



# Tinopai School.

## Local Curriculum

Ko Tokatoka te maunga

Ko Kaipara te awa

Ko Mahuiterangi te waka

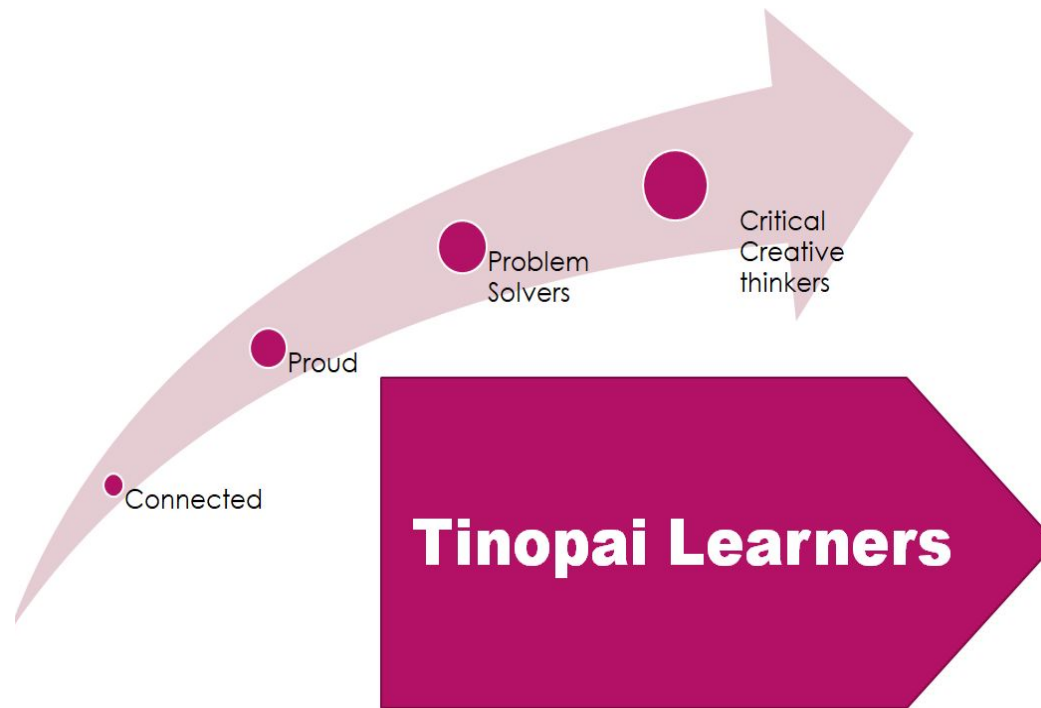
Ko Ngati Whatua te iwi

Ko Te Uri o Hau te hapu

Ko Tinopai te kura

## Tinopai Aspirational Profile

**Our goal is for students to leave Tinopai School, confident in their ability to stand in the world beyond Tinopai.**



The National Curriculum Statement (Page 8)

To develop young people who will:

- Be creative, energetic, and enterprising
- Seize opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country.
- Work to create an Aotearoa New Zealand in which Maori and Pākeha recognise each other as full treaty partners and in which all cultures are valued for the contributions they bring
- In their school years, develop values, knowledge, and competencies enabling them to live full and satisfying lives

## Blending the Tinopai Vision with the New Zealand Curriculum.

### Connected

- Able to relate well to others
- Effective users of communication tools
- Connected to the land and environment
- Members of communities
- International citizen

### Proud- Confident

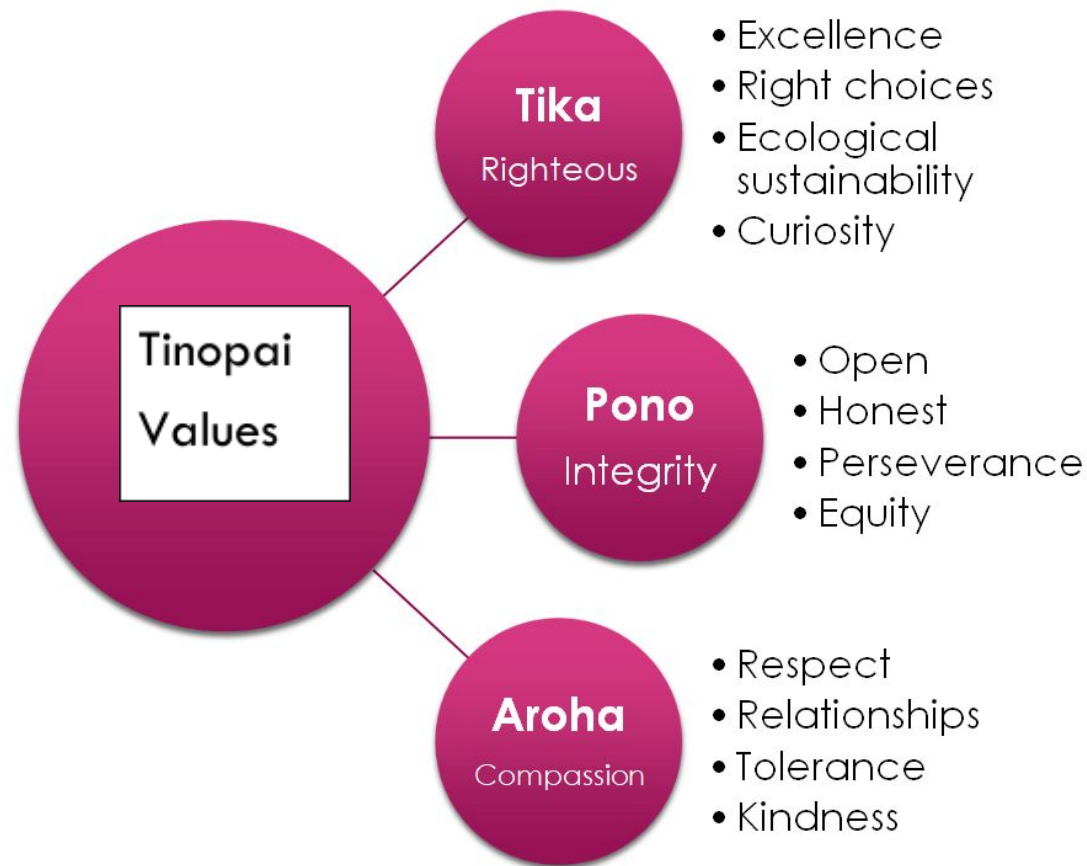
- Positive in their own identity
- Motivated and reliable
- Resourceful
- Enterprising and entrepreneurial
- Resilient

### Problem Solvers – Actively Involved

- Participants in a range of life contexts
- Contributors to the well-being of New Zealand – social, cultural, economic, and environmental.

