



## Science Learning Area Statement

Wesley Primary School

September 2010

Mā te whakaaro nui e hanga te whare;  
mā te mātauranga e whakaū.

### **Essence Statement:**

Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence - including making observations, carrying out investigations and modelling, and communicating and debating with others - in order to develop scientific knowledge, understanding, and explanations. Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence. Different cultures and periods of history have contributed to the development of science.

### **Science at Wesley Primary School:**

Teaching of science at Wesley Primary School involves making sense of the student's daily experiences, providing opportunities for them to ask questions and investigate their local environment and beyond.

The science programme allows students to analyse and synthesise traditional and contemporary ideas to shape their understanding of the world.

Wesley has an emphasis on the environment and recycling as we are a Waste Wise school.

### **Big Ideas:**

The **nature of science** strand is the overarching, unifying strand. Through it, students learn what science is and how scientists work. They develop the skills, attitudes, and values to build a foundation for understanding the world.

**Living world strand** is about living things and how they interact with each other and the environment. There will be an emphasis on the biology of New Zealand, including the sustainability of New Zealand's unique fauna and flora and distinctive ecosystems.

**Planet earth and beyond** is about the interconnecting systems and processes of the Earth, the other parts of the solar system, and the universe beyond. Students learn that Earth's subsystems of geosphere (land), hydrosphere (water), atmosphere (air), and biosphere (life) are interdependent and that all are important. They come to appreciate that humans can affect this interdependence in both positive and negative ways. Students will confront the issues facing our planet and make informed decisions about the protection and wise use of Earth's resources.

**Physical world** strand provides explanations for a wide range of physical phenomena, including light, sound, heat, electricity, magnetism, waves, forces, and motion, united by the concept of energy, which is transformed from one form to another without loss.

**Material world** strand involves the study of matter and the changes it undergoes.



## Wesley Primary School

September 2010

*Kaua e rangiruatia te hāpai o te hoe;  
e kore tō tātou waka e ū ki uta.*

### **Essence Statement:**

Technology is intervention by design: the use of practical and intellectual resources to develop products and systems (technological outcomes) that expand human possibilities by addressing needs and realising opportunities. Adaptation and innovation are at the heart of technological practice. Quality outcomes result from thinking and practices that are informed, critical, and creative.

**Technology at Wesley Primary:** Teaching of Technology at Wesley Primary seeks to provide authentic opportunities to students to learn practical skills as they develop models, products and systems in response to a need or an opportunity. The technology programme will give students the chance to investigate past, present and future technology in society.

### **Big Ideas:**

- **Technological Practice** - students examine the practice of others and undertake their own. They develop a range of outcomes, including concepts, plans, briefs, technological models, products and systems.
- **Technological Knowledge** - students develop knowledge particular to technological enterprises and environments and understandings of how and why things work.
- **Nature of Technology** - students develop an understanding of technology as a discipline and of how it differs from other disciplines.



The Arts Learning Area Statement

## Wesley Primary School

September 2010

Te toi whakairo, ka ihiihi, ka wehiwehi,  
ka aweawe te ao katoa.

### **Essence Statement:**

The arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. The arts have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies. Through movement, sound, and image, the arts transform people's creative ideas into expressive works that communicate layered meanings.

### **The Arts at Wesley Primary School:**

Teaching of the arts at Wesley Primary School provides interactive opportunities using traditional and new methods and technologies. Students will be given meaningful, relevant rich experiences to further their creative potential.

Teaching of the arts at Wesley Primary will incorporate cultural elements in recognition of the diverse cultures within the school community. Children participate in the Eden/ Albert Cultural Festival each year. This is an opportunity for cultural groups to perform- Tongan, Samoan, Cook Island and Maori.

The Arts are celebrated at assemblies and school celebrations.

### **Big Ideas:**

- **Dance**-Dance is expressive movement that has intent, purpose, and form. In dance education, students integrate thinking, moving and feeling.
- **Drama**-In drama education, students learn to structure these elements and to use dramatic conventions, techniques and technologies to create imagined worlds. Through purposeful play, both individual and collaborative, they discover how to link imagination, thoughts and feelings.
- **Music - Sound arts**- Music is a fundamental form of expression, both personal and cultural. Value is placed upon the musical heritages of New Zealand's diverse cultures, including traditional and contemporary Māori musical arts. By making, sharing, and responding to music, students contribute to the cultural life of their schools, whānau, peer groups, and communities. The children are offered the opportunities of choir/ Ukelele and Kapa Haka.
- **Visual arts**- Through engaging in the visual arts, students learn how to discern, participate in and celebrate their own and others' visual worlds. The teaching of visual arts will incorporate cultural elements reflective of the schools diverse range of cultures.



