

# Manurewa South School



Ko tenei tatou - This is us!

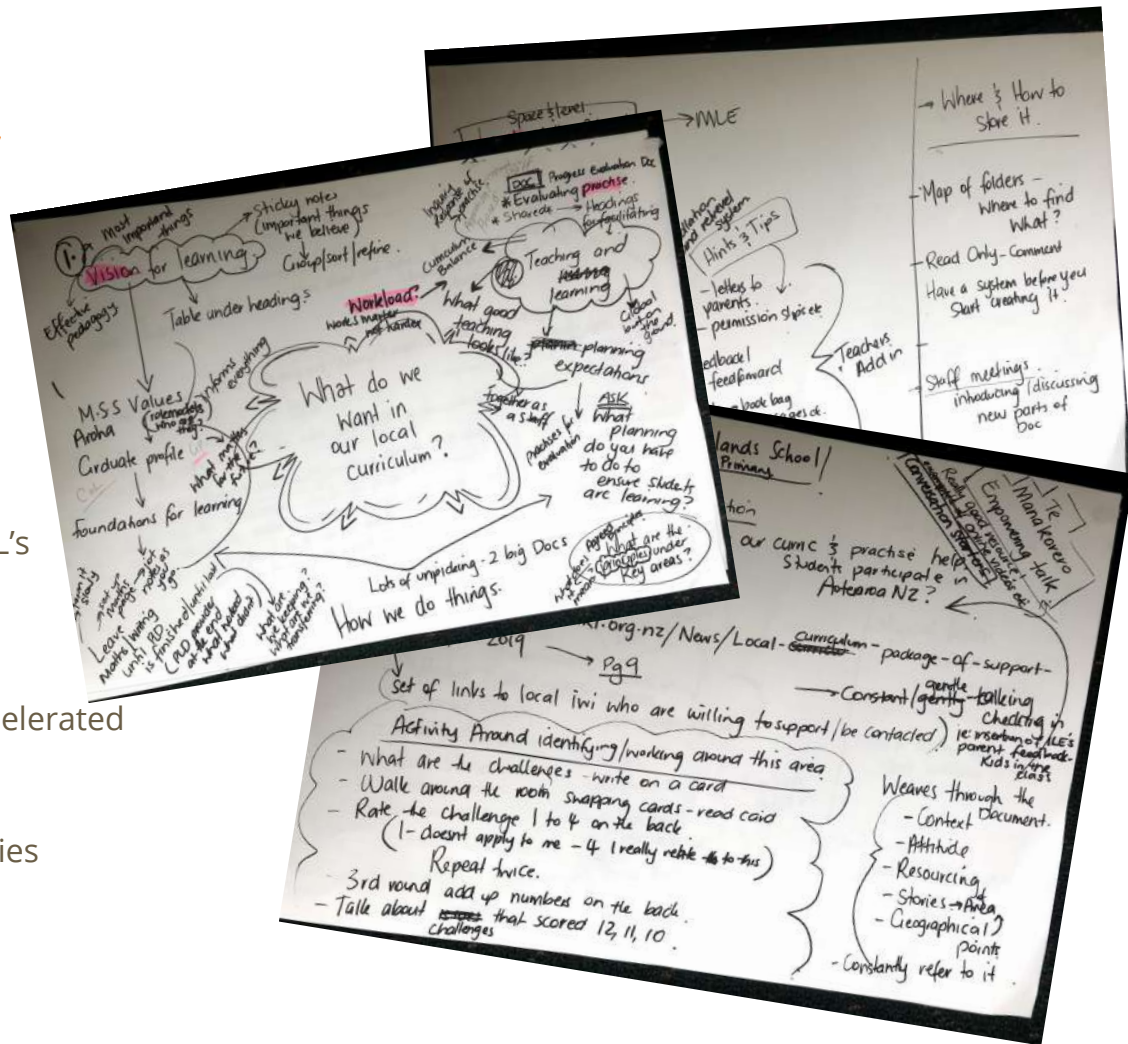


# About Us

- Predominantly Maori
- Diverse and Multicultural staff
- Roll growth
- Active and supportive community
- Generational students
- 2 Satellite classes
- Maori Enrichment class
- Started our first ILS
- Belong to a Kaahui Ako