### Critical and Creative thinkers – Lifelong Learners

- Literate and numerate
- Critical and creative thinkers
- Active seekers, users, and creators of knowledge
- Informed decision makers.

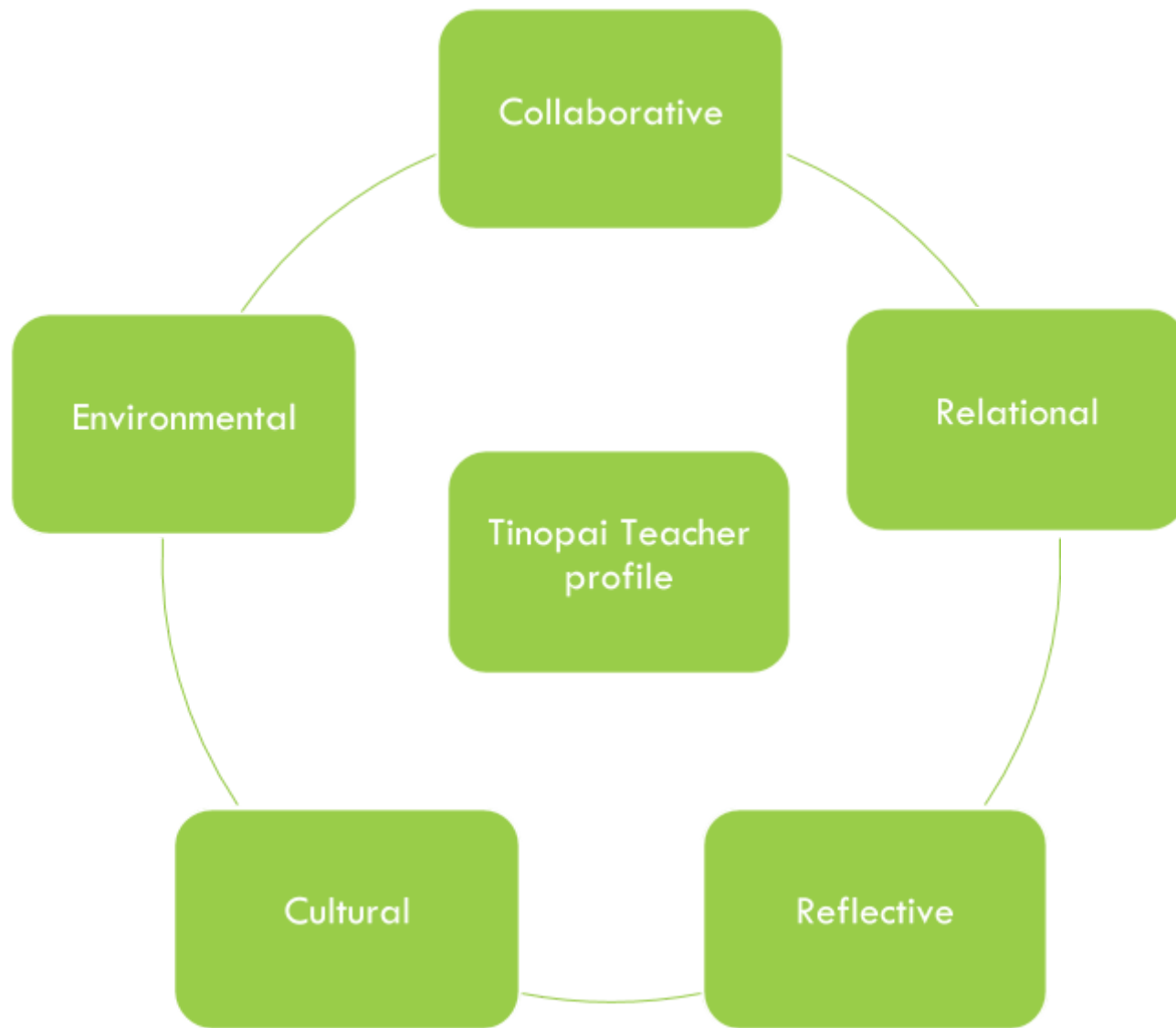


National Curriculum Statement (page 10)

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act. All decisions relating to curriculum and every interaction that takes place in a school, reflects the values of the individuals involved and the collective values of the institution.

### Tinopai School Statement on Values

The values clarify important points of reference for Tinopai community. The values are broad and rich. As a result, each value has a range of values, ideas and concepts within it. Some of these reflect the way different cultures and belief traditions express values. Teachers should be able to test their curriculum decisions against them. Values are best imbedded into the Tinopai way through encouragement, modelling and explored by our learners. We will specifically teach, praise and reward our learners for demonstrating our values. This will enable our learners to express their own values, explore the values of others, critically analyse values, discuss and negotiate differences of values and make ethical decisions to be acted on.



*National Curriculum Statement (page 34-35)*

Effective Pedagogy- While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning.

*Tinopai School Statement on Effective Pedagogy*

Tinopai School Effective Pedagogy is based on our values (Tika, Pono and Aroha) and the core beliefs of teaching and learning.

Collaborative - communicating, sharing and working as a team. Sharing skills, knowledge and responsibilities providing a consistent and stable teaching practice.

Relational - Me aroha tetahi ki tetahi. Kind, compassionate and empathetic building strong, positive and inclusive relationships with whānau, students and colleagues.

Reflective - Using effective assessment and sound knowledge of level indicators inquires and continually develops deliberate pedagogy and acts of teaching, responsive and to enhance, accelerate the students learning.

Cultural – protect the quality of the culture inherent in Tinopai Community. Create an inclusive and cohesive class culture that exists within and alongside the wider and local community.

