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Staffing for 2014:

Andy Morgan Principal

Cleonie Whyte Deputy Principal

Lead Teacher Junior School

Teacher Year 1/2 Room 7

SENCO

Tutor teacher for Sharon

Dion Marchioni Teacher Room 1, Year 6/7.

Lead teacher senior school.

Urma Ghuman Teacher Year 4/5 Room 2

Kim Robinson Teacher Year 3/4 Room 3

Sandra Hughes Rumaki Kaiako: Room 4

Marina Biddle Lead Teacher Rumaki Unit

Rumaki Kaiako: Room 6

Sharon Drabble Teacher Room 8. New Entrant

Daniel Waitere Rumaki Release

 Te Amo’s Planning Teacher

Erin Keremeta-Kapa Release Teacher

Suzanne Reid Junior School Release Teacher

Alex Fisk (Acka) Teacher Aide

Jillian Mauriohooho Road Patrol/ Art Tutor

Hohepa Mangu Teacher Aide Room 4

Deanne Paerata Teacher Aide Room 6

Pita Broad 5 hours on Thursdays (Woodwork Specialist)

Paul Martens 5 hours on Thursdays (Food Technology)

Hone Hughes 17.5 Hours Caretaker

Karen Te Huia 20 hours Cleaner

Katrina Easton 32 hours Executive Officer/Office

 Administration

Fiona Miller Reading Recovery Teacher

Term Dates:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Term** | **Start Date** |  | **End Date** | **Half Days** | **Weeks in Term** |
| Term 1  | Monday 3rd February | to | Wednesday 16th April | 104 | 11 |
| Term 2  | Monday 5th May | to | Friday 4th July | 88 | 9 |
| Term 3  | Monday 21st July | to | Friday 26th September | 100 | 10 |
| Term 4  | Monday 13th October | to | Wednesday 17th December  | 94 | 10 |
| **Total of 386 half days.** \* There will be two teacher only days this year to work on the Kihikihi School Curriculum and Graduate Profile for the English Medium School. The days are Thursday 17th April and a call back day on Monday 7th July. |  |

***Holidays in Term for 2014***

* Waitangi Day 6th February
* Good Friday 18th April
* Easter Monday 21st April
* Queen’s Birthday Monday 2nd June
* Labour Day Holiday – Monday 27th October

Bell Times:

8.30am First bell – Classrooms are opened. Breakfast club begins.

9am Learning Bell

9.05 Karakia

10.35 Morning Tea bell

10.40 Interval

11am Learning Bell

1pm Kai time

1.15pm Play time

1.50 Pack up, toilet, drink bell

1.55 Learning Bell

2.55 Karakia

3pm Home time

**Please don’t allow your children to leave until the 3pm bell has gone!**

Attendance Register:

The most important aspect is that attendance is entered within 10 minutes of the start of the day and within 10 minutes of the start of the after lunch programme.

If you are unable to log on to the system or eTAP, please send a list on the appropriate forms to Kat within the first 10 minutes of the day or after lunch.

The Kihikihi Annual Aims for 2014:

1. Target to raise student achievement in spelling, reading and writing.
2. Support priority learners and MOE target groups
3. Programme development to meet needs of our Year 7 and 8 students
4. To implement an assessment programme using effective assessment tools in mathmatics/pangarau to gather, collate, analyse and use student assessment information for improving teaching and learning, and for reporting purposes. Assessment information will inform
5. To ensure an annual programme of self review, designed to maintain a focus on raising student’s achievement and engagement, is implemented
6. Through staff, BOT, student, whanau and expert support (Kia Atamai Education Trust) create a school curriculum based on Te Marautanga o Aotearoa
7. Through effective governance, provide vision, direction and coherence to the operational leadership and management of Kihikihi School
8. Develop a successful science programme across both language mediums which creates a love of science for tamariki
9. To identify students who have ability or talent in particular areas and icraete planning and implement learning tasks to meet these children’s needs across the curriculum.

Time Management:

Please use a diary to keep a tab of when tasks are due or events are on.

If you are late getting something done it has an impact on what others are trying to do – it can hold up the processes.

In 2014, it will not be acceptable to send home documents, reports or information later than the specified day it should be home.

Achievement books and reporting to whanau must go home on the specified date – Even if this means you burn the midnight oil as you have not managed your time effectively.

School Arrival and Departure:

Other than day-to-day relievers and also at the times you have a specific occasional appointment, teachers should not be arriving late and leaving early. It is simply not professional for parents to see teachers coming into school after their children and going out the gate at about the same time as children depart school.

**Please ensure you are at school by 8.10am at the latest and in your classroom from at least 8.40am onwards.** Your classrooms need to be opened on the 8.30am bell for children to be able to go in and hang up their bags, order their lunch, purchase stationery and set themselves up for the day.

**It is professional if you are in your class if parents or whanau want to speak to you, this means before and after school.**

School Wide Assessment: Data Entry on ETAP:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment** | **Assessment Date** | **Entry Date** | **Comments** |
|  **PAT Listening Comprehension** | Weeks 4 - 5 Term One | 7th March  | Year 3 - 8 |
| **PAT Maths** | Weeks 4 - 5 Term One | 7th March | Year 4 - 8 |
| **STAR B** | Week 3 | 1st March  | Year 3 - 8 |
| **STAR A** | Week 6Term 4 | 20th Nov | Year 3 - 8 |
| **AOL A/ROL A** |  |  | These are to be done for the 5YR Entry Assessment and the 6YR Observation Survey. |
| **Spelling** | Week 6Term 4 | 20th Nov | Essential lists to be entered on Etap |
| **Reading Level** | Term One,Two, Three and Four | Week 8 of each term, Week 6 T4 | Requires comment/anecdotal info.Every child who is below or well below requires a RR every term. All other children require two per year and OTJ’s every term. |
| **Oral Language Rubric****Years 1-2** | Term 1 & 4 | End of T1Wk6 T4 | To be compiled and put on ETAP. Requires comment/anecdotal info. |
| **Numeracy Full Assessment****Gloss (Strategy)****IKAN(Number Knowledge)** **JAM (Juniors)** | Term 1Term 3 | Use NZ Maths website to do Gloss Testing | Teachers can assess using the full numeracy test if a diagnostic test is required. Requires comment/anecdotal info. **OTJ also required.****YR 1-3 JAM (Term 4 Only or when a new child enters)****Yr 4- 8 Gloss/IKAN** |
| **Measurement Strand**  | Term One,Two, Three and Four |  | At the completion of teaching unit all assessment needs to be entered onto Etap. All units require a pre and post test. |
| **Geometry Strand**  |
| **Statistics Strand** |
| **Algebra** |
| **Reflection Folders** | Term TwoTerm Three | T2 – Week 2T3 Week 9 | Student led Conferences and Reflection Folders to go home. |
| **Writing – Recount 0-1****Wriitng – Narrative 2 -8** | Term One and term Three | Week 9 – 10 Term One. Week 8 Term Three | Whole school.Requires comment/anecdotal info. |
| **Final Written Reports** | Term Four | Completed by 29th Nov | To be given out on Tuesday 16th December. |

SMP – Student Management Plan:

* All begin the year going over the Student Management Plan.
* Reminder that yelling probably means you are probably not using the plan effectively.
* You have detention books in your classroom. If you don’t please see Kat in the office. You will still need to fill out a detention form as one copy will go home to the parents to be signed. Detentions need to be completed by the classroom teacher in the class.

