



# Winton School Curriculum Delivery Plan 2022



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# Winton School's Local Curriculum and the NZC

At Winton School the NZ Curriculum provides the foundation for all teaching and learning. The Vision, Principles, Values and Key Competencies embodied in the NZ Curriculum underpin all decision making at Winton School. Keeping our school vision in mind, we have adapted these to fit the needs of our learning community.

This Curriculum Delivery Plan details the beliefs, plans, guidelines and statements that have been created by all stakeholders within our learning community to develop a local curriculum in line with our shared vision.

By infusing the NZ Curriculum with our local curriculum, children experience a wide range of integrated learning experiences making use of the natural connections that occur between the learning areas. This approach enables us to meet the needs of our students and acknowledges the opportunities and resources within our wider community.

This document serves the purpose of providing a general overview of all curriculum delivery related aspects of our school.

Throughout, there will be references to other [central documents](#), which will provide a more accurate Interpretation and appreciation.



To Grow  
Kia tipu

To Thrive  
Kia hua

To Prosper  
Kia puāwai





# Our Vision



Winton School is a place where all students are encouraged and challenged to strive for personal excellence in a wide range of academic, social, cultural and physical activities. Through effective governance, high quality teaching, high expectations and a strong home-school partnership, we aim to help our students to become confident, connected and actively involved lifelong learners.

Winton School learners will be supported to:

## Academic

- develop strong literacy and numeracy skills
- be technologically literate and competent
- be critical, creative and reflective thinkers
- have an understanding of the world we live in
- be active seekers, users and creators of knowledge

## Cultural

- express themselves creatively within the Arts.
- recognise and develop their talents and special abilities
- have an understanding of, and respect for different cultures
- have knowledge of their own culture and heritage

## Social

- be confident and responsible citizens in local, national and global settings
- collaborate, compete and cooperate
- have a positive sense of belonging / Hauora
- communicate confidently and effectively using a variety of tools
- resolve conflict in socially acceptable ways

## Physical

- develop a sense of personal well being
- engage and be involved in a variety of physical activities
- demonstrate an increasing responsibility for self care
- make informed choices around lifestyle and wellbeing



# Our Values



We will achieve our vision by encouraging, modelling and exploring the following values (as identified by our school community) through our school culture, classroom practice and learning activities.

## **Respect - Whakaute**

We value respect because it allows us to develop and maintain positive relationships with each other

- For self, others and the environment
- Wear your uniform with pride
- Celebrate success
- Acknowledge the support of others

## **Responsibility - Takohanga**

We value responsibility because we need to be accountable for our own actions and it is the basis for trust and honesty

- Make positive choices
- Co-operate and work as a team
- Be reliable and dependable
- Self-manage and be prepared for learning

## **Effort - Manawanuitanga**

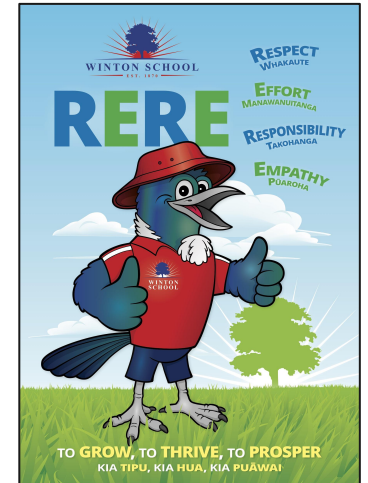
We value effort because it allows us to achieve to the best of our ability

- Be the best you can be
- Make the most of your opportunities
- Have a positive attitude
- Take risks and be resilient

## **Empathy - Pūaroa**

We value empathy because it allows us to see what another person is feeling or experiencing

- Care for those around you
- Include each other
- Understand, accept and value difference
- Be aware of the feelings and needs of others

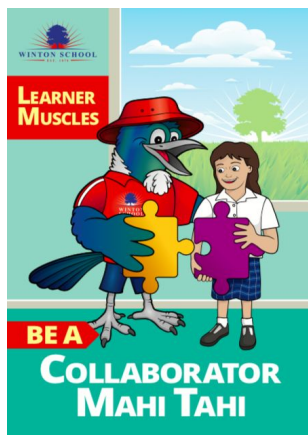


# Our Learner Muscles and the Key Competencies

At Winton School we deliver the Key Competencies through our Learner Muscles, developed to meet the needs of our students. These are capabilities and dispositions that young people need for growing, working, and participating in their communities and society. Our students are supported to develop (flex) their Learner Muscles through a range of opportunities provided within our teaching and learning programme.

