

Waimārama School

Curriculum Document

OUR WHAKATAUKI: *“Kei noho wawata noa... kia eke!
Don't let it remain a dream, rise up and achieve it.”*
By Sir Timoti Karetu

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WAIMĀRAMA SCHOOL - KIA EKE

Rising up to challenges. Reaching for our dreams. Achieving excellence.



ALIGNING OUR CURRICULUM WITH THE NZ CURRICULUM PRINCIPLES

HIGH EXPECTATIONS: The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. We implement individual learning programmes that extend and challenge our learners to achieve their personal best. Through explicit coaching our tamariki develop the skills to take and make opportunities for success.



CULTURAL DIVERSITY: The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people. By teaching cultural identity and mana enhancement we are preparing our tamariki with a strong values foundation from which to appreciate and respect multi-cultural diversity.



TREATY OF WAITANGI: The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa, New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga. Whakamana tangata is our core value and woven into everything we do such as practicing daily routines that enable us to demonstrate tikanga Maori confidently.



LEARNING TO LEARN: The curriculum encourages all students to reflect on their own learning processes and to learn how to learn. At Waimārama school students learn to set goals, plan for success and self-asses with a range of tools.



COHERENCE: The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. At Waimārama school our learning happens far beyond the four walls of the classroom. All tamariki access authentic learning contexts such as the ocean, beach, creeks, forest and orchard.



COMMUNITY ENGAGEMENT: The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities. Our school celebrates the many strengths of our community by actively engaging friends of the school in learning opportunities with us such as Whanau Friday, building projects, fire wise, St Johns and Surf Life Saving.



INCLUSION: The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed. Waimārama school has an emphasis on equitable outcomes through an appreciation of individual circumstances. Our school is whanau based. Our tamariki get the advantage of learning in multi-aged and ability groups across the curriculum.



FUTURE FOCUS: The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation. Waimārama students access an eco-warrior science and technology curriculum that promotes kaitiakitanga of Papatuanuku.

WAIMĀRAMA SCHOOL - OUR VALUES



KIA ORANGA - Our wellbeing, our health



WAIMĀRAMATANGA - Our culture, our identity



WHANAUNGATANGA - Our relationships, our community



WHAKAMANA TE TAI AO - Our environment, our world



AKORANGA - Our Learning, our achievement



WHAKAMANA TANGATA

Empowering each other to be the best we can possibly be.

LINKING OUR VALUES & BIG IDEAS TO THE NZC

VALUES IN THE NZC	OUR SCHOOL VALUES	OUR BIG IDEAS
<p>Integrity: which involves being honest, responsible, and accountable and acting ethically;</p> <p>Respect: themselves, others, and human rights;</p>	<p>Whakamana Tangata Empowering each other to be the best we can possible be.</p>	<p>Empower each other to rise up to challenges, reach for our goals and achieve excellence, being the best we can possibly be. Enhance the mana of all.</p>
<p>Equity: through fairness and social justice;</p> <p>Diversity: as found in our different cultures, languages, and heritages;</p>	<p>Waimarāmatanga Our culture, our identity.</p>	<p>Know our Waimāramatanga, show strength in our identity, represent with pride. Be confident, be proud.</p>
<p>Community and Participation: for the common good;</p>	<p>Whanaungatanga Our relationships, our community.</p>	<p>Embrace our community, build strong healthy relationships, be positive contributing citizens in local, wider and digital communities. Be involved, be connected.</p>
<p>Innovation, Inquiry and Curiosity: by thinking critically, creatively, and reflectively;</p>	<p>Akoranga Our learning, our achievement.</p>	<p>Our learning, unleash our potential, celebrate our strengths and successes. Be inquiry minded, be ready to learn.</p>
<p>Excellence: by aiming high and by persevering in the face of difficulties;</p>	<p>Kia Oranga Our health, our wellbeing.</p>	<p>Our well-being, understand the four cornerstones of health, strive to be healthy, strong and positive. Be fit.</p>
<p>Ecological sustainability: by caring for the environment.</p>	<p>Whakamana Te Taiao Our environment, our world.</p>	<p>Contribute to sustainability in our natural environments, contribute to a calm climate in shared learning spaces, physical and digital. Be sustainable, be an eco-warrior.</p>