In our class we believe that everyone has the **right** to be treated fairly. Students and teachers have the right to work, play and learn in a friendly, safe, caring, supportive school environment. With **rights** come **responsibilities**. We each have a **responsibility** to care for ourselves and other people and to treat other people and their property with respect.

|  |  |
| --- | --- |
| RIGHTS | **RESPONSIBILITIES** |
| You have the right to be treated with respect and kindness. | You have a responsibility to treat others with respect and kindness |
| You have the right to talk about your ideas and feelings. | You have a responsibility to listen when others are talking. |
| You have a right to get the most from school | You have a responsibility to complete learning tasks and allow others to work without interference – this includes handing work in on time |
| You have a right to feel safe at school | You have a responsibility to know and obey our Kia Manawanui Rules and to report any bullying. |
| You have a right to expect your property to be safe | You have a responsibility and to take care of your own and other people’s property. This includes naming your gear. |
| You have a right to use school property and equipment and enjoy the school grounds | You have a responsibility to use school property and equipment properly and care for the school grounds |
| You have a right to learn in a co-operative and orderly classroom | You have a responsibility to co-operate with and show respect for teachers |

|  |
| --- |
| **THE GOLDEN RULES*****These rules have been agreed upon as being the ones in our junior school that will be followed in all classes and during school activities.***1. We are gentle . . . we respect other people, their space and keep hands, feet and objects to ourselves.
2. We are kind and helpful . . . we don’t hurt other people’s feelings.
3. We listen . . . we do not interrupt.
4. We are honest . . . we do not cover up the truth.
5. We work hard . . . we do not waste our time, or other’s time.
6. We look after property . . . we don’t waste or damage thing.

MY BEHAVIOUR IS MY RESPONSIBILITY AND I WILL ALWAYS HAVE A CHANCE TO EXPLAIN AND DISCUSS MY BEHAVIOUR WITH MY TEACHER |

## RIGHTS AND RESPONSIBILITIES

## REWARDS

In our school, teachers focus on positives and use many ways to recognise good behaviour and effort which may include:

* Weekly award certificates
* Positive phone calls and messages to parents
* Special mention at school or team assemblies
* Gold card draws at assembly
* Term merit cards and awards
* Visits to / from DP’s/Principal for praise or an award
* “Optional activity award” time – 15 mins spent on individual educational activity of students own choice e.g. maths games; spelling mazes; puzzles; choice of computer programme.

## CONSEQUENCES

To help our students become responsible for their behaviour there are planned consequences, which follow when our rules are broken.

If anyone in our class is observed by a teacher making it difficult for others in class to learn or feel safe then the following will occur:

|  |  |
| --- | --- |
| * Name on board
 | This is a warning and gives me a chance to change my behaviour |
| * Name and (1st cross)
 | Means 15 minutes detention  |
| * Name and (2nd cross)
 | Means 30 minutes detention |
| * Name and (3rd cross)
 | Means I am required to phone home in the next break to explain my behaviour. I will also have a 30 minute detention  |
| * Name and (4th cross)

Or severe clause | All the above plus special supervision for the rest of the day. An appointment will also be made for me and my parent or caregiver to meet with the teacher and the DP or Principal before I return to class so that both home and school are jointly involved in helping me change my behaviour. |

***The good news is that every day I have the chance to make a fresh start.***

OTHER IMPORTANT THINGS WE NEED TO UNDERSTAND:

## In the Playground

The “Responsible thinking Room” operates each lunch time for students who involve themselves in inappropriate behaviour. They may be selected to spend part of the break there under teacher supervision, or part of their break diverted by a staff member to another activity such as litter duty. At morning tea children will be sent to the office area to be supervised. **This will be closed during term 1.**

## Failure to Modify Behaviour

Where no appreciable improvement in behaviour occurs and there is persistent re-offending, a School Disciplinary Committee will become involved.

## Severe Clause

Immediate contact with parents will be made for the following offences:

* Violence towards students or staff and offensive behaviour, assault or theft – whether within the classroom or playground
* Vandalism of school and personal property
* Extreme cases of non-compliance

**An appropriate course of action will follow.**

The Responsible Thinking Room:

***Purpose:*** *The Responsible Thinking Room is a room where students go when there are concerns about the wellbeing of others or themselves.*

* Students will be referred or can self refer if they want to discuss an issue or concern.
* Students will attempt to write responses to the questions on the RTR form. For juniors unable to write, they will draw a picture about what they did to be sent to the RT Room. They will attempt to write an explanation beneath the picture. The support teacher in the RT Room will write what the child dictates.
* The RT Room teacher will decide if the student will go back into the playground. For serious behaviour issues where the child is still very angry and shows that he or she will not act safely towards others, the child will remain for the full lunch session.
* After 3 referrals in a week the child’s family will be contacted for a meeting with the Principal or Deputy Principal. In instances where the child’s family cannot be contacted, the child will be taken home for a meeting by the principal.
* If the pattern is repeated for more than 3 weeks, the student will be placed on a longer period of withdrawal form the playground at morning tea and lunchtime. Withdrawal at playtime will be in the principal’s office. The length of this time will be decided by the principal or DP.
* There is certainty about the withdrawal. If it does not happen today it will happen tomorrow. Do not get into a confrontation in the playground where you could lose.
* If there is a refusal in the playground to attend the RTR room, the teacher should tell the child he or she is making a poor choice and suggest they attend as it will be followed up. This will take away his or her chance to grandstand. Give the child space. He or she may attend. If not after lunch liaise with the DP or Principal (whoever is released), and they will come to your class while you withdraw the student and talk with him or her in an office where you put yourself in a position of authority. Tell them they are attending the RT Room tomorrow. Tell them you are recording their name in the RT book and they will be there. (If not, the issue will become one where there is follow up at home.)
* The RT Room plan will be reviewed when it is seen not to be working.
* Duty staff must be consistent and not let behaviours go or ignore behaviours. Small issues can be dealt with by getting children to undertake a litter duty or other diversion.

**Please Note: We are going to trial this term to have the Responsible Thinking Room closed – we are hoping by having a staff member on swimming duty and another walking around the playground and the library open two days during the week, that we could cope with the issues that come to hand. Please remember that the deck outside the staff room is available for tamariki to sit on during break times for incidents that happen in the playground. Remember to advise a staff member in the staffroom at the time that the child is there.**

Student Housekeeping:

**Uniform General:**

All children are supposed to be in correct uniform. Please support by following up on this. Teachers need to do a uniform check every morning – we need to ensure that students are not wearing bright coloured t-shirts under their uniform. We don’t mind these as long as we cannot see them. All students should be encouraged to tuck in all their singlets and t-shirts underneath their uniforms. We need to ensure they wear their uniforms with pride.

The office will issue a uniform dispensation slip with a note explaining the reason and when the child will be back in correct uniform.

Particular areas to watch are footwear and that children are in full uniform, not a mix of mufti and uniform.