## Collaborators are:

Reliable and Empathetic



### **We can:**

- work with others to achieve a shared goal
- actively listen and respect other people's views
- take on different tasks and roles

## Communicators are:

Confident and Respectful

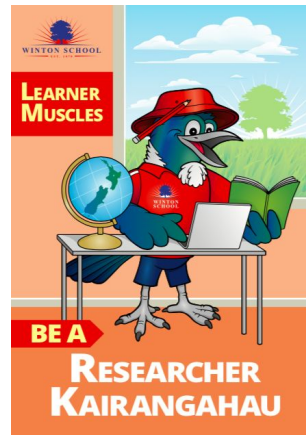


### **We can:**

- communicate ideas in different ways and for different purposes
- share our ideas in a range of contexts
- listen thoughtfully to others

## Researchers are:

Curious and Critical



### **We can:**

- locate and use a wide range of sources
- investigate problems, issues and questions
- think critically about the information that we gather

## Self Managers are:

Responsible and Resilient



### **We can:**

- make good choices about our learning and behaviour
- take responsibility for our own actions
- set and work towards personal goals

## Thinkers are:

Open Minded and Persistent



### **We can:**

- think logically and creatively
- organise and adapt our thinking as we learn
- reflect on our thinking

# Our Beliefs About Quality Teaching and Learning

At Winton School we have identified and value the following characteristics of quality teaching and learning.

- students are at the **centre** of all decision making
- there is a **collaborative vision** for teaching and learning
- **positive working relationships** are essential for the success of all programmes, plans, initiatives, etc
- There is an explicit focus on our school **values**, **PB4L** practice and the development of our **Learner Muscles**
- **Play Based learning** and **PMP** are crucial aspects of the Junior School programme
- staff have **high expectations** of all akonga
- students have **ownership** and are **active participants** in their learning
- students are **exposed** to a **rich variety** of learning opportunities
- Through **Professional Development** and collegiality, staff grow and strengthen their practice
- programmes and resources are **inclusive** and reflect the **diversity** of student experiences
- student's varied **learning styles** are catered for
- learners have an understanding of **Inquiry** and can **articulate** how and what they are learning
- plans around student achievement have a '**line of sight**' - student, whanau, teachers, leaders and Board
- we strive for **equitable and excellent outcomes** for all students
- effective and **purposeful assessment** focuses on and leads to improved student learning
- student progress and achievement is **monitored** and used to **inform** future teaching and learning
- We acknowledge and celebrate **multiculturalism** and the importance of our **Maori heritage**
- a culture of **pride, excellence** and **fun** exists
- All stakeholders (students, parents, whanau, staff, Board of Trustees and community) are **active partners** engaged in the direction and **success** of our school



# Positive Behaviour for Learning (PB4L)

PB4L is a school wide process or framework for teaching social and behavioural skills so the focus can be on teaching and learning. It benefits individual students, groups of students and the whole school community. PB4L works to achieve important social and learning outcomes while preventing problem behaviour with all students.

## Winton School PB4L Statement of Purpose

We believe positive relationships within the Winton School community will strengthen our sense of identity, belonging and purpose. We will improve social and academic outcomes for ākonga (all learners), through analysing evidence and proactively teaching and modeling school wide behavioural expectations.

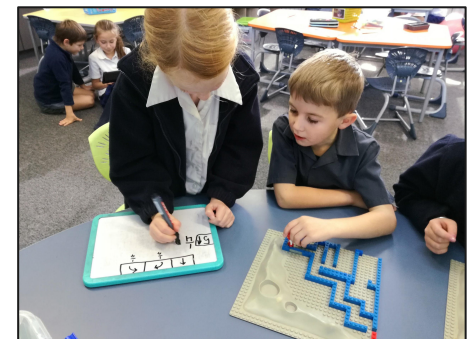
The following strategies have supported staff to develop and nurture a proactive and instructional approach to behaviour:

- collaboratively developing behaviour expectations in all teaching and learning spaces (eg, Behaviour Matrix)
- using preventative strategies (eg, Active supervision)
- supporting students to manage their learning, behaviour and responses (eg, Small, Medium, Big Problems, WITS)
- explicitly teaching social behaviours (eg, school-wide lesson plans)
- Analysing and responding to collected behaviour data, e.g, red forms (major behaviours)

A Wellbeing Action Plan, led by the PB4L team, was introduced in 2019. The aims of this plan are:

- to nurture and sustain a culture of wellbeing based on shared values and positive relationships throughout our school community.
- to support the social and emotional wellbeing of our students.
- to foster a caring, inclusive and cohesive learning community.
- to support the behaviour, engagement, participation and learning of our students.
- to support teachers to include in their practice effective, evidence based strategies that promote positive behaviour.