- Shift teachers mindsets after NS to NCL's
- OTJ's - moderation schoolwide
- Data Tracking - Problematic after NS
- Promotion of Student Agency
- SMS system now allows us to show accelerated progress -
- Develop CoL wide tracking systems
- Assessment to include Key Competencies



# PLD - Teachers 2019

## **DMIC - Developing Mathematical Inquiry Communities**

- Junior and Middle School
- Focus on multileveled collaboration
- Contextual Maths
- Workshops/Observations /In class Support

## **Writing**

- Whole School
- 1-1 with teachers
- observations/planning sessions/collaborative teaching/observations
- Changing practice
- Effective Pedagogy

## **Mindfulness - Pause Breathe Smile**

- Helps with managing self
- Behaviour adaptor
- Calmer students
- Productivity

## **PLD - Other**

- iPad Training
- Bee Bots
- Google training
- Phonics
- Reading/Writing Sheena Cameron

# PLD - Teacher Aides 2019

- Paired writing programme
- Colour semantics
- Letters and sounds
- HPP oral language
- Quick 60
- LEGO therapy
- SPRING into Maths
- Strategies for working with students on the spectrum.





# Intervention - Curriculum

## Middle School

### Junior School

- Phonics Programme
- Lego Programme
- Teachers Aides in each class
- using a variety of different programmes to target needs.
- Paired writing programme
- Colour semantics
- Letters and sounds
- HPP oral language
- Oral Language Programmes
- Reading Recovery at Six Years
- ESOL
- RTLB, ICS, RT Lit, RTD, Psychologists, ORS
- Speech Lang Therapist



- Literacy Intervention with Reading Recovery teacher
- Teacher Aide support for at risk students
- ESOL
- Teachers Aides in each class using a variety of different programmes to target needs.
- Paired writing programme
- Colour semantics
- Letters and sounds
- HPP oral language
- Oral Language Programmes such as Talk to Learn,
- Reading Recovery at Six Years
- ESOL
- RTLB, ICS, RT Lit, RTD, Psychologists, ORS
- Speech Lang Therapist

# Intervention - Curriculum

## Senior School

- Literacy Intervention with Reading Recovery teacher
- ESOL
- Teachers Aides in each class using a variety of different programmes to target needs.
- Paired writing programme
- Colour semantics
- Letters and sounds
- HPP oral language
- Oral Language Programmes such as Talk to Learn,
- Reading Recovery at Six Years
- ESOL
- RTLB, ICS, RT Lit, RTD, Psychologists, ORS  
Speech Lang Therapist





# Intervention - Social Emotional

School Social Worker onsite

Nurses onsite

Free Lunches

Milk in Schools

Free Fruit

Bridge Programme

Youth Law

Friendship Club



# Appraisal/Inquiry - Journey

2017

- ERO review suggests that we need to create a more robust appraisal system.
- Appraisal Connector implemented and teachers provided with PD
- Teachers use Appraisal Connector - Feedback was unsure of how to use the site, teachers only using the reflections part of the site.

2018

- CoL create a new Inquiry Model
- Teachers still using appraisal connector Issues with appraisal connector...Teachers are only writing reflections or a record of PD,, no evidence inquiry, Staff unsure of how to conduct an inquiry, AC very tricky to use - put teachers off using. NO collaboration happening
- Discussions around the development of a new system
- Develop Google Sites for each teacher to Organise appraisal documentation. Teachers own the site and is owned by the teachers not the school

# Appraisal/Inquiry

2019

- PD for teachers with Dr Wendy Moore around effective appraisals and inquiry
- Teachers are still using Appraisal Connector
- Development of new Appraisal System
- Implementation of new Appraisal system and inquiry with PD to staff
- Trial Team Inquiry for staff to learn the Inquiry steps



## Feedback from teachers for the new Appraisal System

- *It's great simple and to the point.*
- *Easy to attach evidence to support our reflections.*
- *Reflection journal – being honest about teaching, area to refer to for future references to make improvement, neat*
- *I am happy to say this is way better than the other one, I can understand what is required of me to fulfil, and much faster.*
- *I am happy to say this is way better than the other one, I can understand what is required of me to fulfil, and much faster.*
- *We do not have to create anything its all that we are already doing in the class*
- *The best thing is we do not have to do any extra thinking. All evidence is ongoing teaching that we are already doing*

