



# 2019 Information Evening





# CURRICULUM

*Responsive and Relational*

Building on....

**RESPONSIVE  
IS TO BUILD  
ON THE  
CULTURAL TOOLKIT**



# Preparing for the future...

## 2022 Skills Outlook

### Growing

- 1 Analytical thinking and innovation
- 2 Active learning and learning strategies
- 3 Creativity, originality and initiative
- 4 Technology design and programming
- 5 Critical thinking and analysis
- 6 Complex problem-solving
- 7 Leadership and social influence
- 8 Emotional intelligence
- 9 Reasoning, problem-solving and ideation
- 10 Systems analysis and evaluation

COMMITTED TO  
IMPROVING THE STATE  
OF THE WORLD

### Declining

- 1 Manual dexterity, endurance and precision
- 2 Memory, verbal, auditory and spatial abilities
- 3 Management of financial, material resources
- 4 Technology installation and maintenance
- 5 Reading, writing, math and active listening
- 6 Management of personnel
- 7 Quality control and safety awareness
- 8 Coordination and time management
- 9 Visual, auditory and speech abilities
- 10 Technology use, monitoring and control

# Building Capacity...

Learning is ubiquitous so it is vital students are continuing to prepare themselves to be lifelong learners

## Capabilities are just as important

- Connected
- Active
- Inclusive
- Future focussed

Subject specific knowledge and skills are taught through:

- *Thematic* curricula e.g. Year 9 - Ko wai ra - Who we are? what is our connection to this place?
- *Cross-curricular* experiences - e.g.OED Hikoi
- *Integrated* curriculum - e.g. 9 DLN
- *Contextual* curriculum - e.g. junior SPS and EPA, senior 'Pop Culture' English course
- *Subject specific* curriculum e.g. Calculus
- *Anytime* curriculum - google classroom

# Student Centred – How am I going? Who is able to help?

Ongoing formative snapshots gauge progress. Students will know where they are at in their learning, what their next goals are for improving and how they will achieve those goals.

Junior school - learning progressions are currently used so progress is visible to the students.

Senior school - there are opportunities for feedback before internal submissions of learning are completed or there are end of unit tests that are used to help students monitor their understanding in preparation for external assessments.

**‘Together as learners  
we are inspired to grow’**

- ▲ Peer-peer support
- ▲ Peer-mentor support
- ▲ Homework club - before and after school
- ▲ Senior students offer tutoring for younger students
- ▲ Senior students are timetabled in some junior classes to support
- ▲ Teachers are available in class and online

# Learning Areas

## Core subjects Year 9 and 10

English  
Mathematics  
Physical Education  
Science  
Social Studies

## Compulsory subjects Year 11

English  
Mathematics  
Science

## Compulsory subject Year 12

English

## Compulsory subjects Year 13

None

Visual Arts Art, Painting, Photography, Design

Design and  
Visual Communication Graphics

Performing Arts Dance, Drama, Music

Commerce Business studies, Accounting, Economics

Language Maori, French,

Technology Information, Hard Materials, Soft Materials, Food Technology,  
Creative Media

Physical Education  
/ Health Outdoor Education, Health, Food and  
Nutrition, Physical Education, Nutrition/Wellbeing

Science Biology, Chemistry, Physics, Horticulture, Marine Studies, Earth and  
Space Science

Mathematics Statistics, Calculus

English English, Pop Culture, Psychology/English





# ASSESSMENT

*Junior School*

# Overview

Individual departments set junior assessments. This could come in the form of:

- Diagnostic Assessment (to see what knowledge students have).
- Formative Assessment (to see what they have learnt over the course of a topic).
- Learning Progressions.
- Summative topic tests
- PAT (Progressive Achievement Test).

Assessment in the junior school is used as a tool to help create meaningful learning programmes, prepare students for NCEA and fill in any gaps in knowledge and skills.