[Wellbeing Action Plan 2021](#)



# English



In English, students explore the English language. This can be communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.

Programmes will take into consideration the needs and prior experiences of students. Each classroom programme will include all aspects of the English curriculum including oral language, reading, writing and visual language.

Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the core of English teaching and learning at Winton School. By engaging with a range of focused activities, students become skilled speakers and listeners, writers and readers, presenters and viewers.

At Winton School:

- able children are identified by classroom teachers and catered for within the daily programme
- priority learners are identified and programmes put in place
- appropriate measures are put in place to cater for their individual needs
- culturally responsive practice is expected within classrooms, planning and teaching
- student progress is collated on Achievement Summaries
- staff follow the Winton School English Curriculum Plan and associated Assessment Schedule

[Winton School English Curriculum Plan](#)

**\* Through specific and targeted PLD over the next two years, aspects of our English / Literacy programme will be re-designed.**

# Mathematics and Statistics



In Mathematics and Statistics, students explore relationships in quantities, space and data and learn to express these relationships in ways that help them to make sense of the world around them. In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations.

Mathematics and Statistics programmes will take into consideration the needs and prior experiences of students. Each classroom programme will include all aspects of the maths curriculum.

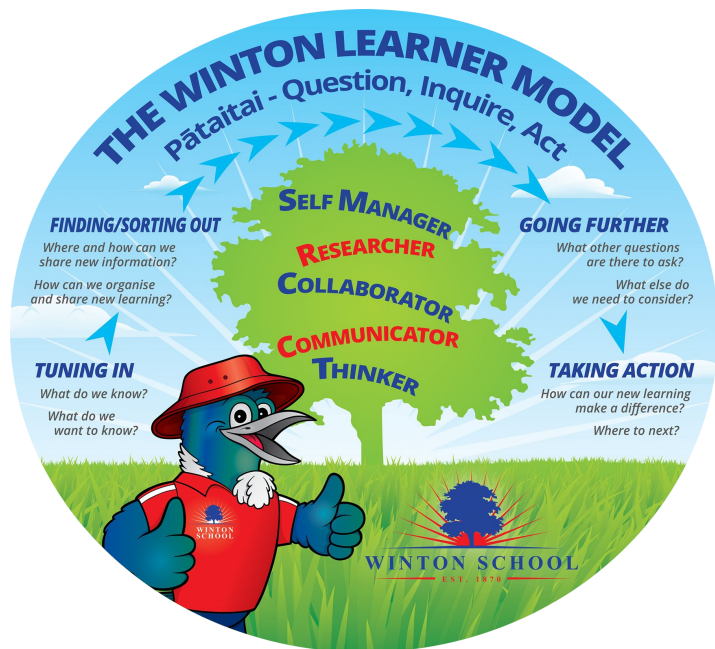
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- priority learners are identified and programmes put in place
- appropriate measures are put in place to cater for their individual needs
- culturally responsive practice is expected within classrooms, planning and teaching
- student progress is collated on Achievement Summaries
- staff follow the Winton School Mathematics and Statistics Curriculum Plans and associated Long Term Plans

[Winton School Mathematics Curriculum Plan](#)



# Our Inquiry Approach



Inquiry is an approach to curriculum delivery that requires students to actively investigate significant questions and understandings about the 'world about them' and then take action with their new learning. It invites students to gain key understandings through rich and real life learning experiences.

Through an inquiry approach, students are encouraged to learn about learning and to develop the skills and strategies needed for self managing, researching, collaborating, communicating and thinking. Through Inquiry learning students come to understand and manage themselves as learners.

Our Winton School Learner Model is based on the Inquiry Approach because:

- it helps students take responsibility for their own learning
- it allows students to develop their Learner Muscles
- it extends on prior learning and helps with new learning
- students are able to evaluate their and each other's learning
- it caters for a range of learning styles
- it allows students to make connections between curriculum areas and gain a deeper understanding of the 'world about them'
- it fosters high levels of engagement
- It cultivates student's curiosity

Our model follows a sequence of activities and experiences to build on and challenge student's perceptions. The sequence begins with student's prior knowledge and experience and moves through a deliberate process that helps the knowledge to be extended, challenged and refined.