Social Sciences Learning Area Statement

Wesley Primary School

September 2010

*Unuhia te rito o te harakeke kei whea te kōmako e kō?  
Whakatairangitia - rere ki uta, rere ki tai;  
Ui mai koe ki ahau he aha te mea nui o te ao,  
Māku e kī atu he tangata, he tangata, he tangata!*

**Essence Statement:**

The Social Sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.

**Social Sciences at Wesley Primary**

Teaching of Social Sciences at Wesley Primary will enable students to develop the knowledge and skills to better understand, participate in and contribute to local, national and global communities in which they live and will work.

Students will explore the multicultural nature of New Zealand society, especially how the diverse cultures within the Wesley Community interact and function.

**Big Ideas:**

- **Identity, Culture and Organisation-** Students learn about society and communities and how they function. They also learn about the diverse cultures and identities of people within those communities and about the effects of these on the participation of groups and individuals.
- **Place and Environment** - Students learn about how people perceive, represent, interpret, and interact with places and environments. They come to understand the relationships that exist between people and the environment.
- **Continuity and Change** - Students learn about past events, experiences, and actions and the changing ways in which these have been interpreted over time. This helps them to understand the past and the present and to imagine possible futures and threads that are enduring and common to all.
- **The Economic World** - Students learn about the ways in which people participate in economic activities and about the consumption, production, and distribution of goods and services. They develop an understanding of their role in the economy and of how economic decisions affect individuals and communities.



Health and Physical Education Learning Area Statement

Wesley Primary School

September 2010

He oranga ngākau, he pikinga waiora.

### **Essence Statement**

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.

Four underlying and interdependent concepts are at the heart of this learning area:

**Hauora** - a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.

**Attitudes and values** - a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.

The **socio-ecological perspective** - a way of viewing and understanding the interrelationships that exist between the individual, others, and society.

**Health promotion** - a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

### **Health and Physical Education at Wesley Primary School:**

Teaching Health and Physical Education at Wesley Primary School develops student's resilience and a sense of personal and social responsibility. Through health education and physical education, we endeavour to ensure that students develop personal and interpersonal understandings and skills that contribute to well being.

Opportunities for the development of these skills and understandings will be provided in and beyond the classroom.

Wesley is a health promoting school. There is a student health/ leader team. These children are encouraged to develop their leadership skills within the school. They are also provided with professional development outside the school setting.

Wesley is inclusive of the community with regular nutrition evenings and community gardens. We have a Public Health Nurse available to children, their families and staff.

**Big Ideas:**

- Personal Health and Physical Development.
- Movement Concepts and Motor Skills.
- Relationships with other people.
- Health Communities and Environment.



## English Learning Area Statement

### Wesley Primary School

February 2011

Ko te reo te tuakiri  
Ko te reo tōku ahurei  
Ko te reo te ora.

#### Essence Statement

English is the study, use and enjoyment of the English language and its literature, communicated orally, visually and in writing, for a range of purposes and audiences and in a variety of text forms. Literacy in English gives students access to the understanding, knowledge and skills they need to participate fully in New Zealand society and the wider world.

#### English at Wesley Primary School

The study of English at Wesley Primary School is mainly concerned with Reading, Writing and Oral Language. These are essential as they are closely linked to students' achievements in all curriculum areas.

Students learn to read for meaning, to decode, think critically, communicate their own ideas and become lifelong learners. English is integrated across all curriculum areas and is used in authentic contexts to enhance understanding, knowledge and skills.

Class programmes need to give children the skills they need in Reading, Writing and Oral language to achieve the best results.

Most of the children at Wesley are from backgrounds other than English. Our ESOL programme is a means to empowering these children for classroom learning and beyond.

## **Big Ideas**

- \* Texts are shaped for different ideas and audiences. Meaning of ideas or information is made through listening, reading and viewing. (Listening, Reading and Viewing)
- \* Using language features appropriately creates meaning and ideas are selected, formed and communicated on a range of topics using English. (Speaking, Writing and Presenting)



## Mathematics and Statistics Learning Area Statement

Wesley Primary School

July 2011

Kei hopu tōu ringa ki te aka tāepa,  
engari kia mau ki te aka matua.

### Essence Statement

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but different ways of thinking and of solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

Mathematicians and statisticians use symbols, graphs, and diagrams to help them find and communicate patterns and relationships, and they create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental, and economic contexts.