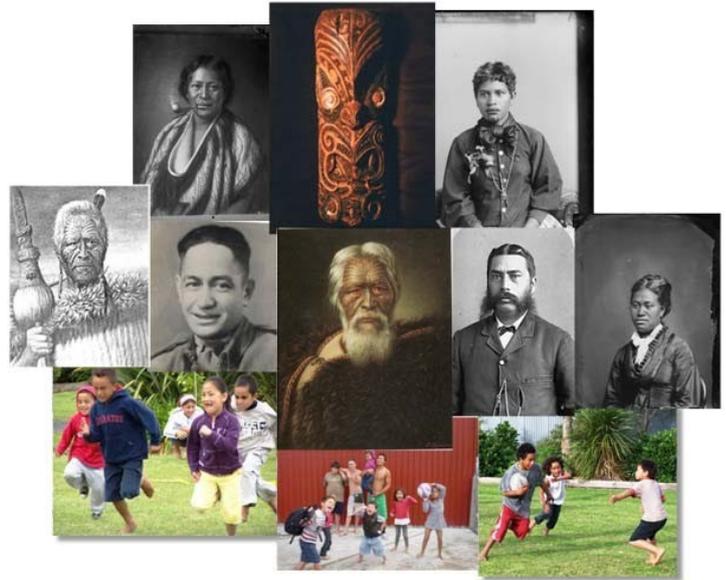


WAIMĀRAMA SCHOOL - ABOUT US

PEPEHA

*Ko Te Whanganui-a-Tara te maunga
Ko Waingōngoro te awa
Ko Waimārama te marae
Ko Taupunga te whare
Ko Ngāti Kurukuru, ko Ngāti Whakaiti, ko
Ngāti Hikatoa, ko Ngāti Urakiterangi ngā
hapū
Ko Ngāti Kahungunu te iwi
Ko Takitimu te waka
Tihei Mauriora!*

WHAKAPAPA



CULTURAL DIVERSITY

Waimārama School will encourage students to stand tall and respect the different cultures that make up our society, including big ideas that incorporate diversity and celebrate the culture of all students within our school community.

Te Reo me ona Tikanga (Māori language and protocols), and the special Waimārama kawa (practices), mātāpono (values), pūrakau (stories and legends), and whakapapa (genealogy), or Waimāramatanga, will be part of the Waimārama School Curriculum.

The school will consult with the community on issues relating to Māori learning and advancement of our students. The school engages with the Waimārama Maori Committee and community via the principal and the board.

Te Reo Māori is taught, along with Tikanga Māori, waiata and kapa haka which emphasises the bi-cultural heritage of our school and community.

The staff will consider Kahikatea and Tātaiako as part of classroom planning and set goals as part of their professional development. The school employs a Kaiako to work with the staff and students on a Māori curriculum that is planned from consultation with the community.

Students will participate in cultural festivals and maintain effective partnerships with ngā Hapū o Waimārama, Waimārama Marae and Waimārama Kohanga Reo.

SPECIAL CHARACTER

Waimārama School has a 100+ year history catering to the bicultural community that it's located in. We currently offer Years 1-6. We are part of a close knit coastal community set beside the beautiful Waimārama beach.

Waimārama is a special place with a rich tapestry of history and recreation all connected with the environment: the whenua (land), awa (rivers), the moana (ocean) and Motu-o-Kura (Kura's Island / Bare Island).

We are situated 27 minutes from Havelock North and pride ourselves in offering the an excellent education in a unique family atmosphere. We have strong links with the local Hapū and Marae, Kohanga Reo, store, Volunteer Rural Fire Force and Surf Lifesaving Club.

Our school is networked with many other schools and organisations in the wider Hawkes Bay allowing for many exciting education opportunities.

Working with our community is a priority to enrich the education of all of our children.

Our students are at the heart of learning. We maximise learning for our students in our school gardens, the local beach and culturally rich and significant Māori community via the Waimārama Marae.

WAIMĀRAMA SCHOOL CODE OF CONDUCT

In Child Friendly Language

WHAKAMANA TANGATA

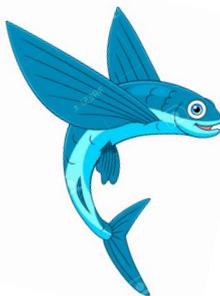
*Empower each other to be the best
we can possibly be.*



Rise up to challenges.



Reach for our dreams.



Achieve **Excellence**.

KIA EKE – RISE REACH EXCEL

WAIMĀRAMA SCHOOL CURRICULUM OVERVIEW

KEEPING IT LOCAL – THE GREAT OUTDOORS

Our learning takes place in the most educationally exquisite backyard any teacher or child could wish for. Since the days of the Takitumu landing, Waimārama has been renowned for the unique learning opportunities and establishments available to learners. Our school carries on this tradition. We are nestled amongst a historical church, Marae, Kohanga Reo, pine forest, orchard, sandy dunes, ebbing tides, a healthy creek, rolling hills, fields and of course the beautiful Motu o Kura (Bare Island). We are perfectly positioned for sustainability education and spoilt for choice when it comes to education outside the classroom.

We believe in offering our tamariki curriculum rich experiences in authentic and relevant contexts for learning. Our education outside the classroom has a huge positive impact on student engagement and provides unlimited opportunities for discovery, student led inquiry, relationship building and achievement. Our setting keeps us connected with friends of the school and strengthens relationships in our community. Our learning is hands on, collaborative, inclusive and fun!

GOING WIDE – LEAVING THE BUBBLE

One of the most unique things about our setting is that although it appears to be rural, coastal and isolated, it is only 27 minutes from Havelock North, and 35 minutes from Hastings. With two substantial towns just a stone throw away, we have plenty of access to museums, theatres, sports tournaments, town facilities, industry excursions, extra-curricular activity and district events. We are also a very desirable destination so we get lots of visiting experts. We love going on trips and make sure we have plenty scheduled for each term. Our year 5 and 6 students access a full camp every year and the whole school has at least one overnight stay.