# Our Inquiry Approach



The purpose of **Tuning in** is:

- To find out what students already know, think and feel about a topic
- To provide students with a focus for the learning ahead
- To provide students with opportunities to become engaged in the topic
- To find out the student's questions and what they want to know
- To allow students to share their personal experience of the topic
- To help plan further experiences and activities

The purpose of **Finding Out** is:

- To further stimulate student's curiosity
- To provide new information which may answer some of the students' earlier questions
- To challenge students' prior knowledge, beliefs and values
- To raise other questions for students to explore
- To provide a shared experience for all students to process and reflect upon
- To develop research and information skills

The purpose of **Sorting Out** is:

- To provide students with various means of processing and representing new information and learning.
- To encourage students to apply and transfer some of the new information and learning to a range of tasks or contexts
- To assist students to explore some of the feelings, values and attitudes associated with the topic
- To encourage students to review what they know as a group

# Our Inquiry Approach



The purpose of **Going Further** is:

- To extend and challenge students' understandings about the topic by posing more questions and considerations.
- To meet the particular interests that have emerged during the unit
- To revise, where necessary, some of the key understandings relevant to the topic
- To develop independent research skills
- To encourage students to reflect on their learning
- To provide a point of comparison for students between the ideas generated at the beginning of the unit and those evident now

The purpose of reflecting and **Taking Action** is:

- To assist students to make links between their understandings and their experience in the real world
- To enable students to make choices and develop the belief that they can be effective participants in society
- To reinforce the link between school, home and the wider community
- To provide further opportunities and contexts for ongoing learning about the topic



# Inquiry Planning and Delivery



Big questions based on achievement objectives from one or more different learning areas, along with students' prior knowledge, interests and needs, are the starting point for developing programmes of learning.

Key Understandings and transferable 'big ideas' are then drawn from this.

Using the Winton School Inquiry Plan, other curriculum areas are integrated in order to provide content for a range of learning outcomes, link broad concepts, provide curriculum balance, meet students interests and needs, link to local, national and global events and utilise available resources.

## *Winton School Inquiry Plan*

An Inquiry Coverage Plan ensures that our students are exposed to all the achievement objectives and strands within Social Science, Science, Technology, Health and P.E. and The Arts. As we are a full Primary, students will be exposed to a variety of key understandings and big ideas relating to all learning areas during their eight years at school.

Inquiry units are planned cooperatively as a staff and then more specifically in teams, ensuring the content is adapted to meet the needs of individual classes / groups.

Prior to units starting, 'ignition' activities are undertaken to stimulate children's thoughts, ideas and wonderings on the learning theme or topic. Ignition activities are also used to identify student's prior knowledge, skills and strategies. Teachers use this information to then plan the unit.

Teachers ensure that children understand what they are learning and why by linking the learning to real life contexts. Teachers also assist students in understanding their learning strengths and needs, in particular their Learner Muscles.

# Our Winton Raising Achievement Plan (WRAP)



The purpose of our Winton Raising Achievement Plan is to assist us in further developing processes and practices that respond effectively to the strengths and needs of students whose learning and achievement needs to be accelerated.

Our Raising Achievement Plan outlines:

- how we identify and track priority learners at Winton School
- key areas to consider when planning for acceleration
- our Curriculum and Achievement Plan (CaAP)
- intervention guidelines
- Education Review Office findings (March, 2016)
- the goals and actions we need to take
- indicators to show we have been successful in achieving our goals

[Winton Raising Achievement Plan](#)

# Learning Support

Every child has the right to learn and to reach their potential. Alongside this, every child has the right to access the New Zealand Curriculum to the best of their ability. Learning Support is about providing these students with the support they need to access learning in a range of settings within the school. At Winton School we strive to follow the guidelines outlined in the [Success For All](#) document and follow a process to identify at risk students. The teacher's role is to communicate concerns of 'at risk' students to Team Leaders by documenting learning behaviours and achievement. A Learning Support Team follows up on these concerns using the process outlined in the CaAP (see next page).

The Learning Support Team includes our SENCO, Deputy Principal and Learning Support Coordinator (LSC). Children with severe learning needs may be assessed and then an application made to an outside agency. Although these children may or may not be accessing the curriculum at a level closely aligned to their peers, their needs may lie elsewhere, such as health or behaviour. Teacher Aide timetabling is altered allowing for changes in student numbers and level of funding available.

There a range of tools and process that the Learning Support Team use. These include:

- Learning Support Agenda item is included at all Management and Team Meetings
- Weekly Learning Support Meetings are held with our Learning Support Coordinator (LSC). Minutes are kept and actions assigned.
- Twice termly Learning Support Meetings with MOE and RTLB to coordinate external supports
- Achievement Summaries are analysed at the end of each term and by using the Curriculum and Achievement Plan (CaAP), support can be allocated.
- Student Priority Learner profiles keep a record of support for 'at risk' students.





