

E oha ki runga
E oha ki raro
Āna

*I acknowledge the gifts from above
I acknowledge the gifts from below
We do*

Gifted to our Kahui Ako by Tamahou Rowe of Te Ati
Awa.



Northland
School

Te Kura o Orangi Kaupapa

**Tū mai Te Ahūmairangi,
tū mai hoki tātou**

*As Te Ahūmairangi stands,
we also reach for great
heights*

Kō Ahumairangi te pae maunga

Kō Kaiwharawhara me Korimako ngā awa

Kō Orangi Kaupapa te kura me te hāpori

**Nō mātou Te kura o Orangi Kaupapa (We belong to
Northland)**

Tēnā koutou,

Tēnā koutou,

Principal: Andrea

Deputy Principals: Judith (Year 1-3) and Grant (4-8)

Structure of the school

Year 0-3

Judith: Ruru Iti (Year 0-1)

Emma : Ruru Nui 2 (Year 2-3)

Angela: Ruru Nui 3 (Year 2-3)

Alex M: Ruru Nui 1 (Year 1-2)

Year 4-8

Jane: Kōtare 2 (Year 5-6)

Grant: Kōtare 1 Year 5-6)

Alex: Tīeke (Year 4)

Charles: Kāka 5 (Year 7-8)

Rachel: Kāka 6 (Year 7-8)

Lyndsey: Kāka 7 (Year 7-8)

Part Time Staff

Karen - Literacy Teacher Monday - Thursday AM

Nathalie - CRT/ Leadership/ ORS/WIST Release

Rose - CRT/ESOL/ PRT Release

Eleanor- Judith's Leadership Release and CRT/ Leadership Release

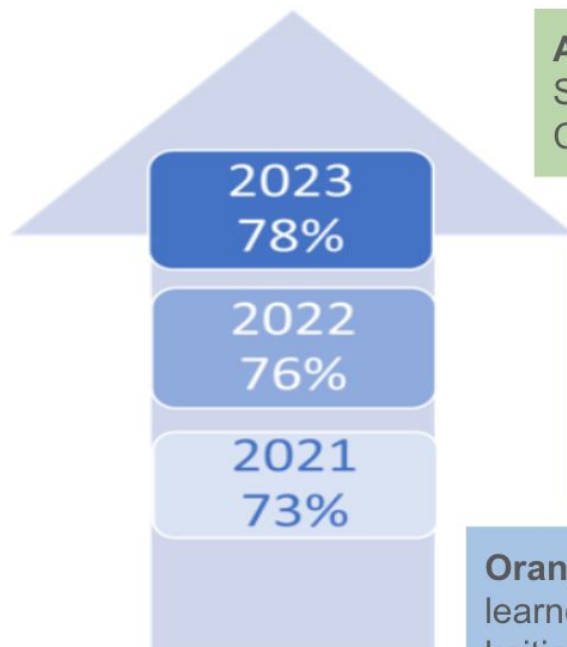
Anna/ Neil - Grant's Leadership Release

Hayley- School Counsellor and Claire Teal

Rebecca - ORS Release

Community Key feedback to direct annual plan 2024.

Thinking about all aspects of Northland School, overall how satisfied are you with your child's experience? (average)



Ako - Explicit teaching of Literacy and Maths
Supporting learning at school with parents helping at home.
Communication on the gaps and areas requiring extra support.

Whanaungatanga - Sustain open door communication and being accessible for parents and teachers.
Communication about learning and progress to continue to be strengthened and more regular.
Continue to develop in school and after school parent opportunities to help or belong.

Oranga - Sustain PB4L and grow CHAMP's. Continue to build confident learners and sustain learner pathway. Foster more sense of identity and kaitiaki within the school. Increase celebration, progress and achievements.



C - confident (whakamanawa)

H - hiko hiko (active)

A - auahatanga (creative)

M - manaaki (kind)

P - pataitai (curious)



Northland School Learner Pathway

<p>Northland School Value disposition statements</p>	<p><i>We are curious learners who</i></p>	<p><i>We are curious learners who</i></p>	<p><i>We are curious learners who</i></p>	<p><i>We are curious learners who</i></p>
<p>We are curious learners who</p> <ul style="list-style-type: none"> ● think critically and ask questions to inquire ● are open to new ideas ● are inquisitive about the world around us ● are reflective and responsive 	<p>Share our working theories</p> <p>Make sense of our world by generating and refining working theories</p> <p>Plan, act and change ideas</p>	<p>Use experiences, wonderings and knowledge to form an opinion or explain/research an idea</p> <p>Investigate and explore a range of topics</p>	<p>Listen to other’s working theories and evaluate/challenge our own thinking/ideas.</p> <p>Question whether things always have to be the way they are</p>	<p>Synthesise information from reading, listening, viewing, data gathering and testing to help make decisions and guide learning</p> <p>Develop resilience to evaluate or take feedback and persevere with renewed thinking.</p>



