

**Report On Student Achievement**

Social Sciences

**Aggregation: Term 1 2018**

**Conceptual Strands: Identity, Culture and Organisation**

 **: Place and Environment**

 **: Continuity and Change (Year 3 – 6)**

***- 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.***

* Teachers should keep in mind five key questions when planning these units of learning
	1. *How is this unit significant learning for these students?*
	2. *What are the big understandings that the unit is based on?*
	3. *What values and key competencies can be focused on?*
	4. *How will I know that the learning has taken place and to what curriculum level?*
	5. *What are the next learning steps for each student that needs to be developed?*

**Main Ideas Contained At Each Level Within the Conceptual Strands:**

|  |  |
| --- | --- |
|  **Context studied:**  **“ Te Totara - Our Place, Our Journey ”**  |  **Context studied:**  **“ My Culture, My Heritage, My Story ”** |
| *The ‘Big Ideas’ in the unit at* ***Level 1*** *(Year 1-2 students):*- We are similar but different (our culture and family links)- I am part of a family, a school community and a cultural group- We all make journeys and we all belong to Te Totara school- People have their own customs, traditions, celebrations and places that are special to them some of which they practise in their everyday lives. - Our Culture is part of our family story.- We celebrate our 10 year birthday- People and places change over time.**CONTEXT or SCENARIO:**We all have our own story about what makes our family special. Our culture is about the foods we eat, the things we do and the things we might celebrate.Te Totara School is celebrating its 10th year anniversary this year.What journey and where have we all come from to this point of celebration?Let’s all tell our special story to everyone and celebrate who we are. | *All the preceding ideas, plus at* ***Level 2*** *(Year 3-4 students):*- We belong to many different groups that have traditions that we do each time we meet as a group.- There are lots of different places that are significant to our groups or our families and these have special requirements and rituals.- We can see similarities and differences between the different places and groups that we belong to.- There are lots of different cultures in our classroom and our school.- We can learn about a culture by their visual and oral past- People’s pasts can be recorded orally and visually.**CONTEXT or SCENARIO:**We belong at Te Totara students are coming together to form a family unit and contribute to both the classroom and school community where differences can be acknowledged, valued, and celebrated.We belong…as New Zealanders. We may have different backgrounds, cultures or belief systems but have the same rights and responsibilities.This year we are celebrating 10 years of ‘Our Place Te Totara Primary School.’Our school and community continues to grow and change. How has the past impacted on that and how do we think we will change in the future? |
|  **Context studied:**  **“ Te Totara - Our Journey / Our Place ”** |
| *All the preceding ideas from Level 1-2, plus at* ***Level 3*** *(Year 5-6 students):*- As individuals we are all unique and special- New Zealand is a special place because of our multicultural heritage- Although we have different cultures and traditions, we all add to the richness of our school community and this shapes our Te Totara culture- Places and organisations change over time, how can I contribute.- Differences and diversity should be acknowledged and celebrated- When people come together rules, protocols and customs are important.- One of the important intentions of family practises and customs is the continuing nurturing and sharing of the cultural group we belong to.- Understand the origin, purpose and significance of cultural rituals and narratives- We are globally connected. We live in an interconnected and interdependent world- Understand how the movement of people affects cultural diversity and interaction in New Zealand- There are many reasons why people come to New Zealand and understand events have causes / effects. |
| ***Values-*** *Throughout the unit the following values from the New Zealand Curriculum will be modeled, encouraged and explored.** ***Respect*** *for themselves and others*
* ***Diversity*** *as found in our different cultures, languages and heritages*
* ***Curiosity*** *by thinking reflectively and critically about an issue*
* ***Community and Participation*** *for the common good of a society*

***Key Competencies-*** *Throughout the activities in this unit, there are many opportunities to develop the key competencies identified in The New Zealand Curriculum. In particular, this focus of learning develops the key competencies of:** ***Relating to Others Te Totara Reach for the Stars***
* ***Participating and Contributing Always Learning and Respectful***

