/risky-online-relationships
5	Sexting: Download the lesson plan entitled sexting – lower secondary from the website and follow. It has all the activities and worksheets with it!	https://www.esafety.gov.au/education-resources/classroom-resources/stand-alone-lesson-plans-for-secondary-schools https://www.webwise.ie/classroom-videos/ some great post primary video's around the topic of sexting and non-consensual sharing of photo's online

The Arts Long Term Plan Even years / Odd years /Both Years

	Dance	*Music*	*Visual Arts*	*Drama*
Years 0-2	**Developing Practical Knowledge** Explore movement with a developing awareness of the dance elements of body, space, time, energy and movement. **L1** **Communicating and interpreting** Share dance movement through informal presentation and share their thoughts and feelings in response to their own and others' dances.**L1** **Developing ideas** Use the elements of dance in purposeful ways to respond to a variety of stimuli. L1 **Understanding dance in context** Demonstrate an awareness of dance in their lives and in their communities L1	**Developing Practical Knowledge** Students will explore and respond to the musical elements of beat, rhythm, pitch, tempo, dynamics, and tone colour**. L1** **Developing ideas** Explore and express sounds and musical ideas, drawing on personal experience, listening, and imagination.L1 **Understanding Music in context** Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities L1 **Communicating and interpreting** Share music making with others, using basic performance skills and techniques. L2	**Developing Practical Knowledge** Explore a variety of materials and tools and discover elements and selected principles. **L1** **Communicating and Interpreting in the Arts** Share the ideas, feelings, and stories communicated by their own and others' objects and images. L1 **Developing ideas** Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination L2 **Understanding the visual arts in context** Share ideas about how and why their own and others' works are made and their purpose, value, and context L2	**Developing practical knowledge** Explore the elements of role, focus, action, tension, time, and space through dramatic play. L1 **Communicating and interpreting** Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work. L1 **Understanding drama in context** Identify and describe how drama serves a variety of purposes in their lives and in their communities. L2 **Developing ideas** Develop and sustain ideas in drama, based on personal experience and imagination.

Years 3-4	**Communicating and interpreting** Prepare and share dance movement individually and in pairs or groups. L3 **Understanding dance in context** Identify and describe dance in their lives and in their communities. L2 **Developing practical knowledge** Explore and identify, through movement, the dance elements of body, space, time, energy, and relationships .L2 **Developing ideas** Use the elements of dance in purposeful ways to respond to a variety of stimuli. L2	**Communicating and interpreting** Respond to live and recorded music.L2 **Developing practical knowledge** Explore and identify how sound is made and changed, as they listen and respond to the elements of music and structural devices.L2 **Developing ideas** Improvise, explore, and express musical ideas, drawing on personal experience, listening, and imagination. Explore ways to represent sound and musical ideas**. L2** **Understanding the visual arts in context** Share ideas about how and why their own and others' works are made and their purpose, value, and context.	**Developing Ideas in the Arts** Students will develop visual ideas in response to a variety of motivations, using imagination, observation, and invention with materials. L1 **Developing Practical Knowledge** Students will identify and explore elements and principles of the visual arts, using a variety of techniques, tools, materials, processes, and procedures. L2 **Communicating and interpreting** Share the ideas, feelings, and stories communicated by their own and others' objects and images. L2 **Understanding the visual arts in context** Share ideas about how and why their own and others' works are made and their purpose, value, and context. L2	**Understanding drama in context** Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities. **L1** **Developing ideas** Contribute and develop ideas in drama, using personal experience and imagination. **L1** **Developing practical knowledge** Explore the elements of role, focus, action, tension, time, and space through dramatic play. **L2** **Communicating and interpreting** Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work. **L2**
	Dance	***Music***	***Visual Arts***	***Drama***
Years 5-6	**Understanding the Arts in Context** Students will explore and describe how dance is used for different purposes in a variety of cultures.L3 **Communicating and Interpreting Students will present dance and respond to their own and others' dance works within their school communities. L3** **Developing practical knowledge** Use the dance elements to develop and share their personal movement vocabulary. L3 **Developing ideas** Select and combine dance elements in response to a variety of stimuli. L3	**Developing Ideas** Students will invent and represent musical ideas to express mood, using shape and contrast. L3 **Communicating and Interpreting** Students will prepare and present music, using basic performance skills and techniques, and respond to live or recorded music performance. L3 **Understanding music** Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities. **Developing practical knowledge** Explore and identify how sound is made and changed, as they listen and respond to music	**Understanding the Arts in Context** Students will investigate the purposes of objects and images in past and present cultures and identify contexts in which they were or are made, viewed, and valued. L3 **Communicating and Interpreting** Students will describe how selected objects and images communicate different kinds of ideas.L3 **Developing practical knowledge** Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.L3 **Developing ideas** Develop and revisit visual ideas, in response to a variety of motivations, observation, and	**Developing practical knowledge** Use techniques and relevant technologies to explore drama elements and conventions.L3 **Communicating and interpreting** Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work. L3 **Developing ideas** Initiate and develop ideas with others to create drama.L3 **Developing ideas** Initiate and develop ideas with others to create drama.L3

		and apply knowledge of the elements of music, structural devices, and technologies.	imagination, supported by the study of artists' works.L3	
Years 7-8	**Communicating and Interpreting in the Arts** Students will present dance for a particular purpose and record responses to their own and others' dance.L4 **Developing practical knowledge** Apply the dance elements to extend personal movement skills and vocabularies and to explore the vocabularies of others.L4 **Understanding dance in context** Explore and describe how dance is used for different purposes in a variety of cultures and contexts.L4 **Developing ideas** Combine and contrast the dance elements to express images, ideas, and feelings in dance, using a variety of choreographic processes.L4	**Understanding the Arts in Context** Students will identify and investigate characteristics of music associated with particular contexts, purposes, and styles in past and present cultures.L4 **Developing Practical Knowledge** Students will identify through focused listening, and experiment with, a range of patterns, effects, sound qualities, and structural devices.L4 **Communicating and Interpreting** Students will prepare, rehearse, present, and evaluate brief music performances.L4 **Developing ideas** Express, develop, and refine musical ideas, using the elements of music, instruments, and technologies in response to sources of motivation. Represent sound and musical ideas in a variety of way.L4	**Understanding the Arts in Context** Students will investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were made, viewed and valued.L4 **Developing Practical Knowledge** Students will apply knowledge of elements and principles to make objects and images, using art-making conventions and a variety of techniques, tools, materials, processes, and procedures.L4 **Developing Ideas** Students will generate and develop visual ideas in response to a variety of motivations, using imagination, observation, and a study of artists' works.L4 **Communicating and interpreting** Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.L4	**Understanding drama in context** Investigate the functions, purposes, and technologies of drama in cultural and historical contexts.L4 **Developing practical knowledge** Select and use techniques and relevant technologies to develop drama practice. Use conventions to structure drama.L4 **Developing ideas** Initiate and refine ideas with others to plan and develop drama.L4 **Communicating and interpreting** Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work.L4