# Learning Progression Example

## Writing - Curriculum Level Mark Schedule

Name \_\_\_\_\_ Form \_\_\_\_\_ Level: \_\_\_\_\_

Deeper:

Surface:

		LEVEL 4			LEVEL 5			LEVEL 6		
		A	M	E	A	M	E	A	M	E
DEEPER FEATURES	Developing ideas in writing	<ul style="list-style-type: none"> <li>Select, develop, and communicate ideas on a range of topics. I CAN: Write clear ideas that I have found from a number of sources. Support my ideas with well thought out explanations.</li> <li>Show that I understand other points of view and ideas.</li> </ul>			<ul style="list-style-type: none"> <li>Select, develop, and communicate purposeful ideas on a range of topics. I CAN: Write increasingly developed and complex ideas. Develop my ideas by making links between my ideas.</li> <li>Show that I understand other points of view and portray this clearly.</li> </ul>			<ul style="list-style-type: none"> <li>Select, develop, and communicate connected ideas on a range of topics. I CAN: Write developed and complex ideas; Add details and make links between my ideas to make my piece coherent; Show an awareness and understanding of differing points of view.</li> </ul>		
	Purposes and Audiences	<ul style="list-style-type: none"> <li>Show an increasing understanding of how to shape texts for different purposes and audiences. I CAN: Make language choices that show I know for whom and why I am writing; Show that I have developed my own writer's voice.</li> </ul>			<ul style="list-style-type: none"> <li>Show an understanding of how to shape texts for different audiences and purposes. I CAN: Make language choices that clearly show I know for whom and why I am writing; Show a clear writer's voice.</li> </ul>			<ul style="list-style-type: none"> <li>Show a developed understanding of how to shape texts for different audiences and purposes. I CAN: Make deliberate choices in language and form to show for whom and why I am writing. Convey a strong and clear writer's voice.</li> </ul>		
	Language Features	<ul style="list-style-type: none"> <li>Use a range of language features appropriately, showing an increasing understanding of their effects. I CAN: Consistently use language techniques to create interest in my writing; Use words to show my ideas clearly.</li> </ul>			<ul style="list-style-type: none"> <li>Select and use a range of language features appropriately, showing an understanding of their effects. I CAN: Consistently use a wide range of language techniques to maintain reader interest; Use a wide range of words to create clear and precise meaning.</li> </ul>			<ul style="list-style-type: none"> <li>Select and use a range of language features appropriately for a variety of effects. I CAN: Consistently use a wide range of language techniques with control to maintain reader interest; Use a wide range of words to create clear and precise meaning.</li> </ul>		
SURFACE FEATURES	Structures	<ul style="list-style-type: none"> <li>Organise texts using a range of appropriate structures. I CAN: Write a complete and well-structured piece; Put ideas and information together to have an effect on the reader; Vary the sentence starters and types I use in my writing for effect.</li> </ul>			<ul style="list-style-type: none"> <li>Organise texts using a range of appropriate, effective structures. I CAN: Write a complete and purposefully structured piece; Use writing conventions to put ideas and information together for effect.</li> </ul>			<ul style="list-style-type: none"> <li>Organise texts, using a range of appropriate, effective structures. I CAN: Write a complete and purposefully structured piece. Use writing conventions to put ideas and information together for effect.</li> </ul>		
	Spelling	I CAN: <ul style="list-style-type: none"> <li>Write with few distracting errors.</li> <li>Spell most common words correctly.</li> </ul>			I CAN: <ul style="list-style-type: none"> <li>Use the writing conventions of grammar, spelling, and punctuation with few errors.</li> </ul>			I CAN: <ul style="list-style-type: none"> <li>Use the writing conventions of grammar, spelling, and punctuation with few errors.</li> </ul>		
	Punctuation	I CAN: Use appropriate and increasingly complex punctuation in my writing.								
	Grammar	I CAN: Use correct grammar.								

# PAT's (Progressive Achievement Tests)

PATs are multiple-choice tests designed to help teachers determine achievement levels of students in Mathematics, Reading Comprehension and Vocabulary.

This is one piece of data used to create meaningful and relevant learning programmes for students.

At MMC, all Year 9 and 10 students complete PAT's at the beginning and end of the year. Again this data (alongside other information) can be used to see a students progress.