# Digital Curriculum

## 2017

- 20 New Chromebooks into classes
- Joined the Manurewa ICT Cluster -Four Winds
- Worked on implementing Digital Curriculum into classes
- Discussion going Cloud Based
- Designed and implemented an Cyber Safety Agreement
- Set up and E learning team

## 2018

- Bought new ipads for Junior classes - 8 per class
- Attended Google Workshop on how to implement ipads into classrooms - Shifting the philosophy to Create not Consume
- Subscribed and implemented Sunshine Classics into classes
- MSS goes Cloud based onto a Google/Microsoft Platform
- Staff PD on Google products
- Implemented Hapara into Middle and Senior School
- Staff PD on Hapara
- Started working with Jackie from Kiwischools to design a DC implementation plan
- Created New Website
- Created a Facebook Page - Better turn out on School events due to better communication with whanau

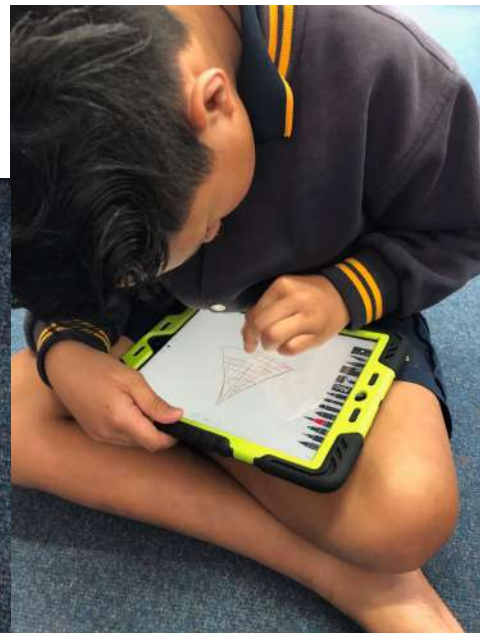
# Digital Curriculum

2019

- Introduced Code Avengers to Senior School Students
- PD to Senior Teachers on Code Avengers
- More teachers attend Google Ipad Course
- Support with teachers to gain more confidence around Google Drive
- Purchase Bee Bots
- Digital Incogniton In class support to introduce students to coding - Y2 -Y6
- Applied for and won a Gen Trust grant for \$5,000 for 10 new Ipad
- Created a pod and timetable for new ipads to used to assist STEAM programmes
- Introduced New App for better communication with whanau



# DC in Action





# DC in action!



scan the QR codes to access the web links


## THE FISH OF MAUI

The Fish of Maui (video)  
By Peter Gossage

Maui and the Giant Fish  
By Wiremu Grace

Maui Recites a  
Fishing Karakia (video)

The Legend of  
New Zealand



WHO WAS TUPAIA?


Tupaia Biography - The  
Encyclopedia of New  
Zealand

Early Meetings:  
Tupaia - video

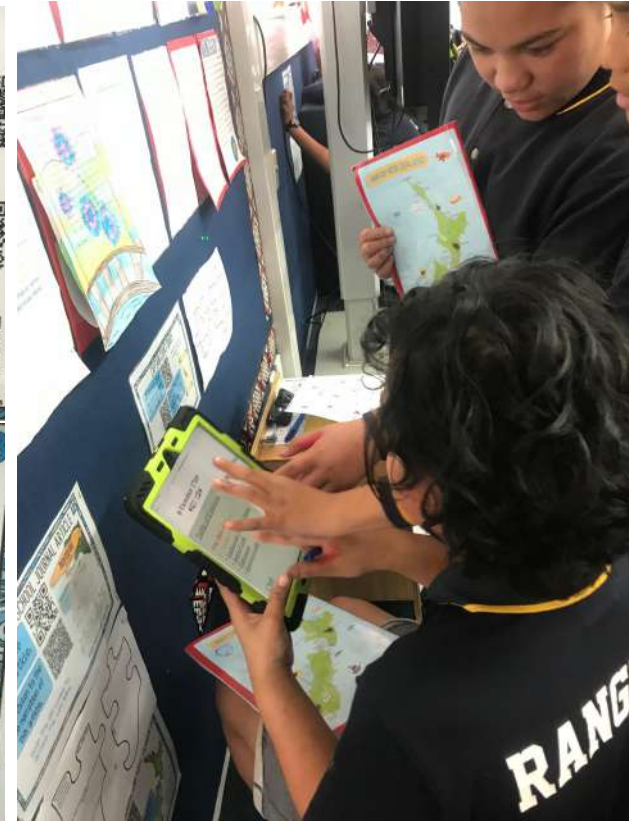
Legendary Map of  
the Pacific Finally Unlocked