STUDENT AGENCY – PREPARING FOR THE FUTURE

Our students access many leadership opportunities. Being a sole charge school means the senior students have opportunities to help manage the care of resources, monitor equipment, look after younger students, and organise activities to include others. Our Junior students experience being school leaders during our transition to school programme where they help pre-schoolers prepare for their time at “big school”. All seniors are expected to lead kaitiaki groups. These are cross age groups that earn points towards rewards for achieving challenges as a team by using inclusion, co-operation, collaboration and problem solving skills.

WAIMĀRAMA SCHOOL TRANSITION

OUR TRANSITION TO SCHOOL PROGRAMME

GETTING A GREAT START

Our pre-school transition to school programme with Kōhanga Reo o Waimārama and pre-schoolers in our area is called Whānau Fridays. It goes from 1:30pm to 2:30pm every Friday afternoon. It is a great time to get used to being at 'big school' and all pre-school whanau are welcome. When the pre-schoolers arrive at school our junior students show them what to do with their school bag and shoes.

The afternoon programme is bilingual. We base our lesson on a big shared book. After a story we do a colour, cut and paste school activity. We finish up with a game and songs. Every second week our class walks to the Kōhanga Reo to assist with the learning programme of the pre-schoolers, participate in the language nest immersion experience and support our local Kaiako with helpful tasks to care for our Kōhanga.

This regular weekly time has a wonderful impact on the contributing students for our school. Their confidence is noticeable, they have a great relationship established with the classroom teacher and it allows for direct contact with whanau prior to the children starting primary school.



WAIMĀRAMA SCHOOL INQUIRY

Inquiry underpinning the delivery of Science, Technology and Social Studies.

Based on Kath Murdoch's cycle of inquiry, reflecting on personal understanding. We recognise that inquiry is cyclic and any stage could be focussed on at any time during student inquiry.



The concept of ako: In te ao Māori, the concept of ako means both to teach and to learn. It recognises the knowledge that both teachers and learners bring to learning interactions, and it acknowledges the way that new knowledge and understandings can grow out of shared learning experiences. This powerful concept has been supported by educational research showing that when teachers facilitate reciprocal teaching and learning roles in their classrooms, students' achievement improves (Alton-Lee, 2003).

The principle of ako affirms the value of the pair and group learning approaches in which students interact with their peers, teacher, tasks, and resources. These are very effective approaches for teaching and learning te reo Māori.

Ako ... in a reciprocal learning relationship teachers are not expected to know everything. In particular, ako suggests that each member of the classroom or learning setting brings knowledge with them from which all are able to learn.

Keown, Parker, and Tiakiwai, 2005, p.12

Embracing the principle of ako enables teachers to build caring and inclusive learning communities where each person feels that their contribution is valued and that they can participate to their full potential. This is not about people simply getting along socially; it is about building productive relationships, between teacher and students and among students, where everyone is empowered to learn with and from each other.

WAIMĀRAMA SCHOOL JUNIOR INQUIRY

A

ASK

- What do you wonder?

K

KNOW

- What do you know?

O

ORGANISE

- Where will you put your information?

R

RESEARCH

- What will you read or watch? Who will you ask?

A

ACT

- What will you do or make that is different?

N

NOW WHAT

- What are your next steps?

G

GENERATE

- Who will be interested in your inquiry?

A

ASSESS

- How was your inquiry successful?
-

WAIMĀRAMA SCHOOL SENIOR INQUIRY

A

Activate interest

- Ask the big questions, wonder wall, provocative statements, energizers, motivators, problems to solve.

K

Know your kaupapa

- What are you learning and why are you learning it? How will your inquiry lead to change?

O

Observe and organise

- What will you watch or look at to help you learn? Where will you put your ideas? Use graphic organisers like y charts, think sheets, venn diagrams.

R

Research and reflect

- What will you read to help you learn about your inquiry? Who will you talk to about your inquiry? How has your thinking changed now that you know something new?

A

Action Plan

- Make a decision. What are you going to do with your new learning? What will you change? What will you create? Set some goals.

N

Next steps

- Now that you know, now that you can, where to next? Evaluate. New ideas.

G

Get an audience

- Share your findings with an audience. Present. Speech, presentation, product, online, poster, pamphlet, advertising.

A

Assess your progress

- How have you answered you big question? How have you achieved your goals? How have you made a difference? How have you lead change?

LITERACY AND NUMERACY STATEMENT

Literacy and Numeracy -

The fundamental pathway to access the breadth and richness of the NZ Curriculum.