**Footwear:**

**No shoes are to be worn inside the classrooms** – teachers are an exception.

During winter encourage the students to bring slippers to school – which they can wear inside - teachers feel free to bring you own slippers as well.

Please ensure that your children do not wear their shoes in class. The children can place their shoes tidily on the deck, or in the junior block they can place them by their lockers.

**Jewellery and Makeup:**

Also please keep an eye on jewellery and makeup that some of the children are coming to school with. As well as tacky jewellery can be dangerous when playing on the outdoors equipment.

**Hats:**

Hats must be worn in term one and four whilst in the playground. From the start of week two, the consequence for not having a hat will be that children spend time in their class with their class teacher. This encourages the class teacher to encourage children more to purchase or bring a hat.

**$15.00 activity fee:**

Children cannot go on class trips without payment of this fee. In many instances this fee will cover the cost of activities. For longer bus trips where there is also an entry cost, money from the activity fee will subsidise the cost of the trip.

Encourage and remind children and whanau about paying this.

**Home Reading:**

* All children in years 1 – 3, mainstream and rumaki, need to be taking readers home daily. Have a hui with your parents to explain what your expectations are.
* Organise this by week 4 of term one.
* Send individual letters home inviting parents to attend a classroom or junior/senior hui about home reading and homework expectations. It may be more successful to meet face to face, visit home, make phone calls or even text if this is a way to get them here.
* In the letter, if their child is below expectation and failing – let them know and that it is important for them to get into school to learn about how to support their child.

**Classrooms:**

If you stack your chairs on the ground your tables will get wiped each night. Make sure you stack your chairs correctly in order for the class to be vacuumed. Please do not use any Sellotape on the windows and definitely don’t use a staple gun on the whiteboard, desks cupboards or tables.

**Movies:**

Movies are only allowed to be shown in school if they have a G rating. No M movies to be shown at all unless prior approval from Andy or Cleonie.

**Before School:**

No children are allowed around the back before school. There will be a detention if this rule is broken. Students are to have their bikes and scooters in the bike shed before 9am as it will be locked until 2.50pm.

Staff Meetings / Hui:

We generally only require one formal hui a week. This is always on a Monday at 3.15pm, but could be changed to another day if we have a consensus decision to do so. However, the day the hui is set for is part of teacher salaried time. It is a professional meeting. It is not a time to make doctor, dentist, and accountant appointments.

If a team member cannot make the hui on a Monday, it is likely, unless we have a specialist coming in, that we will move the hui forward to the next day so we can all be present.

It is important to arrive for this at 3.15pm. Our aim is to finish by 4.30pm generally, but if we start late we may need to run later. Some of the staff hui days are different to the typical Monday session. Please diary these and do not double book a staff hui with another hui. Only in extreme circumstances will non-attendance be acceptable.

If you are on minutes you are to open and close the meeting/hui with a karakia – this can be in Māori, English, Samoan, Indian or whatever language you like. It can be an inspirational piece of writing or even a quote you might like to share with us all.

Once you have typed up the minutes you are to email them to all staff members, including Andy, Cleonie and Kat.

**If you are on minutes then you should be the only one that has your laptop open. Too many staff do their own thing and don’t listen to what is going on in the meetings. Please have cell phones on silent or turned off – it’s all about showing respect.**

Andy will ensure that a copy of the agenda will be emailed to all staff before the hui. If there is anything that you would like to bring up or need to discuss, then please let Andy or Cleonie know so we can put it into the agenda.

Ensure that you read over the agenda and be prepared – especially if you are on minutes, or if you need to bring anything with you.

Moderation Hui – when we have a writing hui you are asked to bring along at least two samples of each level of the curriculum – the students need to have written the piece unassisted and it is to be their draft copy – it is not suppose to be marked. For the new entrants you can write the correct words under unrecognisable words.

**Please check with Andy or Cleonie is you are unsure of anything.**

Staff Meetings Term One 2014:

The focus areas are available for discussion.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date:** | **Focus** | **Minutes/****Karakia** |
| **Week 1:** | Mon 3rd Feb | Assessment/ Strategic Aims | Cleonie |
| **Week 2:** | Mon 10th Feb | Draft Norms | Dion |
| **Week 3:** | Mon 17th Feb | Apprasails / Goal Setting | Urma |
| **Week 4:** | Mon 24th Feb | Class Descriptions | Marina |
| **Week 5:** | Mon 3 March | Science Focus | Sandra |
| **Week 6:** | Mon 10th March | Apprasail Documents | Kim |
| **Week 7:** | Mon 17th March | To be Confirmed | Sharon |
| **Week 8:**  | Mon 24th March | To be Confirmed | Cleonie |
| **Week 9:** | Mon 31st April | Science Focus | Dion  |
| **Week 10:** | Mon 7th April  | To be Confirmed | Urma |
| **Week 11:** | Mon 14th April | TOD Preperation | Marina |
|  |

Relievers Folder:

This folder **must be completed** by Friday 14th February. These will be checked off before staff departure on Friday. These are to be kept in the folder by the laminator in the office.

In the following terms it will be expected to be prepared on day one of each term.
**Contents:**

* Class lists
* Absence forms – an explanation that these are to be sent to the office by 9.10am and 1.40pm. These must be the official forms and need to be filed as part of the audit trail for absence notification. Kat has these.
* Seating Plan
* Class Description
* Information about routines.
* Children who go out for support - times, days and other information.
* Literacy – reading, writing groups, oral language groups if relevant, numeracy groups, spelling if applicable.
* Timetable – up to date.
* Duties and roster of duties – unless organised on the wall.
* Student management information – copy of your class plan.
* Some activity sheet masters – leveled if possible, or ideas for activities.
* Any other helpful items or information.
* Especially include timeout support for students who require this in another room.  Make sure you have negotiated this with the support teacher.

Planning and Curriculum Development:

Mainstream Planning Templates are in the Staff folder on the server listed in a folder “Planning Templates”. They include templates for levels 1 to 3 under each of the eight essential learning areas. At this point they are in the medium of English.

When appropriate plans are available in Te Reo, we will also store these on the server for future use.

When you open these, please save them to a “curriculum” folder listed under your room.

Planning Requirements:

Planning should flow from the Kihikihi School Curriculum, to long term plans, unit planning and then weekly and daily planning.

Your daily, weekly and unit plans have to include the school dispositions.

Weekly planning requires a separate reading/literacy and maths/numercay plan.

Special Needs planning, IEPs/CAPs are required for children on our special needs register.

For special needs children supported by RTLB and RTLit, a communication /monitoring book is a good idea so clarity of expectations is maintained.

Inquiry Learning:

Two of the school wide focus areas need to be implemented as comprehensive Inquiry Learing Focus areas. The other two terms, the school wide topics do not have to be as comprehensively completed, but they need to involve aspects of true, relevant inquiry.

Timetables:

These need to be emailed to Andy by the end of week one. As well as emaiing them to Andy the following staff also need to send them to their senior teachers. This is also for your long term plans.

Sharon – Cleonie

Kim – Cleonie

Sandra - Marina

Long Term Plans:

A copy of the Long Term Plan for term one should be emailed and sent to the Principal. If you have written this, scan it on the new photocopier and send this as a PDF file to Andy. As for the timetables these need to be emailed by the end of week two.