Environmental - passionate about their learning environment to provide a range of authentic experiences, stimulating and encouraging curiosity.

## Guiding Principles

### ***High Expectations:***

At Tinopai School, we believe in empowering every child to achieve personal excellence. This is through encouraging individuality, curiosity and a passion to start and complete all tasks they attempt. This is cross-curricular and pastoral – personal best, focus, attention to detail and pride in their work.

### ***Learning to Learn with a Future Focus:***

At Tinopai School, we believe that every child can learn to learn and we support our students to achieve their individual potential. Every student has access to a device but there is a 50/50 expectation of learning through all mediums, aware that the future is not necessarily all electronic.

### ***Inclusion and the Treaty of Waitangi:***

At Tinopai School we believe that learners thrive in a safe, inclusive and culturally responsive environment. The principles of Te Tiriti o Waitangi are mirrored in the Tinopai School Treaty which is developed with the student voice in mind encompassing positive consequences.

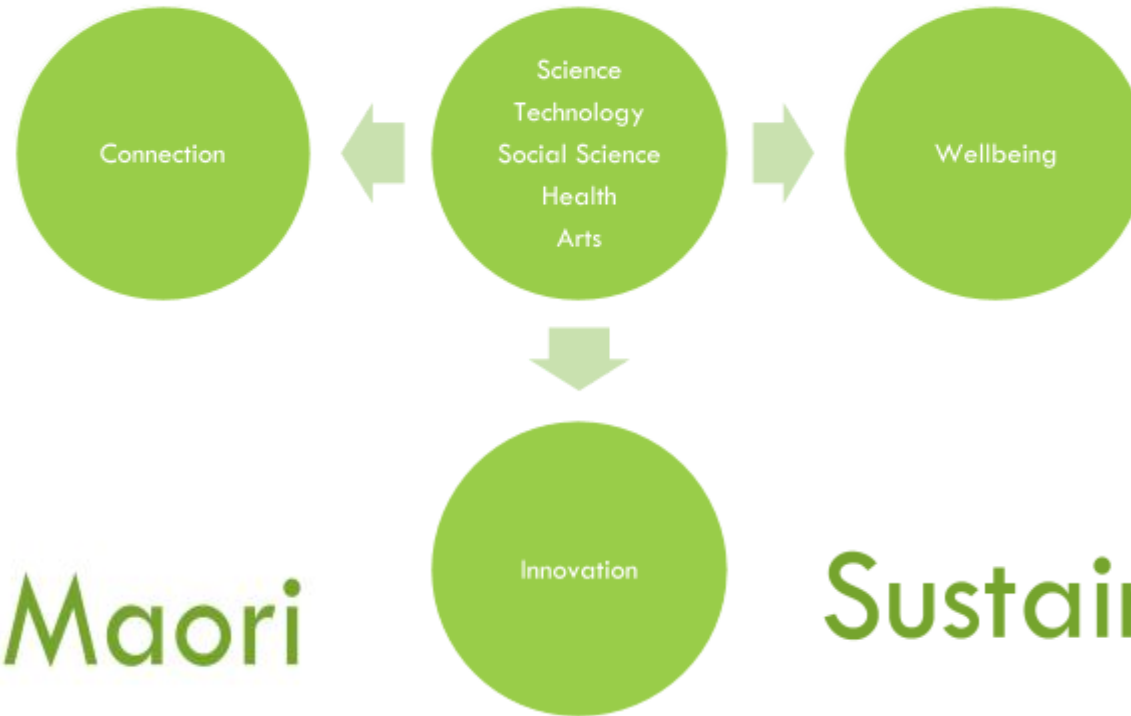


## Aligning Key Competencies to Tinopai's Aspirational Profile and Values:

Key Competency	Aspirational Profile	Tinopai Value	What this looks like at Tinopai
<b>Thinking</b>	<i>Problem Solvers</i> <i>Critical and Creative Thinkers</i>	<i>Tika - Righteous</i>	Make informed and reflective decisions Be self-reliant and find the solution to a problem Be independent in their own opinions and challenge other ideas Me aroha tētahi me tētahi Be curious and seek knowledge Be intuitive and critical
<b>Using language, symbols and text</b>	<i>Problem solvers</i>	<i>Tika - Righteous</i>	Competent users of technology Be critical thinkers and inquirers and make meaning Competent in financial literacy and interpreting new ideas Use mathematical language in numeracy Reads and discovers and listens Use scientific language to inform Communicate new experiences
<b>Managing self</b>	<i>Proud</i>	<i>Tika - Righteous</i>	Be loyal and polite and listen Have strength with a 'can-do' attitude and be capable Have a good and independent work ethic A sense of humour; accept the unexpected Pursue their passions and be resilient Have pride in what they do Be enterprising and resourceful
<b>Relating to others</b>	<i>Connected</i>	<i>Aroha - Compassion</i>	Be self-confident, polite and happy Accept diversity and recognise other viewpoints Know themselves and be aware they affect others Tiriti o Waitangi principles Share ideas and work together Te Reo Māori me ona Tikanga Build positive relationships
<b>Participating and contributing</b>	<i>Connected</i>	<i>Pono – Integrity</i> <i>Aroha - Compassion</i>	Be actively involved and make connections Appreciate art and creativity and celebrate communities Be environmentally aware, locally, nationally and globally Effective, confident communicators Have a sense of belonging Hitori o Aotearoa me te rohe o Tinopai

# Literacy

# Numeracy



# Te Maori

# Sustainability

### *National Curriculum Statement (page 37)*

Curriculum design and review is a continuous, cyclic process. It involves making decisions about how to give effect to the national curriculum in ways the best address the particular needs, interests and circumstances of the school's students and community.

The National curriculum provides the framework and common directions of schools. It gives the school the scope, flexibility and authority they need to design and shape their curriculum so that teaching and learning is meaningful and beneficial to their students and community. In turn the design of each school's curriculum should allow teachers the scope to make interpretations in response to particular needs, interests and talents of individuals and groups of students in their classes.