- Structured, guided Literacy and Numeracy lessons are each taught in the morning for at least an hour per session.
- Teachers plan for literacy and numeracy using the current progressions, exemplars and progress indicators set out on TKI. Student's needs are identified, planned for and taught through deliberate acts of teaching that enable all students to make measurable progress.
- Students will access learning material that is relevant to students' background, interests and current inquiry. Literacy and numeracy will be set in contexts that integrate with all other curriculum areas such as science, technology, social studies, the arts, health and PE.
- Our tamariki are involved in self-assessment which empowers them to set next learning steps with their teacher. We report to parents regularly on the progress of students. Formal reporting to parents is done four times a year. Two parent/teacher interviews and two written reports.
- We use a variety of literacy and maths programmes. Because we are a small school we rotate a range of research based tools and digital media. This keeps students engaged in their daily learning programmes and ensures learning is fresh and fun!
- Our Learning Programmes are based on current research and proven success for NZ children. Some programmes are rotated annually or termly to provide diversity and maintain high student engagement.

READING	Pobble Reading Eggs	PM reading Epic	Ready to read Into the book	School Journals Sunshine
WRITING	BIG Writing Spelling under scrutiny	Daily 5	Gail Gillon Phonics Smart Words	Letter Land Casey Caterpillar
MATHS	Mathletics	AWS maths	NumP	IXL Prodigy Schoolbo

ASSESSMENT

Teachers gather several sources of information to accurately summarize a student's achievement or progress. A range of approaches are used to compile a comprehensive picture of the areas of progress, areas requiring attention, and what a student's achievement looks like. An overall teacher judgement draws on and applies the evidence gathered up to this point in time. The overall teacher judgement of your child's progress and achievement levels are shared in whanau interviews and written reports through comments, graphs and charts. Assessment is only undertaken when the information gathered will be used to improve teaching and learning. Communication about assessment is a three way process between school staff, whanau and the learner.

HEALTH AND PE STATEMENT

Our school's core value is Whakamana Tangata. This means empowering and enabling each other to experience success through building positive relationships with a mutual respect for each others mana. Mana enhancement is interwoven through all aspects of the school and largely assists with the development of our students emotional literacy, mindfulness, connectedness and self-esteem. It is acknowledged through whanau consultation that any Health unit referencing concepts that could be potentially sensitive will be delivered after formal notification is given to whanau. Health units of this nature (such as K.O.S or puberty education) will only proceed with written permission from whanau.

At Waimārama School we deliver the Health and PE curriculum through as many outdoor opportunities as possible. We have a rich natural environment that we utilise daily to promote social, emotional, and physical well-being.

We are committed to daily physical fitness and mindful practices that enhance mental and emotional well-being. This is based on current findings from child development research. We maintain a high frequency of outdoor physical activity to enhance well-being and provide more opportunities for children to achieve success and excel.

Being semi-isolated, we deliberately engage with external agencies and utilize staff expertise to provide specialist coaching in a variety of sports every term. We also ensure our students access opportunities to compete in a range of sport codes against other schools, e.g. Super 6's, Rural school cluster and Coastal cluster. We also host our own events enabling students to prepare for wider community involvement.

Our students access many opportunities in sports and physical development. These vary annually to promote interest in a wide range of sports. See table below for recent examples.

Surfing Overnight stays Snorkelling Gymnastics	Surf lifesaving Swimming Yoga Tennis	Athletics Cricket Soccer Rugby	Annual Camp Rotation (Bush, Snow, City) Netball Basketball
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In health and PE it is expected that staff capitalise on the unique outdoor learning contexts available to us and deliver lessons in these settings e.g. sand dunes, orchard, forest, sea, creek, large vege gardens. Participating in all Health and PE opportunities at Waimārama school is compulsory for staff and students.

Safety education is a priority for us. We deliver safety programmes every year. See the table below.

Term 1	Term 2	Term 3	Term 4
Surfing Swimming Snorkelling Gymnastics Asthma and head injury St Johns First Aid for students 5+ a day	Sledding Bully Free NZ Patoka 5 Aside Rippa Rugby Dance Bush craft Garden to table	Super 6s Interschool x country Coastal Cluster soccer Basketball Dental Hygiene K.O.S Bike wise	Surfing & Surf lifesaving Swim Safe and Boat Wise Athletics Kapahaka Fire Wise Senior Camp Shakeout

Our students learn about health and physical development through units of work including dental care, personal hygiene, safe food prep and nutrition. Within the personal health and physical development strand of the health and pe curriculum we ensure fitness happens every morning. Timetabled skilled sessions are scheduled to happen 2 to 3 times a week.

THE ARTS - Visual, Drama, Dance, Music

The arts have a strong presence at Waimārama School to meet the identified needs and strengths of our tamariki. By participating in the arts, students' mana is enhanced. We ensure our tamariki have access to curriculum rich experiences in dance, drama, music and visual arts. Performing arts are an integral part of our localised curriculum because of the vital role they play in student social and emotional development.

Instrument playing, singing, dance, and drama are integrated by classroom teachers daily. This provides many opportunities for all students to achieve success in the arts. Visual art is used to enhance student responses across all curriculum experiences.

We provide a range of delivery options that students can engage in based on their level of confidence and capabilities. These range from private tuition, to small group lessons and whole class practice. We also adapt participation in stage performances through access to technology in the arts.