Literacy:

**Listening and Oral Language:**

In the first two weeks, STAR Assessement needs to be completed along with the PAT Listening Comprehension Test. These need to be entered in eTAP.

Oral language data – needs to be entered. It gives a good picture of where students are at. This needs to be entered. Can be used to direct teaching in this area.

**Reading:**

By the end of week four, running records shoud be completed and entered.

Each term, reading data needs to be recorded on eTAP. In terms two and three this may or may not include a running record, but must include a judgement based on OTJs. All these assessements are required to have a comment entered in the comments section on eTAP. Guided reading with recorded and filed questions in evidence. Can be off TKI etc.

**Writing:**

By week 9, the report writing data needs to be entered. By week 10, the first oral language assessment is required to be entered on eTAP.

Writing samples completed term one best fit and OTJs used to judge writing.

Recount and Narrative Writing are the areas of writing we focus on this year for our formal assessment. A wide range of writing types are expected to be taught throughout the year with children given lots of opportunity to write across the curriculum. Recording will be done on the templates we have created ourselves.

The Writing Moderation Process at Pirongia School this year will be the following:

Term 1 - Narrative

Term 2 – Explanation

Term 3 – Argument/Exposition

Term 4 - Report

Kihikihi School 2014

Health and Physical Education

Implementation Plan:

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| ***What is Physical Education about?***It is about the total well-being of the student and other people in the Kihikihi School community, encompassing attitudes and values, Hauora, understanding relationships, health promotion under the contexts of:* Personal health and development
* Movement concepts and motor skills
* Relationships with other people
* Healthy communities and environments.
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| ***Assessment and Evaluation:**** Assessment will be an integral part of the teaching/learning process whereby a range of assessment practices, including peer/self-assessment will be used to gather information in meaningful contexts, including formative WALT/success criteria and co-constructing. Student progress will be monitored for future planning and reported to parents.
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| ***An effective plan at Kihikihi School looks like:***  **Physical:*** Swimsafe – whole school during terms 1 and Terms 4
* Fitness 10 – 15 mins daily incorporating KiwiDex and PD games from Project Energize.
* PE Skills (topic based on yearly overview) using WALT/success criteria and co-constructing – 60 mins or more per week, based on fundamental skills.
* Whole school sporting event held each term.

**Health: Leadership:*** KOS – odd years - Sports Leaders will be trained in

Kia Kaha – even years Term 1. Responsibilities will* Life education (even years) include lunchtime sports,
* Focus on Health and Nutrition leading house teams,

 supporting sporting events. |

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| ***School Priorities:**** Providing opportunities for all these skills to be taught throughout the year – swimming, athletics, small and large ball kills, gymnastics, cross country, skipping and jump jam. All linked to developing the fundamental skills.
* Be positive role models.
* Where possible provide extra sport activities eg hockey, netball, cricket, softball etc.

***Professional Learning:**** Staff PD (Fundamental skills) – Health and Nutrition procedure
* Project Energize
* Constable Steve Ryburn supporting staff for Kia Kaha, KOS, Safe Walking, Road and Cycle Safety.
* Sport Waikato PD sessions
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| ***Budget for 2014:**** Used to buy relevant equipment and resources to cover the key areas of learning.
* KiwiDex for classrooms
* Used to repair and replace equipment
 |

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| Physical Education Expectations: |
| At the end of Year 2 | At the end of Year 4 | At the end of Year 6 |
| Participate willingly in daily fitness programmes.Throw a small ball overarm 2m.Catch a small ball.Level 2 Swimsafe.Developing core fundamental skills.Has experience with group and team games, athletics, gym and cross country.Can identify ways to keep themselves safe.Can identify a healthy food snack.Can run without stopping for 5 minutes. | Actively participates in daily fitness.Throw a small ball overarm and underarm 4mCatch a small ball confidently.Level 2A Swimsafe.Developing core fundamental skills.Actively participates with group and team games, athletics, gym and cross country.Can identify ways to keep themselves safe.Can identify a healthy eating choicesCan run without stopping for 10 minutes. | Actively participates in daily fitness.Throw a small ball overarm and underarm 6mCatch and throw different equipment in various ways.Level 3 Swimsafe.Has mastery of the core fundamental skills.Actively participates with group and team games, athletics, gym and cross country.Can identify ways to act responsibly and keep themselves safe.Able to describe a balanced diet and state reasons why.Can run 1000m with a steady pace.Can run without stopping for 15 minutes. |

Kihikihi School Health and Physical Education

Yearly Plan:

|  |  |  |  |
| --- | --- | --- | --- |
| Term: | Physical Education: | Fitness: | Health: |
| One: | Weeks 1 – 8Aquatics and Water Safety | Weeks 1 – 3KiwiDex | Weeks 1 - 6* Peer Mediation training – Yr 6
* About Me
* Dispositions and Values
* Sun Safety
 |
| Weeks 4 – 7Jump Jam |
| Weeks 9 -10Small Ball Skills* Throwing
* Catching

- Striking |
| Weeks 8 – 10KiwiDex |
| Weeks 7 – 8Healthy EatingNutrition |
|  |  |  |  |
| Two: | Weeks 1 – 4Large Ball Skills* Passing
* Kicking
* Moving
 | Weeks 1 – 3KiwiDex | Weeks 1 – 2 Dispositions and Values |
| Weeks 4 – 7Jump Jam |
| Weeks 3 - 6Keeping Ourselves Safe(Odd Years)Kia Kaha(Even Years) |
| Weeks 5 – 10Winter Sports Exchange Skills* Rugby
* Netball
* Soccer
* Basketball
* Hockey
 |
| Weeks 8 – 10KiwiDex |
|  |  |  |  |
| Three: | Weeks 1 – 4GymnasticsCross Country | Weeks 1 – 6Cross Country TrainingOrienteeringRunning Games | Weeks 1 -2Healthy Teeth |
| Weeks 3 – 4Hygiene HabitsSexuality Year 5/6 |
| Weeks 5 -7Dance |
| Weeks 6 – 8Tapu Ae Ki o Rahi | Weeks 4 – 8Living WorldThe Human Body |
| Weeks 8 – 11Run Jump Throw |
| Weeks 9 -11KiwiDex |
| Weeks 9 – 10Life Education |
| Term: | Physical Education: | Fitness: | Health: |
| Four: | Weeks 1 – 2Run Jump ThrowAthletics Day | Weeks 1 – 2KiwiDex | Weeks 1 – 3Camp PreparationSun Safety |
| Tabloid Sports |
| Weeks 4 - 7Table tennis Padder tennisCricketSoftball/Tee BallVolleyBallSquashTapu AeKi o rahi | Weeks 4 – 8Jump Rope for Heart |
| Week 9Jump Jam |
| Weeks 6 – 9Road SafetyCycle Safety |
|  |
| Weeks 8 – 10Aquatics |



Swimming Timetable for Term 1 and Term 4 2014

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Times: | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9 – 9.45 | Rm 3 | Rm 4 | Rm 1 | Rm 1 | Rm 2 |
| 9.50 – 10.30 | Rm 2 | Rm 3 | Rm 4 | Rm 2 | Rm 6 |
| ***MORNING TEA*** |
| 11. – 11.45 | Rm 1 | Rm 2 | Rm 3 | Rm 4 | Rm 1 |
| 11.50 – 12.30 | Rm 6 | Rm 6 | Rm 6 | Rm 6 | Rm 3 |
| 12.30 – 1PM | Rm 7/8 | Rm 7/8 | Rm 7/8 | Rm 3 | Rm 7/8 |
| ***LUNCH TIME*** |
| 2 – 2.50 | Rm 4 | Rm 1 | Rm 2 | Rm 7/8 | Rm 4 |

Swimming and aquatics is your Physical Education programme for terms 1 and 4. It needs to include skills based activities, as well as safety. Remember aquatics includes developing confidence in, on and under the water and can include swimming, water polo, life saving skills …..