Northland School Learner Pathway

Northland School Value disposition statements	Beginning	Developing	Consolidating	Excelling
	<i>We are kind learners who</i>	<i>We are kind learners who</i>	<i>We are kind learners who</i>	<i>We are kind learners who</i>
We are kind learners who <ul style="list-style-type: none"> ● treat others with respect ● are inclusive and value others ● can work <u>co-operatively</u> and collaboratively ● respect our own and others' learning 	<p>Listen to others.</p> <p>Ask a question or make a comment. (SV)</p> <p>Use manners including please, thank you and excuse me.</p>	<p>Listen to and treat others with respect in everyday interactions.</p> <p>You can add on what someone is saying and give them ideas. (SV)</p> <p>Apply manners including please, thank you and excuse me in everyday interactions with adults and peers.</p>	<p>Actively, listen to others and respond appropriately in various situations.</p> <p>Use talk moves to agree/disagree in a kind manner. (SV)</p> <p>Proactively apply manners and polite behaviour in various situations.</p>	<p>Demonstrate respect for others' opinions, show empathy by acknowledging their feelings and learn from the ideas of others.</p> <p>Demonstrate exceptional manners and polite behaviours.</p> <p>Set positive examples for others.</p>
	<p>Show kind actions: kind hands, kind feet, kind words.</p> <p>Respect different viewpoints and ideas.</p> <p>Help people when they are feeling in the blue zone. (SV)</p>	<p>Identify how someone else might be feeling.</p> <p>Understand and accept that others work in different ways and that's ok.</p> <p>Help others' if they are stuck. (SV)</p>	<p>Understand and accept that others have different personal feelings.</p> <p>Make connections about how our words and actions can impact others.</p>	<p>Make space for others to contribute and show respect for varying viewpoints.</p> <p>Respond constructively to feelings, ideas and actions of others.</p> <p>Look at learning from a different perspective. (SV)</p>
	<p>Care for others.</p>	<p>Make sure everyone is included when working and playing with others.</p>	<p>Are respectful of different cultures, beliefs, genders and values.</p>	<p>Show care and respect for others' way of being (cultures, genders, beliefs,</p>

Northland School Value disposition statements	Beginning	Developing	Consolidating	Excelling
	<i>We are active learners who</i>	<i>We are active learners who</i>	<i>We are active learners who</i>	<i>We are active learners who</i>
<p>We are active learners who</p> <ul style="list-style-type: none"> are enthusiastic about our learning are productive and involved in our learning contribute to our learning community through our ideas, skills, talents are connected with local and global communities 	Are open to learning.	Engage actively in learning tasks, asking questions and seeking more knowledge.	Demonstrate excitement, actively participate and explore topics in greater depth.	Inspire others with our passion for learning, seeking challenges and embracing learning.
	Have fun while we learn.	Have fun while we learn.	Have fun while we learn.	Have fun while we learn.
	Participate in all learning tasks with guidance and support.	Manage time and tasks more independently, showing engagement in a variety of activities. Make choices to enhance our learning and explain why.	Manage time and organise tasks and resources to support learning. Are active in making choices about what is most important for our learning.	Take ownership of learning, managing tasks effectively. Seek challenges to expand knowledge and skills.
	Understand that through learning we can make a difference.	Know who or where to go to find information.	Use research tools to build on an idea/opinion.	Ask curious or critical questions to find problems.
	Share ideas and listen to others'. Begin to add on to others' thinking.	Share our ideas with others and provide simple feedback. Understand and respect our own and the ideas of others.	Enhance the learning environment by taking initiative, making unique contributions, and showcase skills and talents.	Take a leadership role in collaborative tasks. Support others by using our skills and strengths to foster a learning community.
	Make connections between people, places and things in our community.	Explore connections beyond our local area.	Actively participate in local events and engage with people from different backgrounds. Develop understanding of global issues.	Take leadership roles in community initiatives, understand different cultures and ways of being. Strive for positive change in both local and global

