



PAPAROA
STREET SCHOOL

Learning... to inspire and
impact

**Starting School
Information**



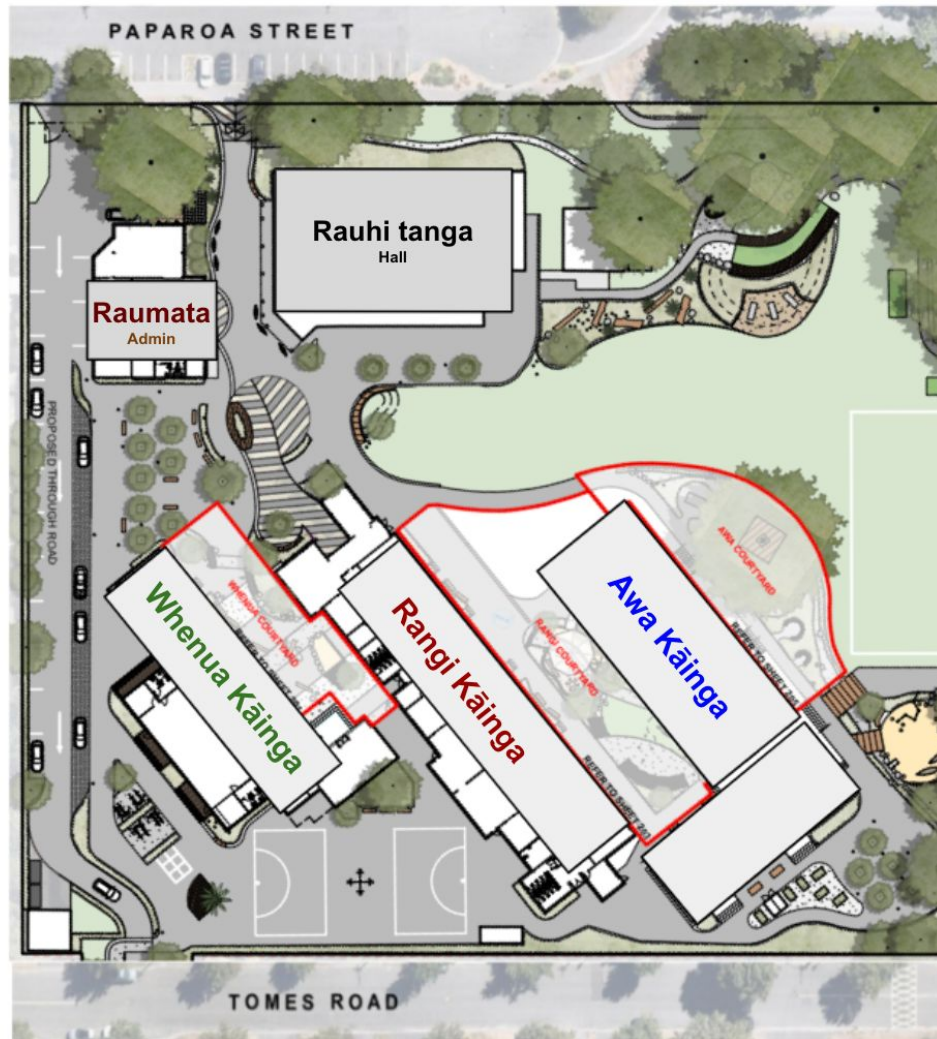


Who are we welcoming to school?

Who is their family and what do you know about Paparoa Street already?