Assessment is expected on all your children.

Each child is to swim, unless a note from parents/caregivers is provided. Please do not allow children to take books, games or uncompleted work to the pool area.

Swim wear includes togs, shorts above the knee, rash shirts.

NO T-SHIRTS or SINGLETS!



**Key Dates:**

Junior Fun Swimming Display

Thursday 27th February @ 2pm

Senior Swimming Sports

Friday 28th February @ 9am

Interschool Swimming Sports

Thursday 13th March @ TA Events Centre 9am

Staff Badges:

If you do not have a current badge, please see Kat so this can be ordered. Please look after your badge as replacements cost $10.00. Wear your badge every day – it makes us all look professional. A note from the designer**: although the badges are water resistant, I do recommend they be kept away from washing machines especially**.

Kihikihi School 2014

Learning Languages

Implementation Plan:

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| ***What is TE REO MAORI ME TIKANGA MAORI about?**** Honouring Te Reo Maori as an official language of New Zealand.
* Communication - to give and receive information and to interact with others.
* Language – make connections with first language and Maori.
* Culture – recognise the features, conventions and practices of Maori, making connections with own, and others cultures.
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| ***Assessment and Evaluation**** Formative Assessment tools to be developed by the curriculum teams to support teachers in identifying children’s progress.
* Expectations shared through partnerships, and children involved in formative practices.
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| ***An effective plan at Kihikihi School looks like:***  * Recognising that Te Reo Maori is an official language of New Zealand/Aotearoa.
* Use the language daily reinforcing, revising vocabulary learnt, and introducing new language as appropriate.
* Karakia, Waiata tautoko. Karakia for Kai, Mihi.
* Model the language by: Speaking and reading,

 Mihimihi, song; dance; games and art Context for learning – history of our region in particular – Tainui* Cultural topics – Kingitanga, famous Maori New Zealanders, celebrations, Matariki, Harakeke, Treaty of Waitangi, Koroneihana, Powhiri, Kai Hakari, hangi, kaimoana, traditional foods, hands on experiences.
* Using experts, fluent speakers, kaumatua.
* Participating in powhiri, and learning about Marae protocols.
* Planned teaching of Te Reo and Tikanga Maori in all classes daily/weekly.
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| ***School Priorities:**** Staff will be provided with Professional Learning and support documents, to continue the journey towards a greater level of integration, of Te Reo and Tikanga in curriculum planning.
* Kapahaka available for all pupils.

***Professional Learning:**** Regular P.L for all staff, in Te Reo and Tikanga.
* Staff will develop our bicultural pedagogy and practice, and this will be reflected in all classrooms.
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| Learning Languages Expectations: |
| At the end of Year 2 | At the end of Year 4 | At the end of Year 6 |
| Mention their whanau in their mihiUse mihi to greet and farewellCount to 20 in MaoriIntroduce and say karakia (morning and kai karakia)Sing at least 4-6 waiataUnderstand that powhiri is used to welcome peopleRespond to at least 4 simple classroom instructions. Eg: e noho, titiro mai, whakarongo mai, e tu!Know that Kihikihi school is in the Tainui regionExplain what a simple treaty isExplain in their own words what is Matariki | Include their birth place, maunga, awa, waka, iwi, hapu, marae, grandparents, parents and siblings, own name and a whakataukiRespond to questions regarding their mihimihi. Eg: who is your father?Introduce and say karakiaAsk questions regarding how someone is. Eg: Kei te pewhea koe?Respond to at least 8 classroom instructions in Maori. Eg: E noho ki te kai.Know at least 8-10 waiataIdentify areas and people of significance to TainuiDescribe how Matariki is celebratedKnow the significance of Waitangi day | Say Karakia and mihi including whakapapaKnow 12+ WaiataAsk and answer simple questions. Eg: How are you and answer with varying responsesExplain the position of objectsFollow and use simple classroom instructions in MaoriIdentify and explain areas and people of significance to TainuiShow an understanding of the significance of Matariki |

 

Library:



During Term 1, ensure you teach your students how to use the library and how to use browsing cards. You need to make a class set of these, for your children to use when they use the library. They are to have their name on them and they will be left in the library in a tin – named Room 1, 2, 3, 4, 6, 7 and 8. Please ensure that children put their browsing cards away when they have finished – no browsing card, no browsing at books.

Please do not allow children to put away books, the librarians will do this at the end of the day.

You need to teach your class about showing respect in the library – as a class go through the rules of the library which will be up in the library for all children and teachers to read.

Books are not to leave the library, unless they have been issued, as we have lost many books over the years and they are expensive to replace. If you are taking out a class set, these are to be issued once a week, under your name, with a max 30 books. Please use the National Library to order books for topic studies.

***We would appreciate some art work this year, relating to books or the library.***

**It is up to you as class teachers to ensure that the library is left in a tidy condition so that the next teacher or the librarians don’t spend their time cleaning it up.**

**Library Timetable:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | MON | TUES | WED | THURS | FRI |
| 9:00– 9:45 |  | Bible in  Schools |  |  |  |
| 9:45 – 10:30 |  | R8 |  |  |  |
| 11:00 – 11:45 |  |  |  |  |  |
| 11:45 – 12:30 |  |  | 12 – 3pm Guitar/Ukulele |  |  |
| 2:00 – 2:45 | R7 | R3 | 12 – 3pm Guitar/Ukulele |  |  R2 |
| 2:45 – 3:00 | **Librarians Only** |

Feel free to go at any other time when no other class is in

there.

Library Rules:



**No Eating or Drinking**

**No Running**

**No throwing books**

**No fighting over beanbags**

**No standing or sitting on tables**

**The computer is out of bounds unless you are a trained librarian or teacher**

**Always use your browsing card**

**Please don't remove the books with a red sticker on them from the library**

**Put books away in the correct place when you have finished with them**

**Please bring your books back on time**

**If you have an overdue book you are not allowed to get another one out until it is returned or paid for**

**Only one book out at a time**

**Enjoy the library and tell us about books that you have enjoyed reading**

Assembly:

Main school assemblies will be held in the hall every third Friday at 9.50am. They run until morning tea time. Please ensure you have your class lined up outside the hall in their houses before 9.50am to ensure they are all seated ready to begin at 9.55am. The assemblies will ne run by syndicates.

The house leaders will stand in front of the mat area and the tamariki will sit in the correct assigned area – relating to their houses.

The following need to be included in your assembly. They can be in any order you like.