	Dance	*Music*	*Visual Arts*	*Drama*
Years 9-10	**Understanding dance in context** Compare and contrast dances from a variety of past and present cultures and contexts.L5 **Developing practical knowledge** Develop a variety of skills, dance techniques, vocabularies, and movement practices.L5 **Developing ideas** Manipulate the elements and explore the use of choreographic devices and structures to organise dance movement.L5 **Communicating and interpreting** Prepare, rehearse, and perform dance with an awareness of production technologiesL5. Reflect on and describe how choreography communicates ideas, feelings, moods, and experiences.L5	**Understanding music – Sound arts in context** -Compare and contrast the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.L5 -Investigate how music serves a variety of purposes and functions in their lives and in their communities.L5 **Developing practical knowledge** Apply knowledge of the elements of music, structural devices, stylistic conventions, and technologies through integrating aural, practical, and theoretical skills.L5 **Developing ideas** -Use musical elements, instruments, technologies, and conventions to express, develop, and refine structured compositions and improvisations.L5 -Represent compositions and improvisation frameworks, using appropriate conventions. **Communicating and interpreting** -Prepare, rehearse, and present performances of music, using a range of performance skills and techniques.L5 -Reflect on the expressive qualities of their own and others' music, both live and recorded.L5	**Communicating and Interpreting** Students will identify and analyse process and procedures from established practice that influence ways of communicating meaning.L5 **Developing practical knowledge** Apply knowledge of a range of conventions from established practice, using appropriate processes and procedures.L6 **Developing ideas** Generate, develop, and clarify ideas, showing some understanding of established practice. Sequence and link ideas systematically as they solve problems in a body of work, using observation and invention with an appropriate selection of materials.L6 **Understanding the Arts in Context** Students will investigate and consider the relationship between the production of art woks and their contexts and influences.L5	**Understanding drama in context** Investigate the characteristics, purposes, and function of drama in a range of contexts.L5 **Developing practical knowledge** Select and use techniques, conventions, and relevant technologies for specific drama purposes.L5 **Developing ideas** Select and refine ideas to develop drama for specific purposes.L5 **Communicating and interpreting** Present and respond to drama and describe how drama combines elements, techniques, conventions, and technologies to create structure and meaning in their own and others' work.L5

SEVEN: COACHING AND MENTORING (ASPIRE TIME)

ASPIRE, KORU and Clubs

These programmes from year 9-13 are designed to empower our students with work and study skills, enhance wellbeing and develop strengths in resilience.

	Year 9	Year 10	Year 11	Year 12	Year 13
ASPIRE	365 basics VIA profiling Applied Growth Mindset Sharing strengths Targeted actions from H and WB Survey Cyber Safety Netsafe	365 basics +1 Intro to NCEA Subject choices and pathways Study skills basic Targeted actions from H and WB Survey Cyber Safety Netsafe	**N/A**		
KORU	**N/A**		365 basics + 2 My Mahi Financial Literacy Subject choices and career pathways Study skills extension Guest Speakers TBA *	365 basics + 2 revision My Mahi Financial Literacy Subject choices and career pathways Guest Speakers TBA Comprehensive First Aid Mock Interviews *	**N/A**
Clubs	Students select a club from five options for the term. They can rechoose each term. *		**N/A**		Leadership Role within the Clubs by Choice *
Interwhanau Competition	Last 4 Weeks of each term on Wednesday Period 5 Organised by HOD Sport. All clubs and Koru staff involved.				

*Students who participate in school competitive sport on a Wednesday PM will select a club /engage with koru for the term on the understanding they will be absent for any fixtures.

Narrative for each year group:

Year 9	• In year 9 students will be introduced to the 365 platform ensuring they have working passwords and are able to access and use their school email address effectively. They will taught how to name and organise files within their one drive and how to share these files with a teacher. During English and Social Studies they will be taught how to use ONE NOTE as a delivery platform in context. ASPIRE teachers will check that students are able to access all they need from their own BYOD computer. • Students will have time set aside for goal setting and review at incremental times throughout the year. • Each student will complete the VIA profile and have time to analyse their results and highlight /present their own strengths related to the work of Carol Dweck and Growth Mindset theory. Students will be actively taught positive mindset strategies and given time to practise these skills. In term one they will complete the wellbeing survey which will be analysed to provide a focused and customised targeted teaching block to address any identified areas of need within the cohort. • Students will have time to explore the NETSAFE portal and complete specific work related to staying safe online and managing their own digital footprint. Netsafe are due to release a teaching programme in the very near future to support this.
Year 10	• In year 10 students will revisit the basics of 365 and cover the logistics of submitting work via the 365 system to a teacher. This will include using editing features for accuracy and how to incorporate digital media into their work and presentations effectively. They will understand the issues around plagiarism and how to avoid this in their work. They will also have a recap on the use of ONE NOTE with specific workshopping for new students or those that are struggling with this. • Students will have time set aside for goal setting and review at incremental times throughout the year. • Students will be introduced to effective study skills by developing a personal study plan suited to their needs and timetable. Students will be introduced to NCEA, how it works and what pathways they may wish to explore and they will have the opportunity to talk to subject specialists about their intended pathways. • In term one they will complete the wellbeing survey which will be analysed to provide a focused and customised targeted teaching block to address any identified areas of need within the cohort. • Students will complete the next level of the NETSAFE programme relative to their age level and have time to explore career portals and resources relative to their own aspirations.
Year 11	• In year 11 students will engage with the MY MAHI programme and begin to build a profile. New students will receive targeted support with 365 as required. • Students will have time set aside for goal setting and review at incremental times throughout the year. • In term 3 students will engage with ASB provider for advanced financial literacy by arrangement

	• Students will have the opportunity to hear from outside speakers by arrangement related to career options • Students will revisit their study plan and adapt for the requirements of NCEA. They will come to understand how they best study and be able to articulate the optimum conditions of this to happen. • In term one, students will complete the wellbeing survey which will be analysed to provide a focused and customised targeted teaching block to address any identified areas of need within the cohort. • Students will have focused time to consider year 12 subject choices and communicate with subject specialists to inform their decisions • Students will have the opportunity to address any cyber/personal safety concerns as they arise.
Year 12	• In year 12 students will refine the MY MAHI programme to result in a work ready profile. New students will receive targeted support with 365 as required. • Students will have time set aside for goal setting and review at incremental times throughout the year. • In term 3 students will engage with ASB provider for advanced financial literacy by arrangement • Students will have the opportunity to hear from outside speakers by arrangement related to career options • Students will revisit their study plan and adapt for the requirements of level two of NCEA. • In term one, students will complete the wellbeing survey which will be analysed to provide a focused and customised targeted teaching block to address any identified areas of need within the cohort. • Students will have focused time to consider year 13 subject choices and communicate with subject specialists to inform their decisions • Students will have the opportunity to complete one Mock Interview with a selected panel. • Students will be able to complete a basic first aid certificate with NCEA credits awarded
Year 13	• In year 13 students will have 1-1 or small group mentoring and goal setting with the Deputy Principal at mutually convenient times. They will be asked to identify an area within the clubs setup they can provide leadership in and work with the delivering teacher to support these activities. Students in year 13 will be able to request extra study /tutoring time via the DP if their workload dictates during the clubs session. All year 13 students are expected to be fully involved in the interwhanau competition component. • Students will have in depth discussion on next steps with support for any applications or scholarships.

