

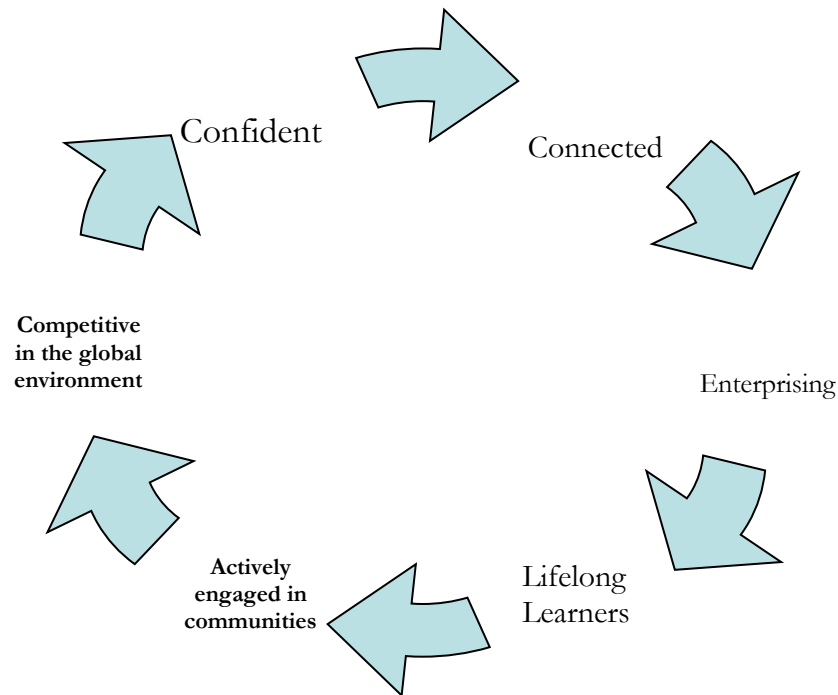
TURUA SCHOOL CURRICULUM

Empowering our learners to access their future



Vision: To develop confident, creative thinkers and communicators and successful, lifelong learners

We will do this within a dynamic learning environment that nurtures....



THE TURUA SCHOOL GRADUATE

Our vision for students is to empower them to access their future and pursue life-long learning while valuing the virtues of respect, empathy and integrity.

They are self-motivated, critical and creative thinkers and problem solvers, they are positive about their achievements at Turua School and confident and excited about the future.

They have a can-do attitude, they are resourceful, enterprising and resilient, and have strategies for meeting challenges and coping with disappointments. As effective communicators, they are able to work with, and relate to, a variety of people, listen actively, speak confidently, and choose the most appropriate ways of communicating ideas.

Literate and numerate, they read to learn, write to express ideas, knowledge and understandings, and apply numeracy skills in a range of learning contexts and situations. They are information literate, able to access information efficiently, to evaluate the information critically and use it confidently. They use the best available information to make decisions.

While at Turua School they have been actively involved in a range of opportunities including sporting, environmental, academic, cultural activities and social service to become well rounded citizens, ready to take their place in the world.

Principles

High Expectations

At Turua School we support and empower our students to learn and achieve personal excellence, regardless of their individual circumstances by:

- Achievers - aiming high is a key disposition in our school vision
- Setting individual learning goals
- Expectation of quality work from all (staff, students)
- Using exemplars and teacher modelling to illustrate high standards
- Planning for individuals, groups and class needs to provide specific extension to allow for personal excellence
- Giving students personal responsibility with clear expectations
- Grouping classes and interchange groups to cater for learning needs
- Providing specific feedback/forward to identifying next learning step
- Celebrating and sharing success
- Assessing/testing to ensure students are working at right stage.

Treaty of Waitangi

At Turua School we acknowledge the principles of the Treaty of Waitangi and by providing students to have the opportunity to acquire knowledge of te reo Maori me ona tikanga. We do this by:

- Exploring aspects of the Maori language through integration in our daily programme
- Learning about New Zealand identity, history and heritage
- Exploring opportunities to celebrate with the school and wider community e.g. Marae visit/Matariki

Cultural Diversity

At Turua we celebrate cultural diversity and value our history and traditions. This is reflected in our curriculum through:

- Respectful – acceptance of differences is a key aspect of our school vision with specific focus on empathy and tolerance
- Staff model acceptance of other cultures and personal differences
- Clear expectations established of acceptance and respect
- Exploring different cultures within the school as required
- Visiting multi-cultural festival

Inclusion

At Turua we provide our students with an inclusive learning environment that ensures each students needs are addressed by:

- Modelling acceptance and inclusion by staff.
- Using baseline data for targets that identify students at risk and needing extension and programmes developed to ensure this occurs.
- Planning for individuals, groups and class needs to provide programmes that cater to the specific needs of our students.
- Developing class programmes to include students with language, hearing and physical needs.
- Using teacher aides for individual/class needs to help achieve goals
- Developing IEPs to meet specific learning needs of individual students

- Supporting ESOL students as required
- Developing an inclusive school environment to cater to physical needs.
- Training for staff to target areas of concern

Learning to Learn

At Turua our curriculum encourages students to reflect on their learning process and to learn how to learn by:

- Collaborative setting and reviewing individual student goals
- Developing learning intentions and success criteria
- Student direct action projects
- Key curriculum focus using the enterprise programme.
- Consistent development and use of thinking and reflection skills
- Ongoing self and peer assessment opportunities

Community Engagement

At Turua we engage our students, their families and members of the wider community in our teaching and learning programmes by:

- Using parents to help in class programmes
- Celebrating learning with the community in school assemblies
- Informing the wider community of school happenings, activities, learning etc. through social media.
- Maintaining close ties with local early childhood centres
- Meetings with new entrant parents and students participating in pre-school visits to help ensure a positive transition to school
- Liaising with local college
- Arranging visits and talks from Turua ex-pupil mentors
- Involving the wider community and ex-pupils in our celebration days