Map of the school

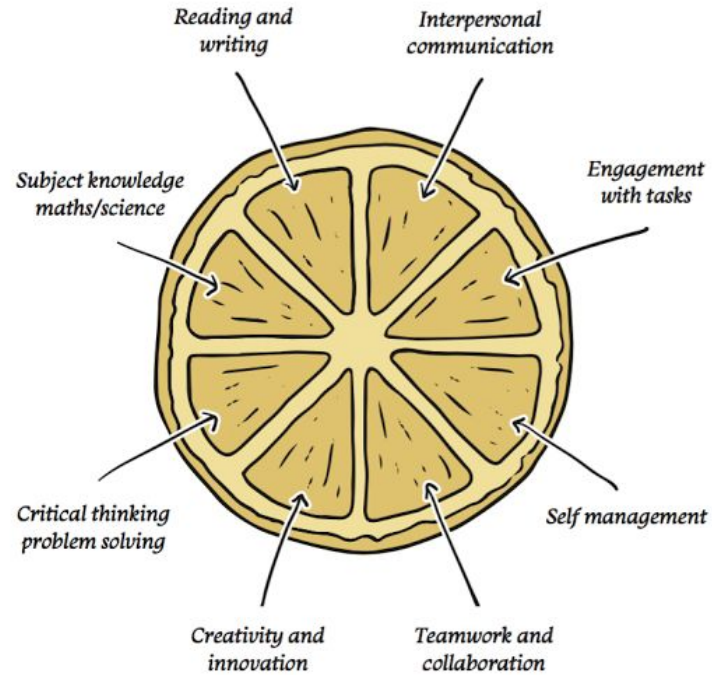
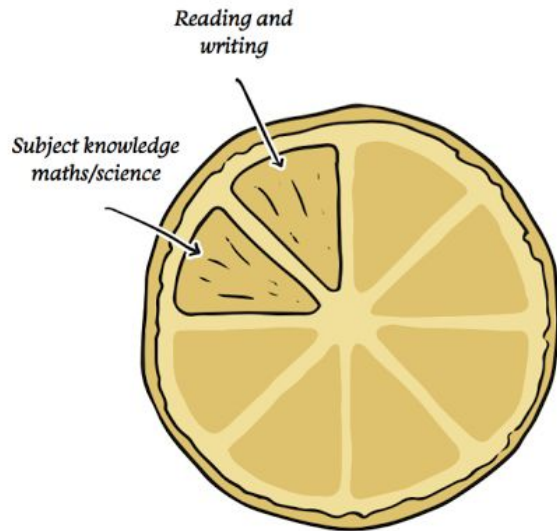


Measuring successful learning in schools a generation or two ago - and now in the 21st century...

A generation or two ago...
Having knowledge



Now in the 21st Century...
Being able to do something with knowledge



Liz Stevenson, Being Able to Do Something with Knowledge, (2015), New Directions for Assessment & Evaluation, www.storyhui.org



Paparoa Street School

Learning Beliefs

<p>We promote a growth mindset through the way we work alongside our learners.</p>	<p>We use a range of flexible groupings to enhance learning.</p>
<p>We provide a range of opportunities for students to work collaboratively.</p>	<p>We commit to Tikanga and Te Reo Maori as an integral part of our daily programme.</p>
<p>We provide targeted teaching to support our student's academic progress and capability development.</p>	<p>We regularly engage in learning conversations with students and whānau about their progress and next steps.</p>
<p>We facilitate opportunities for children to take control of the pace and direction of their learning to increase agency and choice for our students.</p>	<p>We track and share progress with our students to allow time to reflect and consolidate their learning.</p>
<p>Learning is integrated and we want our learners to see connections through learning concepts in every curriculum area.</p>	<p>We provide authentic learning using an inquiry lens. Our children learn through play and real-life experiences inspiring curiosity. They are involved in making an impact when seeking solutions to their world's gnarly problems.</p>
<p>We encourage children to take responsibility for making informed decisions about their learning. They are able to choose, design, research, pursue, troubleshoot and evaluate learning for themselves alone and with others.</p>	<p>Learning is not simply a collection of knowledge but a call to action.</p>
<p>We value children's voice and action in their personal wellbeing using the pillars of Te Whare Tapa Whā</p> <p>Our student's wellbeing is critical to their success as a learner.</p>	<p>We provide opportunities to learn any time, any place, through hybrid learning.</p>

Better Start Literacy



University of Canterbury developed learning programme for reading.

Focus on

- vocabulary usage
- letter sound
- letters blended into words
- words being used in sentences

What happens in a day?

- 8:30 Learning starts in classrooms, independent practice activities
- 9:00-9:15 **Learning block 1**, instruction begins
- 10:25 **Playtime**- outside where possible
- 10:45 **Eating** inside in class or kāinga groups
- 11:00 **Learning block 2**
- 12:30 **Playtime**
- 1:10 **Eating** together as a class or kāinga
- 1:25 **Learning block 3**
- 3pm End of day pick up from outside the classroom

Learners at the centre



The learning environment recognises the learners as its core participants, encourages their active engagement and develops in them an understanding of their own activity as learners.