- Years 12-13 will have assigned learning coaches who will work with students in groups and individually. The general focus is on meaningful conversations with students about their whole school experience. Typically this coaching will specifically focus on goal setting, learning targets, effective study skills, developing career pathways, timely and targeted data analysis and review, student wellbeing and resilience. A guidance document has been developed to support this work.

Pastoral Care

Every staff member is to some extent responsible for the wellbeing of every child in the school. (It takes a village...) Concerns can and must be raised at any time for students who are emotionally, physically or academically at risk directly to a member of the SMT or to the guidance counsellor.

All students are placed in a form class with the form teacher having a key role in pastoral care. In Year 1-6, the form teacher is the homeroom teacher. In Year 7-13, a vertical form structure consists of 12 vertical form classes. Of these, 4 vertical form classes make up one Whanau Group.

Form time is used to:- (see Form Teacher handbook for guidance)

- Build relationships across all age levels in the school.
- Take the roll and ensure students understand daily notices that affect them.
- Participate in activities that promote an inclusive atmosphere and team environment.
- Celebrate individual successes (STRIVE system).
- Ensure personal well-being and 'hauora' of each student.
- Promote the school values
- Develop leadership skills and opportunities within the form/whanau and mentor student leaders.

Each syndicate will meet regularly as per the meeting schedule to identify any specific pastoral issues and successes within their cohort. The SMT will also provide pastoral care and guidance where appropriate.
The school guidance counsellor is available 4 days per week to support student and staff. MUSAC Edge is the primary vehicle for the recording of pastoral data.
Early identification and honest home school communication is a critical component of this system.
More complex issues are referred to outside agencies or addressed via the termly multiagency pastoral meeting.

EIGHT: ROLE OF SENCO/EXTENSION/MAORI ACHIEVEMENT COORDINATOR/LSC/MIGRANT STUDENT

- The SENCO (Special Needs Coordinator) will take referrals for more 'intensive care' and either work with the students herself or arrange for outside organizations to assist. The Public Health Nurse, School Chaplain and Presbyterian Support are all potential agencies for such referrals.

- The SENCO will coordinate the needs of those students with 'special needs' and maintain and up to date Special Needs register.

- The Extension Coordinator takes responsibility identification and programme adaptation for all Gifted and Talented students and maintain an up to date register.

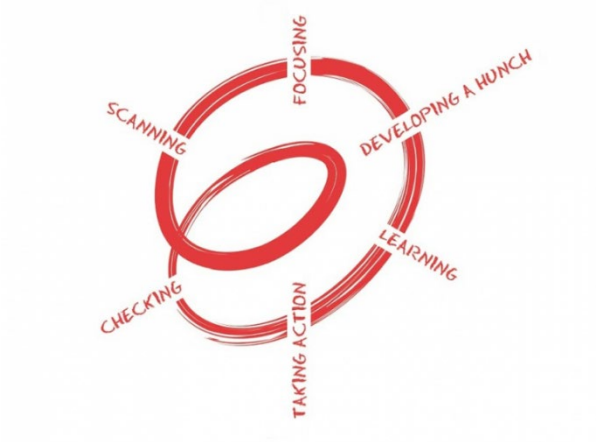
- The Maori Achievement Coordinator (MAC) is directly responsible for monitoring the progress and achievement of our Maori students and provide opportunities for our Maori community to genuinely input into the workings of the school from a uniquely Maori perspective.

- The Migrant Student Co-Ordinator has responsibility for students transition to school from non English speaking countries. They provide specialist tuition in basic vocabulary and specialized language for learning and deliver the ESOL provision for the school.

- The Learning Support Coordinator has responsibility for tier two interventions to raise achievement across the school based on achievement data.

NINE: SCHOOL CURRICULUM SELF REVIEW (See Staff Handbook for more detail on Self Review.)

Self-review involves investigating evidence about student outcomes and current ways of doing things to find out where improvement is needed. Planning for school improvement requires schools to set goals and targets for better student outcomes and make changes that are necessary to bring about those improvements (MOE, P & R, 2003)



The school adopts the Spiral of Inquiry as the guiding tool for the self-review process. Judy Halberg and Linda Kaser (2013)

The six parts of the spiral of inquiry:

Scanning

What's going on for learners? More emphasis is placed on teacher observations of students, in all circumstances. There are some difficult questions to ask, such as: Is it all right for some learners to experience challenging and engaging learning in one classroom while in the room next door the students are not? Scanning is not done overnight, can last two months, and may turn up surprises.

Focusing

Where will concentrating our energies make the most difference? Focusing well will lead to informed actions, and usually means selecting no more than one or two areas so that the inquiry is "focused and deep". The authors point out that a common focus generates the momentum to transform schools.

Developing a hunch

How are we contributing to the situation? "Hunch" is an important word – hunches may not be totally accurate, but it is essential to get them all on the table because they guide the focusing. Sometimes they might be well-established routines of the school or the classroom, and be relevant to your own school. Hunches need testing.

New learning

How and where will we learn more about what we do? Teacher learning must be connected to identified learner needs. External expertise is important here and the school must make clear to externals what makes a difference to learners. We all need to know why new ways of doing things are better than what we did before.

Taking action

What can we do differently to make enough of a difference? "Genuine inquiry needs space to take risks, make mistakes, and try again – and again". Changing things can also feel risky for some learners who then resist change, and in turn bring concerned parents. We need to build understanding for all, right from the outset.

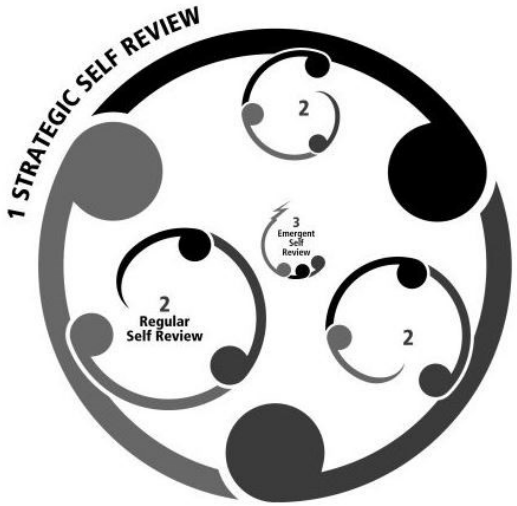
Checking

Have we made enough of a difference? Checking doesn't have to be formal, or at a set time. It can go on throughout the spiral. The importance of trust should be a recurring theme throughout the cycle, and it certainly is true of checking.