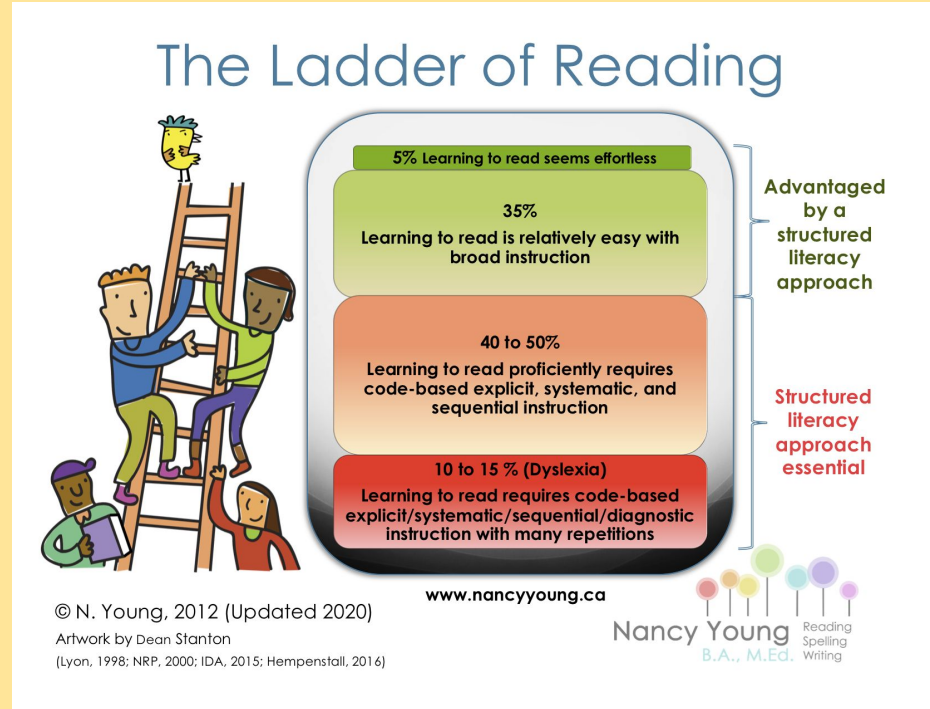
Rōpū Whanaungatanga

- A rōpū of students from Year 1 - 8
- Leadership opportunity for Year 7 / 8
- Tuakana/Teina approach
- 3 times a term for 45 minutes
- Focus on our values, Northland CHAMP's and learning together



Structured Literacy:

- Explicit
 - Research and evidence based
 - Supports all students
 - Scope and Sequence
 - Handwriting
 - Spelling rules and patterns
-
- ★ School wide approach
 - ★ The Code, Handwriting, Reading, Writing



Maths

- 2024: Review of our current practices and programmes in the teaching of maths
- Align with science of learning
- NZC Refresh of the teaching and learning in maths
- Consistency of practice that follows a structured and cumulative approach for core curriculum.
 - Explicit teaching practices
 - Review, teach, practice, apply
 - Hands on materials, skills, application, enrichment



Beneath the Surface - Mahi Rangahau 2024

The overarching concept for 2024 is Beneath the Surface.

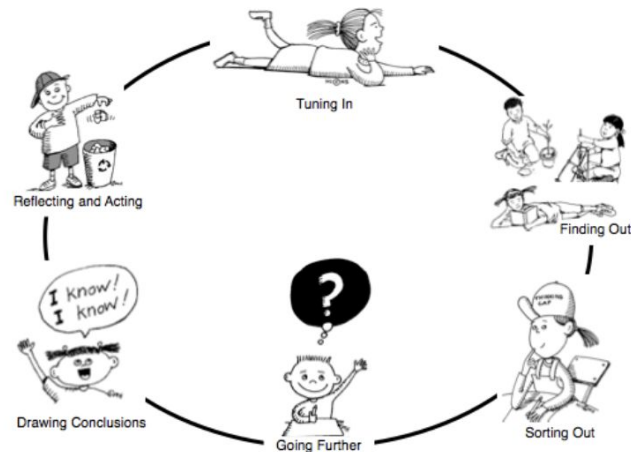
All teams will weave this concept through curriculum areas such as science, the arts, social studies, maths, literacy and te ao Māori each term.

Curiosity

Connections

Community

Exploration





We will be linking the local pūrakau, legends that we are learning from our mahi with Te Ātiawa in Te Whanganui - a -Tara throughout the year.



Ranginui and Papatūanuku is the first legend that will be shared and retold across the curriculum in all teams.



We start the day with karakia and waiata, karakia kai and end the day with karakia.

All staff and students are learning and using Te Reo during the day.