### *Tinopai School Statement of Curriculum*

Our curriculum plan is an expression of how we aspire to achieve our vision of students that are confident in their ability to stand in the world beyond. Being Connected, Proud, Problem solvers, Creative and Critical thinkers with Tika, Pono and Aroha values in what they do. We see our curriculum plan as a 'living document' able to adapt and change as required. It has an integrated inquiry approach that is culturally, student centred and environmentally based. It is our intention to meet the learning needs of all our learners through learning programmes that nurture and provide for their interests, passions and learning styles.

## **Tinopai values and expectations within Literacy**

In English, our students enjoy the study and use of language and literature, communicated orally, visually or in writing. Based and integrated through our inquiry learning.

- Juniors daily guided reading and writing with spelling and phonic lessons
- Planning, classroom activities, informal and formal assessment must be recorded appropriately for each term. (See assessment plan)
- In connection to the current inquiry a variety of genre is taught with reading and writing.
- Appropriate testing should be used to group students and set class target groups.
- Literacy will be timetabled for at least 15 periods a week – this could include inquiry sessions.
- Learning intentions are guided by the Literacy progressions and PaCT tool.
- Children are aware of learning intentions and success criteria.
- SSR and SSW is part of the classroom programme
- 1 library period to be planned and taught during the week.

### **Programmes to support**

- Steps
- Sunshine classics
- Early words

## **Tinopai values and expectations within Mathematics and Statistics**

In maths, our students enjoy exploring and using relationships in quantity, space and data and learn to express these relationships in meaningful ways. Our pupils develop systematic approaches to solving mathematical problems that are integrated through our inquiry learning. Each term incorporates and integrates daily Number knowledge with strand learning. Every term each strand is developed, revising and covering all areas within a year.

- Programme is developed using informal/formal assessments, is child-centred and stimulating and encourages the use of online and written tools
- Teachers must ensure that student programmes cater for different needs, introduce new concepts and allows activities for students that help them maintain new learning.
- Teachers and students need to make connections between different concepts and how these can be used in everyday life. This may connect with the current inquiry or environmental study.
- Development of strategies and knowledge driven through problem solving activities.
- Daily basic facts with all strands worked where appropriate throughout the year.
- Multiple materials available to add in learning
- Students are to be aware of why and what they are learning. Understanding and knowing how they can improve their learning.
- Planning, classroom activities, informal and formal assessment must be recorded appropriately for each term.
- Knowledge of the expectations of each level to guide activities and experiences. (review mathematical yearly overview)
- Appropriate testing should be used to group students and set class target groups that will be focused on. (Refer to assessment plan.)
- Daily Mathematics will be timetabled– this could include inquiry sessions.

### **Programmes to support**

- Maths Buddy

## **Te Reo**

Our pupils develop the means of communicating with people from another culture and exploring their own personal world by developing new ways of thinking about, questioning and interpreting their own unique place in it. The three strands are: communication, language knowledge and cultural knowledge. At Tinopai School we develop understanding that te reo Māori and tikanga Māori are essential components of this country's heritage. While they define Māori identity in particular, they are integral to the identity of all New Zealanders through integrating te reo Māori and tikanga Māori in all concept inquiry and curriculum programmes.

## *Future Focussed and Concept Based Curriculum*

A future focussed and concept-based curriculum provides a rich source of learning opportunities. It encourages the making of connections across learning areas, values, key competencies, and they are relevant to our learner's futures. At Tinopai School, we currently have 4 concepts which we rotate over an 8-year period. Suggested learning areas are interlinked throughout the year and learning strands are integrated. These are dependant on the current focusses and relevant to the children's interests and needs

<b><u>Concept</u></b>	<b><u>Definition</u></b>	<b><u>Learning Areas</u></b>	<b><u>Learning strands</u></b>
<b>Wellbeing</b>	exploring what it means and looks like to create a sense of wellbeing. The effect of wellbeing to others and our surroundings.	<b>Health</b> <b>Social science</b> Technology Science Arts	Personal health and physical development Living world Place and environment Nature of Technology
<b>Innovation</b>	exploring what it is to be innovative and entrepreneurial within our community and world.	<b>Technology</b> <b>Science</b> Health Social science Arts	Material World The Economic world Personal health and physical development Technological Practice
<b>Connection</b>	exploring the connections between communities, systems, and relationships within the community and world.	<b>Social science</b> <b>Arts</b> <b>Health</b> Technology Science	Relationships with other people Planet Earth and Beyond Identity, culture and social organisation Nature of Technology
<b>Exploration</b>	exploring the effects and history of exploration. What is the purpose of exploration and what might happen if it was not there in the world	<b>Science</b> <b>Social science</b> <b>Technology</b> Health Arts	Healthy Communities and environments Physical world Continuity and change Technological knowledge

## **Science**

**Nature of Science**—In Science, our pupils develop and organise knowledge by generating and testing ideas, investigating, modeling, gathering evidence and making observations.

**Living World**—recognise that all groups of living things have life processes features that are both common and unique, and adapt to and interact with their environment in particular ways. We focus on the horticulture and sustainability of Tinopai School Gardens

**Material World**—describe and group materials based on properties and recognise permanent and temporary changes in materials in everyday situations.

**Physical World**—understand, analyse, synthesise and evaluate a variety of physical phenomena eg: light, sound, heat, magnetism, electricity, motion, matter and energy.

**Planet Earth and Beyond**—understand, analyse, synthesise and evaluate natural processes on Planet Earth (eg: weather, seasons, volcanoes) and beyond (eg the solar system.)

## **The Arts**

Our pupils explore, refine and communicate ideas as they create works and respond to the works of others in visual, sound, drama and movement arts.