Strategic review is long term and focused on key goals related to the school's vision.

Regular self-review are about "business as usual". They are smaller, focused, and on-going, feeding regular data into the strategic self-review.

Emergent self-reviews are in response to unplanned events or issues that have arisen. They are one off spontaneous reviews but should fit with the overall goals and link to other reviews.



Regular Review

Our regular review cycle is over a period of three years. This is clearly identified in the 'Reporting to the Board and Self Review Schedule 2015-2020' in this section.

Curriculum /Achievement Review

Heads of Essential Learning Areas and staff with designated responsibility are responsible for the majority of curriculum review with oversight and support from the senior management team. These are provided for the beginning of each year in written form using the set template. Each HELA is required to report to the BOT directly yearly (for Literacy, Numeracy, ESOL, Maori Achievement) or within a 3 year cycle for other subject areas.

TEN: REPORTING TO THE BOARD SCHEDULE

	Term 1 Meeting 1	Term 1 Meeting 2	Term 2 Meeting 1	Term 2 Meeting 2	Term 3 Meeting 1	Term 3 Meeting 2	Term 4 Meeting 1	Term 4 Meeting 2
2024 and 2021	Proposed Budget/ Banked Staffing Correspondence Annual Plan presented Principal Report NAG Maths Verbal Report Analysis of Variance National Standards (Final) NCEA Analysis HELA written Curriculum report/self-review	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Charter – all policies Procedures reviewed School Leaver Analysis Previous Year staff appraisal English Verbal Report	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Tech Verbal Report Arts Verbal Report	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Annual Report Procedures reviewed ESOL verbal report	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Charter Goal Progress report AP Primary Verbal Report Student voice/survey Mid-year achievement Report on Community Consultation for Strategic Plan	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Projected staffing for next year Procedures reviewed Health and Safety written report Strategic Plan 2016-2018	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Maori Achievement written DP Achievement Verbal Report (STAR/Gateway/Careers) Attendance written report Principal's appraisal	Budget Correspondence Annual Plan Update Principal Report NAG G and T, special Ed written report/self-review Procedures reviewed PRT and New teacher feedback Student teacher surveys
	Term 1 Meeting 1	**Term 1 Meeting 2**	**Term 2 Meeting 1**	**Term 2 Meeting 2**	**Term 3 Meeting 1**	**Term 3 Meeting 2**	**Term 4 Meeting 1**	**Term 4 Meeting 2**
2019 and 2022	Proposed Budget/ Banked Staffing Correspondence Annual Plan presented Principal Report NAG Maths Verbal Report Analysis of Variance NCEA Analysis HELA written Curriculum report/self-review Budget for approval	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Charter – all policies Procedures reviewed School Leaver Analysis Previous Year staff appraisal English Verbal Report	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Science Verbal Report PE Verbal Report	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Annual Report Procedures reviewed Special Education verbal report Attendance written report ESOL verbal report	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Charter Goal Progress report AP Primary Verbal Report Student voice/survey Mid-year achievement	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Projected staffing for next year Procedures reviewed Health and Safety written report	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Maori Achievement written DP Achievement Verbal Report (STAR/Gateway/Careers) Attendance written report Principal's appraisal	Budget Correspondence Annual Plan Update Principal Report NAG G and T, special Ed written report/self-review Procedures reviewed PRT and New teacher feedback Student teacher surveys
	Term 1 Meeting 1	**Term 1 Meeting 2**	**Term 2 Meeting 1**	**Term 2 Meeting 2**	**Term 3 Meeting 1**	**Term 3 Meeting 2**	**Term 4 Meeting 1**	**Term 4 Meeting 2**
2020 and 2023	Proposed Budget/ Banked Staffing Correspondence Annual Plan presented Principal Report NAG Maths Verbal Report Budget for approval Procedures reviewed Previous Year staff appraisal	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Charter- all policies School Leaver Analysis English Verbal Report Analysis of Variance NCEA Analysis HELA written Curriculum report/self-review	Budget/ Banked Staffing Correspondence/ Annual Plan Update Principal Report NAG Social Studies Verbal Report	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Annual Report Procedures reviewed ESOL Verbal Report Attendance written report ESOL verbal report	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Charter Goal Progress report AP Primary Verbal Report Student voice/survey Mid-year achievement	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Projected staffing for next year Procedures reviewed Health and Safety written report	Budget/ Banked Staffing Correspondence Annual Plan Update Principal Report NAG Maori Achievement written DP Achievement Verbal Report (STAR/Gateway/Careers) Attendance written report Principal's appraisal	Budget Correspondence Annual Plan Update Principal Report NAG G and T, special Ed written report/self-review Procedures reviewed PRT and New teacher feedback Student teacher surveys

ELEVEN: DIGITAL TECHNOLOGIES AT AMURI AREA SCHOOL

The use of digital technology is becoming increasingly important in our rapidly changing world. In response to this, Amuri Area School has implemented the following programmes to support our students become more digitally aware and competent.

- Provision of I-pads with selected apps for students in years 1-3.
- Provision of Class Chrome books and laptops for years 4-8.
- Mandatory BYOD laptops meeting minimum specs from year 9.
- On-line course delivery in a wide variety of subjects through the NET NZ framework.
- Provision of high spec machines for specialised art/photography/digital technology and CAD design courses. .
- A dedicated lead teacher for primary ICT appointed.
- The majority of senior courses are now delivered to students using MS ONE NOTE.
- Ongoing staff development in the use of digital technology to support learning.
- School app used widely by community for communication.
- MUSAC EDGE student portal in place for students to track credits in real time.
- Staff administration conducted using the MS 365 package.
- Each class is fitted with a large screen for whole class teaching connected chrome cast or laptop to the internet.
- The school has internet safety contracts in place with Year 4 students onwards and filtering to protect our children from unwanted content. We want to emphasise personal responsibility combined with effective safeguards, and supervision in place to ensure the safety of our children.

The use of ICT in the teaching programme should be designed specifically to support the learning outcomes of the area being taught. ICT usage therefore needs to be a planned component of teaching and learning. Children are to be encouraged to use ICT resources for research, continued learning and presentation of their work. Personal devices other than approved BYOD laptops are not permitted to be used in school time.