* Opening and closing karakia.
* Kia Manawanui ( 2 from each class) and Leader Awards.
* Staff Notices.
* Waiata
* Show and Tell
* Principal or school leader’s address to the school.

The Leaders Award – has to be emailed to Katrina before Thursday lunchtime. If you are responsible for the Leaders award can you please inform the child’s parent – it’s great to see the parents supporting the children. There will be two or three tamariki chosen from your syndicate each three weeks.

All Kia Manawanui Awards have to be given to the syndicate leader in charge of Assembly **BEFORE** Thursday 4pm. They can be either handed to them or placed in their cubby hole. Cleonie – Juniors, Marina – Rumaki and Dion - Senior

Please keep it short as we don’t really like to go over 35mins for assembly. You will be surprised at how many parents turn up to assembly if they know their child will be involved in something.

In your syndiacte hui you can give out the Dispostion Awards which have all been emailed to you. These awards will enable the child to come and choose a book from the office.



|  |  |
| --- | --- |
| Art Room:Cleonie is in charge of the Art Room which is situated in the corridor behind Room 3. If you require any art resources please email Cleonie - please be mindful of giving adequate notice. This year Cleonie will not be accepting staff come to her during the day asking for materials for that day or afternoon. As soon as Cleonie has ordered matrials for the year she will issue class sets of paper to you. If you require Jovi’s or Coloured pencils you are to purchase these – or order them through Cleonie – after you have collected all your classes stationery money from the beginning of the year.If supplies are not avaliable, these will be discussed and alternatives or an order will be made. If you have planned an art task for a reliever then it is up to you to get the necessary art supplies in plenty of time. It is not up to the reliever to come and ask Cleonie for materials. Release Time:As discussed if you are on CRT release and only CRT release you do not have to do your duty. This will be up to your reliever to do. However you must write in your plan what and when they have to do it. If you are on RTR – Responsible Thinking Room then you will have to do your duty – it is not fair on our tamariki or the reliever to have to deal with lunchtime behaviour and lunchtime detentions.If you are on any other type of release and you are on school property (unless in a meeting) you are required to carry out your duty.Release space available this year for teachers are as follows:1. Resource Room 2 – Not available on Tuesdays due to SWIS
2. Room 5
3. Board Room
4. Library

Release teachers for CRT, leadership and other preplanned release need to have a basic planned guide for the programme as it would be expected that these teachers are in school more regularly and build relationships with the children. As such, they should be able to continue with specific programmed learning tasks. Liaise with these teachers via email or phone call or recorded information. **Please do not leave mundane tasks for these teachers as children are more likely to become bored and dificult – off task.** |  |
|  |  |

Houses:

**Purpose:**

Our aim is to develop learners today, leaders tomorrow at Kihikihi School. House points will support us implementing the values of excellence, community and participation ad respect as stated in the curriculum. The tamariki will gain a sense of belonging through being in Houses and will take part in events which will help earn points for their House. During the year tamariki will be able to explore, use and develop a grater understanding of our five key competences of self-managing, thinking, researching, team playing and communicating. Senior tamariki will be able to support, interact and encourage their younger House members in all activities. House points will allow tamariki to develop as young leaders and will encourage them to become more responsible and involved in their school.

**How it will work:**

* Each child has been allocated a house – families’ stay together.
* Each house have teachers allocated.
* Each house has a mixture of Junior, Middle and Senior tamariki in it.
* At the start of Term 1, Room 1 tamariki will apply to become House Leaders and Deputy Leaders. They will be responsible to motivate house members as well as organise teams for special tasks.

**How do you earn points for your house?**

* 10 points for every Leaders Award
* 1 point for every Kia Manawanui Award
* 50 points for best House during Assembly
* Sports Events and school competitions such as Technology Challenge, Quiz Challenge, Year 5/6 Speeches etc will earn points as follows

1 point for participation

1 point for 3rd place

2 points for 2nd place

3 points for 1st place

There are four Houses at Kihikihi School, they are represented by colours and named after trees. The Houses are as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| House: | Colour: | Teacher/s in Charge: | House Leader: | Deputy: |
| Rata | Green | Dion/Cleonie/Kim |  |  |
| Kowhai | Yellow | Urma/Sandra/Hohepa |  |  |
| Rimu | Red | Marina/Acka |  |  |
| Konini | Blue | Sharon/Dan |  |  |

Karakia / Prayer:

Each morning once the tamariki are settled on the mat or at their desks, it is up to you to lead the kararki for the start of the day and at the end of the day. You could choose two students each week to lead the karakia in your class – you can put it on a roster. This is great for the students to lead this and it gives you an opportunity to gain confidence in saying it – if you not already. Also before kai time it is expected that you and your tamariki say the kai karakia. All start by saying: Kia inoi tātou

***Karakia / Prayer:***

**To start the day or session**

E te Atua Lord

Manaakitia mai matou Care for us all

I roto i matou mahi In all that we do

I tenei ra This day.

Ake ake Amene Amen

**To end the day or session**

E te Atua, kia ora raDear God

Mo to manaaki, ki a matou Greetings for caring for us all,

Mo to awhina, Mo to aroha For your helping, for you loving,

Whakapaingiā matou We thank you.

Katoa. Amene. Amen

**Kai Time**

E tō mātou matua I te rangi Our father in heaven

Whakapaingia ēnei kai Bless this food

Hei oranga mo te Tinana That it may strengthen my body

Me te wairua hoki And spirit

Whakamoemiti ki a koe Thank you

Amene Amen.

Wet Day Procedures:

**Morning Tea on Wet Days**
Normal morning tea duty applies.  For the first 5 - 10 minutes, children are settled by the classroom teacher, except for the duty teacher who leaves to get some morning tea.  The duty teacher needs to liaise with a their “buddy support" teacher so they can move between the two rooms.

Room 7 and 8

Room 4 and 6
Room 3 and 2

Room 1 – Dion will monitor off and on

**If a wet day is called before the start of lunchtime:**There is no RTR
Normal duty is not done.

Room 7 and 8 teachers split the duty - half of lunchtime each
Room 4 and 6 teachers split the duty - half lunchtime each
Room 3 and 2 teachers split the duty - half of lunchtime each

Room 1 – Dion will monitor off and on

In all instances it is intended that student safety is paramount.
The expectation is that this information applies to relievers too.

**If a wet day is called part way into Lunch**Normal duty applies.
If you wish to return to your class to support your children that would be great.
RTR remains in operation on these days as normal duty applies.
Principles and procedures of RTR use apply.  Large groups are not sent, but individuals or pairs.
Difficult children can be escorted by the duty teacher to office withdrawal places if required to split groups up. This is especially so if the Thinking Room already has several students being supported in it.  Get statement forms etc from the RTR box.  At end of duty let the next duty teacher know so equipment and forms are dealt with – ie pens back to RTR box and forms in teacher cubbies.

**Kai Time**

If it is raining at the start of lunchtime, paired duty begins. Children eat at their desks with teachers moving between classes. Although we do not want messes in the classroom, it is not sensible to be walking children to and from the hall in the rain. If the weather permits and it is not too cold, children can eat on the deck in front of the main block.

