MISSION STATEMENT

Mount Biggs School promotes a partnership between the family, school and community to provide a happy and stimulating learning environment for children to achieve their potential in life.

VISION:

FOR OUR CHILDREN

Through our influence, examples, and sustained effort we will help out pupils to:

* Have and realise their own goals and dreams for a satisfying life.
* Recognise and pursue opportunities that help enrich their own lives and the lives of others.
* Have the confidence to face challenges and take risks.
* Have the ability to communicate effectively though face to face discourse and the use of various tools.

*OUR PUPILS WILL BE*

Confident

↓

Communicative

↓

Connected

↓

Actively Involved

↓

Lifelong Learners

OUR VALUES

***CARE***

***RESPECT***

***CO OPERATE***

MOUNT BIGGS PUPILS

***through the combination of***

***Nature – Nurture – Schooling – Opportunity – Experience***

***will be***

***Moral and Ethical***

***Able to manage One’s Self***

***Educated***

*Think critically – identify & solve problems – communicate – relate – participate*

KEY COMPETENCIES

* **Conscionable**
* **Discernable**
* **Accountable**
* **Responsible**
* **Sociable**
* **Truthful**
* **Helpful**
* **Self awareness**
* **Self worth**
* **Spirit**
* **Happiness**
* **Aspirations and inclinations**
* **Talents and gifts**
* **Literate**
* **Numerate**
* **Have knowledge of natural & man made worlds, and the effects of one on the other**
* **Engagement with aesthetics**
* **Committed to personal, social and physical health**
* **Develop skills of information searching, interpreting and judging**

Key competencies are the capabilities our students need to order to live, learn, work and contribute as active members of the community.

|  |  |
| --- | --- |
| Managing Self | Children will learn to monitor and reflect on their:   * Self motivation and self discipline * “Can do” attitude by setting and responding to challenges. * Ability to set personal goals, make plans, have high personal standards i.e. be organised. * Opportunities to br enterprising, resourceful, reliable, resilient and consistent. * Ability to know when and how to follow someone’s lead or make their own well informed choices. * Awareness of the need for and ability to monitor personal good health and well being. * Learning goals to become skilled at evaluating their own learning. |
| Relating to others | Children will learn to review and discuss their:   * Effective interactions with a diverse range of people in a variety of contexts. * Ability to listen actively, recognise different points of view, negotiate, and share ideas. * Openness to new and continuous learning. * Ability to take different roles in different situations. * Knowledge of when to compete, and when to cooperate. |
| Participating and Contributing | Strong family, school, community links will enable pupils to:   * Participate actively in the home, at school and in the community. * Develop the ability to respond appropriately as a group member. * Contribute fully to the group |
| Thinking | Pupils will be involved in cognitively challenging tasks in order to:   * Use creative, critical, and reflective processes to make sense of and question information, experiences and ideas. * Actively seek and use knowledge. * Reflect - draw on personal knowledge and intuitions, ask questions, challenge the basis of assumptions and perceptions. |
| Using language, symbols, and texts | During class programmes pupils will develop the ability to:   * interpret and use words, number, images, movement, metaphor, analogy and technologies in a range of contexts. * Recognise how choices of language, gestures and symbols affect peoples understanding and ways in which they respond to communications. * Use written and oral language forms confidently to communicate. * Confidently incorporate ICT into work practises. |

LITERACY

Pupils study, use and enjoy language, and literature, communicated orally, visually and in writing.

***Through 2 strands,***

*each encompassing the oral, written and visual forms of the language.*

*Achievement objectives within each strand focus on*

|  |  |
| --- | --- |
| Listening, Reading, Viewing | Speaking, Writing, Presenting |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Processes and strategies | Purposes and audiences | Ideas | Language features | Structure |
| Identification, formation and expression of ideas | Understanding texts and their audiences | Forming and expressing ideas | Understanding language features | Understanding and suing the structure of texts |

School wide focus

* Learn to decode text using meaning, structure, visual and graphophonic information and prior knowledge.
* Understanding how texts are shaped for a purpose.
* Use comprehension strategies to make sense of text.
* Monitor and self evaluate progress.
* Understand ideas within, across and beyond texts.
* Understand how language features are used within texts.
* Develop an understanding of text structure.
* Use sources of information, processes, and strategies to form and express ideas.
* Develop the ability to shape texts for audiences.
* Use language features appropriately.

**End Goal:**

**People who DO read and do so enthusiastically, fluently and with understanding.**

MATHEMATICS

Pupils explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.