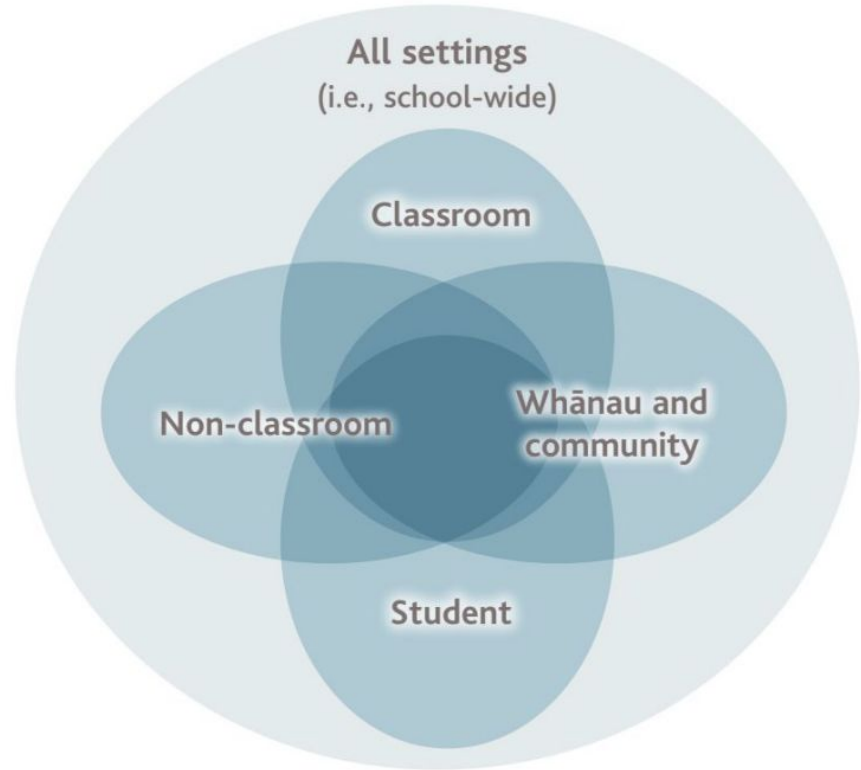
Positive Behaviour for Learning

MoE initiative

Schoolwide Journey

Develop over a number of years

An approach that involves a consistent approach from staff, students and our community



Student, Staff and Whānau Voice

I have noticed a massive difference in the students ability to self regulate. The tools are very successful and the children often take themselves off to use them when they are in the Blue or Red. Children are able to express in detail what they are feeling and why as well as come up with ideas on how to get themselves back in the Green. - Teacher

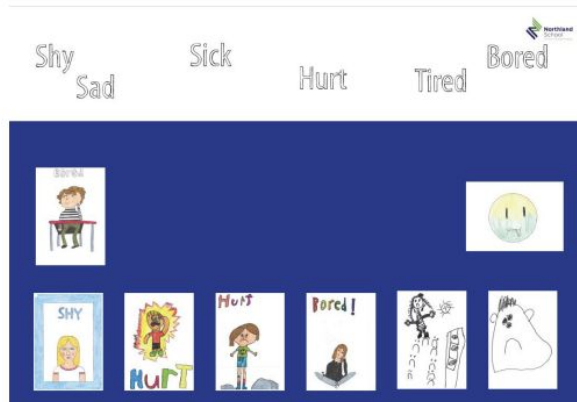
I've been more aware of when I get upset and more aware of what to do. I'm better at understanding what I'm feeling and it helps if you know what's going on so you're not confused about the way you are feeling. Learning strategies and working out how to help myself. - Student

I like the calming strategies, trying out different tools and the size of the problem. The tools help calm me down and I like the slinky. The size of the problem is good because it helps me think about the problem and not get too high for no reason. - Student

I find it useful because if you're angry then some strategies could help you calm down. I used to yell and stomp my feet but now I use a breathing card or the squishy. - Student

The zones programme allows us as a family to talk about and manage our feelings (not just my children) in a clear, caring and affirmative way. It affirms that all emotions are ok, let's give space/comfort and the tools to accept them. -Parent

What is Zones of Regulation?



“If a child doesn’t know how to **read**, we teach
If a child doesn’t know how to **swim**, we teach
If a child doesn’t know how to **multiply**, we teach
If a child doesn’t know how to **throw**, we teach
If a child doesn’t know how to **behave**, we ...
teach?... *punish?*”

(Quote from Herner, 1998)

Karakia whakamutunga

Kia whakairia te tapu

Kia wātea ai te ara

Kia tūruki whakataka te ai

Kia tūruki whakataka te ai

Haumi e Hui e Tāiki e

Restrictions are moved aside

So the pathway is clear

To return to everyday activities

Enriched and unified

Year 1-3 Meeting in Ruru Nui

Year 4-6 Upstairs in Kōtare 1.

Year 7-8 Rooms 5,6,7