# Curriculum and Achievement Plan (CaAP)

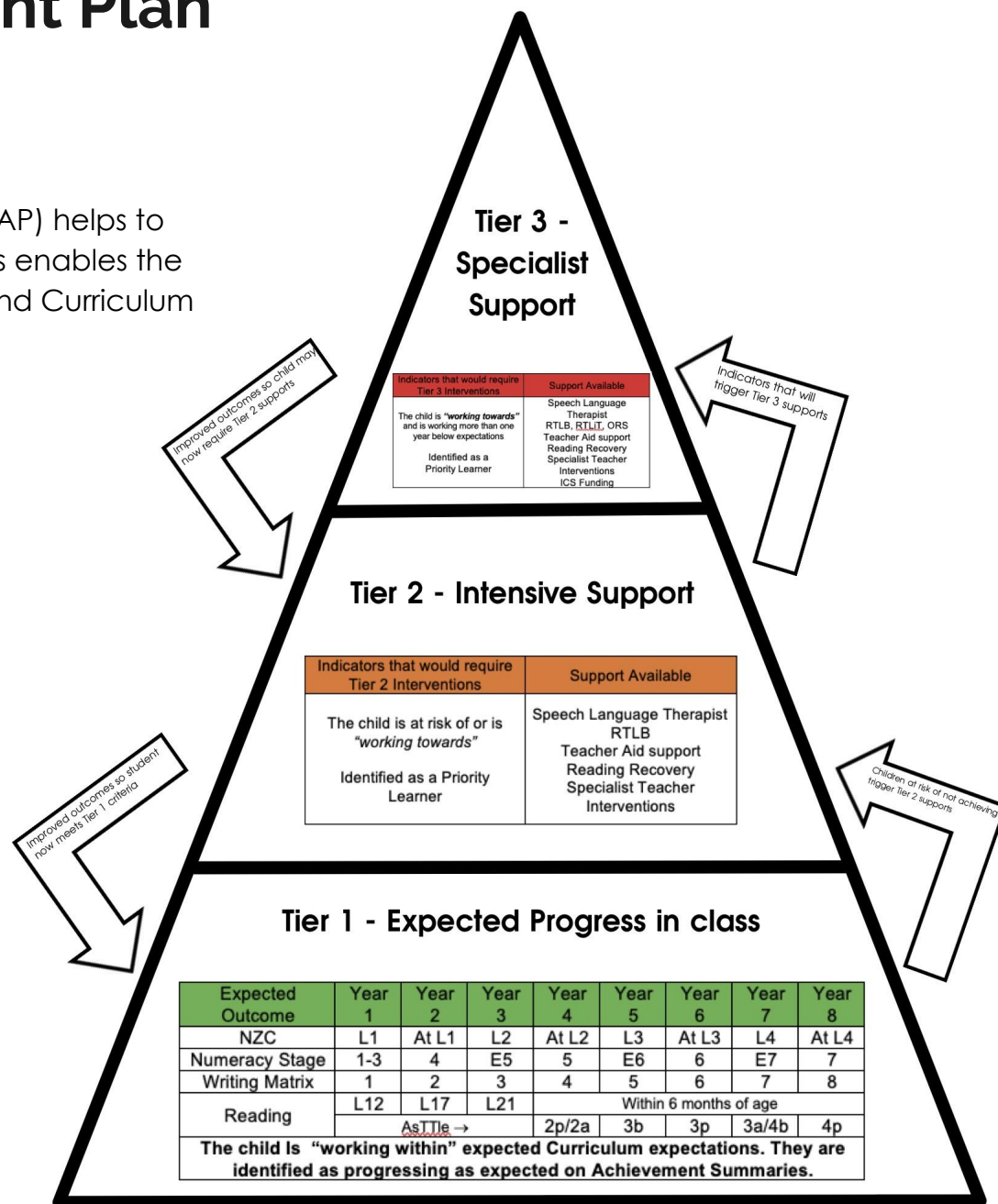
The Winton School Curriculum and Achievement Plan (CaAP) helps to guide allocation of Learning Support at Winton School. This enables the school to monitor the access of children to the New Zealand Curriculum with regards to Literacy and Numeracy.

## Students Identified for Learning Support

Students are identified through use of Achievement Summaries, behavioural referrals and anecdotal notes or conversations. Support is then allocated according to where the child fits within our CaAP. Pastoral Care is an area where we can allocate additional support. Regular meetings with the MOE Learning Support Service Manager enables better co-ordination of available support services.