Opportunities for participation in the arts at our school include:

<ul style="list-style-type: none">• Powhiri• Kapa Haka• Hui—a—whakamantangata (School Assembly)• School Play / School Movie• Annual Mural competition• Enviro-school projects• Construction Outside/Inside• 3D• Role playing• Drawing• Multi-media	<ul style="list-style-type: none">• Instrument lessons—Curriculum and Private tuition• Dance Integrated in Curriculum and Extra-curriculum• Singing• Puppet plays• Student-Led Crafting• Stitchery• Inside and outdoor dress-ups• Mask making• Sculpture• Painting• Collage
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Our students are naturally creative and resourceful so classroom teachers are expected to collect student voice when planning for the arts. Students are provided the opportunity to lead artistic responses that express their understanding of classroom inquiries, especially reflecting our developing understanding of bi-cultural and multi-cultural New Zealand.

After exploring, understanding and expressing the arts our students are encouraged to reflect on their achievement through self and peer assessment in a culturally responsive environment. Classroom teachers monitor and record student progress with photographs and evaluation notes in student portfolios. Audio and video recording of performances to encourage self-reflection – actively involving students in reviewing and reflecting on assessment information that relates to them.

Completed and current works or works in progress are displayed attractively in class and around the school.

DIGITAL TECHNOLOGIES CURRICULUM

Every student at our school is equipped with a digital device for learning enabling them access to the wider world. Our school resourcing of 1-1 devices provides the opportunity for our students to develop digital responsibility and cyber citizenship through out the school year. As per the current digital technology curriculum, our focus is on;

‘Teaching our children how to design their own digital solutions and become creators of, not just users of, digital technologies, to prepare them for their future.’

Our school provides digital experiences for students to develop computational thinking for digital technologies. We encourage our students to design and develop digital outcomes by integrating digital technology within all other learning areas. See the table below for examples of how we achieve this at Waimārama School.

Science, Technology, Social Studies	Te Reo	Literacy	Maths	Arts	Health and PE
BBC kids	Māori dictionary	Pobble	Mathletics	Paint	Video exemplars
Graphic organisers	Sound checks	Letter Land	IXL	Scratch Jnr	Photography
Emails	Coding	Reading Eggs	Prodigy	Music	Timer
Phone an expert	Stories on-line	Epic	Math Slide	Images	Presentations
Tutorials	Twinkl resources	Publishing	Skoolbo	Filming/Recording	Power Point
Sunshine Online	Weaving	Microsoft 365	Calculator	You Tube Sign Language Channel	Research
Stop Motion	Tuku tuku panels	Book Creator	Coding	Drumming	Fit Bit
Kiwikidsnews.co.nz		Into the Book	Banqer		Stop Watch

At the beginning of every year our students engage in an age and stage appropriate cyber safety programme of work selected by the classroom teacher using resources available on TKI and Twinkl.

Our teachers provide access to lessons that enhance our student’s confidence to communicate effectively and participate safely online.

Our classrooms are well resourced for computational thinking with crafting stations that promote STEAM (Science, Technology, Engineering, Arts, Maths) learning. Students at our school experience daily opportunities to design, develop and communicate technological outcomes through student and teacher led inquiry.

All staff and students access training through ICT support that enhances their capabilities in digital technologies. Some digital technologies are rotated annually to maintain high levels of student engagement.

MĀORI EDUCATION

OVERVIEW OF MAORI CURRICULUM UNDERPINNING SCHOOL CURRICULUM

This curriculum is designed to raise the achievement levels of our students in all aspects of their lives including physically, spiritually, emotionally and intellectually. The outcome of this programme is to assist all students in realising the vision of the New Zealand curriculum as well as achieving their own aspirations. We intend for it to help our students find their own path of success and realise their full potential by learning lessons from our tupuna.

COURSE CONTENT - In line with MANA ENHANCEMENT PLANNING

- **Treaty of Waitangi:** Learn about the elements and historical knowledge of the Treaty of Waitangi by accessing true histories of Aotearoa.
- **Tikanga Marae:** Study of traditional marae protocols, beliefs and values based on Ngati Kuhungunu people at various marae with possible comparisons to varying protocol of marae of the iho matua, (individual learner). Including Marae stay that follows Māori settlement from the anchorage travelling inland.
- **Rongoā Māori:** Study of traditional uses of native flora and fauna and traditional healing methods, for example kawakawa and harakeke.
- **Karakia:** Learn at least three positive affirmations. Learn karakia for kai, learning journeys and physical excursions.
- **Waiata:** Learn and understand traditional and contemporary waiata.
- **Whaikōrero:** Learn to understand, say and use in context a basic whaikōrero, (formal speech).
- **Karanga:** Female students will learn the purpose and the philosophy of the karanga.
- **Whakapapa:** Study of genealogy, (as long as it does not compromise the students well being), including spiritual world.
- **Manaaki tangata:** Study of the traditions of the hospitality and the wharekai and its associated tikanga including growing, hunting and gathering food. Take part in cooking opportunities at the marae for traditional kai, including prep and sharing. Study preservation of kai. Explore fishing, diving, eeling, shellfish collecting. Hāngī.
- **Purakau:** Study of traditional stories, and storytelling through independent sharing, digital recordings, plays and puppetry.
- **Tūrangawaewae:** Learn the importance of discovering their tūrangawaewae and indentify – maunga, awa, waka, iwi, hapu, and marae. Visits to the urupa for relationship building and identity.