TWELVE: SPECIALISED SUPPORTS AND PROGRAMMES USED AT AMURI AREA SCHOOL

We believe in providing a programme that is as unique as the children we have. We utilise a range of supports and use a wide range of specialised programmes to help us to provide the very best education for each child. These include:-

Name of Support	Brief Description
• **GATE**	• Gifted and Talented Education with assigned co-ordinator
• **SOLO**	• Thinking Skills framework used throughout the school
• ***RTLB:*** **Resource teacher of learning and behaviour**	• As required by referral
• ***RTL:*** **Resource teacher of literacy**	• As required by referral
• ***ESOL*** **English as a second language trained staff**	• 9 hours p/w of contact time with trained ESOL teacher
• **Public health nurse**	• As required by students
• ***Reading Recovery*** **for identified 6 year olds**	• 0.3PW plus additional BOT funded literacy support
• ***Yolanda Sorryl***	• Phonics programme
• ***Kia Kaha***	• Anti bullying programme taught in Even years
• ***Keeping Ourselves Safe***	• Personal safety programme taught in odd years
• ***ASB***	• Financial Literacy programme
• **Private itinerant music lessons**	• As required
• **Life Education**	• Yearly
• **Leadership pathway**	• Head students, form, whanau leaders, student executive, BOT rep.
• **Ara Polytechnic relationship**	• Dual enrolment in a secondary/tertiary environment
• **Gateway**	• Pathway for 'work ready' students to training and employment
• **Work Experience**	• Opportunity for practical 'on the job' experience
• **Youth Hub / My Mahi**	• Online platform to assist with further education and/or employment.
• **CASAFEST**	• Cultural and sporting festival with Canterbury Area Schools
• **Camps**	• Outdoor adventure-based team building and experiences.
• **Career Presentations**	• Presentations by tertiary/employment/industry specialists
• **Lexia**	• Digital phonics and spelling support programme

THIRTEEN: TRANSITION TO SCHOOL FOR NEW ENTRANTS

- We want all children to have an exciting and positive start to school where they can engage with other children and adults successfully and feel comfortable.

- We encourage children to visit in the month prior to starting school. There is a preference for up to 3 visits. Due to the distance that children have to travel, we have whole day visits starting at least three weeks before the child starts school fulltime. More visits may be necessary.

- Once the first visit is organised a visiting letter is sent to the child through the post.

- We ask that a parent accompany their child for at least the first visit. They are most welcome to stay but equally as welcome to leave as soon as both they and the child feel comfortable.

- All new children start school on the day of their birthday or at a prearranged date after their birthday.

- During the visits children will have photo taken so they are on the board for their first day at school.

- Children are welcome to wear mufti or uniform to their school visits.

- Children who start school in the New Year will have visits to school in the last few weeks of the year prior to starting. December birthdays start in the New Year but will have some visits before break up.

- The AP and New Entrant teacher will remain in contact with the pre-schools in the area and visit new children at pre-school before starting school.

- Parents will be provided with a NE welcome pack when the child begins their school visits.

- The Assistant Principal has responsibility for transition of new entrants in the school.

FOURTEEN: TRANSITION TO INTERMEDIATE OR SECONDARY SCHOOL

Research has shown that many students are more fearful than excited about moving on to intermediate or secondary school which shows that this transition is perceived as much more than simply the next step in their school career. To reduce fears, it is vitally important that a robust transition programme is in place for all students moving to Amuri Area School. A survey has been undertaken in 2020 to support this.

McGee et al (2003) in their review of the transitions literature found that:

- It is important for schools to provide students with sufficient information about the transition and what to expect at intermediate or secondary school and to have support networks in place.
- Providing students with adequate information and ensuring that there are social support activities that help students to form friendship networks are crucial factors in their ability to cope with transition.
- Positive relations and a sense of school belonging are strongly related to students' positive attitudes about school, and to self-esteem.
- Well co-ordinated transition arrangements contribute to successful transition, and decrease adjustment time.

The Process of Transition from Amuri Primary and Contributing Schools.

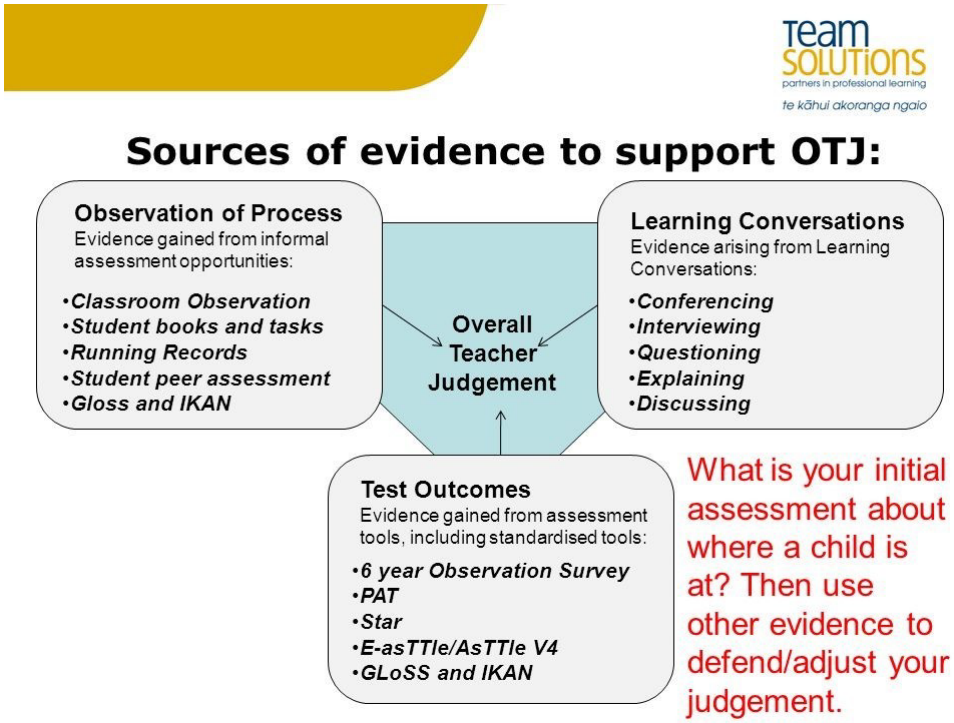
- A letter is sent to all potential incoming students in **September** with enrolment forms to introduce the school and outline the transition process.
- Parents and families are **welcome** to visit the school at any point in the year.
- The office co-ordinates an interview with each incoming student and their family with families new to the school meeting with the Principal and established families meeting the DP or AP as appropriate.
- The AP and a panel of student representatives visits the two contributing schools to Year 7, Waiau School and Rotherham School, in **term 3** to meet the incoming Year 7 students. The DP and a selection of student representative visits Hanmer Springs School to meet the incoming Year 9 students and answer any questions they may have.
- Year 6 students from Rotherham and Waiau are given opportunities to visit and engage with peers at Amuri throughout the year prior to transition. Hanmer students come each week for technology in year 8.
- Transition Day is held in early **December**. This is a day when class lists for the following year are announced and children spend some time with their new teacher and classmates.