The social nature of learning

The learning environment is founded on the social nature of learning and actively encourages well-organised, cooperative learning.



Emotions are integral to learning



The learning professionals within the learning environment are highly attuned to the learners' motivations and the key role of emotions in achievements.

Recognising individual differences

The learning environment is acutely sensitive to the individual differences among the learners in it, including, their prior knowledge.



Stretching all students

The learning environment devises programmes that demand hard work and challenge from all but without excessive overload.



Building horizontal connections

The learning environment strongly promotes “horizontal connectedness” across areas of knowledge and subject as well as to the community and the wider world.



Uniform

Hats

Our school has a Sunsmart policy. During Terms 1 and 4 our children are required to wear a brimmed hat when outside. A suitable hat may be purchased from the school. Hats are not worn in the classroom.

House T-shirts

Each child is assigned a house colour on enrolment (rata, kahikatea, totara, kowhai) and if they wish parents may buy the appropriate coloured T-shirt from the PTA Uniform Shop. Family members are placed in the same house.

Suppliers

Items can be purchased from Mainland Uniforms, 511 Wairakei Road or 405 Ilam Road (formerly Grasshopper Clothing) – or online at www.mainlanduniforms.co.nz; and/or Susan Ross Maternity (69 Rutland Street). Check availability first.

Secondhand Uniforms

Secondhand uniforms are sold from the school hall on Wednesday's from 2:30 p.m. - 3:30 p.m.

Stationery

New children's stationery packs are available from the school office.

The cost is \$65

You can pre-order on Kindo and come to collect.

The apps that you need



SchoolAppsNZ

Download The Paparoa Street School App

To download the App Scan the QR code
For access from a compatible Android or IOS mobile device



If you don't have a compatible device
Use the web version to still access relevant communication
Remember to add it to your browser's bookmarks

[Click here to access the Paparoa Street School Web Portal](#)



mykindo

Kindo is used for purchasing things in the school. For example; school lunches are ordered and paid for via the KINDOshop.

Seesaw

See Saw is used by children on a daily basis. Parents and caregivers can log in and stay involved in their child's learning journey.



Hero is the tool we use for your child's annual academic evaluations. Here you can access information about how your child is progressing.



Our Vision

Learning to inspire and impact

- **Impact** - What we teach and learn here will make a difference for ourselves and for others. We will do something with what we know.
- **Inspiration**- What we teach and learn here will be inspiring for ourselves and others. Learning will be irresistible and we will be surprised at our own capability.
- **Belonging** - We all have a place here and can clearly identify where we fit. People know us and our way here.
- **Kindness** - We know how to give and receive kindness. This helps us feel safe and allows us to take risks in our learning.
- **Bravery** - courage, risk taking, failure and pricklyness are qualities we pursue and celebrate. We all expect to be stretched.
- **Passion** - learning happens best when we are in our element.

STRATEGY 2023-2025



VISION: Learning... To inspire and impact

VALUES: He Paparoa, He whenua nōku, He Paparoa, Manaakitia, He Paparoa, Kia ngākau whitawhita, Kia māia, kia manawanui

Kindness

Belonging

Bravery

Passion

	OUR RELATIONSHIPS	OUR INVESTMENT	OUR LEARNERS
Strategy	Strengthening bridges of Belonging for Whānau	Sustainably investing in our people to maximise output and satisfaction	Actively being at the centre of my learning
Success	Our community is engaged with and inspired by our learning culture	Our people know their value in delivering extraordinary learning outcomes	Our learners are proud of their learning stories; where they have been, where they are going next and the impact they have on others
Initiatives	Engage our school community with developing our logo and uniform	Promote school pride in our learners success stories	Learners initiate and lead learning conversations with the adults they know are invested in them
	Develop whānau appetite for and trust in children's ability to confidently share their learning stories	Introduce strengthfinders across the school to improve work satisfaction	<u>Develop and implement IACT model</u>
	Create a PTA Evolution/revolution	Grow secure, flexible and effective learning teams to meet all learners needs	Collaborate with learners to record personal success stories
	Strengthen first family connections at transition to school	Celebrate and share our teaching capability and cultural competency	Include learners in decision making when developing school systems, facilities and actions

What did your education look like and what was its purpose?



What do you think the role of the teacher is?

What do you think the role of the learner is?