Coherence

At Turua our curriculum ensures learning is linked, relevant to the learner, builds on prior learning and opens up pathways to further learning by:

- Providing rich, relevant, deep, integrated topics.
- Involving student in the development of the year theme (Big Idea)
- Exploring and trailing different ways of curriculum coverage

Future Focus

At Turua we provide opportunities for our students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation by:

- Recognising citizenship through the senior citizenship awards programme.
- Raising awareness and developing strategies for environmental sustainability through enviroschools
- Engaging students in leadership through the senior student leadership team and schoolwide leadership opportunities
- Providing global interactions and access through the interne

TURUA SCHOOL KEY COMPETENCIES

THINKING

THINKING			
NOVICE	APPRENTICE	PRACTITIONER	EXPERT
<u>Personal thinking</u> <ul style="list-style-type: none"> I am beginning to think in class I understand the importance of thinking 	<u>Personal thinking</u> <ul style="list-style-type: none"> I usually think about the teacher's questions and what other pupils say. I can share my ideas 	<u>Personal thinking</u> <ul style="list-style-type: none"> I think about the teacher's questions and what other pupils say and I sometimes share my thoughts I can state my thinking ideas 	<u>Personal thinking</u> <ul style="list-style-type: none"> I think hard about the teacher's questions and what other pupils say and I often share my thoughts I can explain my thinking ideas and justify them
<u>Thinking tools/strategies</u> <ul style="list-style-type: none"> I know about some thinking tools I can use some thinking strategies to support my thinking 	<u>Thinking tools/strategies</u> <ul style="list-style-type: none"> I use some thinking tools when directed I can use thinking strategies to support my thinking 	<u>Thinking tools/strategies</u> <ul style="list-style-type: none"> I use thinking tools appropriately, sometimes without instruction I can select thinking tools to sort ideas I can select thinking strategies to support my thinking 	<u>Thinking tools/strategies</u> <ul style="list-style-type: none"> I use thinking tools independently to help me organise my thinking I can independently select thinking tools to sort ideas I can independently select thinking strategies to support my thinking
<u>I ask questions</u> <ul style="list-style-type: none"> I sometimes ask questions in class I am experiencing inquiry learning I can find new things 	<u>I ask questions</u> <ul style="list-style-type: none"> I ask questions that make me, the teacher or other pupils think about stuff I can find new information I can distinguish the difference between higher and lower order questions with help 	<u>I ask questions</u> <ul style="list-style-type: none"> I ask 'higher order' questions and try to find their answers I am a developing inquiry learner I am a developing researcher and sometimes base further questions on information received 	<u>I ask questions</u> <ul style="list-style-type: none"> I ask 'higher order' questions and often to find their answers I am a confident inquiry learner I am a confident researcher and regularly base further questions on information received
<u>I can record my thinking</u> <ul style="list-style-type: none"> I can sometimes explain to the teacher what I am thinking I don't know about thinking about thinking I can identify how I think I can think about things 	<u>I can record my thinking</u> <ul style="list-style-type: none"> I can usually explain to the teacher what I am thinking I can sometimes explain how I think about things at school I can understand the importance of thinking 	<u>I can record my thinking</u> <ul style="list-style-type: none"> I am beginning to plan a problem I am beginning to use, explain and justify my thinking I am beginning to be reflective on my thinking 	<u>I can record my thinking</u> <ul style="list-style-type: none"> I am beginning to consciously plan a strategy for finding unknown information or problem solving I can use, explain and justify my thinking I am a reflective thinker

MANAGING SELF

NOVICE	APPRENTICE	PRACTITIONER	EXPERT
<u>Exercises initiative</u> <ul style="list-style-type: none"> • I make choices • I show leadership in small groups • I understand the importance of a positive learning attitude • I follow instructions. 	<u>Exercises initiative</u> <ul style="list-style-type: none"> • I make good choices • I show leadership in areas that i feel comfortable • I can identify qualities of a positive learning attitude • I sometimes complete tasks without teacher guidance 	<u>Exercises initiative</u> <ul style="list-style-type: none"> • I make good choices consistently • I show leadership qualities with increasing confidence • I have a positive learning attitude • I consistently complete tasks without teacher guidance 	<u>Exercises initiative</u> <ul style="list-style-type: none"> • I always make good choices • I show leadership qualities effectively and with confidence • I always display a positive learning attitude • I always complete tasks without teacher guidance
<u>Identifies personal goals</u> <ul style="list-style-type: none"> • I explain that there is something that i need to learn • I reflect orally • I understand the importance of trying new things and becoming a risk taker • I am unable to assess what equipment i will need for learning and generally don't have it ready. Help in this area is rejected. 	<u>Identifies personal goals</u> <ul style="list-style-type: none"> • I write personal goals • I write simple success criteria • I write simple reflections • I can try some new things and I am becoming a risk taker • Able to identify next learning steps with assistance • Set, monitor and evaluate a goal with assistance • Select a goal from a pre-organised or brainstormed list of learning intentions • Identify actions required in order to achieve a goal • Show self awareness of weaknesses and areas to develop and begin to set goals accordingly • Deadlines met when i have extensive help in assessing what equipment will be needed for learning but usually try to get it ready by myself 	<u>Identifies personal goals</u> <ul style="list-style-type: none"> • I write specific personal goals • I write specific success criteria • I reflect honestly and realistically on my goals • I am open to trying new things and I am a risk taker • Deadlines are usually met, but with a degree of self-inflicted stress • I am usually able to access what equipment will be needed for learning and try to have it ready 	<u>Identifies personal goals</u> <ul style="list-style-type: none"> • I write specific long and short term goals • I reflect on, evaluate and modify my goals using my success criteria • I am confident at trying new things and I am an expert risk taker • Identify specific learning goals based on evaluation and next steps • Able to self monitor and evaluate next steps independently • Regular, honest and purposeful reflection • Independently checking with others for feedback and seeking assistance from others in order to achieve goals • Able to set time frames, decide how to achieve the goal, who would be able to help and adjust the goal as necessary • Prioritise workload and goals to meet milestones along the way • Demonstrate ability to goal set, particularly in key competencies