## Evidence to support effectiveness of intervention

Observations, Anecdotal comments, Standardised Assessments, Intervention Summaries, Achievement Summaries, Reading Recovery data, RTLB final reports, RTLiT summaries and Specialist Teacher Reports



# Gifted and Talented

We aim to challenge our students and provide a range of opportunities for them to express their gifts and talents. In-class grouping and differentiation cater for the range of needs and abilities. Gifted and Talented Education (GATE) is provided for students who are identified and display talents, strengths and ability in any one or more areas.

Winton School liaises with the Southern REAP (Rural Education Activities Programme) cluster.

As GATE opportunities arise (e.g, through REAP sessions), students are nominated and nomination forms are completed.

We aim to provide students with the opportunity for Project Based Learning where possible - which links to our Inquiry Based approach.

We engage in a number of outside competitions to extend our GATE students. This covers a wide range of curriculum areas, student strengths and interests.

It is important to identify students in a variety of ways taking into account cultural, social, emotional and physical strengths and gifts.

## Opportunities include:

- REAP Extension groups
- Kapa Haka group
- ICAS and Great Kiwi Competitions
- MADE Awards
- Media Mash
- Young Einstein Quiz Challenge
- Science/Social Science Fairs
- Otago Problem Solving
- EIS TEchnology Challenge
- SMAC Maths
- Senior Leadership
- Science Roadshow



# Year 7 & 8 Manual Technology

Winton School delivers a Manual based Technology programme on-site in a purpose built Technology Centre. The programme caters for Year 7 & 8 students from contributing schools. Our programme is designed to develop students' competence and confidence in understanding and using existing technologies and in creating solutions to technological problems in the following areas:

- hard materials (woodwork and metal work)
- electronics
- foods
- soft materials (sewing)

Students are encouraged to generate a range of ideas before developing their chosen outcomes from available resources. They experience all eight components of the three strands in Technology (Technological Practice, Technological Knowledge and The Nature of Technology) at least once during the two-year cycle in our rooms.

Students are actively engaged in:

discussing, designing, modelling, problem solving, writing, sketching, rendering, marking out, risk taking, co-operating, using appropriate equipment safely, modifying to improve function, costing, reflecting and evaluating.

Students develop academic and practical skills to meet identified needs. Programmes are developed to provide students with the requirements of the three strands mentioned above. However, modifications to meet teacher and school and community needs are considered if they enhance student learning and achievement.

Students attend the Technology Centre for a four day programme four times a year. Each time, working within a different area. Progress is carried over from one day to the next so that results are achieved in a short period of time. With the skills that students learn and practise, Technology can be more confidently integrated into topics or themes being covered back at their own school.



# Culturally Responsive Practice



As a school we have identified that in order to improve student outcomes, we need to ensure that leaders and teachers have the understanding and the capacity to create culturally responsive learning environments. This includes rejecting deficit explanations for students' learning, building educationally powerful relationships, caring for the learner, including their language and culture, high expectations, sharing power in a well managed learning environment, maximising interactive learning that builds on students' prior learning and knowing what students need to learn.

Through PLD(2016/17), inquiring into our practice and adopting a shared responsibility, we expect to have an impact at the following levels:

System Capability

School and leadership capability

Teachers efficacy and classroom practices (teacher capability)

Accelerated student progress and achievement (learner capability)

# Te Reo Māori



A Cultural Action Plan has been developed with the following aims:

- To build capacity and confidence of teachers to enable them to teach and use incidental language throughout the school day.
- To build capacity and confidence of akonga to enable them to use what they have learnt.
- To create an awareness of other cultures within our school community through creating a sense of belonging and well being for all.
- To build and strengthen educationally powerful relationships with students and whānau

## Cultural Action Plan

Taha Māori will be integrated with other curriculum areas, adding a further dimension to teaching and learning. For example:

**Language** - storytelling, understanding school values, our whakatauki, learner muscles, instructions and commands.

**Mathematics** - counting, directions and shapes.

**Social Sciences** - myths, legends, history, Treaty of Waitangi and place names.

**Science** - navigation, conservation and house names, importance of the tui.

**The Arts** - waiata, dance, haka, movement, action songs and instruments.

**Art** - koru, natural dyes, carving, weaving and toku toku.

**Health** - mana, tapu, hauora and whare te pahwa

**Physical Education** – rakau and poi.

**Meetings** - assemblies, powhiri and hui.

Each year, students will have an opportunity to participate in Polyfest, Kapa Haka and Putangitangi. The school will make full use of Māori resources in our community and capitalise on the experiences and perspective of tangata whenua. A trip to Te Rau Aroha Marae in Bluff will be undertaken by the school every 3 years.