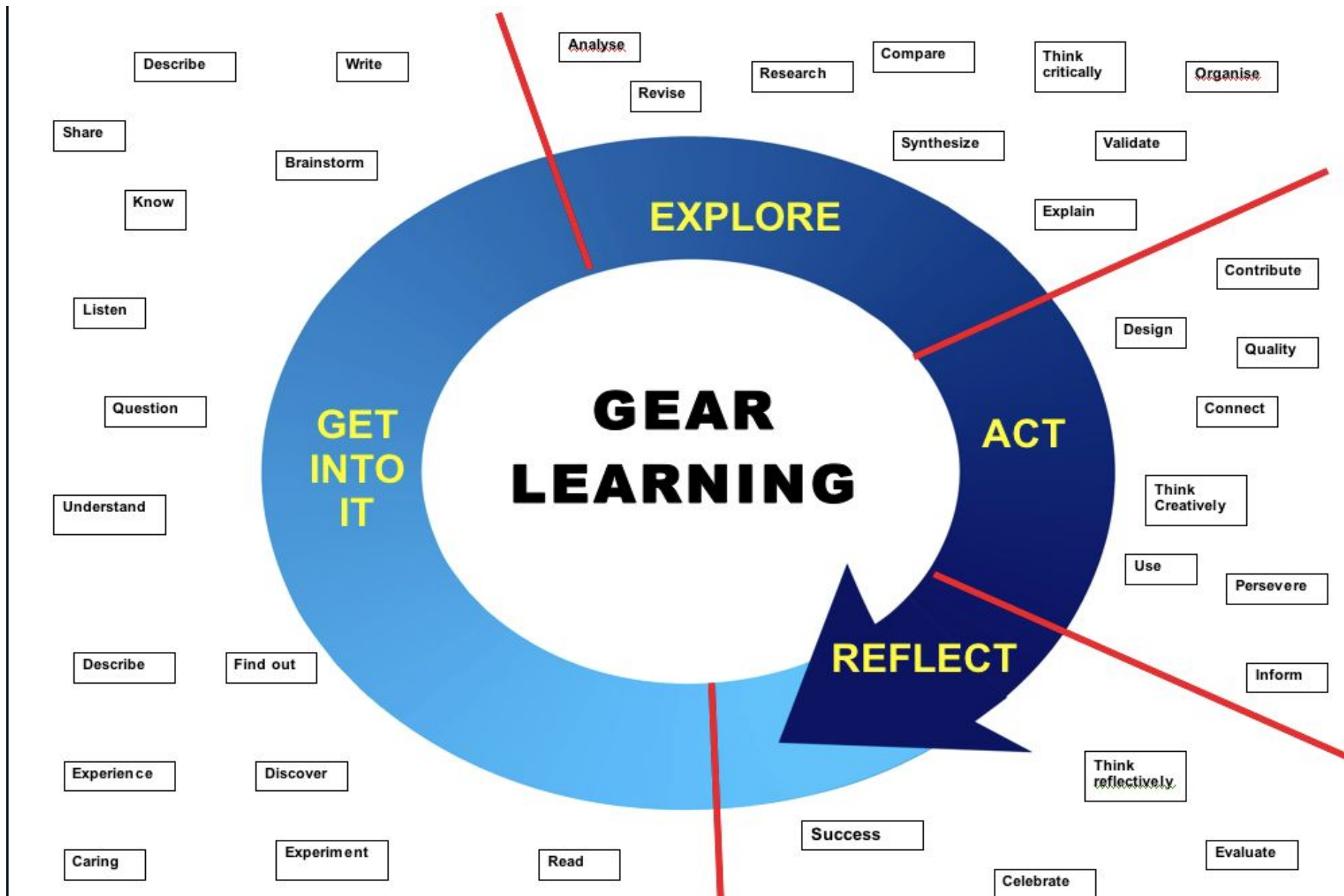
## **Social Sciences**

Our pupils, through social inquiry, explore how societies function and how, as individuals and groups, they can take positive social action as critical, informed and responsible citizens. Contexts are drawn from the past, present and future and from places within and beyond New Zealand. The four strands are: identity, culture and organization, place and environment, continuity and change and economic world.

## **Technology**

Our pupils explore how people intervene in the world by developing products, systems and environments to expand their possibilities. Pupils use practical and intellectual resources to develop technological outcomes. Thinking processes are informed, critical and creative. The three strands are: technological practice, technological knowledge and the nature of technology.





At Tinopol School inquiry learning is a concept, rather than a model that we strictly follow. We have discovered that the 'get into it' stage (the bit where the teacher does the teaching) is just as important as it always was. We endeavour to hook our children into their learning before they have opportunities to govern their own investigations. As a result, the inquiry process outlined is a guideline for inquiry learning that can be applied over a ten-week integrated unit, hence the concept of inquiry, not the model.

Our inquiry learning concept is based on the enquiry schools action learning cycle. It is supported by our key competencies, our values and our principles, which we believe results in meaningful and coherent pedagogy.

# INQUIRY RUBRIC

		Basic	Proficient	Advanced
Get into it	Questioning	<ul style="list-style-type: none"> <li>Ask simple closed questions.</li> <li>Set goals.</li> <li>Follow a timeline</li> </ul>	<ul style="list-style-type: none"> <li>Ask some closed and mostly open questions</li> <li>Set goals and achieve them.</li> <li>Follow and stick to the timeline</li> </ul>	<ul style="list-style-type: none"> <li>Ask mainly open questions</li> <li>Set goals and achieve them before the given deadline.</li> <li>Follow and achieve within a timeline with confidence.</li> </ul>
Explore	Discovering	<ul style="list-style-type: none"> <li>Research my question using one source of information</li> <li>List where my information came from.</li> </ul>	<ul style="list-style-type: none"> <li>Research my question using two sources of information</li> <li>List a detailed bibliography with specific information relating to each piece of research.</li> </ul>	<ul style="list-style-type: none"> <li>Research my question using three sources of information</li> <li>List a detailed bibliography with specific information relating to each piece of research and feedback about validity of data.</li> </ul>
	Organising	<ul style="list-style-type: none"> <li>Arrange information into a given thinking tool.</li> <li>Record researched information</li> </ul>	<ul style="list-style-type: none"> <li>Arrange information into a variety of thinking tools</li> <li>Record and reword researched information in my own words</li> </ul>	<ul style="list-style-type: none"> <li>Arrange information into a variety of thinking tools and add my opinion.</li> <li>Record, reword and add my opinion using researched information in my own words.</li> </ul>
Act	Making Sense	<ul style="list-style-type: none"> <li>Identified other points of view</li> <li>Begun to express own opinions</li> <li>Started developing a sense of curiosity</li> </ul>	<ul style="list-style-type: none"> <li>Explored the topic from more than one viewpoint</li> <li>Begun to form own opinions based on findings</li> <li>Begun to seek a deeper meaning from information gathered</li> </ul>	<ul style="list-style-type: none"> <li>Evaluated the topic from several viewpoints</li> <li>Formed and justified opinions based on findings</li> <li>Skillfully analysed information and drawn valid conclusions</li> </ul>
	Making a Difference	<ul style="list-style-type: none"> <li>Identified an issue</li> <li>Identified ways to solve a problem</li> <li>Taken action to make a difference</li> </ul>	<ul style="list-style-type: none"> <li>Described an issue that arose from questions</li> <li>Used information and recorded ways to solve a problem.</li> <li>Begun to develop an action plan to make a difference</li> </ul>	<ul style="list-style-type: none"> <li>Identified the various components of an issue</li> <li>Used information to find the solution to a problem and created and sent these to parties involved</li> <li>Developed an action plan and followed this through</li> </ul>
Reflect	Celebrating	<ul style="list-style-type: none"> <li>Completed the learning process</li> <li>Presented learning to another person</li> <li>Completed a self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Completed the learning process with confidence</li> <li>Presented learning to a group</li> <li>Completed a self-evaluation with evidence of some critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Completed research with evidence of high-level thinking</li> <li>Presented learning to a community group –within or outside school</li> <li>Completed a self-evaluation with critical analysis</li> </ul>