<u>I am responsible for my own actions</u> <ul style="list-style-type: none"> • I am aware of some of our rules • I can talk about my own behaviour with support • I am aware that there are consequences to the choices I make • I need support to share my opinions • I operate on the first idea that comes to mind without considering alternatives or consequences and may start something before knowing what's required or make immediate value judgements before fully understanding a situation • I am unaware of or unconcerned about the impact my actions may have on others. Help in this area is rejected 	<u>I am responsible for my own actions</u> <ul style="list-style-type: none"> • I follow the rules • I can talk about my own behaviour • I understand the consequences of the choices I make • I can state my opinions • I want to establish goals, clarify directions, withhold judgements and consider alternatives but am only able to do this with strong support • I also need and want help in managing my behaviour and considering its impact on others 	<u>I am responsible for my own actions</u> <ul style="list-style-type: none"> • I consistently follow the rules • I own my own behaviour • I accept the consequences for the choices I make • I can explain my opinions • I can clarify withhold value judgements, consider alternatives and reflect, achieving success in some of these areas but not all • I am aware of the impact my behaviour makes on others but this awareness does not always translate in action 	<u>I am responsible for my own actions</u> <ul style="list-style-type: none"> • I always follow the rules • I am reliable • I can justify my opinions • I am deliberate both in my learning and behaviour. I establish goals, strive to clarify directions, withhold value judgements about things I might not fully understand, consider alternatives and reflect, weighing the impact of my decisions on myself and others
<u>I display resilience</u> <ul style="list-style-type: none"> • I sulk or engage in antisocial behaviour if things don't work out as I had hoped • I don't listen to others advice. 	<u>I display resilience</u> <ul style="list-style-type: none"> • I require time out after antisocial behaviour when things don't work out as I'd hoped • I am beginning to listen to others advice 	<u>I display resilience</u> <ul style="list-style-type: none"> • I can handle it when things don't work out as I'd hoped • I can accept advice from others 	<u>I display resilience</u> <ul style="list-style-type: none"> • When things don't work out as I planned I can make another plan • I can willingly give and accept advice from others
<u>I can face challenges</u> <ul style="list-style-type: none"> • I know when things are getting difficult for me • I am using thinking strategies 	<u>I can face challenges</u> <ul style="list-style-type: none"> • I require strong support to complete difficult tasks and frequently ask for help • I am developing my thinking strategy tool box for problem solving 	<u>I can face challenges</u> <ul style="list-style-type: none"> • I generally complete tasks independently and try some alternative strategies • I use thinking strategies to problem solve 	<u>I can face challenges</u> <ul style="list-style-type: none"> • I persevere to complete a task using a range of strategies and evaluating as I go • I consistently use thinking strategies to problem solve
<u>I give my personal best</u> <ul style="list-style-type: none"> • I am developing an understanding of 'my personal best' • I sometimes give my personal best 	<u>I give my personal best</u> <ul style="list-style-type: none"> • I understand what 'my personal best' is in most school situations • I can identify qualities of a positive 	<u>I give my personal best</u> <ul style="list-style-type: none"> • I can establish success criteria for 'my personal best' • I consistently demonstrate a 	<u>I give my personal best</u> <ul style="list-style-type: none"> • I can honestly assess myself against my own 'personal best' success criteria

PARTICIPATING AND CONTRIBUTING

NOVICE	APPRENTICE	PRACTITIONER	EXPERT
<u>School wide community</u> <ul style="list-style-type: none"> I need support to participate in school experiences I understand the importance of leadership roles 	<u>School wide community</u> <ul style="list-style-type: none"> I attempt to participate in some school experiences I am developing leadership qualities 	<u>School wide community</u> <ul style="list-style-type: none"> I participate in some school experiences I am a leader within our school 	<u>School wide community</u> <ul style="list-style-type: none"> I participate in all school experiences I am a successful leader within our school
<u>Learning attitude</u> <ul style="list-style-type: none"> I am learning to work in small groups I need reminding to help others with their learning I need support to stay can on task during learning activities 	<u>Learning attitude</u> <ul style="list-style-type: none"> I can sometimes work alongside others I understand the importance of supporting others with their learning I am generally on task during learning and complete learning activities 	<u>Learning attitude</u> <ul style="list-style-type: none"> I am beginning to successfully work alongside others I am beginning to support others with their learning I can sometimes work independently and complete learning 	<u>Learning attitude</u> <ul style="list-style-type: none"> I can successfully work alongside others I can support others with their learning I can work independently and meet high expectations
<u>Critical communication</u> <ul style="list-style-type: none"> I need support to express my thoughts and share my ideas I need support to state my point of view 	<u>Critical communication</u> <ul style="list-style-type: none"> I can sometimes express my thoughts and share my ideas I can justify my point of view 	<u>Critical communication</u> <ul style="list-style-type: none"> I can express my thoughts and share my ideas I can justify my point of view and accept different view points 	<u>Critical communication</u> <ul style="list-style-type: none"> I can confidently express my thoughts and share my ideas I can confidently justify my point of view and accept different view points

