

**SELWYN PARK
SCHOOL**

**CURRICULUM
DOCUMENT**

2019

VISION STATEMENT

Our vision statement is our Motto .

Aim High was the motto set up when the school was formed in 1958.

In 1998 after a large community consultation the logo for the motto was changed to reflect the Northern Wairoa Community in which the school sits. And a maori version of the motto added. Titiro ki te matauranga, meaning Look Towards Education. The community has embraced the Bilingual motto, it is part of our kaupapa and is reflected in all aspects of school life.

Linking to the past and including our rohe is very appropriate as the community very much expect the school to reflect whanaungatanga and tangata whenuatanga.

Therefore our Vision Statement is:

Aim High—Titiro ki te Matauranga.

This motto is meant in the wider holistic sense, not just academic. The logo adds to the motto. It encompasses the elements of the natural world, sun, sky, land , water and mountain. The circular border takes in our local area—Te Rohe Wairoa.

The vine signifies growth relating to both Kumara regionally and to youth in particular—it also signifies sustenance.

Te Tohu tupu e pa ana ki e rua kumara rohe me ki tamarikitanga i roto i te waina nga-reira auraa hoki oranga

The koru overlooks the river—the flow of life and represents growth, development, education and enlightenment.

Under this is our Mission Statement which expands the vision.

Children attending Selwyn Park School will be given the opportunities to develop the skills to make positive life choices, which will enhance their academic physical, mental, social, cultural and emotional development



1 CURRICULUM PRINCIPLES

The Selwyn Park Primary School Curriculum works hand in hand with the Principles of The New Zealand Curriculum pages 8 & 9. Curriculum design and action for the school are based on the vision and principles stated in the New Zealand Curriculum document.

2 VALUES & PRACTICES

Through consultation our community identifies these 9 attributes as key indicators of success.

- These are
- * To be a Good Communicator
 - * To be Confident
 - * To be Self-motivated
 - * To be Independent
 - * To have a sense of Social Justice to show responsibility
 - * To be Reliable
 - * To be a Team Player
 - * To Respect Differences

A rubric has also been created to show demonstrate the relationships between the Key Competencies , Tataiaako Competencies, N.Z. Curriculum values, Graduation Criteria and the N.Z Curriculum Principles.



The Mural



This mural illustrates the Pepeha, and in many ways sums up the one page statement.

The four mountains, Toka Toka, Tutamoe, Maungaraho and Tangihua that name the houses in the schools house system are depicted at the top of the mural.

The sun refers to the sun on the Logo out of which the Key Competencies from the N.Z. Curriculum shine.

The blue waves depict the Kaipara Harbour and the sea that enabled firstly Maori to reach Northern Wairoa and then later the immigrants from Europe and the rest of the world.

The brown Koru at the base of the mural refer to the Northern Wairoa River. Three of them have eyes, these depict the three Taniwha, PokoPoko, Rangiriri and Hoeroa te Ngaru. The Rainbow arching across the mountain, Toka Toka represents the various waves of immigrants to our area, Maori, English, Dutch, Scottish, Irish, Pacific Island, Yugoslav and others that make Northern Wairoa the vibrant multi-cultural community that it has become.

The tree to the right of the mural represents the Kauri and strength. It is also the reason that in the late 1800's, early 1900's, this area was one of the richest areas in the country because of Kauri Timber and the Kauri Gum industries.

SCHOOL PEPEHA

Tehei Mauri Ora

Ko Toka Toka te maunga!

Toka Toka is the mountain

Ko Wairoa Te Awa!

Wairoa is the river

Ko Poko poko te Taniwha!

Poko poko is the Taniwha

Te roa te ngaru, Rangariri te rakau

The long wave of Rangariri the log

Rangatira!

Is the Chief

Ko Toka Toka, Ko Maungaraho

Toka Toka, Maungaraho, Tutamoe

**Ko Tutamoe, Ko Tangihua nga Maunga Kura and Tangihua are the school mountains
Northland is the area**

Ko Herewini Paaka te Kura!

Selwyn Park is the school

Titiro ki te Matauranga, Titiro ki te

Look to Education, look to the

Aniwaniwa!

Rainbow

He aha te mea nui o te Ao!

What is important in the world?

He Tangata, He Tangata, He Tangata

It is people, it is people, it is people

No reira Tena Koutou

Hence

Tena Koutou Tena Koutou Katoa

Greetings to all of you

3 **KA HIKITIA—MANAGING FOR SUCCESS**

Is an approach to raising Maori Achievement that focuses on outcomes and will be included in all curriculum delivery.

Three Principles underpin Ka Hikitia.

- Maori Potential—the belief that all Maori leavers have unlimited potential.
- Cultural Advantage—Maori have an advantage by being Maori.
- Inherent Capability—All Maori are capable of achieving success.