# PE & HEALTH OVERVIEW

## Personal health and physical development

Daily Physical fitness with enjoyable activities promoting personal physical growth.

Term 1	Term 2	Term 3	Term 4
Jump for life / Go noodle	Cross country training	Go noodle	Relay sprints

## Movement concepts and motor skills

Motor skills are developed within a variety of codes

Term 1	Term 2	Term 3	Term 4
Swimming	Large ball skills	Balance	Small ball skills

Throughout the year and support of Sport Energize the P.A.L. program to install cooperative and competitive games focussed on developing leadership and positive role modelling.

Annual Sports initiatives are developed encouraging students to participate and compete with high sports person ship.

Term 1	Term 2	Term 3	Term 4
Swimming sports Triathlon	Cross country	Tabloids	Athletics

## Relationships with other people

Classroom management design promotes collaboration/cooperation creating strong interpersonal relationships. Development of the Class Treaty will promote healthy and Aroha Choices.

Mana Potential program promotes personal identity and relational development throughout the year. Continual weekly focus of the Tinopai Values Tika, Pono, Aroha provides an environment of understanding and enhances relationships.

## Healthy communities and environments

Within our Enviro Schools plan Tinopai has a collective responsibility to be driven by the benefit of the social and physical environment. Creating a safe and supported environment that all children identify with. Food and Nutrition is promoted within the Healthy Lunch program as Children inquiry and develop the weekly menu. Participating in the planning, making and reviewing the quality and nutritional value of the school lunches.

Termly Focuses on physical hygiene and safety practices are promoted within the Literacy and authentic contexts.

	Term 1	Term 2	Term 3	Term 4
Hygiene	Healthy body	Prevention of illness	Teeth	Healthy bodies
Safety	Sun Safety	Fire Safety	Animal Safety	Water safety

A range of programmes are included in our health and physical curriculum within a 1-2 yearly cycle - Education Bus, Swim Safe, Keeping ourselves Safe.

## Sustainability – Enviro School

Tinopai vision of developing confident students in their ability to stand in the world beyond, ensuring learners are equipped to participate in and contribute to their own society and the wider world we will be encouraging students by integrating sustainability focus within all inquiry learning. It is integral to the vision, principles, values, and key competencies, and provides relevant and authentic contexts across the eight learning areas, empowering students to act for a sustainable future. This will be assisted with the Enviro Schools Program. The Enviro Schools program supports our learners to plan, design and implement sustainability actions that are important to them and our community.

Enviro school’s principals	Tinopai Connections and Values
<b>Empowered Students</b> are enabled to participate in a meaningful way in the life of their school. Their unique perspectives are valued for the knowledge and insight that they bring, and they are supported to take action for real change.	All actions and decisions are within an <b>inquiry process</b> (gearing for learning) with all Children. Allowing them to investigate, explore ideas, make decisions, act and reflect on the changes they have created. This encompasses all them areas with current and local issues.
<b>Learning for sustainability</b> recognizes the types of teaching and learning that foster student empowerment, decision-making action and sustainable outcomes.	Our value <b>Tika</b> – Righteous is developed through sustainable actions. To take and reflect on all actions making sure they are sustainable and future focused.
<b>Māori Perspectives</b> honors the status of tangata whenua in this land and the value of indigenous knowledge in enriching and guiding learning and action.	Our value <b>Aroha</b> – compassion is developed through the Māori perspective of the land and whenua are to be cared with love and honor.
<b>Respect for the Diversity of people and cultures</b> acknowledges the unique gifts, contributions and perspectives of individuals and groups, reinforcing the need for participatory decision-making in Enviro schools	Our value <b>Pono</b> – integrity is developed through respect and inclusiveness of all ideas and cultures. All the student and whanua are included in investigating, exploring all ideas, making the decisions, act and reflecting on our changes.
<b>Sustainable communities</b> act in ways that nurture people and nature, now and in the future, to maintain the health and viability of our environment, society, culture and economy.	Tinopai is a close and supportive <b>community</b> with the school at the heart. Tamariki are encouraged to maintain and develop their environment.

## Financial Literacy

Supporting learners to become connected, proud, problem solvers and, critical, creative thinkers in managing their finances will contribute towards achieving *Tionpai's* vision for developing students confident in their ability to stand in the world. Our students will be able to make informed judgments and effective decisions regarding the personal use and management of money. To do this we will use it for effective cross-curricular teaching and learning programmes.

Capability	Theme	Authentic Context
<b>Manage money and income</b>	Money	Fundraising Camp Organisation Entrepreneur System Sustainable environment systems and activities Healthy food lunches Event organisation
	Spending	
	Credit & debt	
	Saving & investing	
	Income & taxation	
	Budgeting & financial management	
<b>Set goals</b>	Setting financial goals and planning ahead	
<b>Manage risk</b>	Identifying and managing risk	
	Rights and responsibilities	

## Digital curriculum overview

**Digital Technology** progress outcomes computational thinking for digital technologies and designing and developing digital outcomes will be developed throughout the year within the inquiry.