RELATING TO OTHERS			
NOVICE	APPRENTICE	PRACTITIONER	EXPERT
<u>Listening</u> <ul style="list-style-type: none"> I don't listen well to others. I don't look at people when they are speaking and often interrupt them 	<u>Listening</u> <ul style="list-style-type: none"> I am beginning to actively listen to others. I look at the speaker and focus without interrupting 	<u>Listening</u> <ul style="list-style-type: none"> I look at the speaker and I think about what they are saying I am starting to detect feelings through oral and body language I can ask 'drawing out' questions 	<u>Listening</u> <ul style="list-style-type: none"> I think deeply about what people are saying I am able to detect feelings through oral and body language I ask 'drawing out' questions and I am able to paraphrase what someone has said.
<u>Share ideas</u> <ul style="list-style-type: none"> I can formally share my views I can listen to others view points I can use words to help others 	<u>Share ideas</u> <ul style="list-style-type: none"> I can share my views and opinions within a small group I can understand that other people have different views I can listen to other view points I understand the affect my words have on other people 	<u>Share ideas</u> <ul style="list-style-type: none"> I can share my ideas in whole class situations I can listen to others people's opinions I can understand that other people have different views I am beginning to use words to encourage people 	<u>Share ideas</u> <ul style="list-style-type: none"> I can capably share my views and opinions I can accept that other people have different views to my own I encourage others to share their views I can effectively use words to encourage people
<u>I ask questions</u> <ul style="list-style-type: none"> I sometimes ask questions in class I am experiencing inquiry learning I can find new things 	<u>I ask questions</u> <ul style="list-style-type: none"> I ask questions that make me, the teacher or other pupils think about stuff I am beginning to be an inquiry learner I am finding new information 	<u>I ask questions</u> <ul style="list-style-type: none"> I ask 'higher order' questions and try to find their answers I am a developing inquiry learner I am a developing researcher 	<u>I ask questions</u> <ul style="list-style-type: none"> I ask 'higher order questions and often find their answers I am a confident inquiry learner I am a confident researcher
<u>Group Work</u> <ul style="list-style-type: none"> I'm not able to work in a group I'm not able to take any roles within a group 	<u>Group Work</u> <ul style="list-style-type: none"> I can usually work undirected as part of a group I can recognise the importance of different roles within a group 	<u>Group Work</u> <ul style="list-style-type: none"> I work well in a group in some roles but not all I am able to work within a group in various roles 	<u>Group Work</u> <ul style="list-style-type: none"> I can work constructively in a group to achieve a result I can take on challenging roles within a group

<u>Co-operate/compete</u> <ul style="list-style-type: none"> • I'm not sure when to co-operate and when to compete • I am being introduced to competition and cooperative activities • I find it difficult when I lose 	<u>Group Work</u> <ul style="list-style-type: none"> • I get the cooperate/compete situation correct sometimes • I am developing the use of competition and cooperation • I am learning to control my actions when I lose 	<u>Group Work</u> <ul style="list-style-type: none"> • I know when it's appropriate to cooperate and when to compete • I can use competition to better myself • I accept when i lose and can control my actions 	<u>Group Work</u> <ul style="list-style-type: none"> • I know when it's appropriate to cooperate and when to compete and I can help others do the same • I can successfully use competition to better myself • I show sportsmanship and acknowledge others in all situations
<u>Being kind, caring and respectful</u> <ul style="list-style-type: none"> • I am learning to be polite when I want something • I do not treat people with respect when interacting with them • I speak without thinking of the consequences or the way that I say it 	<u>Being kind, caring and respectful</u> <ul style="list-style-type: none"> • I am polite when reminded • I need support to treat people with respect when interacting with them • When supported I can recognise when I haven't been kind and respectful in the way that I speak 	<u>Being kind, caring and respectful</u> <ul style="list-style-type: none"> • I am polite most of the time • I usually treat people with respect when interacting with them • I am able to express myself appropriately 	<u>Being kind, caring and respectful</u> <ul style="list-style-type: none"> • I am consistently polite and do things for others without being asked • I always treat people with respect • I express myself in an appropriate tone of voice even when disagreeing • I keep negative thoughts to myself
<u>Feedback/feedforward</u> <ul style="list-style-type: none"> • I don't take any notice of the views of others • I can recognise the importance of success criteria 	<u>Feedback/feedforward</u> <ul style="list-style-type: none"> • I respond to the feedback from the teacher • I can give feedback advice to others against a success criteria 	<u>Feedback/feedforward</u> <ul style="list-style-type: none"> • I take on board the feedback from others and look for the next learning steps • I can give feedback/feedforward advice to others against a success criteria 	<u>Feedback/feedforward</u> <ul style="list-style-type: none"> • I accept feedback/forward from others and can often initiate my own • I can give meaningful feedback/feed forward advice to others

Learning Areas

The New Zealand Curriculum specifies eight learning areas and each area forms part of a broad, general education, and provides a framework for learning:

- English
- Mathematics and Statistics
- Science
- Social Sciences
- Arts
- Health and Physical Education
- Technology
- Learning Languages

Literacy and Numeracy have priority with daily skills based teaching and learning with appropriate integration across all other learning areas.

Health and Physical Education, Learning Languages and the Arts are usually standalone subject but are integrated with other learning areas where appropriate to provide authentic contexts.

Science, Technology, Social Science and aspects of Health are taught through exploring 'big ideas' (concepts)/Inquiry and developing key understandings relating to these.

The learning areas provide a context for our Turua School vision and values.

English

What is English about?

English is the study, use and enjoyment of the English language. The teaching of English literacy engages students in understanding, creating and communicating using oral, written and visual forms of the language. A strong base in English gives the students skills that can be transferred and provides access to all other learning areas.

How is English structured in the NZC?

English is structured around two strands, each encompassing the oral, written, and visual forms of the language. The strands differentiate between the modes in which users are primarily:

- receptive (listening, reading, and viewing),
- productive (speaking, writing, and presenting).

The achievement objectives within each strand suggest the progression of knowledge, skills, and understandings that most students move through as they become more effective oral, written, and visual communicators.

The objectives focus particularly on:

- Texts purposes and audiences
- Ideas within language contexts
- Language features that enhance texts
- The structure and organization of texts

How is English taught in our school?

At Turua School English is taught through daily instruction and practise. Emphasis is on teaching the skills needed to become competent and confident readers, writers and communicators. Where appropriate, the context of lessons makes connections to the school's 'big idea' and the students' personal experiences at school and home.

Agreed values for literacy learning.