- Year 7 and 8 begin the school year along with year 1-6 students spending the first day in their homerooms to help to settle.
- Meet the Teacher evening is held in the first half of term one so parents who are new to the school are able to meet their child's teacher.
- Should a student require a more specialised transition plan this is co-ordinated directly with the parent in conjunction with SMT and the School SENCO.
- We operate an open gate policy for year 7 and 8 students to return to the primary side during lunchtime to engage with juniors and use sports grounds/equipment.
- The year 6 teacher will co-ordinate a structured formal handover to share information on year 6 students with receiving year 7/8 teachers.

FIFTEEN: ASSESSMENT

The process of making an overall teacher judgement

OTJ (Overall Teacher Judgements) in years 1-8 will be made based on a range of evidence



Overall Teacher Judgements

Overall Teacher Judgements for curriculum levels will be included on mid year and end of year reports. Therefore it is expected that there will need to be judgements made on edge for Reading, Writing and Maths. Mid and end of year reports will provide a clear indication of the students' progress based on curriculum levels.

Assessment at Amuri Area School is used to inform teaching practice and to report accurately and clearly to parents and the wider community on the progress and achievement of our students and is defined within 2 categories:-

Required assessment: These assessment tools will be used consistently throughout the school to enable teachers to make sound overall teacher judgements (OTJs) against the Curriculum Levels, to ascertain progress and adapt teaching approaches. Required assessments will be entered into the MUSAC edge system as per the assessment timelines by the end of that week.

Teacher directed assessment: A teacher/Principal or outside specialist may feel additional assessment is necessary to be able to inform OTJ's, direct teaching and learning or ascertain progress for an individual student or group of students. The frequency and type of assessment tools will vary depending on the level of need.

Progress Reporting in Reading Comprehension and Maths

For 2020/21 we are trialling the use of beginning and end of year PAT data in year 4-8 is to provide a picture of progress in these areas when linked to standardised assessment. This will be reviewed in 2021 for possible expansion across other subject areas and age groups.

Assessment and Reporting Overview Year 1-10

MUSAC edge – All data to be entered to MUSAC edge.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1		Goalsetting Y4-10 PAT Maths (Year 9 and 10 only)	*E asTTle Reading – Y9/10* PAT Reading Comprehension – Year 3-8	PAT Maths (Year 4 and 8 only)	STAR South Australian Spelling	PAT Listening	Wring Check – LLP Year 1-8	Parent's Evening	E asTTle Maths Topic Test (Year 9 and 10 only)	Recount or Creative Writing piece
Term 2			Writing Moderation (Year 1-10)				Review/Reset Goals Y3-10	Year 1-10 MY Reports Year 1-8 CL OTJs for Reading, Writing and Maths	Formal Writing assessment	Parent Conferences Y1-10 E asTTle Maths Topic Test (Year 9 and 10 only)
Term 3						Year 10 Examination Week		E asTTle Writing (Years 9-10 only) Writing check LLP 1-8	Speech Presentation (Year 10 only)	E asTTle Maths Topic Test (Year 9 and 10 only)
Term 4		PAT Reading Comprehension – Year 3-8	Writing Moderation (Year 1-10)		PAT Maths Review/Reset Goals Y3-10	South Australian Spelling Final OTJs for SS, Sci, Tech, Arts, PE/Health	Year 1-10 EoY Reports Year 1-8 CL OTJs for Reading, Writing and Maths		Literary Analysis Essay and Static Image	

Ongoing	• Running Word Records - Year 1-3 Rotational to Gold level, 1 x per term, Year 3/4 – 1 x per term (Gold level and above), Year 5-8 – MY and EoY after fluency as necessary • SEA – Within a month of starting school • Observation Survey – 6 years • JAM (Junior Assessment of Mathematics) Entry and birthday anniversary until the end of Y3 • IKAN – Year 4-8. 2 x a year and Year 2 and up where necessary. GLOSS – Year 3-8 as required by the teacher.

Assessment of Learning Areas other than Literacy and Numeracy in Year 1-10

Teachers will enter onto MUSAC a minimum of one overall teacher judgement per year of the students' ability related to being EARLY or AT an identified curriculum level based on the achievement objective/s being taught at that time. The purpose of this assessment is to evaluate the effectiveness of the teaching /achievement objectives being delivered at that point in time and allow the HELA to source some school-wide data.

- OTJ Science (Curriculum level Early or At)
- OTJ Physical Education and Health (Curriculum level Early or At)
- OTJ Social Sciences (Curriculum level Early or At)
- OTJ The Arts (Curriculum level Early or At)
- OTJ Technology (Curriculum level Early or At

Assessment in Year 11-13

Assessment will be against the course standards as stated using NCEA terminology. (See NCEA course handbook)

Amuri Area School

Expected Levels of Achievement in Relation to NZ Curriculum

These standards are in line with the Curriculum Levels and guide us in the process of reporting to parents

Reading														
Reading expectations at end of year					After 1 yr		After 2 years		After 3 years	By the end of Year 4	By the end of Year 5	By the end of Year 6		
Expected Colour	Pink	Red	Yellow	Dark blue	Green	Orange	Turquoise	Purple	Gold	Age appropriate 8 – 9 years	Age appropriate 9 – 10 years	Age appropriate 10 – 11 years	Reading at 11 – 13 years	Reading at 13 – 15 years
Curriculum Level	At early curriculum level 1					At curriculum level 1		At early curriculum level 2		At curriculum level 2	At early curriculum Level 3	At curriculum level 3	At early curriculum Level 4	At curriculum level 4
Writing														
Writing expectations at end of year	After 1 year					After 2 years		After 3 years		By the end of Year 4	By the end of Year 5	By the end of Year 6		
Exemplar / AsTTle level	1b					1p/1a		2b		2p/2a	3b	3p/3a	4b	4p
Curriculum Level	At early curriculum level 1					At curriculum level 1		At early curriculum level 2		At curriculum level 2	At early curriculum Level 3	At curriculum level 3	At early curriculum Level 4	At curriculum level 4
Numeracy														

Numeracy expectations at end of year				After 1 year	After 2 years	After 3 years	By the end of Year 4	By the end of Year 5	By the end of Year 6		
Numeracy Stages	0	1	2	3	At stage 4	At early stage 5	At late stage 5	At early stage 6	At late stage 6	At early stage 7	At late stage 7
Curriculum Level	At early curriculum level 1				At curriculum level 1	At early curriculum level 2	At curriculum level 2	At early curriculum Level 3	At curriculum level 3	At early Curriculum Level 4	At curriculum level 4

SIXTEEN: REPORTING TO PARENTS AND COMMUNITY

Informal School Entry Assessment (SEA) Contact

This is an intentional contact between the classroom teacher and parent to share information on a New Entrant child after six weeks at school. It shares results on social progress, phonics, sight words, writing, concepts about print and numeracy.