# Digital Technologies



Digital Technologies is learning about technology. It involves learning to be a creator in the digital world, not just learning to use systems. Our students won't just be using devices like laptops and ipads. The changed curriculum will mean we will be teaching students the computer science principles all digital technologies are built on.

The revised Technology Curriculum now includes new Digital Technology content that covers two key areas:

**Designing and Developing Digital Technologies** is about understanding that digital systems and applications are created for humans by humans, and developing knowledge and skills in using different digital technologies to create digital content across a range of digital media. This part of the curriculum also includes learning about the electronic components and techniques used to design digital devices.

**Computational Thinking** is about understanding the computer science principles that underlie all digital technologies, and learning how to develop instructions, such as programming, to control these technologies.

Digital Technologies is not about learning with technology (e-learning), it's learning about technology. It is also about how to develop instructions such as programming and coding to control these technologies.

At Winton School we provide students with opportunities to:

- identify appropriate technologies to conduct research, solve problems and pursue personal interests.
- use appropriate technologies to design, combine and create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others.
- evaluate the effectiveness and efficiency of their choices and uses of information and technology.
- demonstrate the safe, responsible and legal use of information resources, computers or other technologies.



# Career Guidance and Leadership Opportunities



*"The ultimate aim of career education and guidance is for students to develop the understandings, skills, and attitudes that they may need to make positive career decisions throughout their lives."*

*'Career Education and Guidance in New Zealand Schools', pg 7*

At Winton School, Year 7&8 students are involved in a career guidance programme based on three 'Career Management Competencies'. Each competency involves a set of understandings, skills and attitudes required to successfully manage life, learning and work.

## **Developing self-awareness**

Our students need to be able to understand themselves and the influences on them.

Therefore we assist students to:

- build and maintain a positive self-concept
- interact positively and effectively with others
- change and grow throughout life.

## **Exploring opportunities**

Our students need to be able to investigate opportunities in learning and work and relate them to themselves.

Therefore we assist students to:

- participate in lifelong learning to support life and work goals
- locate information and use it effectively
- understand the relationship between work, society and the economy.

# Career Guidance and Leadership Opportunities



## Deciding and Acting

Our students need to be able to make and adjust their plans, to manage change and transition, and to take appropriate action.

Therefore we assist students to:

- make life- and career-enhancing decisions
- make and review learning and career plans
- act appropriately to manage their own careers.

## Leadership and Areas of Responsibility

At Winton School, all senior students are provided with the opportunity to lead school initiatives in a number of areas. These responsibilities allow students to develop a set of skills, while at the same time learning the importance of personal effort and teamwork which contributes to the overall functionality of our learning community.

Areas of responsibility include:

**Year 4:**School Council

**Year 5:** School Council

**Year 6:** Daily NEWS production, Builders Group, School Council

**Year 7:** Road Crossing, Sports Shed, Playground Activity Leaders, Builders Group, School Council

**Year 8:** President, Vice President, House Leaders, Techie Team,

**Year 7 & 8:** School Ambassadors, Magazine, Coding, Music, Librarians, Enviro group.

# Planning and Assessment

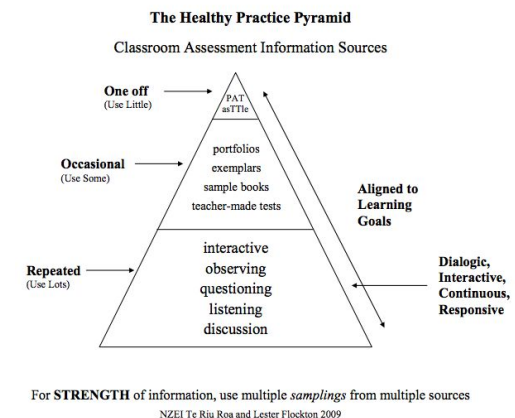
The primary purpose of planning and assessment at Winton School is to improve children's learning and guide next steps for teachers. This occurs through the interaction between teaching and learning, based on timely gathering, analysis, interpretation and use of information that can provide evidence of children's progress.

Teachers will:

- Plan for students following guidelines from Inquiry, Mathematics and Statistics and English Curriculum Plans.
- Use **formative assessment** and provide the students with feedback and feed-forward about their learning, what they have achieved and what they still need to learn.
- Focus on formative assessment in a way that caters for learning styles and promotes success.
- Incorporate purposeful **self-assessment** when appropriate.
- Encourage **peer assessment** where possible and authentic.
- Encourage students to share their work and assessments with their parents.
- Use reliable **summative assessment** and consistent school-wide methods to help with accurate teacher judgements.