In every class every day:

- Quality reading experiences, including reading to, with and by
- Teachers model and share examples of best literacy practice
- Writing using a range of forms, working towards an end product of quality
- Immersion in rich language experiences within a positive learning environment that values each child as an individual
- Opportunities for rich oral language experiences
- Differentiated learning programmes

At Turua School best literacy practice includes the following characteristics:

- Teachers who are readers and writers;
- Planning for teaching that builds on accurate understanding of student needs used to support deliberate acts of teaching;
- The expectation that all children will succeed as readers and writers, including those with special needs and special abilities;
- The development of positive attitudes to reading and writing, including the willingness to take risks;
- Teaching that takes account of the children's linguistic and cultural backgrounds and builds school and community partnerships;
- Teaching that uses a range of explicit and implicit instructional strategies, appropriate to the learner, including small group or individual instruction where appropriate;
- A sound understanding of the learning process that underpins all teaching, and allows flexibility as well as respecting whole school programming;
- Planning for teaching that will build on the student's existing skills, knowledge, interests and individual needs.
- Regular and purposeful monitoring - children's progress in reading and writing being monitored regularly (using running records, teacher conferencing, observation, and other methods) for clear purposes and to inform subsequent teaching;
- Reflective literacy practice
- The use of a wide range of interesting material, fiction and non-fiction, in a range of media and appropriate to the children's print and phonological awareness;
- Access to a wide range of interesting and stimulating material, fiction and non-fiction, in a range of media;
- Language programmes that acknowledge the relationship that exists between oral, written and visual language;
- Oral language experiences that build rich vocabulary and assist understanding of new concepts.

ICT Integration into Literacy

Today's students need to be able to use ICT confidently as it is an integral part of our wider community. Turua School recognises that ICT is a tool, which enhances and supports literacy learning in meaningful ways.

How do we plan?

Planning will be based on the English Curriculum, guided by Ministry of Education exemplars and matrices. Teachers may also refer to *The Literacy Learning Progressions*, *Effective Literacy Practice* (Years 1 – 4 and Years 5 – 8), *The Learner as a Reader*, *Dancing with the Pen*, Sheena Cameron and Louise Dempsey *The Writing book* and Sheena Cameron's, *Teaching Reading Comprehension*.

When planning, teachers identify the purpose for learning, based on their understanding of needs. These learning intentions will be shared with the children or children will discover these for themselves. A variety of school wide planning formats will be used. A variety of approaches will be used in delivering programmes.

These include:

- clearly established routines and expectations for literacy times to allow the teacher to work with groups or individuals;
- giving children accurate feedback, orally and or written when marking their work;
- integration of literacy into other curriculum areas as a context for meaningful reading and writing;
- use of thinking tools to clarify and extend children's literacy.

School Wide English Curriculum Delivery Plan

This following document ensures school-wide coverage of both strands. All modes are ongoing throughout the year and are naturally integrated into many different aspects of planning.

Turua School Literacy Programmes

Reading Programme

The Turua School Reading Programme will include, reading, responding to and thinking critically about a text. Teachers will provide a balanced reading programme with reading taken daily. Reading programmes will meet the individual needs of all students as identified through a variety of assessment data.

Enjoyment of reading is fostered through the sharing of a range of high-quality literature, appropriate to the needs and interests of the students. We consciously allocate substantial budget in order to achieve this.

The skills of reading are integrated through all curriculum areas and connections to other learning and life experiences are drawn upon and may provide the contexts for instruction.

Children will:

- Read, think critically, interpret and discuss using a variety of text types.
- Gather, select, record information from a variety of sources and text types.
- Develop an understanding of processing and comprehension strategies.
- Decode unknown words using visual cues, phonological awareness, meaning and structure.
- Understand and use punctuation features.
- Read for pleasure and to gain information.
- Build knowledge of letter clusters.

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Teachers will:

- Model reading behaviours and an enthusiasm for reading.
- Provide a range of text types; rich, stimulating and relevant.
- Provide opportunities for students to read independently and with others.
- Provide resources and have a strong expectation that students will read at home.
- Teach strategies of reading through guidance and/or instruction.
- Provide appropriate programmes to meet the individual needs of all students.
- Ask questions that encourage deeper thinking and help children comprehend what they have read.
- Ask scaffolded questions that direct children to use visual, meaning or structure cues.

Written Language Programme

Written Language at Turua School will provide students with motivating and purposeful opportunities to write text, record and communicate thoughts, ideas and information for a variety of personal, social and instructional purposes. Written Language is timetabled at least 4 times per week and will provide a wide range of experiences to talk, think, write and read about. Teaching will ensure that learning is linked to authentic context and will make links across learning areas.

Students will:

- Write for a variety of purposes that include all text types in authentic contexts.
- Express ideas clearly on a range of topics for a specific purpose and audience.
- Use language features and structures appropriately to enhance writing (adjectives, verbs, adverbs, grammar, conventions, surface features, similes, metaphors).
- Write regularly and have opportunities to edit and re-work texts.
- Evaluate and assess others and their own writing using learning intentions and success criteria.
- Share their writing with others in meaningful ways.
- Use a variety of ICT tools to publish their work.

Teachers will:

- Model the structure of various genres.
- Model and teach the use of surface and deeper features.
- Model quality writing and use examples to motivate writing and set expectations and success criteria.
- Provide a balanced programme of writing- writing to, by and with students.
- Provide daily opportunities for students to practice writing.
- Provide fresh, stimulating and relevant resources.
- Provide authentic contexts for writing.
- Provide opportunities for students to publish and present work on a regular basis and in a variety of ways, including use of ICT.
- Teach language features (adjectives, verbs, adverbs, grammar, conventions, surface features, similes, metaphors).
- Develop (cooperatively when appropriate) learning intentions and success criteria.
- Use New Zealand Curriculum Exemplars and the KAW as a guide for planning, teaching and assessing.

Spelling Programme

Turua School Spelling is based on the Jolly phonics programme (which is used mainly from Y0-2), the Essential Lists from NZCER Spell-Write (which are used across the school with mastery expected by the end of year 6), and the WordLab Spelling programme (which is used after the phonics programme with years 1-8).