AKO

This is a concept that focuses on the teaching and learning relationship, where the teacher can also learn from the students, and where teacher practice is focused on teaching as Inquiry.

Ako is also about mutual respect. Developing productive partnerships between the school, students, whanu and iwi

From this follows the concept, that what is good for Maori students is good for all, as can be observed from the following bullet points.

- Displaying and informing students what the learning intention/outcome is and empowering students by letting them help set success criteria—this gives them a purpose and makes them feel like they are part of the process of teaching and learning.
- Using a variety of individual, pair, group and class work, discussion and activities to provide plenty of opportunity for students to share ideas, raise issues and clear any misunderstandings.
- Encompassing te reo Maori in classroom talk.
- Using kinaesthetic and tactile learning activities.
- Using a variety of assessment strategies, including practical assessments, peer and self assessment, that enable all students to demonstrate learning and that inform teaching.
- Appreciate that all students can learn and have high expectations for every student.
- Build inclusive learning communities where students support each other.
- Develop a wide range of teaching strategies, including electronic ones.
- Make learning authentic and relevant.
- Prompt and question students in ways that encourage them to reflect on thinking and learning.
- Provide effective feedback/feedforward regularly to improve and build confidence.
- Use kupu Maori alongside English terms for topic words, i.e. computer/porohiko.



Selwyn Park School

SELWYN PARK SCHOOL AIM HIGH SUCCESS RAINBOW	KEY COMPETENCIES	TATAIAKO COMPETENCIES	N.Z.C. VALUES	SELWYN PARK SCHOOL VALUES/ATTRIBUTES	N.Z.C Principles
Children on the Red Ray know how to produce excellent work	Thinking, Using language, Symbol, and texts. Managing self	Ako Whanaungatanga Wananga	Excellence, Innovation Inquire & Curiosity	Being a good communicator, being Confident, Self Motivated Independent, Responsible	High Expectations Coherence Learning to Learn
Children on the Orange Ray can work well on their own, but also work well with others by managing themselves	Managing Self, Thinking, Relating to others, Participating & contributing. Using language symbols & texts	Ako Wananga Manaakitanga Whanaungatanga	Respect, Diversity Equity Inquiry	Self motivated, Team player Respect difference Independent, Reliable, Responsible	Learning to Learn Coherence Inclusive Cultural Diversity
Children on the Yellow Ray make good choices in their behavior and treat people with respect using common-sense & manners	Managing self Relating to others, Thinking Participating & contributing	Manaakitanga Whanaungatanga Tangata Whenuatanga Waananga	Respect Equity Diversity	Independent Team Player Respect differences Responsible & social justice	Coherence, Inclusive, HE Learning to Learn, Community Engagement, Future Focus Cultural Diversity High Expectations
Children on the Green Ray show Manaakitanga by being caring and Trustworthy	Managing Self Relating to others Thinking	Manaakitanga Whanaungatanga Ako	Integrity Respect Equity	Team Player, Self motivated Reliable, Respect differences Responsible & social justice	Treaty of Waitangi Inclusion Coherence High Expectations
Children on the Blue Ray show pride in themselves and their work	Thinking, Managing self, Participating & contributing Using Language, symbols & texts	Ako Whanaungatanga Tangata Whenuatanga Manaakitanga Waananga	Excellence Integrity	Independent, Reliable Self motivated, Confident	Learning to Learn Future Focus Coherence Treaty of Waitangi
Children on the Indigo Ray value everyone's cultures	Relating to others, Managing self Thinking, Participating & contributing	Ako Whanaungatanga Tangata Whenuatanga Manaakitanga Waananga	Respect, Equity Inquiry Diversity	Team Player, Responsible & social justice Respect differences	Inclusion, L to L, C D, Community Engagement Treaty of Waitangi Coherence, High Expectations
Children on the Violet Ray care for and are responsible for our Resources and environment	Managing Self Thinking Participating & contributing	Tangata Whenuatanga Ako Manaakitanga Wananga	Ecological Sustainability Inquiry Innovation Diversity	Responsibility & social Justice Independent Self motivated	Learning to Learn Coherence, Community Engagement, Learning to Learn Future Focus, High Expectations Treaty of Waitangi

- Incorporate some topics that have a strong Maori link i.e. Matariki.
- Label objects around the room with kupu Maori and refer to them often.
- Use simple Maori commands and vocabulary in everyday routines.
- Be aware of certain tikanga/protocols of te reo Maori, i.e. no hats inside, no sitting on tables, no eye contact with elders —sign of disrespect.
- Be respectful of Maori procedures such as powhiri, tangihanga, etc.
- Ask if anyone knows the Maori word for topic words, everyday words, etc..
- Ensure you are pronouncing Maori names correctly.

Maori are social and interactive, their culture involves and encompasses collaborative working together in order to achieve outcomes. The more opportunity our Maori students have to work collaboratively and cooperatively, the more likely they will be to achieve educational outcomes.