# Tracking Progress

The best time to discuss the progress of your child is at parent/teacher interviews. These will take place on:

- Thursday 14 March 4pm - 7pm
- Friday 15 March 9am - 2.30pm
- Thursday 4 July 4pm - 7pm
- Friday 5 July 9am - 2.30pm

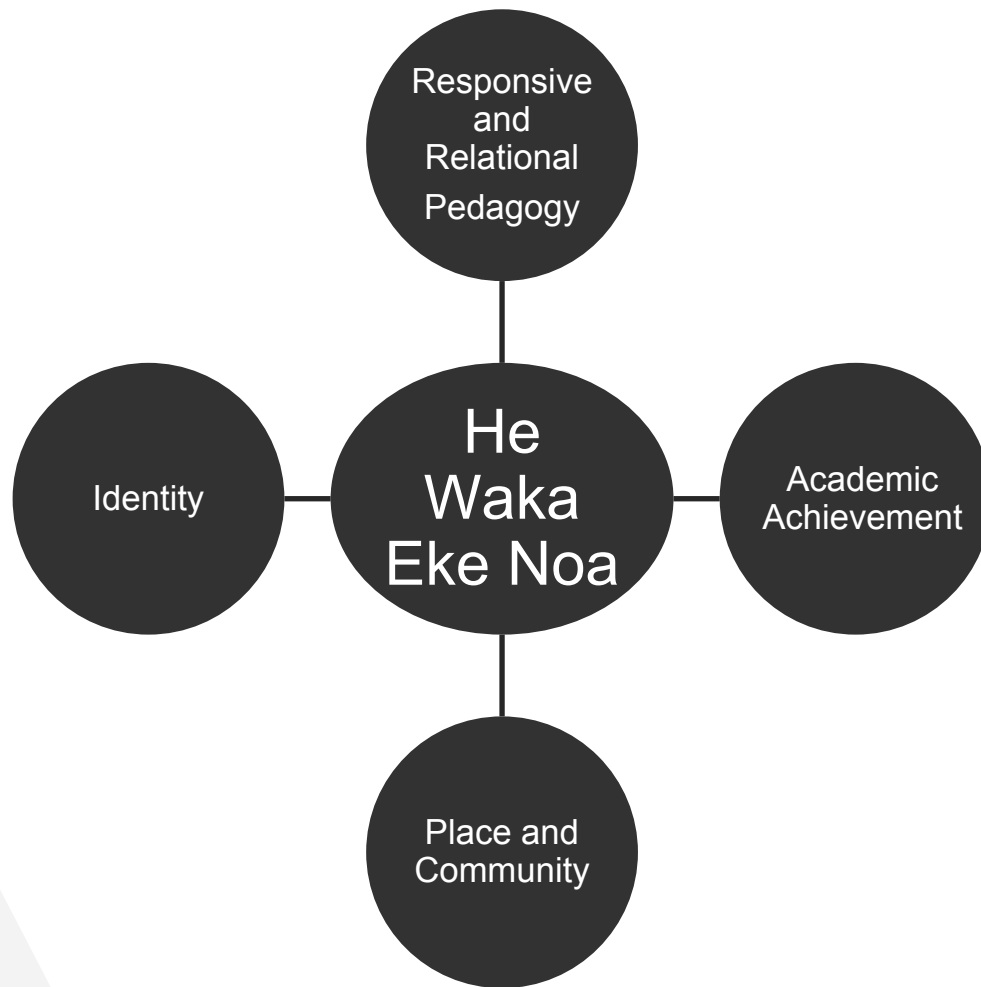
Parents can also keep in regular contact with teachers and deans via email.