Students Will:

- Accurately spell high frequency words appropriate to their learning level.
- Transfer spelling skills to reading and writing contexts.
- Attempt spelling of unknown words using a variety of learned strategies.
- Use a dictionary to help with accurate spelling and meaning.
- Use ICT tools to check accuracy.

Teachers will:

- Teach strategies for learning to spell a word.
- Teach alphabet and dictionary skills.
- Teach various conventions of spelling (Morphemic Knowledge e.g. suffixes, prefixes).
- Provide a range of high quality fun spelling activities eg. Board games, cards, online activities etc
- Use the school wide spelling programmes.
- Complete phonics training as necessary.
- Link spelling to Reading and Writing programmes.

Handwriting Programme

Handwriting in the junior school is taken at least three times a week with the learning focus on correct letter formation. In the senior school handwriting is taught based on the needs of the students. Once letter shape, size and slope are consistent in printing students are introduced to linking using a series of practice cards which progress from adding flicks to full linking.

Students will:

- Write legibly and fluently.
- Use correct letter formation and shape.
- Transfer the above skills to all writing situations.

Teachers will:

- Model correct writing in a variety situations.
- Provide feedback and next steps for students.
- Teach from the basic script.
- Allow for students to develop an individual style.

Oral Language Programme

At Turua School Oral Language involves speaking, listening and understanding. Oral Language is a key focus when learning Te Reo Maori. Students will be provided with multiple opportunities to develop their oral language skills. These include a wide range of formal and informal situations that cover a variety of purposes and audiences.

Students will:

- Actively initiate, respond and participate in different oral language situations.
- Communicate confidently and effectively their needs, understandings, and personal experiences.
- Use language appropriate to different situations and audiences.
- Ask relevant questions for clarification and inquiry.
- Respond appropriately to questions, statements and instructions.
- Use technology to enhance and support their speaking and listening.
- Actively listen and respond to others and show appreciation and respect for their contributions.
- Take part in a school wide speech competition.

Teachers will:

- Model correct oral language and active listening skills to students.
- Provide ongoing opportunities in a positive and safe learning environment in order to encourage student participation.
- Teach appropriate skills (speaking clearly, standing appropriately, voice projection).
- Provide appropriate support for oral language needs including children with English as a Second Oral Language (ESOL).
- Access support from the Speech Language Therapist for children with specific difficulties.

Mathematics and Statistics

What is Mathematics and Statistics about?

Mathematics is the exploration and use of patterns and relationships in quantities, space and time. Statistics is the exploration and use of patterns and relationships in data. Learning about these relationships help students make sense of the world around them. Students develop the ability to think creatively, critically, strategically and logically. The students learn to make reasonable estimates, calculate accurately and interpret data.

How is Mathematics and Statistics structured in the New Zealand Curriculum?

Mathematics and Statistics consist of three strands.

- ***Number and Algebra***

Number involves calculating and estimating, using appropriate mental, written, or machine calculation methods in flexible ways.

Algebra involves generalising and representing the patterns and relationships found in numbers, shapes, and measures.

- ***Geometry and Measurement***

Geometry involves recognising and using the properties and symmetries of shapes and describing position and movement.

Measurement involves quantifying objects, predicting and calculating and using appropriate units and instruments.

- **Statistics**

Statistics involves identifying problems, designing investigations, collecting data, analysing and interpreting patterns within data. Findings are then clearly communicated. Statistics includes dealing with uncertainty and variation.

How is Mathematics and Statistics taught in our school?

At Turua School Mathematics is taught through daily instruction and practice and is based on the New Zealand Numeracy Project (especially in the junior classes). Strategies and knowledge are taught and reinforced through meaningful and relevant learning contexts. Opportunities for practice are provided using appropriate equipment, games and problem solving activities.

Instruction is tailored to meet the needs of the students and can be group or class based. The students are taught to make connections across the strands and when relevant, learning relates to the 'big idea' and their personal experiences at school and home.

Turua School Mathematics programme will:

- Be taught not less than 4 hours per week.
- Group children according to needs (based on assessment data) and interchange classes or children where appropriate.
- Be based on the New Zealand Curriculum framework.
- Teach skills and strategies through the use of authentic materials and experiences.
- Make natural links to authentic and meaningful contexts eg. problem solving.
- Provide practice opportunities to consolidate learning.
- Share learning intentions with the children so they understand the purpose of what they are learning.
- Empower children to create success criteria for their own assessment.
- Provide time for children to reflect on their learning and identify future direction.
- Integrate mathematics across the curriculum in order to provide an authentic context for learning.

How do we plan?

Planning Mathematics and Statistics meets the intent of the New Zealand Curriculum framework and is supported by the Numeracy Project. The planning templates are available in Teacher Shared Folder, on www.nzmaths.co.nz and can be adapted to teacher preference.

Planning needs to show:

- Students instructional levels through ability-based grouping.
- Learning Intentions (success criteria – as appropriate).
- Relevant learning activities.
- Anecdotal notes that could identify issues, achievement, areas of concerns, need for re-grouping, next step learning.

What we expect to see in classrooms

The students will be:

- Enjoying mathematics.
- Engaged in meaningful and challenging activities and games.
- Working collaboratively and co-operatively.
- Discussing ideas and explaining thinking, or what they did, confidently, using mathematical language.
- Trying alternative strategies and discussing the efficiency of strategies.
- Accessing appropriate mathematics equipment as required.
- Recording or modelling their understanding with equipment, diagrams, number lines or with written statements.
- Participating in self and peer assessment.

The teachers will be:

- Confident of, and enthusiastic about, the teaching activities.
- Promoting a climate where students feel valued and safe to share ideas, strategies, successes and difficulties.
- Using equipment appropriately to model strategy teaching prior to imaging or working with number properties.
- Involving the students in the learning, including the manipulation of materials.
- Recording the appropriate equations and number symbols on the board or in the modelling book during the strategy lesson.
- Setting purposeful practice activities that link to the current strategy outcome or maintain previous strategies or knowledge.
- Listening to and acting upon student responses by asking further questions that extend or clarify the thinking.
- Providing feedback and next steps in relation to the learning intentions.