Tupaia's Map of the  
South Pacific

Little Known Story of  
the Tahitian Navigator,  
Tupaia



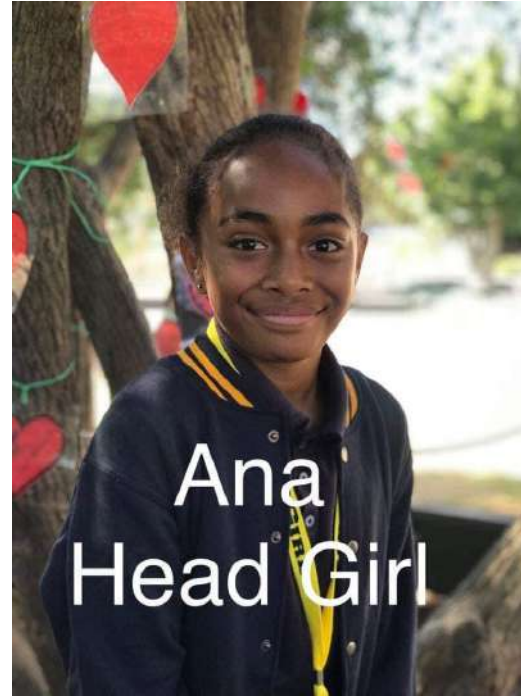
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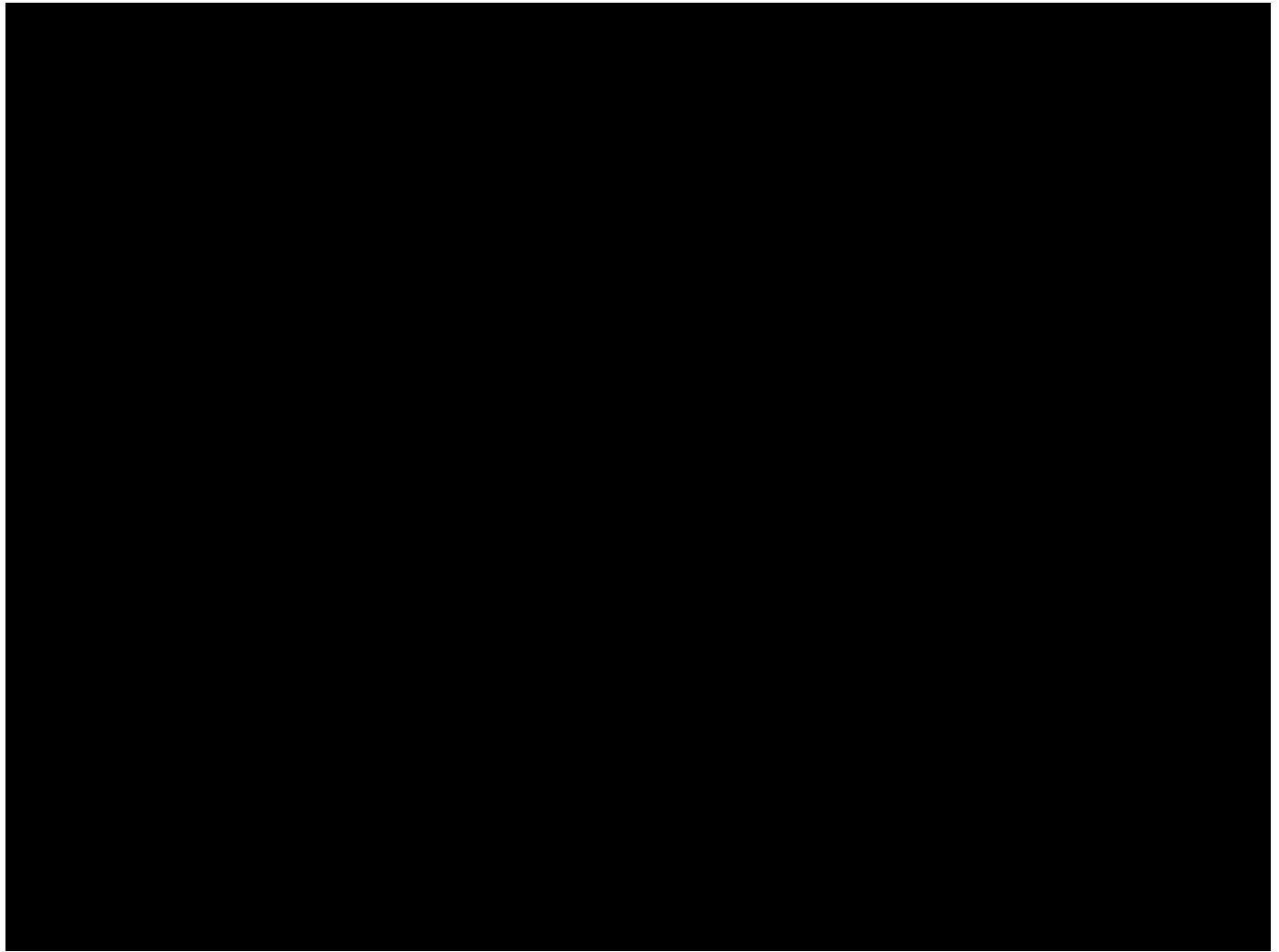
## Head Boy