Tools and Systems:

- Team and whole school planning opportunities
- School wide Performance Management System
- Moderation in teams / staff
- Following school wide [Assessment Schedule 2021](#)
- Reading, Writing and Maths Trackers
- Achievement Summaries - Identifying Priority Learners and allocating support
- Working Towards, Working Within, Working Above in Reading, Writing and Mathematics



# Reporting to Parents / Caregivers and Community



Winton School reports on student progress and achievement and 'school happenings' to parents / caregivers and our wider community in a number of ways.

## Formal Student Reporting on Progress and Achievement

- 3 Way Learner Conferences – Terms 1 and 3
- Mid Year Progress and Achievement Report
- End of Year Progress and Achievement Report
- School Entry Assessment Conversation (soon after child starts school)

## Informal Student Reporting on Progress and Achievement

- Seesaw posts
- Wow postcards
- Class celebrations of learning
- Work sent home
- Parents visiting school with our Open Door Policy

## Community Engagement:

- Meet the Teacher and Information Evening (early Term 1)
- School newsletter
- School website / Facebook / School App
- Community Assemblies
- Weekly school video
- John Parsons Parent Information Sessions
- Visiting Speakers
- Articles in local papers

## Community Consultation / Surveys:

- Winton School Charter (targets, annual and strategic goals)
- 2 yearly Community Survey
- 2 yearly Health and PE Community Survey
- Termly Whanau Hui
- Year 8 and Families Leavers Survey
- Departing Staff Questionnaire
- Various information sessions to share and discuss specific initiatives and plans
- Financial Statements

# Reporting to the Board of Trustees



A number of reports are presented to our Board of Trustees by the Principal and staff on a regular basis. These are discussed and based on the findings, plans put in place to sustain or improve outcomes. These include:

- Previous Year Overall Student Achievement Report
- Charter Target / Improvement Plan
- NAG 1 Charter Check Reports
- Intervention Summary Reports
- Mid-Year Overall Student Achievement and Charter Target Progress Report
- Analysis of Variance Report
- Principal Reports
- Property Reports
- Learning Support Report
- Gifted and Talented Report
- Principal Appraisal Report
- Health and Safety updates
- Behavioural data



# Curriculum Review



Winton School staff follow a number of self review procedures with regard to how we deliver our local curriculum.

A 'Curriculum Review and Action Plan Check Up Document' outlines the timeframes around the review of each of the 8 Learning Areas. It includes:

- The month of review
- The date the findings / analysis and Action Plan were shared with the staff and Board of Trustees
- The dates (over a 2 year period) to 'check up' on progress of the Action Plan

## Curriculum Review and Action Plan Check Up Document

For Literacy and Mathematics, the review process involves staff completing a questionnaire about various aspects of curriculum delivery within that area. Discussion also takes place within teams. For the remaining 6 Learning Areas, staff complete a PMI as a team. Student voice is also a key consideration in any curriculum review.

Aspects of Curriculum Delivery looked at include Programmes, Assessment Practice, Resourcing and Meeting needs, interests and abilities.

All findings are collated and analysed. The Management Team then create an Action Plan based on the main threads of the findings. This is then shared with staff and tweaked if necessary. It is then shared with the Board of Trustees.

Every 6 months (as per the Curriculum Review timeframe), the Management Team assess progress with regard to the Action Plan and make changes or new goals as necessary.

# Curriculum Review



A 'Charter Check' Document keeps staff and the Board of Trustees up to date with developments and any progress with regard to the the goals set out in the Winton School Charter.

The sections within our Charter that directly relate to Curriculum delivery are:

## **NAG 1 - Curriculum and Student Achievement**

Strategic Aim 1: To develop, review and implement curriculum delivery with the aim of improving teaching and learning programmes, especially in Literacy and Numeracy.

Strategic Aim 2: Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated.

Strategic Aim 3: To identify at-risk students and put in place learning support.

Strategic Aim 4: For staff to continually up-skill by engaging in quality staff development, reflection and appraisal.

## **NAG 2 - Documentation and Self Review**

Strategic Aim: To document how the Board of Trustees is giving effect to strategic planning, self review and reporting requirements.

The tracking of goals within each of these aims involves the Management Team reflecting and commenting on progress made over the course of the year. This is completed at the Management Meeting before the next Board Meeting. Developments and progress are then reported to the Board of Trustees.

[Charter Check Document](#)