The environment will:

- Have a flexible workspace to support individual, pair and small group work.
- Have equipment available to support teaching and learning.
- Show evidence of mathematical concepts (eg charts, posters, books, learning walls etc.).

The Arts

What are The Arts about?

The Arts are about expression through sound, movement and images. In The Arts students explore, refine and communicate ideas as they connect thinking, imagination, senses and feelings to create works and respond to the works of others. Through the development of arts literacies students as creators, presenters, viewers and listeners are able to participate in, interpret, value and enjoy the arts throughout their lives.

How are The Arts structured in the NZC?

The Arts are comprised of four disciplines: Dance, Drama, Music and Visual Arts, which are structured around four inter-related strands: **Understanding the Arts in Context**, **Developing Practical Knowledge** in the arts, **Developing Ideas** in the arts, and **Communicating and Interpreting** in the arts.

How are The Arts taught in our school?

At Turua School the students are exposed to all four disciplines of The Arts. These Art disciplines are usually taught as standalone subjects to ensure that specific skills, elements and techniques are learnt but are integrated with other learning areas to provide authentic contexts.

What we believe: *At Turua School, we believe that the Arts provide children with the opportunity to gain meaningful experiences in a holistic way.*

We believe the Arts

- Are necessary for life skills
- Are a means of communication
- Are cultural
- Flourish in a supporting, positive and risk-taking environment
- Should receive equal emphasis in all four disciplines
- Should be accessible to every child
- Give opportunities for individuals to display or present
- Develop aesthetic appreciation
- Give opportunities to develop strengths in areas that are not academic by nature

What we aim to do:

The aims of The Arts at Turua School are:

- To enable children to develop an appreciation of their own work, the work of their peers and of the wider community
- To provide a balanced arts programme for all children by exposing them to all areas of the arts
- To make positive use of the resources available in the wider community
- To encourage correct and safe usage of equipment
- To develop a sense of personal worth in whatever the child creates
- To express ideas creatively through various media
- To integrate areas of the arts with each other and with other curriculum areas where possible

We want children who.....

- Can express themselves freely in all four art disciplines
- Appreciate their own work, the work of their peers and of the wider community
- Have the confidence to take risks while producing individual pieces

- Can think critically and give appropriate feedback
- Enjoy and show enthusiasm for the arts

Teachers will.....

- Be responsible for the implementation of the arts curriculum
- Develop knowledge (knowing about the arts), skills attitudes and values
- Foster enthusiasm for the arts
- Provide opportunity for the display and performance of the arts
- Provide opportunity for children to evaluate or assess their own work and that of others
- Make use of community resources
- Invite art specialists if or when needed.

We will know we have achieved our aims when.....

- Children can evaluate their own work, the work of their peers and of the wider community
- Children can work with a variety of resources in all areas of the arts in a safe manner
- Children are able to apply knowledge and use skills that have been taught
- Children can express themselves freely in all areas of the arts
- When children show enthusiasm for the arts
- Through these units, pupils will meet the Achievement Objectives at the appropriate level in each of the strands of the Arts curriculum.
- Developing Practical Knowledge in the Arts
- Developing Ideas in the Arts
- Communicating and Interpreting in the Arts
- Understanding the Arts in Context
- Other opportunities for Arts experiences and presentations will be provided through:
 - A School Production held annually.
 - Weekly assembly singing
 - Choir performances
 - Visual Art works for enhancing the school environment. (Calf Club Display)
- **How do we Plan in The Arts?**
 - Classroom programmes will be planned by individual teachers, with consideration given to co-operative planning and resource sharing.
 - Individual teachers then have the opportunity to utilise personal strengths and support children's interests.

- Unit plans will be written with specific learning outcomes based on the Achievement Objectives for each level, learning experiences and appropriate assessment tasks.

Learning Languages

What is Learning Languages about?

Learning Languages provides an opportunity to communicate and learn about different languages and cultures. Through interaction with a new language students acquire knowledge, skills and attitudes that equip them for living in a diverse world.

How is Learning Languages structured in the New Zealand Curriculum?

The core strand is communication, which is supported by two further strands, language knowledge and cultural knowledge.

How is Learning Languages taught in our school?

At Turua School Te Reo Maori is the focus of Learning Languages. As opportunities arise, introduction to New Zealand Sign Language and languages from other countries may be explored.

There is an expectation that Te Reo Maori learning experiences will be explicitly taught for a minimum of 15 minutes per week as well as being integrated into every day teaching and learning opportunities and built upon, as students progress through school. Weekly delivery of this programme will be documented in classroom timetables.

At Turua School the key focus of Learning Languages is for our learners to be exposed to, and to develop their skills and understanding of, Te Reo Maori and Maori culture, history and traditions. Knowledge of the Maori language and culture will be taught both explicitly and also integrated into authentic contexts. A variety of strategies will be implemented to engage and challenge learners at their appropriate language acquisition level.

We will:

- Specifically teach and provide time to develop Te Reo Maori and aspects of the Maori culture.
- Appropriately integrate Te Reo Maori and aspects of the Maori culture across all teaching and learning areas.
- Provide authentic ways to share and celebrate learning outcomes to a range of audiences

Science

What is science about?

Science is a way of investigating, understanding and explaining our world and the universe. It involves observing, investigating, testing ideas, gathering evidence, communicating and debating in order to develop scientific knowledge and understanding.

How is science structured in the NZC?

It is divided into specific strands; The Living World, Planet Earth and Beyond, The Physical World and The Material World, with the overall unifying strand being The Nature of Science.

How is science taught in our school?

At Turua School Science is taught through 'big ideas'/Inquiry and developing key understandings that provide authentic links across the Science strands and to other learning areas where appropriate. We will incorporate the key principles of sustainability, enterprise and interdependence across all aspects of science.

Social Sciences

What is Social Science about?