## Head Girl



**A word  
from  
our  
Head  
Girl**



# Student Leaders 2019



- Run Lunchtime Programmes
- Ran Bully Free Week Activities
- Help Rosehill Students
- Mediators in Play Ground
- Lead School house groups
- Lead organisation on School
- MC Assemblies
- Head Boy and Head Girl
- Take Leadership roles in School Competitions
- Student Voice for the school
- Tuakana Teina for younger students



# Rosehill Satellite Classes

- 2017 - Two satellite classes built onsite
- Students included in all extra curricular activities and school events
- Tuakana teina approach - students help and include Rosehill Students
- Teachers share ideas and resources and attend all schools meetings





# Kahui Ako o Manurewa - Community of Learners



- AC1 - Cultural Identity
- AC2 - Transitions and Engagement
- AC3 - STEAM



# Whanau Engagement

- Parent Hub
- Whanau Feedback Surveys
- Coffee and Cake - Run by Parents For Parents
- Facebook Page
- School App/Website
- Sports Days
- School Events - Discos, Picnics, Cross Country, Athletics Day, Swimming Carnival
- Open Door Policy
- Assemblies



# Gifted & Talented

- Sporting opportunities through the employment of a full time sports co - ordinator
- STEAM based programmes
- Open ended learning through STEAM Projects
- Arts: Vaneassa Kolose through Art classes Murals
- Code Avengers - Advanced
- Chess
- Project based learning where learners choose their own topic to learn about
- Hip Hop Classes
- Choir





# Tikanga Maori

- Maori Enrichment Class
- Te Reo Classes weekly for all classes
- Students Run Powhirl at the beginning of every term
- Hangi once a year
- Middle School - Kapa Haka
- Marae Noho - Yearly
- Mauri Tu - Senior Boys
- Tuakana Teina





# Tuakana - Teina

...Ka whakaakohia - and we teach





# Tuakana - Teina



He mea pāngarau...We are taught...

# Full Time Sports Co-ordinator



- Develops Skills
- Emphasis on healthy bodies
- Promoting fitness daily fitness programmes for ALL students in Middle and Senior School
- Healthy Role Models
- Co-Ordinates and trains for competitions
- Helps modify behaviour
- FMS - Juniors



# Feedback about our Sports Co-ordinators

Mr T taught me how not to get in others people's business and not to tell them what to do on the field. He taught me how to be better at sports and as a sportsman. Before he came, we never had sports especially interschool. It's fun having a sports coordinator because we do different things every time we are out with them.

Caleb

At my old school they never used to have sports. Mr T made sports fun. It was nice doing fitness every Tuesday. It was fun. They know what kinds of things to do and how to make it fun. They get to know us and what we like to do. He gave me my first chance to do interschool which I loved, it got me loving rugby and helped me get faster and faster.