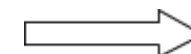
Outcomes	Definition	Authentic Contexts
<b>COMPUTATIONAL THINKING FOR DIGITAL TECHNOLOGIES</b>	Construct algorithms Instructions Combine algorithms into programs Understand binary digits	Story telling and sequencing Instructions Movie making Story board Scratch Jr storytelling and coding Mazes
<b>DESIGNING AND DEVELOPING DIGITAL OUTCOMES</b>	Students meet technological challenges and identify digital devices and their purposes and explain what makes them digital. Know how to use some applications and Identify the inputs and outputs of a system. Have some understanding of the role digital devices play in our everyday lives	Inquiry actions Publishing Arts Brainstorming and collaborating ideas Explaining systems and learning Mathematical displays Design and presentation

# Teaching and Learning as Inquiry.

## QUESTIONING



## DISCOVERING



## ORGANISING

Summative/ Diagnostic:  
 PAT Reading and listening comprehension/ Vocabulary/ Maths  
 JAM & Gloss  
 Writing exemplars  
 Formative:  
 Learning intentions/Success criteria observation  
 Spelling, letter sound and identification  
 Running records and Probe.  
 Class, group and Individual feedback  
 Team discussions about data

**ASSESSMENT**

**Authentic baseline data is analysed as a school and shared with the students.**

**PLANNING**

**Students grouped according to assessment data results within each different curriculum**

- Long term planning linked to term plans linked to daily plans.
- Planning book annotated with changes based on emerging student needs.
- Learning intentions evident and explicit.
  - Flexibility in classroom programmes
- Assessment completed, and student progress tracked in Etap and tracking sheets
- Students grouped in ability and mixed groups based on

**ENVIRONMENT**

- Student input valued and displayed in planning process.
- Group skills evident
- Classroom environment promotes goal setting and achievement.
- Classroom observations especially for literacy and numeracy.
- Examples on wall for students to see what learning looks like.

**TEACHING**

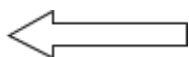
**Teachers use data to create programmes with targeted information.**

- Sharing goals and targets so learning is specific.
  - Teacher modelling learning for/with students.
  - Students able to talk and share about their learning.
  - Student evidence of learning and progress recorded on seesaw and work books
- Questions asked in team meetings concerning classroom practice and progress.
- Feedback and feed forward

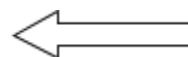
- Student/ teacher conferencing throughout the year.