In the Social Sciences students explore how societies work and they themselves can participate and take action as critical, informed, enterprising and responsible citizens. The contexts are drawn from the past, present and future and from places within and beyond New Zealand.

How is Social Sciences structured in the NZC?

There are four conceptual strands: Identity, Culture and Organisation; Place and Environment; Continuity and Change; and the Economic World. Understanding of these may be developed through a range of approaches.

How is Social Science taught in our school?

At Turua School the Social Sciences are taught through 'big ideas'/Inquiry and developing key understandings that provide authentic links across the conceptual strands of Social Science and to other learning areas. We will incorporate the key principles of enterprise, sustainability, and interdependence across all aspects of social science.

Technology

What is Technology about?

In Technology students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world by addressing needs and realising opportunities. Technology is intervention by design and is continually evolving through adaptations, new innovations and the impact of global conditions.

How is Technology structured in the NZC?

The learning area comprises three strands: **Technological Practice**, **Technological Knowledge** and the **Nature of Technology**, with teaching and learning programmes usually integrating all three.

How is Technology taught in our school?

At Turua School Technology knowledge and skills are taught through exploring 'big ideas' (concepts)/Inquiry and developing key understandings relating to these. Enterprise Education, in meaningful context, gives Lauriston students the opportunities to develop and practice technological skills.

Health And Physical Education

What is Health and Physical Education about?

In Health and Physical Education the focus is on the well being of the students themselves, of other people and of society through learning in health related and movement contexts. There are four underlying and interdependent concepts at the heart of this learning area: Haurora, Attitudes and Values, Socio-ecological perspectives and Health Promotion.

How is Health and Physical Education structured in the NZC?

The learning activities in Health and Physical Education involve the integration of the four concepts mentioned above, four strands: **Personal Health and Physical Development**, **Movement Concepts and Motor Skills**, **Relationships with Other People**, and **Healthy Communities and Environments** and seven key areas of learning: mental health, sexuality education, food and nutrition, body care and physical safety, physical activity, sports studies and outdoor education.

How is Health and Physical Education taught in our school?

At Turua School Physical Education is usually a standalone subject that focuses on developing specific skills and a positive attitude to physical activity. Aspects of the Health Education programme are also taught as standalone subjects but can be integrated with other learning areas through exploring 'big ideas' (concepts) and developing key understandings relating to these.

Beliefs

We believe a Health and Physical Education programme

- Fosters critical thinking and action
- Enables students to understand the role and significance that physical activity has for individuals and society.
- Assists students in becoming confident and competent in a range of physical settings so they are motivated to seek them out through life.
- Fosters enjoyment of activities that keep our bodies fit and healthy.
- Fosters self-esteem, relationships, co-operation, competition and safe procedures in all activities.
- Assists in the development of "Fairplay" practices in all activities.

- Includes the teaching of skills in regular classroom sessions in order to apply them in other physical contexts.
- Allows for individual differences and rates of development.
- Provides opportunities for children to set personal goals and strive to achieve them.
- Fosters healthy eating habits for life.
- Fosters wellbeing.

Sports Studies

Competitive activities and fair play attitudes will be vigorously promoted. Opportunities for students to compete at 'higher levels' will be sought. Actively foster leadership skills and provide opportunities for students to apply skills.

Education Outside the Classroom

Education outside the classroom will enhance the classroom programmes and connect to the wider community.

Risk Analysis and Management (RAM) will be completed for all activities where students are involved in education outside the school and normal local environment.

Permission from parents is sought prior to students leaving the school and parents are well informed about all activities.

Planning and risk management practices will be aligned to the most recent EOTC Guidelines document.

Biannual class camps will be held for the years 4-8 students. The camp programme will be directly connected to the year's curriculum programme and be suited to the needs and capabilities of the students.

Health

Programmes will develop students' understanding of the factors that influence the health of individuals, groups, and society, lifestyle, economic, social, cultural, political and environmental factors.

Students will develop competencies for mental wellness, positive sexuality, safety management, and understanding nutritional needs. Students will build resilience through strengthening their personal identity and sense of self-worth. They will develop sound decision making strategies, supporting the attributes of self-management.

Some aspects of the health learning area are taught as stand-alone topics e.g.: Sexuality Education/Pubertal Change (annually with Year 6,7,8), Life Education Trust (annually) and the Keeping Ourselves Safe programme(Biannually).

Some aspects will be taught to target groups, as needs arise.

Other aspects will be taught in connection with the Big Ideas.

Parents and community will be consulted prior to implementing the programmes of Sexuality Education and Keeping Ourselves Safe.

The Assessment Schedule

- The schedule is updated at the beginning of each year by the Senior Leadership Team
- Teachers
 - conduct assessments listed in the school schedule as well as their own class based assessments, to monitor learning and to identify next steps for students.
 - use a range of assessment tools and formative assessment practices, and collate information in a class assessment folder.
 - ensure that assessments are conducted according to the timeframes given in the schedule.
 - enter assessment data into eTAP in a timely manner.

New Entrant and Year 1 tests

Teachers of Y1 and Y0 children will select from the range of tests available in the School Entry Assessments (SEA), 6 Year Observations, as well as using Phonics Assessments.

Basic Sight words assessment

JAM

It is not necessary for teachers to use all tests available for all children to show progress.

Assessment/Reporting Schedule

Year 4 - 8

	Term 1	Term 2	Term 3	Term 4
Reading	STAR PAT Vocab PAT Comprehension Running Record	Running Record	Running Record	STAR Running Record
Writing	writing assessment 1	writing assessment 2	writing assessment 3	writing assessment 4
	Peter's Spelling	Peters Spelling		Peter's Spelling
maths	PAT Maths GLoSS	GLoSS		GLoSS
	Basic Facts updated each term			
Reporting	Conferencing	Report	Conferencing	Report
PAT Testing Year 4 – 8, STAR Testing Year 3-8				

TARGET STUDENTS TO BE ASSESSED MORE
REGULARLY IN TARGET AREAS