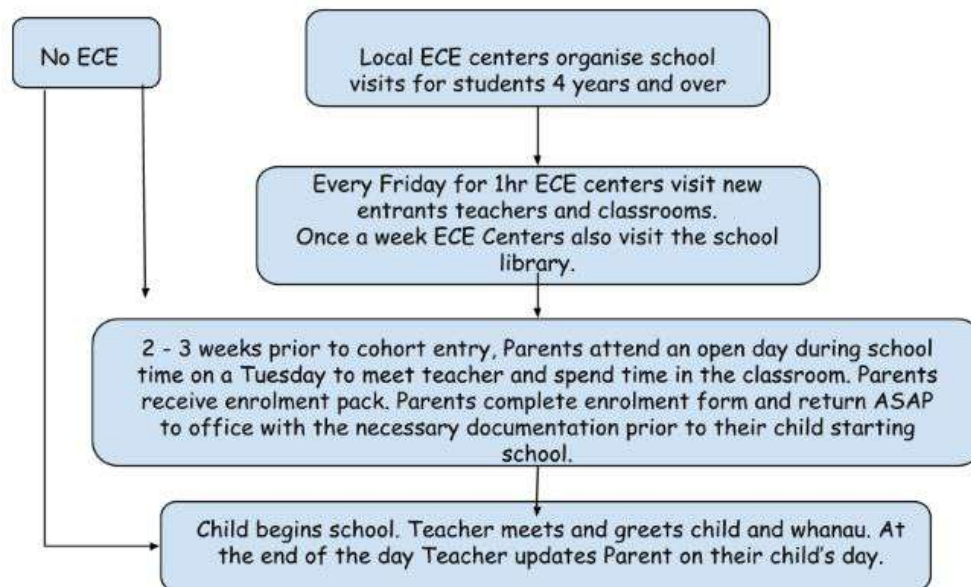
Ariki

# Transition to School



Manurewa South School

## Transition to school process for new entrants students





# Transition to Intermediate



Manurewa South School

## Transition to school process for Year 6 students to Year 7



School receives enrolment packs from Manurewa Intermediate and distributes to students and whanau

Parents complete enrolment forms and return to Intermediate as soon as possible

Term 3 Year 6 cohort Induction and transition visit to Manurewa Intermediate

Teachers complete Graduate Profiles, achievement levels, interest and behavioural notes. Term 4 Leadership representatives from Manurewa Intermediate visit relevant staff at Manurewa South to discuss one-on-one each student that has enrolled. Extra school visits are organised with whanau for students who may need a little more time and assistance with making a successful transition to school.

A record of which Intermediate each student attends is kept incase schools require more information about the student



# Mindfulness Pause Breathe Smile

We looked deeper into the cause of behaviour for many of our students

Mindfulness came up in many studies as beneficial to calm minds and bodies

Teachers attended PD at the beginning of 2019

Implementation of Mindfulness in classes

All students meditate and breath for around 5 mins twice a day - once in the morning and once after lunch



# Innovative Learning Environment

- 2019 ISS First ILE
- Maori Enrichment class with Mainstream class - shared values and skills
- Year 5 and 6 class
- Focus on student agency/Independence
- Workshop based learning based on students next steps from assessment
- Mainstream students immersed more in tikanga maori
- Self timetabling
- Project based learning student lead - ie. Science fair
- Students find own comfort zone in learning
- Flexible learning environment to cater for all learning styles
- Collaborative planning/teaching
- Mentor/Mentee model
- Students collaborating
- Developed into a high trust model - teachers and students

# Innovative Learning Environment - In action





# Innovative Learning Environment - In action





# Self Review

- Whanau Voice/Feedback/Surveys
- Student Voice
- Appraisal
- Inquiry
- Outside Agencies - Heather Barrar FocusED MOE
- Writing - Jude Parks
- Student Voice/Survey
- Data
- Informal
- Discussions
- CoL Discussions





# Where to Next?

- School Inquiry for Tikanga Maori
- All Teachers to start learning Te Reo
- Develop a strong BT/Mentor Programme
- Implement AC 1,2 and 3
- Data Analysis - Improve processes
- Implement the Digital Curriculum
- Expand Innovative Learning Spaces
- Develop and implement a local Curriculum
- Strengthen teacher inquiry