MĀORI EDUCATION Continued

- **Mahi ā-ringa/Mahi toi:** Students will learn the purpose, skills and knowledge of traditional Maori arts and crafts like weaving, braiding, carving, painting and stitchery. Kite making.
- **Haka:** Our students will learn at least three haka, one from Matua Bayden, one traditional to Ngati Kahungunu and the National Anthem School haka.
- **Poi:** Our students will learn the traditional purpose of the poi and be able to perform at least three waiata using poi.
- **Mau Rākau:** Study of weaponry skills and philosophies in order to gain focus, discipline and respect for themselves and others both physically and spiritually.
- **Kapa Haka:** Maori performing arts, students will learn to use acquired skills and ability to work as part of a group that performs at the Te Puke kapahaka festival.
- **Waka:** Study of traditional waka making philosophies and uses, involvement in contemporary waka ama. Including other paddling sports like single out rigger, optimist yachts, stand up paddle Boarding, surfing and rafting.
- **Whakatangi/ Playing Musical Instruments:** Learn to play the rehu (long traditional flute), taraki-mere (vibrating leaf instrument), tīrango (sound pitching instrument swung around the head), tu-mutumu (ancient musical instruments made of wood or stone to set rhythms for chanting), pūrerehua (wood stone or bone attached to a long string).
- **Games:** Punipuni (hand game) whakaropiropi (hand game), kaimakamaka (like knuckle bones), ki-o-rahi (traditional ball game on round field), tīti tōria (stick game with a song), whai (string games), mū torero (traditional game like draughts), hei tama tū tama (traditional hand game played in pairs), tītouretua (stick game with four people), pānokonoko (string game), hipitoitōi (traditional game played with thumbs), tākaro (wrestling).

IMPORTANT: Some components of our Māori curriculum will be implemented carefully with respect to age appropriateness. Some parts of the course that may be better suited to just Year 5 and 6 students. Time and effort in collaboration with kaumatua must be put into how introductions to these areas could look at a junior level. Liaising with our local kaumatua is a vital step in this process. There are some components where the kawa or tikanga can be taught 'to' our students but it would be inappropriate for them to act them out, e.g. karanga and possibly instrument playing for chanting. The curriculum content will have to be taught over two to three years and carefully mapped out in our annual long term plans. Some components of the curriculum are subject to sourcing tutors that are willing and able to teach our students.



ASSESSMENT AT WAIMĀRAMA SCHOOL

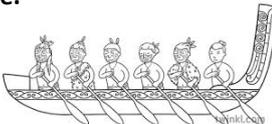
Type of Assessment undertaken		Dates for Reporting to Board Meetings	
		Core – Literacy/ Numeracy	Other Curriculum areas
Term 1	<p>School Entry NEs</p> <p>Baseline Writing sample Recount</p> <p>Running records (PM Seen text Y1,2&3)</p> <p>PM Benchmarks (Y4 - 6)</p> <p>JAMs and Gloss Strand pre and post</p> <p>Schonell Spelling and Basic Facts</p> <p>Health and PE and AKO INQUIRY anecdotal notes</p> <p>Student Self assessment and co-constructed Goal Setting</p> <p>Whanau Learning Conversations and written record of progress.</p>	<p>By the End of Feb</p> <p>Baseline Reading, Writing and numeracy levels against curriculum progression expectation.</p> <p>1 maths strand assessed</p> <p>Recount writing assessed</p>	<p>Key competencies</p> <p>Goal reflection/Goal setting</p> <p>Health and PE: Swimming/ Surfing/Beach Ed</p> <p>Family health</p> <p>Camp (seniors) and trip (Juniors) inquiry: Teacher led</p> <p>Goal setting</p> <p>Te Reo</p>
Term 2	<p>Writing Sample Snap shot Genre variance</p> <p>Running records (PM Seen text Y1,2 & 3)</p> <p>PROBE (Y4 - 6)</p> <p>JAM snap shots Gloss Snap shots Strand pre and post</p> <p>Schonell Spelling and Basic facts</p> <p>STEAM and AKO INQUIRY anecdotal notes</p> <p>Student Self assessment and co-constructed Goal setting</p> <p>Whanau Hui for progress report to school community on students as whole group etc (See Nag 2, d.)</p>	<p>By the start of July</p> <p>End of Term 2 achievement data in Reading, Writing, Numeracy.</p> <p>1 Maths strand Assessed</p> <p>1 other writing genre assessed.</p> <p>PaCT (Progress and Consistency tool)</p>	<p>Goal reflection/Goal setting</p> <p>Health and PE: Winter sports.</p> <p>Spiritual Health (Bully free NZ)</p> <p>STEAM inquiry: Teacher/ Student Led</p> <p>Te Reo</p>
Term 3	<p>Writing Sample Recount</p> <p>Running records (PM Seen text Y1&2)</p> <p>PM Benchmarks (Y4 - 6)</p> <p>JAM snap shots Gloss Snap shots Strand pre and post</p> <p>Schonell Spelling and Basic facts</p> <p>Health and PE and AKO INQUIRY anecdotal notes</p> <p>Student self assessment and co-constructed Goal setting</p> <p>Whanau Learning Conversations and written record of progress.</p>	<p>By mid September</p> <p>End of Term 3 achievement data in reading, writing, numeracy.</p> <p>1 maths strand assessed.</p> <p>1 recount writing assessed</p>	<p>Goal reflection/Goal setting</p> <p>Health and PE: Fitness, endurance, cross-country, funrun.</p> <p>Mental health (mindfulness)</p> <p>STEAM inquiry: Performing arts/Animal kingdom: Student led</p> <p>Blossom festival end of term</p> <p>Kapa Haka training</p> <p>Te Reo</p>
Term 4	<p>Writing sample EOY</p> <p>Running records (PM Seen text Y1&2)</p> <p>Probe (Y4 - 6)</p> <p>JAM snap shots Gloss Snap shots Strand pre and post</p> <p>Schonell Spelling and Basic facts</p> <p>STEAM and AKO INQUIRY anecdotal notes</p> <p>Student self-assessment summary</p> <p>EOY written progress report.</p>	<p>Before Mid December</p> <p>End of Term 4 achievement data in reading, writing, numeracy.</p> <p>1 Maths strand assessed.</p> <p>1 other writing genre assessed.</p> <p>PaCT (Progress and Consistency Tool)</p>	<p>Goal reflection/Goal setting</p> <p>Health and PE: Athletics</p> <p>Physical health</p> <p>A&P show.</p> <p>Kapa Haka Festival</p> <p>Finalising self-assessments, portfolios, peer-assessments, goal reflection, report writing.</p>