Meet the Teacher Evening

Held in term 1 to bring our community together and offer the opportunity for parents to meet their child's teacher in a group setting. For students in year 9-13 there will be a form teacher phone call check in

Mid Year Progress Report

The interim report reports against the curriculum levels in Reading, Writing and Mathematics and a general comment on progress and how parents can help at home. It comments on participation and attitude as well as focusing on what the child can do and their next steps. There is also a section including how parents can help at home. There is a separate report for ORRS students.

End of year 1-8 Report

This reports against the curriculum levels in Reading, Writing and Mathematics based on time at school or year level. It also shares information about the child's learning in the integrated curriculum, the Amuri Area School values and a general comment. It also comments on the child's overall participation and attitude during the year.

Year 9-10 Reports

Issued mid and end of the year. Each subject teacher completes a comment on progress with a general comment from the form teacher.

Year 11-13 Reports

Issued mid-year and at the end of Term 3 based on NCEA progress and next steps.

Parent/Teacher/Student Conferences

These are held at the end of term 2 for all students either face to face or online.

School-wide Hui

A school-wide hui will be held once every second year to discuss our progress as a school and provide an opportunity for parent and community feedback.

Achievement Reporting

We will report each year to the community via newsletter and on our website our NCEA and Charter goal progress. Our Maori families will have the opportunity to meet annually with the Maori achievement co-ordinator.

SEVENTEEN: BEHAVIOUR MANAGEMENT AT AMURI AREA SCHOOL

We teach maths, we teach writing we also need to teach and model acceptable behaviour.

In a rapidly changing world, our students are encouraged to live and act according to our school values and **ASPIRE!**

Amuri
Self- Discipline
Pride
Integrity
Respect
Excellence

Our discipline system is based on the following principles:

- There is one discipline system for the school.
- There is one school expectation – Everyone Here Has The Right To Learn.
- Staff are able to use their own appropriate reward system in a classroom.
- The system should be simple and understood by all.
- Students are to be treated as individuals at all times.
- There will be early contact between the school and home when required.
- The system will use positive reinforcement as the cornerstone for behaviour management.
- Guidance will be a feature of the system.
- Form teachers will be informed of any issues affecting students in their form.
- The system will cover both in-class and out-of-class behaviour.
- There are incremental levels of referral and/or action in the system.

Recognition and reward

In a normal teaching day teachers should aim for a minimum ratio of 10 specific targeted positive statements to 1 negative or correctional one.

The following actions should be recognised and/or rewarded:

- students who comply with expectations and allow others to learn
- students who demonstrate the values of the school
- students who are helpful, cooperative, go beyond the call of duty, voluntarily offer to help staff etc.
- students who consistently work hard
- students who make significant improvement in class or out of class activities

Examples of recognition and reward:

- Verbal praise
- A certificate prepared by a staff member
- A phone call home
- A letter home
- A Principal's Award
- Presentation of a strive to the student
- Achiever of the Month award

20 strives

- When a student collects twenty strives, they pass them to their form teacher who initials the vouchers, records the number, and passes it to the office for inclusion in the newsletter in a 'Roll of Honour' section with their house group.

40/80 strives presented at Full Assembly

- When a student collects forty strives (or multiples thereof) they are presented with a Merit and two movie tickets/canteen vouchers, which are presented at assembly.
- The principal sends a letter home acknowledging the student's efforts

Consequence/Guidance

Positive reinforcement and redirection should always be the primary method used for the behaviour management in classrooms however for students who commit minor misdemeanours and/or cannot adhere to the school expectation in the classroom there are consequences.

In class - These actions are not always sequential although it is recommended that a warning always be given

1. A warning
2. A short time outside the room or in a place where the student cannot distract others
3. Taking work to be completed elsewhere (YELLOW) Not punitive just a time for the student to refocus.
4. Withdrawal – for stopping others from learning or more serious behaviour (RED).

Yellow and Red consequences must be accompanied by a slip on the correct form to allow the receiving staff member to act appropriately.

Withdrawal (RED SLIP)

The following is the procedure for a student who prevents others from learning and is sent to the Assistant or Deputy Principal for restorative action.

- The student brings a sheet from the class teacher recording the time sent and any further details that may be useful i.e. the nature of what has happened.
- The student completes a restorative reflection sheet in conjunction with the DP/AP and their behaviour is discussed (guidance). A copy of this is provided to the form teacher.
- The student remains there for the rest of that period and completes work set by either the class teacher or the DP. If they are in a reasonable state of mind they can go to their next class and return to the class sent out of the next day after the restorative process.
- The parents are advised that night that the student was sent out of class and why (this is generally a phone call).
- Any teacher who issues a red slip is provided with the completed restorative reflection and will discuss this with the student either on the day or prior to the student coming into the next lesson with them. The form teacher may be used to support this process.

- Any student red slipped 3 times within any 10-week period of school weeks will be withdrawn from class the next day (Internal Stand-down) and participation in future events may be withdrawn from them. A restorative conference may be held with the family. A further red slip within the 10-week period may result in a formal stand-down with the student refused attendance for up to 5 days.
- Future incidences within the 10-week period may result in a suspension hearing or a full restorative conference.

Each behavioural Incident will be judged on its own merits however the following table can be used as a **guide** for the consistent management of behaviour

Teacher will manage in class	**Time Out offered to the student (Yellow)**	**Withdrawal of student from lesson (Red)**	**Stand down/Suspension/Conference**
Not always entered on MUSAC system or classed as MINOR		Always entered on MUSAC system and classed as MAJOR	
• Lateness • Homework issues • Low level disruption • Poor language 1st offence • Uniform issues • Off task • Litter • Not follow instructions 1st offence	• Constant low level disruption • Interfering with learning • Pushing/very low physical • Poor mental state of student • Low level verbal abuse • Consistently off task • Using technology/phones off task	• Fighting • Arguing with teacher/ defiance • Constant disruption • Verbal assault • Low level physical assault of student • Absconding • Multiple poor language • Intentional damage to property • Safety hazard in specialist space • Violating cyber-safety agreement with • inappropriate use of technology.	• 3 x red slips in 10-week period • Intentional physical/verbal assault on • teacher • Targeted or group bullying • High level physical assault • Sexual assault • Significant intentional damage to • property • Theft • Arson • Drug and alcohol • Cyber bullying • Cyber-attack on school systems

EIGHTEEN: CULTURAL NARRATIVE FOR AMURI AREA SCHOOL

The Amuri Basin is a large inland comparatively flat basin formed by the outwash gravels of the Waiau and Hurunui Rivers between the Southern Alps and the Lowry Range in North Canterbury, New Zealand. The Amuri Basin is home to approximately 1647 people who live in and around the small towns of Culverden, Rotherham and Waiau. The Amuri Basin contains sheep, beef and dairy farming as well as plantation forestry.