Paired duty teachers can decide if they want to remain with their own class for the first 15 minutes and then split the 45 minutes between them, or have a full 30 minute split. If it fines up, the paired pattern remains and to be fair, three staff members will be covering the second half-lunch duty.

Classroom Responsibilities – School Tasks:

**Room 1:**

**Rubbish**

The classroom bins and lunch area bins will be emptied at the end of the day by the rubbish monitors from approximately 2.45pm. Rubbish will be tipped into Matua Hones collection trolley and monitors will empty this rubbish into the skip before returning the trolley to Matua Hone’s shed. Teachers please show the monitors where all your bins are.

**Recycling**

We will have food scrap buckets in each room and in the lunch area. These will be collected and tipped into Matua Hone’s food scrap bucket. Children then need to rinse the bucket at the outside taps before returning to the appropriate rooms.

**Paper recycling**

This will be collected from rooms and offices by monitors and put neatly in the boxes in the bike sheds. From here it will be tipped into the bales provided and put out on recycling day.

**Hall set up**

Room One will set up and pack up the hall on Assembly mornings – usually a Friday.

**Lunch Area Set Up**

This will be set up each day under the trees and near the sandpit by the monitors and packed away again after lunch is eaten.

**PE Shed Monitors**

PE Shed monitors will issue equipment from 1.15 – 1.40pm each day and will be there to check the return of equipment at 1.50pm

**Peer Mediators**

Peer mediators from Room one will be on duty at lunchtime from 1.15pm – 1.50pm.

**Sports Events**

**Room 2:**

**Delivering Lunches**

Students are to go into the staffroom at 12.25pm to deliver the kai baskets to the assigned eating area. The same students are required to return the kai baskets at the end of lunch.

**Milk**

Students will be given a bucket of milk for each class every day after lunch. The students are to wait for the milk to be given out, then return unopened cartons of milk to the staffroom fridge. All folded milk cartons are to be placed back in the buckets, then the students will collect buckets at the end of the day and place the empty cartons into the correct bins.

**Room 3:**

**Lost Property**

Children to put out the lost property before assembly and pack it up afterwards. At the end of the term it is to be washed and placed in bags for a charity to pick up. All school uniforms to be washed and left at the office.

**Room 4 & Room 5:**

**Litter Management**

To clean up the school and control the amount of litter.

**Room 8:**

**Sandpit and Water Play**

To ensure that all sandpit toys are put out at morning tea time and lunchtimes after kai time. They are to be put away each afternoon and cleaned at the end of the week. The sandpit will be raked over each afternoon.

Computer Guidelines:

* Computers are not allowed to be used at lunch times or at morning tea.
* Computer Guidelines are to be displayed above your computers.
* Computers should “ideally” not be used when relievers are in the class unless you have a specific planned activity and children listed to do these activities.
* No food or drink is to be consumed near computers.
* Only children who have Internet permission are allowed on the computers.
* You need to have a list near the computers of the children who are allowed on them.
* The computers have a multiplicity of uses and are not only to be used for Publishing, PowerPoint and playing games on – they are learning tools not time fillers.
* You need to have an ICT focus each term in your long term plan where it is evident that you are using the computers as learning tools.

There will need to be a list of children’s names who have Internet and website approval displayed beside or above your computers or at least in your relievers folder. Please check to see if your children’s website approval and Internet permission status has been entered on eTAP and if there are any alterations or it has not been done, please notify Kat of changes or current status.

Data Projectors - there are different data projector connections for different laptops. If you do not know which connection to use please ask. Be careful with these connectors (dongles) as they cost $40.00+ each.

AV Equipment:

Cameras are your classroom responsibility.

Cameras need to be at school on teaching days. Each class should have access to these continually to capture the learning moments. Please ensure you have these and all the equipment that came with the original package. They are for students to use also. They must be locked away at night whether it is in a cupboard, storeroom or the strong room. Any interesting photos that you would like on the AppleTV need to be put on the server and you will need to notify Andy so that they can be synchronised.

Computers and laptops:

You are responsible for making sure your computer updates are done. With the new server, updates should be able to be done directly from the server, which Steve will show us how to do.

Laptops will also need to be done.



Student Learning – ICT:

**All children in your class need to have their own folder in which they save learning tasks located on the server and know how to save to this and retrieve information.**  Information should be saved for inquiry learning and other relevant learning activities.

Teach the children how to save this information to the server under the class folder, which will contain their names. This means they can access this from any computer. As part of goal setting conferences in 2014, it is expected that children show whanau their learning saved in their individual folder in the classroom folder on the server. Children are not to have folders on the desktop. Teachers need to ensure these are cleared before the start of school. Children should also know how to access the school Website.

Class Newsletter:

A brief newsletter needs to be created and sent home for each child in your class at the beginning of each term outlining:

* What is happening in your class this term.
* Activities that are on for students in your class
* How parents could support you as the teacher.
* If you are new to Kihikihi School then your first newsletter should introduce yourself and your expectations for the year.

Displays:

Please have some of your children’s learning displayed. It does not have to be art work. It could be some writing or other published learning task. This will be monitored so pleAse ensure it is been done.

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| --- |
| Community Display Areas |
| **Term** | **Foyer Entry Area**  | **Admin Walls Area** | **Library** |  **BOT Room** |
| **Term 1** | R2 | R3 | R4 | R1 |
| **Term 2** | R8 | R7 | R5 | R2 |
| **Term 3** | R3 | R4 | R1 | R8 |
| **Term 4** | R7 | R5 | R2 | R3 |

Class Expectations for Children Writing in Books:

Our procedures are that all children write in black pen. Corrections are made in green pen. Pencil can be used in mathematics books for the calculations and working. Please ensure that you have spare class pens for the children to use and return at the end of the day. There is a plastic burner you can borrow from the office to label these pens if you wish to do so.

Morning Tea:

For the initial five minutes of morning tea **supervise your children** before moving off to the staff room. If on duty, get your buddy teacher to supervise your class and release them so you can go and get morning tea for duty.

Children are not to move off while still eating.

Children are not allowed to take P.E. equipment outside while they are eating.

Lunch Kai Time Duty:

All the children sit on the deck at lunchtime during terms 2 and 3. During terms 1 and 4, Rooms 1, 2, and 4 sit outside in the front of the school under the trees. Rooms 7, 8, 3, and 5 sit near the sandpit. Room One children are responsible for putting out the rubbish bins. The teacher on kai time duty is to be in their designated area as soon as possible after the first bell. They are to make sure that all the children are seated and then they are to give out the lunches. NO children are to be running around or back to their class to get more food. ALL TEACHERS please make sure your children take all their lunch with them. Don’t just remind them – check when they go they have it.

Also remind children that there is to be no P.E equipment to be taken out of class at kai time – when the children have been dismissed and have put their lunchboxes away they can then go and get PE gear to play with.

Duty:

* No children inside at morning tea unless supervised
* No use of hall, library or Room 5 unless supervised by a staff member
* Children must be sitting in designated areas to eat if they have food. No eating in the playground areas, field or courts.
* Hats must be worn in Terms 1 and 4. NO EXCUSES – Teachers also.
* If you have a student teacher you are expected to be out on duty with them. They don’t take your place.
* If you are not able to do a duty then you are expected to swap.
* Children are not allowed to go down Snake Gully.
* Be punctual.