SOCIAL AND EMOTIONAL SKILL DEVELOPMENT



Every child at our school has a kete. The kete are used to encourage demonstration of our school values. Our kete are based on the book "Have you filled a bucket today?" By Carol McCloud. When we notice our tamariki demonstrating the virtues that reflect our school values we place a rakau rawe "awesome stick" in their kete. When they earn 5 in one week they can choose a reward from the kete nui at our weekly hui-a-whakamana tangata. The virtues chart below is used for tracking social and emotional skill development and placed in each child's portfolio.

VIRTUES CHART: CELEBRATING THE SOCIAL AND EMOTIONAL SKILL DEVELOPMENT OF OUR TAMARIKI

Hauora Being responsible For your health and wellbeing. 	Effort Persistence leading to growth. 	Whakapapa Learning your identity. 	Excellence Polishing something to a high standard. 
Reliability In communication. 	Resilience With standing difficulty. 	Versatility Being able to adapt without getting upset. 	Humarie Staying calm and being sensitive to others. 
Wairua Looking after your spirit with mindfulness and positivity. 	Integrity Having the strength to do the right thing even when no one else is looking. 	Sustainability Reusing resources and reducing rubbish. 	Pono Being honest in who you are and what you do. 
Resourcefulness Finding a way To achieve your goals. 	Forgiveness Accepting apologies and moving forward. 	Whanau Respecting our responsibility as a school whanau. 	Aroha Loving others, our environment and our mahi. 
Patience Perseverance with achieving difficult tasks. 	Kotahitanga Working together as one. 	Mana Establishing prestige through consistently positive actions and achievement. 	Karakia Asking for blessing and being grateful. 
Whanongapai Doing your best. 	Whakaute Respect 	School Representation on excursions or through Interschool. 	Tuakana Helping teach teina. 

MANA ENHANCEMENT

One of our schools underpinning documents is “Te Ara Whakamana—The Mana Enhancement Model” by Nigel Marshall and Susan Ngawati Osborne. Adopting the Mana enhancement model enables us to use an indigenous framework for narrative inquiry

- about what nurtures, calms, sustains and strengthens us (Papatūānuku)
- and what behaviours and strategies we employ in response to life’s challenges (Ranginui)

All staff are expected to engage in Mana Enhancement development opportunities and adopt the many aspects of the approach. This empowers all students at Waimārama School to experience an exciting authentic curriculum rich in Māori culture. Through connecting with Te Ao Māori all tamariki gain strengthened identity, emotional literacy skills and self-management capabilities. Classroom teachers share traditional pūrakau (stories) about the Atua/Kaitiaki (Gods/Guardians) to promote relationship building and goal setting. Student progress in the development of key competencies is also aligned with the Atua/Kaitiaki attributes that most reflect our schools values. Staff and students work together with the Mana Enhancement tools to communicate, problem solve and set goals.

Long Term Plans are underpinned by two Atua/Kaitiaki a term. School celebrations are focussed on students demonstrating the positive attributes or showing the developed capabilities for managing the negative attributes of the focus Atua/kaitiaki for the term. All staff and whanau are invited to contribute to our concept planning wall at school. Students receiving recognition are encouraged to pass on the taonga (certificate/reward) the following week at our hui-a-whakamana tangata (school assembly).