*In a range of meaningful contexts, students will be engaged in knowing, doing, and thinking mathematically and statistically.*

***Through 3 strands***

|  |  |  |
| --- | --- | --- |
| Number & Algebra | Geometry & Measurement | Statistics |
| Number Strategies  Number Knowledge  Equations and Expressions  Patters and Relationships | Measurement  Shape  Position and Orientation  Transformation | Statistics Investigation  Statistical Literacy  Probability |

School wide focus

* Calculate and estimate using appropriate mental, written or machine calculation methods.
* Explore patterns and relationships found in numbers, shapes and measures.
* Recognise and use properties and symmetries of shape, describing position and movement.
* Quantify attributes of objects using appropriate units and instruments.
* Explore problems using appropriate data, solving problems and communicating findings.

HEALTH & P.E.

Pupils learn how to support their own well-being and that of others and society, exploring these in health related and movement contexts.

***4 interdependent concepts.***

|  |  |  |  |
| --- | --- | --- | --- |
| Hauora | Attitudes & Values | Socio-ecological perspective | Health promotion |

***Through 4 content strands***

|  |  |  |  |
| --- | --- | --- | --- |
| Personal Health & Physical Development | Movement Concepts & Motor Skills | Relationships with other people | Health Communities & Environments |
| Physical growth & development  Regular physical activity  Safety management  Personal identity | Movement skills  Science and technology  Positive attitude  Challenges and social and cultural factors | Relationships  Identity, sensitivity and respect  Interpersonal skills | Community resources  Rights, responsibility and laws  People and the environment |

School wide focus

* Gain the knowledge, understandings and skills needed to maintain and enhance personal well being and physical development.
* Attain motor skills and understandings about movement leading to a positive attitude towards physical activity.
* Participate in programmes to develop understanding leading to attitudes that enhance relationships with others.
* Take responsible and critical action towards developing healthy communities and a healthy environment.

SCIENCE

Students generate and test ideas and observe, investigate and model in order to develop scientific knowledge, understanding and explanations.

***4 Achievement Aims***

|  |  |  |  |
| --- | --- | --- | --- |
| Understanding about science | Investigating in science | Communicating in science | Participating and contributing |

***Through 4 content strands.***

|  |  |  |  |
| --- | --- | --- | --- |
| Living World | Planet Earth & Beyond | Physical World | Material World |
| Life Processes  Ecology  Evolution | Earth cycles  Astronomical cycles  Interacting cycles | Physical enquiry | Properties of materials  Chemical reactions of particles |

School wide focus

* Use and explain the scientific method.
* Use an inquiry model to carry out investigations.
* Present investigations using scientific language.
* Take action on a scientific issue.
* Display knowledge about content of the four strands.

SOCIAL SCIENCES

Pupils explore how societies work and how they can participate and take action as critical, informed, and responsible citizens.

***Through 4 content strands.***

|  |  |  |  |
| --- | --- | --- | --- |
| Identity, Culture and Organisation | Place and Environment | Continuity and Change | The Economic World |

Social Inquiry

Students ask questions, gather information and examine the background to important societal ideas and events; explore and analyse values and perspectives relating to these ideas and events; and develop understandings about issues and the ways that people make decisions and participate in social action.

School wide focus

* Vocalise concepts relating to organisations of groups including peoples roles, rights and responsibilities.
* Demonstrate an understanding of the way the past has affected the future.
* Display an awareness of how places influence people.
* Investigate and present knowledge of culturally significant events and places of New Zealand.

ARTS

Pupils discover how to use their senses, imagination, thinking and feelings as the stimulus for creative action and response.

***Through 4 disciplines.***

|  |  |  |  |
| --- | --- | --- | --- |
| Dance | Drama | Sound Art Music | Visual Arts |

***Structured around 4 strands.***

|  |  |  |  |
| --- | --- | --- | --- |
| Understanding the Arts in Context | Developed Practical Knowledge | Developing Ideas | Communicating & Interpreting |

School wide focus

* Identify, explore and express dance and drama elements reflecting its purpose within children’s experiences and cultures.
* Understand the different purposes of music and explore ways to make it, perform it, listen and respond to it.
* From observation and imagination children communicate ideas using a variety of media and tools.

TECHNOLOGY

Pupils explore how people intervene in the world by developing products, systems and environments to expand their possibilities.

***Through 3 interrelated strands.***

|  |  |  |
| --- | --- | --- |
| Technological Practise | Technical Knowledge | Nature of Technology |

School wide focus objectives

* Undertake planning to develop an outcome to successfully address a need or opportunity
* Undertake functional modelling to evaluate design ideas
* Display an understanding about how society and environments impact on and are influenced by technology

LANGUAGES

Pupils learn to communicate in an additional language and discover how language and culture shape our personal, group and natural identities.