N.I.E – Newspapers in Education:

If you want to participate in this excellent learning resource then you must charge the children to do this – or it can come out of your class budget if you prefer. It only costs about $4.00 per child. You will need to go online and check out the prices.

Office Area:

Please remember that this is Kat’s work space. Please show some respect by not gathering in there for a chat – we have a staffroom for this. Please do not take any stationery out of the back cupboard without letting Katrina know.

Senior School Expectations:

This year I would like to see the year 5/6 students involved in the following activities:

* Speeches – for both Maori and English Medium.
* Technology Challenge
* Quiz Teams

Year 8 Teacher responsibilities for end of Year Assembly:

1) Choose a child to write and deliver the farewell speech

2) Ring all the parents of the tamariki that have received an award or trophy.

3) Learn a waiata for the year 8 children to sing as a farewell for their parents and Kihikihi School.

4) Graduation Certificates

Bible in Schools:

Every Tuesday from 9am – 9.30am we have a group of volunteers that come into the school to take bible lessons. Some children are removed from class at this time and they go with either Jillian or Acka to do other tasks. When the volunteers come you are to remain in your classroom at all times. It is unfair for the volunteer to have to teach as well as control behavior. Remember they are not trained teachers. So please stay in your class and do not use this time as a chance to photocopy.

Out of School Use of School Resources:

All teachers/staff wishing to take any Digital Resources home or Sun Shades, Chairs, or anything else for personal use **NEED** to fill in the book in the office – please see Kat, Andy or Cleonie first. Please look after them and return them as soon as possible.

Cultural Festival:

This will be held on Wednesday 3rd December. We will be starting at 4.30pm till 6.30pm. The following classes will be in charge of the following areas:

**Room 1:** Will be in charge of putting up the two gazebos and putting out the seating. There also needs to be rubbish bins put out.

**Room 2:** Will be in charge of organising a trailer.

**Room 3:** Will be in charge of getting the prizes and organising the talent quest.

**Room 4 and Room 5:** Will be in charge of the Staff Item

**Room 7:** Will be in charge of the programme and advertising for talent on the web page.

**Room 8:** Will be in charge of organising a MC and taking photos.

Each class will perform an item – or you may like to do it in syndicates. There will be a staff item and a talent quest. The kapahaka will also perform.

Kihikihi School 2014

Information and Communication Technology (ICT)

Implementation Plan:

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| --- |
| ***What is ICT about?**** ICT has a major impact on the world in which young people live.
* E-Learning and teaching that is facilitated by or supported through the smart use of ICT enables our Kihikihi students to become ‘digital literate’.
* Digital literacy
 |

|  |
| --- |
| ***An effective plan at Kihikihi School looks like:***  * Providing regular opportunities for students to practice basic computer skills so they are able to access information beyond the classroom.
* Students will develop skills and understandings and confidence in accessing, selecting, retrieving information relevant to their inquiry.
* Students will learn how to use the ICT tools to organize and manipulate information to meet their desired purpose.
* Students will develop knowledge, skills, understandings and confidence in the use of information and communication tools.
* Each classroom will have at least one functional computer that is utilized throughout the day.
* Each classroom will have at least two ipads that children can use throughout the day.
* Students will have a adult present at all times while on the Internet.
* Opportunities for ICT to be explored and implemented, where appropriate.
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Kihikihi Student Learning Portfolios

**Folders should contain:**

* 2014 Title Page – with a photo of the child
* Intro letter from Andy and Cleonie
* Term 1 intrim report about how the child is settling in
* Handwriting Sample – 1 a term for Juniors, 2 a year for Seniors
* Independent Writing Sample which will be assessed with teacher feedback/feedforward for future support – twice a year
* Reading Tree – twice a year
* Running Record/Probe assessement with comments
* NZCER/Essential Words – spelling words test
* Maths/Numeracy Trees – once a year – with comments
* Maths assessment or activity from at least two other strands
* Basic Facts Testing
* Science – at least one activity or assessment
* Swimming – self assessment in Term 1
* Te Reo or Tikanga task or assessment – at least three for the year
* Learning Goals – once a year
* Personal Goals – once a year
* Activity or self assessement on at least three of the dispositions
* One piece of art
* Photos of an event, activity or class trip with that child
* P.E. – sports events
* Health – Life education, Kia Kaha, Keeping Ourselves Safe
* Rich learning task from the term focus areas – social sciences, health, P.E., technology, arts or science
* Any special writing or task – Mothers Day, Fathers Day, Grandparents Day
* Kapa Haka Festival
* Teacher /Parent Comment – twice a year

A number of the pieces should include self assessment/reflection by the child.

**Including National Standards Assessment Items:**

Along with the items listed above, we need to include learning tasks/evidence related to National Standards Assessments in the term two reflection folders, then again in the end of year reports. We are required to report to parents twice a year in an effective and easy to understand manner on their child’s achievement in relation to these national standards.

We will utilise current assessments – PAT, STAR, Running Records, numeracy data and exemplar writing, information from modelling books and student workbooks as parts of our Overall Teacher Judgements (OTJs).

Junior Readers:

If you are setting up browsing boxes, or books for parent help to use to read with tamariki who are struggling, then please make sure you don’t use the PM, Sails, Springboard or McMillian Bugs series of books. These books are purchased in groups for class teaching.

If you are unsure then please check with Cleonie first.

Fire Evacuation Procedure:

**In case of a fire the bell will ring continously. You are required to place your red ‘Do Not Enter’ sign up on your front door and make sure all your children are safely lined up outside. Then walk your children over to the water tank on the rugby field. Remember to take a class list. When your children are on the field take the roll and send it to Katrina who will be the Fire Warden. She will be located near the boiler room.**

**Each staff member has a designated area that they are required to check to ensure all children, visitiors and staff are out safely.**

**Remember you can not take your children back to the class until the OK has been given.**

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| --- | --- |
| **Area:** | **Person Responsible:** |
| **Alarm Console and Fire Area** | **Hone Hughes** |
| **Room 1** | **Dion Marchioni** |
| **Room 2** | **Urma Ghuman** |
| **Room 3** | **Kim Robinson** |
| **Room 4** | **Sandra Hughes** |
| **Room 5** | **Marina Biddle** |
| **Room 6** | **Marina Biddle** |
| **Room 7** | **Cleonie Whyte** |
| **Room 8** | **Sharon Drabble** |
| **Reading Recovery**  | **Fiona Miller** |
| **School Hall** | **Andy Morgan** |
| **Library and Waikeria Room** | **Andy Morgan** |
| **Administration** | **Katrina Easton** |
| **Art Room**  | **Whaea Jillian** |
| **Kohanga Reo**  | **Teachers and Whanau** |

Resource Rooms:

If you are taking books or journals out of the resource rooms, make sure to return them to the same place you got them. Resources need to be put back in the correct place, when you have finished teaching your unit.

**Please** **do not allow the children to put any books away in the book rooms.**

**it is the teachers responsibility.**

Books from our sets are getting lost and it’s extremely hard to teach a group of children when you have books missing. The browsing boxes are only used for your group readers – these are extra books they can take home or read in class. Please do not put the books from our sets in your class browsing boxes.