## Mathematics and Statistics at Wesley Primary School

At Wesley we teach mathematics and statistics so that students will develop the ability to think creatively, critically, strategically, and logically. They will learn to structure and to organise, to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy intellectual challenge.

By learning mathematics and statistics, Wesley students will develop important thinking skills. They will learn to create models and predict outcomes, to conjecture, to justify and verify, and to seek patterns and generalisations. Mathematics and statistics have a broad range of practical applications in everyday life, in other learning areas, and in workplaces.

We aim to cultivate positive mathematic dispositions/identities in the students by incorporating their cultural identities and giving multiple opportunities for students to link their daily experiences with mathematics learning. Wesley students will learn to apply mathematics in everyday contexts, so that they can see mathematics is real, meaningful and it is part of their world. Consequently, Wesley students will develop confidence and competence to use mathematics in their daily endeavours.

### Big Ideas

The achievement objectives are presented in three strands. It is important that students can see and make sense of the many connections within and across these strands.

**Number and algebra** - Number involves calculating and estimating, using appropriate mental, written, or machine calculation methods in flexible ways. It also involves knowing when it is appropriate to use estimation and being able to discern whether results are reasonable. Algebra involves generalising and representing the patterns and relationships found in numbers, shapes, and measures.

**Geometry and measurement** - Geometry involves recognising and using the properties and symmetries of shapes and describing position and movement. Measurement involves quantifying the attributes of objects, using appropriate units and instruments. It also involves predicting and calculating rates of change.

**Statistics** involves identifying problems that can be explored by the use of appropriate data, designing investigations, collecting data, exploring and using patterns and relationships in data, solving problems, and communicating findings. Statistics also involves interpreting statistical information, evaluating data-based arguments, and dealing with uncertainty and variation.



## Assessment Statement

Wesley Primary

2011

The primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides.

Assessment for the purpose of improving student learning is best understood as an ongoing process that arises out of the interaction between teaching and learning. It involves the focused and timely gathering, analysis, interpretation, and use of information that can provide evidence of student progress. Much of this evidence is "of the moment". Analysis and interpretation often take place in the mind of the teacher, who then uses the insights gained to shape their actions as they continue to work with their students. (NZC)

### Some characteristics of effective assessment

#### **Effective assessment:**

**benefits students** - It clarifies for them what they know and can do and what they still need to learn. When students see that they are making progress, their motivation is sustained and their confidence increases.

**involves students** - They discuss, clarify, and reflect on their goals, strategies, and progress with their teachers, their parents, and one another. This develops students' capacity for self- and peer assessment, which lead in turn to increased self-direction.

**supports teaching and learning goals** - Students understand the desired outcomes and the criteria for success. Important outcomes are emphasised, and the teacher gives feedback that helps the students to reach them.

**is planned and communicated** - Outcomes, teaching strategies, and assessment criteria are carefully matched. Students know in advance how and why they are to be assessed. The teacher's programme planning is flexible so that they can make changes in response to new information, opportunities, or insights.

**is suited to the purpose** - Evidence is obtained through a range of informal and formal assessment approaches. These approaches are chosen to suit the nature of the learning being assessed, the varied characteristics and experiences of the students, and the purpose for which the information is to be used.

**is valid and fair** - Teachers obtain and interpret information from a range of sources and then base decisions on this evidence, using their professional judgment. Conclusions are most likely to be valid when the evidence for them comes from more than one assessment.

Assessment is integral to the **teaching inquiry process** because it is the basis for both the focusing inquiry and the learning inquiry.

#### School-wide assessment

Schools need to know what impact their programmes are having on student learning. An important way of getting this information is by collecting and analysing school-wide assessment data. Schools can then use this information as the basis for changes to policies or programmes or changes to teaching practices as well as for reporting to the board of trustees, parents, and the Ministry of Education. Assessment information may also be used to compare the relative achievement of different groups of students or to compare the achievement of the school's students against national standards.

(NZC)

Assessment at Wesley Primary is summative, diagnostic and formative. Teachers are encouraged to focus on the children's learning and achievement as a continual process apart from the testing that is done.

We are learning the importance of teacher judgement as an ongoing part of assessment.

Data is analysed to look at individuals or whole groups. Teachers are expected to use assessments to inform planning and programmes. Trends are identified in syndicates and across the school. Programmes are put in place for those children who are identified as being at risk with their learning.

Teachers are asked to focus on their own practice as part of this process too- "teaching as inquiry".

Data is presented to the board three times per year,

(Specific assessment details can be found in our school procedures and policy book.)