The district is dominated by the Mountains of Terako, Tekoa and Te Kooti along with the Waiau and Hurunui River. These are the largest rivers in the Hurunui District. These key natural features are identified within our school infrastructure and serve as the foundation for our school values with the outline of Mount Terako entwined within the braided rivers and a frond to represent each value.

The newly protected Mt Terako climbs into the clouds up a steep mountainside near the Mt Lyford ski area, between Hanmer Springs and Kaikoura. It is home to kea, kaka, and the eastern falcon, covering a variety of landscapes over 1000 vertical metres.

Mt Terako has become the first area in New Zealand to be protected under the Queen's Commonwealth Canopy (QCC) initiative, a programme aiming to protect indigenous forest around the world.

The Hurunui River is one of the few braided rivers in the Ngāi Tahu takiwā that is not significantly modified and/or degraded. The diversity of character of the river is also a significant natural characteristic. The hāpua at the mouth of the river is an outstanding landscape due to its unusual character and high biodiversity and habitat values. The Hurunui River is one of high ecological and environmental significance and is probably the most diverse of Canterbury's large rivers with both snow and lake sources of flow. There are two main branches; the north branch which is sourced predominantly from Lake Sumner and the south branch which flows from the Southern Alps at Harpers Pass. It is 150km long and has a total catchment of 2,671km^2. The Hurunui and its numerous tributaries flow through alpine regions, hill country and lowland plains and encompasses a diversity of physical features such as braided alluvial flats, steep gorge sections and intermontane Basins such as the Amuri. The Hurunui is considered a river of high conservation value and is noted for its trout and salmon fishery value. The river is also used extensively for other recreational activities such as kayaking, jet boating and swimming. A diversity of land uses are represented with the upper catchment largely pristine beech forest and low intensity pastoral hill farming. Whereas the middle catchment is predominantly grazed pasture and woody native vegetation.

Wāhi tapu and wāhi taonga values exist along the length of the river. The Hurunui River mouth is particularly rich in terms of archaeological evidence, as a moa hunter site occupied 700 years ago. Hoka Kura/Lake Sumner, the Waitohi River, and the gorges above the Mandamus confluence (including Māori gully) are also areas of particular significance for their wāhi tapu status.

The Waiau River has a total catchment of 3,310km² and is the second largest in North Canterbury. The river rises in the Spenser Mountains and flows eastward to the Pacific Ocean. The upper reaches of the catchment is dominated by native vegetation, and the middle and lower reaches (particularly in the Amuri Basin) is dominated by beef and sheep finishing, cropping and dairy farming.

For Ngāti Kuri, the Waiau-uha (the Waiau River) is connected through whakapapa to Waiau-toa (the Clarence River). The Waiau river in legend is the female spirit of the inland mountains and the Waiau-toa is the male. Moving from the Spenser Mountains and Miromiro (Jollies Pass) the Waiau meets the Waiau-toa then the waters become separated. As the Waiau-uha laments the parting, her tears fall as warm rain to melt alpine snows swelling both rivers to massive proportions. The water flows from the Waiau River is an important factor in the ecological health and biodiversity of the river and coastal resources.

Ara Tawhito ki Pounamu: The Hurunui – Taramakau trail is one of the most important traditional pounamu trails for Ngāi Tahu, providing the easiest and safest route between Kaiapoi and Te Tai Poutini. Nohoanga were located at points along the length of the river to facilitate the gathering and working of mahinga kai resources.

The mahinga kai values of the catchment were particularly important to Ngāi Tahu parties travelling to the Te Tai Poutini. Raupō from the margins of the upper catchment lakes was used for making mokihi. The river was particularly known for its tuna (eel) and inaka (whitebait). The dried leaves of ti kouka, known as pahau, were used along with harakeke and mountain grasses to weave paraerae (sandals) for travellers, and the kauru, or pith of the tree was a food source. Harakeke was used to make clothing, baskets, nets, mokihi, and rope ladders.

The takiwā (geographical interests) of two Ngāi Tahu hapu (sub tribes) straddle the Hurunui and Waiau river catchments. Nohoanga (settlements) were located at points along the length of the Hurunui river with some wāhi tapu located near the mouth.

Into Practice

At Amuri Area School We strive to embed this narrative into our practice through **Enacting the Tiriti o Waitangi:**

Article 1, Kāwanatanga - Honourable Governance: The process affirms and values the place of Māori as tangata whenua. It necessitates collaboration with mana whenua and whānau, creating powerful and enduring partnerships based on shared decision making. This is at all levels of governance, senior leadership and in every day to day planning.

Article 2, Rangatiratanga - Agency: The process provides a mechanism for Māori students and their whānau to assert rangatiratanga or the agency, voice and choice over what and how Māori identity, language and culture is reflected in the curriculum.

Article 3, Ōritetanga - Equity: The process enables equity for learners to access a curriculum that makes sense for them from a dual heritage relevant to place. They can access Māori and non-Māori knowledge systems, ways of being and learning and histories that produce an equitable outcome.

Article 4, Wairuatanga - Spiritual beliefs & practices: Article 4 is the spoken promise. It allows Māori the right to promote and protect tikanga (protocols), Māori spiritual beliefs and connections as well as knowledge systems underpinned by te reo. All these aspects are inherent in the cultural narrative.

What Will this look like?

- Common use of Maori language in day to day interactions within school.
- Promotion of specific Whakatauki for each Value.
- Sharing of *Ko te Kura o Amuri* as a staff and school.
- A strong well supported and resourced Kapa Haka Group with timetabled allocation.
- Regular genuine consultation and partnership with our Maori families.
- Opportunities for all parents to engage with the school at a personal level.
- Opportunities provided for extended study of language and culture through online delivery.
- Promotion of activities that support the building of relationships with our Maori community.
- Developing relationships with Takahanga Marae.
- Promotion of activities that contribute positively to our natural environment.
- Bi- Lingual signage and communication i.e. newsletters on website in Maori.
- Linking of Cultural narrative to the naming of school collaborative spaces
- Student voice used as part of the normal process of decision making.
- Education and observation of Tikanga within the school.

Ko te Kura o Amuri

Ko te Kura o Amuri tū ake rā ki te rangiatea e tū

Te kura o Amuri e

Te Kura o Amuri e

Whāia te wawata, aupiki te poutama

Kia kaha te tūranga, kia eke panuku ai

Whāia te Hiranga, tukua te aute

Kia kitea toikaka