‘Everybody is born with mana. There is nobody dead or alive without mana. Some of my mana I was born with. It was bestowed upon me by my tupuna. Some of my mana is earned or lost by the choices I make or the things I say and do. I can enhance the mana of others and nobody can take all of my mana.’

Tamariki create visual displays for inside and outside learning spaces to promote mana enhancement.



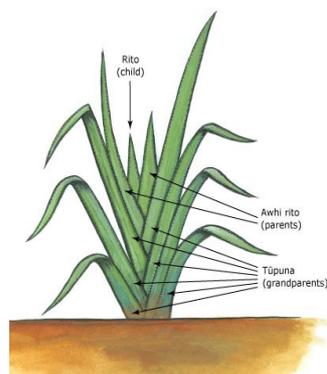
WAIMĀRAMA GRADUATE PROFILE



**Tōpuku
Bulb**

Typically year 0 – 2

- Shows an understanding of Mana Enhancement.
- With support, is beginning to show understanding of school social and behavioural expectations.
- Can demonstrate some examples of school virtues and key competencies.
- Is developing an understanding of KIA EKE.
- Shows engagement in and value for education with high attendance, supported goal setting and teacher lead inquiry.
- Develops the confidence to work with a diverse group of teachers, including teacher aides, friends of the school, senior, intermediate and high school students, relievers, parent helpers, student teachers, specialist teachers.
- Participates in every school wide event.
- Takes care of belongings and classroom space.
- Presents to whole class and assembly.
- Attempts to use Te Reo and tikanga Māori in our school setting.
- Participates in Kaitiaki Group challenges.
- With support, takes responsibility for completing learning tasks and self-assessment.



**Rito
Child or central
leaves**

Typically Year 3 – 4

- Demonstrates Mana Enhancement capabilities.
- Shows some independence in meeting school social and behavioural expectations.
- Demonstrates most school virtues regularly.
- Demonstrates an understanding of KIA EKE.
- Is highly engaged and beginning to demonstrate some student agency through high attendance, some independent goal setting and guided inquiry.
- Confidently works with a diverse group of teachers to meet learning goals.
- Participates in every school wide event to the best of their ability with the intention of beating their personal best.
- Independently takes care of belongings, learning space, delegated school areas and duties.
- Presents to whole class, assembly and visitors within the school.
- Makes progress in spelling and reading Te Reo.
- Confidently uses Te Reo and Tikanga Māori in our school setting.
- Includes others in Kaitiaki Group challenges.
- Independently takes responsibility for learning tasks and self-assessment.



**Kōrari me kakau
Flower and stalk**

Typically Year 5 – 6

- Demonstrates school leadership capabilities in Mana Enhancement.
- Consistently meets school social and behavioural expectations independently.
- Demonstrates understanding of and teach others concepts in Te Reo and tikanga Māori.
- Consistently uses our school virtues, demonstrating KIA EKE competently.
- Is highly engaged and connected, demonstrates independent student agency through high attendance, independent goal setting and student lead inquiry.
- Confidently works with a diverse group of teachers, seeking out opportunities to learn from appropriate agencies.
- Participates in every school wide event, with the intention of beating their personal best and competing positively in at least 3 events.
- Independently takes care of belongings, school spaces and manuhiri.
- Presents to whole class, assembly, school visitors and organisations outside the school.
- Is a role model through tuakana/teina opportunities.
- Makes progress in spelling and reading Te Reo.
- Demonstrates all key competencies in a variety of ways.
- Accepts responsibility and reliability through Kaitiaki Group leadership role.
- Can independently manage learning tasks, self-assessment and peer-assessment.

WAIMĀRAMA STUDENT PORTFOLIO

Every child at Waimārama School has a student portfolio. These are used to closely monitor and record the progress of your child. Students and staff use portfolios together to strengthen the assessment process, showcase achievements and enable our tamariki to identify next learning steps. The following list describes the contents of your child's portfolio. Whanau are invited to view these portfolios formally during interview and report times. This assessment tool can also be accessed when requested at any stage of the year.

Please note: Sensitive information, family history/circumstances, external agency support documentation is not stored in these folders. These confidential documents are stored securely with staff.

PORTFOLIO CONTENTS:

MANA ENHANCEMENT

Student Self Portrait, Mana Wheel, School Reports, Goal Setting, Te Reo Spelling, Tikanga Māori, Social and Emotional Profile, Graduate Profile 9

LITERACY

School Entry and 6 Year Net, Running Records and Reading Progress Chart, Writing Samples and Writing Progress Indicator Matrix, Spelling Test, Other Literacy Assessment E.g. Speeches, visual.

MATHS

Numeracy Assessment (JAM, NumP, GloSS, PACT), Maths Strand Assessment in Statistics, Algebra, Geometry and Measurement, Basic Fact Test

INQUIRY

Health and PE, Arts, Social Studies, Science, Technology