# He Waka Eke Noa

*Māori Student Achievement*

*Māori Student Well-being*

*Learning in Te Āo Māori for all students and staff*



## **Raukura**

- 15mins per day
- Engage the house competition

# **Year 9 and 10 2019**

## **Timetable Classes**

- Students are in classes based on curriculum level achievement





# SUPPORT SYSTEMS

# Pastoral Network

- ▲ Dean and SLT for each year level
- ▲ Follow through with students
- ▲ Available for support and discipline if needed
- ▲ Restorative practices used in the first instance

## Guidance Team

- ▲ Two trained counsellors available every day
- ▲ A trained nurse here four days a week
- ▲ Kaitiaki support available for boys and girls
- ▲ Outside agencies involved where needed

# Learning and Careers Support

- ▲ Learning Centre available
- ▲ Two SENCOs for ORS and Learning/Behaviour
- ▲ Teacher aides in classes where necessary
- ▲ Careers Pathway Manager
- ▲ Gateway and Trades Academy Coordinator

# Reporting to Parents/Caregivers

- ▲ Term One – Progress Report issued Friday 8 March
- ▲ School Interviews – Thursday 14 March (4-7 pm) and Friday 15 March (9-3 pm)
- ▲ Term Two - Senior Report issued 31 May  
Term Two - Junior Report issued 21 June
- ▲ School Interviews – Thursday 4 July (4-7 pm) and Friday 5 July (9-3 pm)
- ▲ Term Three – Senior Report issued 26 September
- ▲ Term Four – Junior Report issued 5 December

# ATTENDANCE

*Student attendance is directly linked to student engagement and achievement*

# Legalities

- ▲ Young persons must attend school until 16 years of age.
- ▲ If over 16 years of age and enrolled at school – students must attend. Schools are funded on full time students.
- ▲ Teachers cannot be distracted by students over 16 who consistently fail to attend.

## Attendance Data - Justified and Explained Absences

	2014	2015	2016	2017	2018
<b>YEAR 9</b>	93.9	93.2	91.5	92.0	92.0
<b>YEAR 10</b>	97.4	92.1	97.6	91.1	91.0
<b>YEAR 11</b>	82.4	89.1	90.2	89.9	92.4
<b>YEAR 12</b>	84.2	87.3	85.3	88.9	91.2
<b>YEAR 13</b>	79.7	87.6	89.1	87.6	87.3



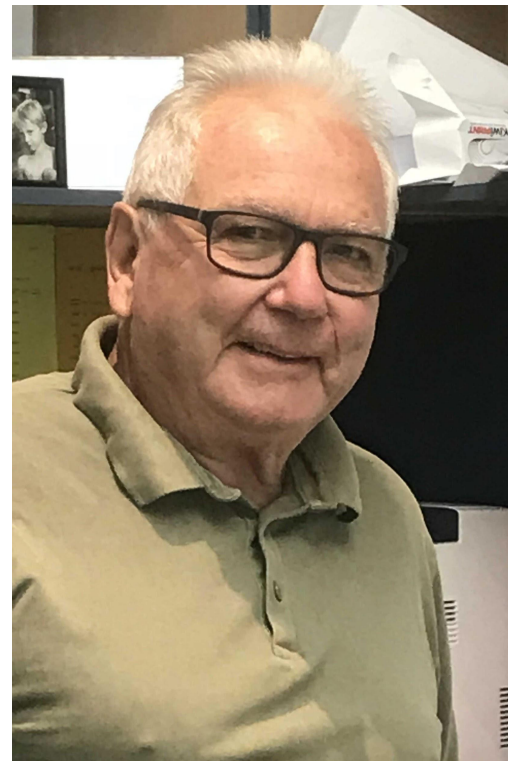
# What We Do Around Attendance?

1. Electronic attendance each period.
2. Individual teachers check with students.
3. Year level Deans look for patterns
  - Involve Guidance team where required
  - Contact home
4. Maintain data / inform home.

# Attendance Officer

## Phil Snow

- ▲ Clears inbox
- ▲ Updates data
- ▲ Sends out absence alerts



# Attendance Advisor

## Rob Clark

- ▲ Chases long term truants
- ▲ Recidivist truants
- ▲ Looks to re-engage or directs to other learning
- ▲ Removes from school roll – notifies MOE
- ▲ Prosecutes



## What Parents Can Do

- ▲ Back the school – be steadfast
- ▲ Let the school know of absences
- ▲ If notified of truancy – follow it up at home
- ▲ WebPortal– follow your child's attendance if you have concerns

***Together we win***