We believe there is also a need for all students to learn to work independently from the group in order to prepare them for later academic /vocational requirements. The balance should however be well in favour of collaboration.

Pasifika Students.

Research highlights aspects of teaching that lift the achievement of Pasifika students.

Effective schools have high quality teaching practices. These practices motivate, challenge and are responsive to Pasifika learners. They are shaped by strong, mutually respectful teacher-student relationships.

Tataiako

In 2012 the school completed a very thorough review of the competencies of Tataiako and how as a school we addressed each competency. The document produced from this review drives our practice and we view it as Ka Hikitia in action.

The work that arises out of Hautu will add to this previous review.

4 STUDENTS LEARNING NEEDS

Literacy across the Curriculum.

Literacy is used as the basis for our school wide annual planning. See 2011 Senior and Junior overviews.

Pastoral Support

Selwyn Park School hosts the N.W. Clusters', R.T.L.B. Their relationships with both G.S.E., C.Y.P.S. and S.W.I.S are invaluable to our operation. We are also part of the S.W.I.S. programme and have ready access to our Social Worker with weekly meetings. Selwyn Park School is a signed up member of the Health Promoting Schools. We are a Sun Smart school. Selwyn Park School is part of the Fruit in Schools programme. We are also recipients of the Kidscan Trust and have received back up food parcels and raincoats. We receive regular visits from the District nurse(Fran Glamuzina). She is more than willing to assist in any health related matters. Likewise we are well supported by our Dental Team and though not always on site, they are readily available.

IDENTITY AND CHARACTERISTICS

Selwyn Park School takes the majority of its students from the Eastern end of the Dargaville township. We have a high percentage of Maori children attending the school 80-85%. The rest of the roll is made up of equal numbers of Pakeha and Tongan children. Most of the school population reside in town with a few, 10-15 children travelling by bus.

The school hosts the Northern Wairoa Gifted Kids Programme two days every week.

For the past three years we have had a strong Kapa Haka group and many children aspire to be part of that group. We have a school councilor system in operation where Year 6 children are voted in by their peers and staff. The position of councilor has a mana and high levels of performance are expected, again the positions are highly sought after.

The school runs sports teams for winter Saturday sport namely Netball and Rugby. A large number of children play Saturday sport. With a roll of 150 children we produced, in 2013, four Netball and three Rugby teams.

E.O.T.C is a valued part of our school curriculum and we try to have two major wide school trips away each year.

These visits are timed to provide motivated materials/experiences for formal writing assessments.

Each year the Year 6 children take part in the Hikoi from Maunganui Bluff to the South Head of Hokianga Harbour. This event has been held every year for 20 years and is part of the tradition of the school; almost a rite of passage.

COMMUNITY CONSULTATION

The School Community receives weekly newsletters informing them of events over the week, upcoming events, results of sports teams and individuals from either school or out of school competitions. In the newsletter events such as births and deaths within our community are mentioned. We also highlight past students who do well at Intermediate and High School, Tertiary Education and show sporting excellence.

In terms 1 and 3, parents receive a Portfolio of their child's work from the past term. The Portfolios are not enhanced and the work samples in them give a snapshot of each child and how they performed on the day of the assessment.

At the end of Term 2, week 1 or 2 child-led Parent/Teacher interviews take place.

During Term 3 consultation with the Maori/Tongan community takes place. This involves an afternoon meeting where the Maori/Tongan community are informed about Maori/Tongan achievement against the curriculum levels. The communities are also asked about their aspirations for their children.

At the end of Terms 2 & 4, parents receive a Formal School Report outlining performance against National Standards on their child. Portfolios are not updated in term 4.

Prizegiving also gives an opportunity for reporting to the community on the past year and also on achievement levels in Literacy and Numeracy and school Targets

5 **LOCAL RESOURCES AND LEARNING OPPORTUNITIES**

- Year 6 Hikoi along the South Hokianga Coast
- Whole school visits centered around a Topic of Study
- School promoted sports teams
- Daily Fitness and Physical Skills lessons
- Cultural links with Ngati Whatua, Te Roroa and Ngapuhi, Te Uri o Hau
- School Garden involving growing plants from seed through to harvest and consumption
- Composting and Worm Farming
- Health Promoting Schools
- S.W.I.S Programmes
- Porafed—Disability in sport project
- Water Safety Ed programmes. Term 4 each year
- Sport Northland coaches in various codes
- Reading Recovery—when funding is favourable
- Annual Calf Club/Exhibition Day
- Kapa Haka Group which performs at festivals and local community events
- Northern Wairoa sporting competitions: Swimming, Athletics, Cross Country
- Annual Netball/Soccer series with Dargaville
- Duffy Books, Cultural Days, literacy week, Maths week, Local “Experts”
- (Cultural Days, Literacy week, Maths Week, Local “Experts”)