***As an introduction to languages***

***Through 3 strands.***

|  |  |  |
| --- | --- | --- |
| Language | Culture | Communication |
| Productive & receptive skills  Self and others  Interaction | Productive & receptive skills  Self & others  Interaction | Productive & receptive skills  Self and others  Interaction |

School wide focus

* Use familiar expressions and everyday vocabulary
* Interact in a simple way in supported situations
* Make connections with their own language
* Describe connections with their own culture

EFFECTIVE PEDAGOGY

Teachers use their expertise to establish a supportive learning environment, identify their students learning needs and make decisions on what to teach and how to teach it.

*Drawing on*

* *Knowledge of students*
* *Knowledge of the curriculum*
* *Knowledge of good teaching practise*

***in partnership with***

* *Families*
* *Communities*

***ensuring the best possible environment for learning by***

* *Encouraging reflective thought and action*
* *Making connections*
* *Providing multiple opportunities to learn*
* *Facilitating shared learning*
* *Enhancing the relevance of new learning*
* *Creating a supportive learning environment*
* *Using ICT to supplement traditional ways of teaching.*

ELEMENTS OF GOOD TEACHING

* **The need for a secure command of the material**

Demonstration of a level of knowledge of relevant curriculum and of current learning and assessment theory….

Demonstrate a commitment to their own personal learning.

Support and provide effective assistance to colleagues in improving teaching and learning.

**Performance indicators**

* **Implementation of curriculum reflects high level of understanding**
* **Lead staff development in some area – provides collegial support**
* **Demonstrates understanding of the school evaluation and assessment systems**
* **Seeks out opportunities to develop own learning**
* **The need to actively teach**

Demonstrate a broad range of highly effective teaching techniques.

Continually evaluate and reflect on their teaching and act on areas where it can be improved.

**Performance indicators**

* **Planning and programme structure and evaluation is evidence of a professional approach**
* **Develops teaching techniques to cater for needs of pupils and enhance the quality of programmes**
* **Identifies and addresses barriers to learning**
* **Continues to reflect on own teaching and sets goals to improve performance**
* **The need to have attainably high expectations of pupils and to ensure appropriate pace and challenge**

Demonstrate techniques that provide strong motivation for a diversity of pupils.

**Performance indicators**

* **Involves pupils in evaluating their own performance**
* **Pupils are involved in setting their own goals**
* **Programmes provide opportunities for individual success**
* **The need to have effective working relationships with pupils**

Demonstrate a high level of commitment to student welfare and learning.

Demonstrate highly effective communication skills when interacting with students.

Effectively manage challenging learning environments.

**Performance indicators**

* **Promotes understanding that relationships are based on mutual respect**
* **Demonstrates and promotes positive social and cooperative interactions**
* **Communicates effectively with students, parents and staff**

PURPOSEFUL ASSESSMENT

The primary purpose of assessment is to improve students learning and teachers teaching as both students and teacher respond to the information that it provides.

It involves the focused and timely gathering, analysis, interpretation and use of information that can provide evidence of student progress.

***Characteristics of effective assessment***

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| --- | --- |
| It involves students | It clarifies for them what they know and can do and what they still need to learn. |
| It supports teaching and learning goals | Students understand the desired outcomes and the criteria for success. |
| It is planned and communicated | Outcomes, teaching strategies and assessment criteria are carefully matched. |
| It is suited to the purpose | Evidence is obtained by using a range of informal and formal assessment approaches. |
| It is valid and fair | Teachers obtain, analyse and interpret information from a range of sources and then decide how to use the evidence it provides. |