CELEBRATING



MAKING A DIFFERENCE



MAKING SENSE

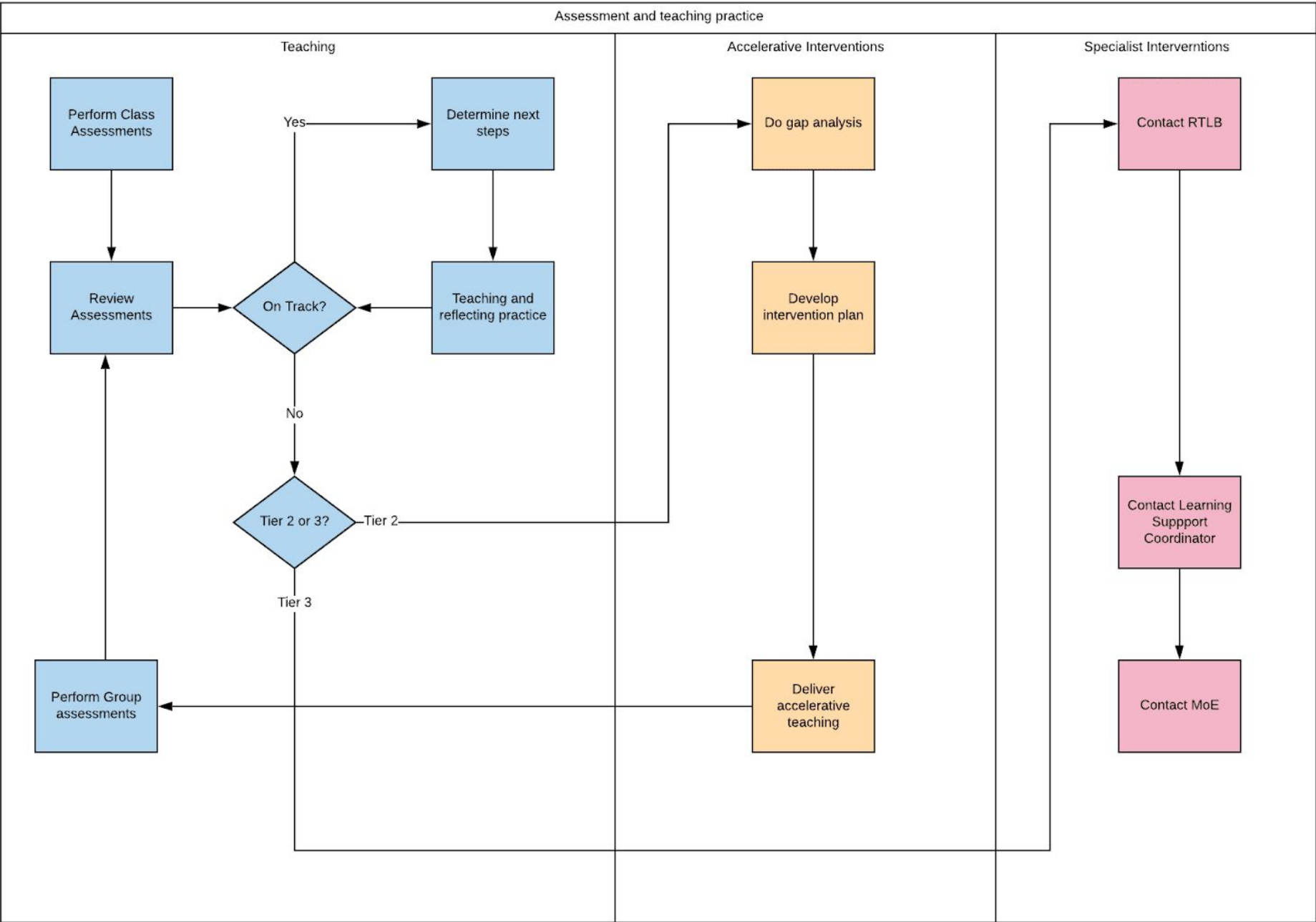
# Assessment Schedule

	Term 1		Term 2		Term 3		Term 4
	February / March	April	May / June	July	Aug/Sept	Oct	Nov / Dec
<b>All students</b>	Spelling List Pseudo Test Basic Facts	Jam/Gloss  identify A.L.I.M group	Essential Spelling List Basic Facts	Jam/Gloss  PACT - Reading Writing and Maths  identify A.L.L. group	Essential Spelling List Basic Facts		Jam/Gloss  PACT for maths and writing, Reading
<b>Yr 4 – 8</b>	<b>P.A.T</b> Maths Reading Comp Vocab Listening Comp Asstle Writing Probe NF		Probe F Asstle writing		Probe NF Asstle writing		<b>P.A.T (to show shift)</b> Maths Reading Comp Vocab Listening Comp Probe F Asstle Writing
<b>Yr 1 – 3</b>	Letter sound and id Fluency word recall Running Records *		Letter sound and id Fluency word recall Asstle writing		Letter sound and id Fluency word recall Asstle writing		Letter sound and id Fluency word recall Asstle writing



	Astle Writing		Running Records *		Running Records *		Running Records *
Goal Setting	Set goals in reading writing, maths, personal goals to share at PLP		Teacher/ student review goals	Review goals – 3 way interviews –		Teacher/ student review goals.	
Reporting to Parents	Whole school PLP meetings			Progress Reports			End of year Reports
Reporting to Board	2018 data	Term 1 assessment tracking update.	ALiM beginning data	Term 2 assessment tracking update. PACT review	Alim end data A.L.L. beginning data	Term 3 assessment tracking update.	A.L.L. end data Analysis of PACT data Term 4 assessment tracking update. Concept Inquiry Review

\*monthly \*Six-year nets when required



## Background of Tinopai School.

Tinopai School opened on 13 September 1916 and over 100 years later is the main foci of the Tinopai community. In 2016 we celebrated the 100-year centenary with ex-students and ex-staff attending, including some of the older generation of ex-students who are still around to celebrate. It was a time to make contacts and reconnect with people who still had a love for their old school and this is now evolving into a supportive group of people caring and contributing to the school, as evidenced by our recent Fishing Competition.

The roll is predicted to be 18. Most of the tamariki are whanau, with some of the students' grandparents having attended the school. As in a lot of very small communities, there are the base tamariki who have started school at 5 and then there are also tamariki who might only stay for a couple of years. There are the usual types of relationships amongst the community that occur everywhere, but are more pronounced it seems, especially in small communities with Sole Charge schools.

A lot of sales in the area recently have been due to holiday makers buying up the local houses. This has resulted in locals whom have never bought their own homes now having to leave Tinopai due to no available homes to rent and this has affected the school's roll. The local shop has closed down, so there is very little in the area, to warrant new whanau moving in. However, students are able to walk to school in a safe environment at this stage.

Our students are proud of their school, with magnificent views overlooking the Kaipara Harbour and a small native forest and garden area, grown by the students and whanau themselves at the back of the school. A focus is sustainability, with recycling, growing fruit and vegetables and propagating native seedlings as a large part of the curriculum. Our vision is for all students to be well-rounded citizens, with the ability to succeed educationally, personally and socially in an ever-changing world.

## Māori dimensions and Cultural Diversity

When developing policies and practices for Tinopai School, every endeavour is made to reflect New Zealand's cultural diversity including the unique position of Māori. We regularly consult with our Māori community – Te Uri o Hau te hapu and Ngati Whatua o Kaipara te iwi, with the desire to provide them with specific achievement results related to the 76 percent of the school roll that identify as Māori. As the majority of students are Te Uri o Hau, then consultation can be done through parent involvement, inviting Māori board membership and leadership. Participation and support of the local marae, Nga Tai Whakarongorua is integral and we are developing a close relationship which will enhance strong community ties for the whole of Tinopai.

Teaching staff will be expected to and fully supported with professional development to extend their current abilities in Te Reo especially correct pronunciation of student's names, Tikanga Maori, Treaty of Waitangi understanding and cultural sensitivity.

The Ka Hikitia resource will be utilised to support the promotion of Māori student achievement through the building of relationships with whanau and iwi. Our school programmes and practices will foster positive cultural understandings through the involvement with local Māori community. Regular consultation (at least annually) will take place with our Māori community so they can be kept informed of Māori student achievement. A welcoming atmosphere for all parents and children regardless of their cultural background will be the norm.

The school will provide cultural experiences and recognise Māori needs with Marae visits, consultation, parental involvement, and use of Māori resources in the community. School programmes will incorporate the values and knowledge of Māori and in particular local Māori knowledge. Matariki especially is a very important event in the school calendar. All community are invited and welcomed.

Tinopai School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture. In recognising the unique position of the Māori culture, Tinopai School will take all reasonable steps to provide instruction in tikanga (Māori culture) and te reo Māori (Māori language) for students whose parents request it. If a whānau requests a higher level of tikanga and/or te reo than is at present evident in our school's Māori programme the staff and family will discuss and explore the following options:

- Further explain the existing programmes.
- Further extend the existing programmes if and as appropriate.
- Utilise the skills and expertise of Te Uri o Hau
- Provide in and outside of school support and resources to further enhance inclusion of te reo and tikanga within the child's classroom.

Through assessment, information and analysis, the Board of Trustees will gain a realistic perspective of the achievement of Māori and Pacific Island students within the school and therefore, will be able to implement programmes as required to allow these students to realise their potential and talents. While the Kura is 76% Maori, the individual programme for each child will include aspects of Te Reo me ona Tikanga, but for group instruction, there will be a coming together of all students to stand strong within their Maori Tikanga. All whanau are supportive of this integration of Te Ao Māori.