**Mount Biggs students will be supported to develop Key Competencies.**

**Strengthening Key Competencies is an important means of achieving a goal of lifelong learning.**

**Students must be given opportunities to actively practise and strengthen their learning.**

**Students need to be included in making judgements about their progress.**

**KEY COMPETENCIES**

**SPECIFIC FOCUS DISPLAYED BRAINSTORMED**

**EACH TERM PROMENANTLY WITH CLASSES**

**Contexts identified**

**Self assessments recorded on Key Competency Card each term.**

**Key Competency development opportunities identified in teachers unit planning.**

|  |  |  |
| --- | --- | --- |
| **Key Competency** | **Possible contexts** | **Opportunities existing at Mount Biggs School** |
| **Relating to others** | **Playground – interval / lunch times**  **Group work / class activities**  **Sports / PE / EOTC**  **Home life** | **Coming to school.**  **Kainui events, Sports teams, House groups.**  **Playground challenges, class activities.**  **Marae visits/ school visits/ camps/ group work.** |
| **Thinking** | **Science**  **Mathematics**  **Inquiry learning** | **Class questioning activities,**  **Class work, group work, current events**  **Mediation skills**  **Self assessment / reflections on work** |
| **Managing self** | **Goal setting**  **Project management**  **Work standards**  **EOTC – Meeting challenges**  **Homework** | **Class routines, Duties, House responsibilities.**  **Buddies, Group work, Personal goal setting.**  **Work expectations, Work habits.**  **Sports teams, Playground challenges.**  **Peer mediators,**  **School / Kainui / Community events.** |
| **Using language, symbols & texts** | **Project work**  **Science Fair**  **ICT**  **Written Language** | **Refer to school language programme**  **Refer to school ICT plan.** |
| **Participating and contributing** | **Contributions to school life**  **Contributions to the wider community**  **Team memberships**  **Connecting with others**  **Taking responsibility** | **Playground challenges, sports , team challenges**  **Classroom programmes,**  **House duties & activities**  **Green group, school council,**  **Enterprise opportunities.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Term Themes** | **Odd Year**  **Major focus** | **Even Year**  **Major Focus** | **Environmental**  **Education** | **Music** | **Visual Arts** | **Health**  **PE** |
| **1**  The Big Outdoors | **Living World**  **Place & Environment** | **Physical World**  **The Economic World** | **Education in the Environment**  **Education about the Environment**  **Education for the Environment** | **Developing Practical Knowledge / Developing ideas**  **Communicating & Interpreting** | **Developing Practical Knowledge / Developing ideas**  **Communicating & Interpreting** | **Personal Health & Physical development**  **Movement Concepts & Motor Skills**  **Relationships with Other People**  **Healthy Communities & Environments** |
| **2**  Investigating through Science and Technology | **Material World**  **Technology** | **Planet Earth & Beyond**  **Physical World**  **Technology** |
| **3**  Place, Culture &  Heritage | **Identity, Culture & Organisation** | **Continuity & Change** |
| **4**  Living through the Arts | **Presentation**  **using the Arts** | **Presentation**  **using the Arts** |

**Integrated Studies**

**Data**

**Gathering Tools**

|  |  |  |
| --- | --- | --- |
| **Learning Area** | **Assessment tools** |  |
| **Literacy** | **New Entrant Assessment** | After 4- 6 weeks of school |
| **6 year net** | After 1 year at school – usually when a child turns 6 |
| **Running Records** | Year 0-1 Monthly  Year 2 as required – minimum 3 x year  Yr 3 – 8 Regularly ( Minimum 3 per year) for readers reading at  chronological age or below  Prior to mid year interviews for all others |
| **PAT** | March - Year 5-8 Reading Comprehension  Reading Vocabulary |
| **STAR** | March & November Year 3 – 8 |
| **Probe** | 2 – 3 times per year |
| **Peters** |  |
| **Essential lists** | Beginning after first year at school |
| **Gough - Kastler** | Phonemic awareness test ( if required) |
| **Joy Alcock – Switch on to Spelling**    **-** | Assessments 3 – 9 as listed in book when required |
| **Mathematics** | **Individual diagnostic survey** | Year 3 & 6 |
| **Ikal – Number Knowledge Test** | 2 – 3 times per year |
| **Schonell Basic Facts** | 2 - 3 times per year |
| **PAT**  **GLOSS** | March  1 per year |
| **Integrated Studies** | **Unit assessment activities** | Assess learning outcomes within each unit. |
| **Key Competencies** | **Individual self assessment cards** | Each term as per Key Competency focus |

**ENVIRONMENTAL**

**EDUCATION**

Integrated themes will include topics and activities to develop an appreciation of our rural environment & its sustainability.

**Environmental Education will be developed**

***Through three dimensions***

|  |  |  |
| --- | --- | --- |
| Education in the environment | Education about the environment | Education for the environment |
| EOTC – Experiences beyond the classroom   * Observation skills * Data collection * Practical enquiry * investigation | Knowing about the environment  Understanding:   * Social, political, ecological and economic factors that influence decisions about the environment * Cultural awareness * Ecological understandings | Taking action on environmental issues:   * Making choices that help maintain and improve the quality of the environment |
| -Practical activities on school camps  -Trees for Survival activities  - Green group activities  - Garden group activities  - Wilderness area development | - themes and activities within Social Sciences programmes | Leadership shown by the school   * Recycling * Lunch packaging * Environmental activities within school shared with parents * Green group activities * Wilderness area development |

**Enviroschool Programme**

**School activities will be coordinated to work towards Enviroschool awards.**