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| --- | --- | --- | --- |
| **Social Science** **The New**  **Zealand**  **Curriculum**  **( 2007)***Students will gain knowledge, skills and experiences to:***Conceptual Strands** | ***Level One******Programme*** | ***Level Two******Programme*** | ***Level Three******Programme*** |
| Identity, Culture  and Organisation | * Understand how belonging to groups is important for people
* Understand that people have different roles and responsibilities as part of their participation in groups
* Understand how the cultures of people in N.Z. are expressed in their daily lives
 | * Understand that people have social, cultural and economic rights and responsibilities
* Understand how cultural practices reflect and express people’s customs, traditions and values
* Understand how the status of Maori as tangata whenua is significant for communities in N.Z.
 | * Understand how groups make and implement rules and laws
* Understand how cultural practices vary but reflect similar purposes
* Understand how the movement of people affects cultural diversity and interaction in N.Z.
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| Place and Environment | * Understand how places in N.Z. are significant for individuals and groups
 | * Understand how places influence people and people influence places
 | * Understand how people view and use places differently
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| Continuity and Change | * Understand how the past is important to people
 | * Understand how time and change affects people’s lives
* Understand how people make significant contributions to N.Z. society
 | * Understand how people remember and record the past in different ways
* Understand how early Polynesian and British migrations to N.Z. have continuing significance for tangata whenua and communities
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**TABLE OF STUDENT PROGRESS WITHIN THIS STRAND – April 2018**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Achievement****Level:** | **Early Level****1** | **Secure Level 1** | **Level 2** | **Level 3** | **Level 4** |

***Class Level - Numbers of Students working at each level.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 1**(102 students) | **26** |  **76** |  |  |  |
| **Year 2**(120 students) | **5** |  **115** |  |  |  |
| **Year 3**(124 students) |  |  **38** | **86** |  |  |
| **Year 4**(118 students) |  |  **2** | **115** |  **1** |  |
| **Year 5**(124 students) |  |  | **16** |  **108** |  |
| **Year 6**(131 students) |  |  |  **5** |  **126** |  |

 **ANALYSIS AND RECOMMENDATIONS**

**All Students:**

Number of students assessed across Year 1 - 6 **719 students.**

From the data above the majority of all year levels is either ***at*** or ***above***

the Achievement Band Expectation.

(**707** students at or above expectation Curriculum levels)

Overall throughout the school we have **98.3 %** of the students working ***at*** or ***above*** the

Achievement band expectation. ***This is an excellent result.***

**Male Students (Total: 365)**

From the data above the majority of all year levels is ***at*** the Achievement Band Expectation.

(**355** male students at expectation Curriculum levels)

Overall throughout the school we have **97.2 %** of the male students working ***at*** the

Achievement band expectation.

 **Female Students (Total: 354)**

From the data above the majority of all year levels is ***at*** the Achievement Band Expectation.

(**352** female students at expectation Curriculum levels)

Overall throughout the school we have **99.4 %** of the female students working ***at*** the

Achievement band expectation.

**Maori Students:**

Number of Maori student assessed across Year 1-6

 **82 students**

 Of these students 81are either ***at*** or ***above*** the Achievement Band Expectation.

 which is a result of **98.7 %** working atexpectation levels**. *This is an excellent result.***

**Pasifika Students:**

Number of Pasifika students assessed across Year 1-6

 **7 students**

 Of these students 6 are either ***at*** or ***above*** the Achievement Band Expectation which is a result of **85.7 %** of Pasifika students at expectation levels. ***This is a very small cohort so the difference of one learner has reduced this by a more significant amount.***

**Students not achieving at expectation levels – 12 students**

Of these 12 students, 7 are ‘English as a Second Language’ students so often at a lower stage of development with literacy oral/written language development. 9 students of these 12. featured as’ not at expectation levels’ are currently in our Learning Support roll. These are our priority learners as identified in our 2018 Charter targets.

**What went well with this unit of learning.**

Staff and student feedback around this unit of work was that it was a very engaging with high levels of enjoyment for both staff and students. As the learning intentions were developed from the basis of the people in our community and the cultures they belong to, this had a great degree of personal relevance to our students and their families. The unit became an inquiry unit about themselves. Everybody got a chance to get to know each other a little better and the students sense of self-worth was affirmed!

The timing of this unit at the beginning of the school year was very positive as this built a shared knowledge of the learners and positive relationships for the new year classes. Through the use of student’s cultural stories, sharing of their family heritage, acknowledgement of the similarities and differences, a strong class culture emerged in each learning and team area. This is reflected in the class treaties that were established for the year. These continue to be revisited regularly to maintain the positive sense of belonging.

The focus on our culturally diverse school community was a key factor in increasing the understanding of cultures that are all around the students, that they had not necessarily had personal experience of. This has given us the opportunity to take language and culture in a broader sense and embed it into our teaching and learning practices, through all curriculum areas.

 The involvement of families in our community especially our Te Totara Community committee in the preparation for this unit was a very strong aspect which helped to strengthen our own school culture with our diverse ethnicities. The parents who indicated they were willing to be resource people to share insights, foster celebrations and answer questions came from the following cultural groups; Indian, Chinese, Vietnamese, Japanese, Thailand, Russian, Korean, Cook Island, Chilean, Tahitian and Maori. We have a wonderful number of different cultural groups represented at the school, with 35 different ethnicities at last count.

 In 2018 we have a Pasika group and a Kapa haka group well established in the school supported by our Diversity staff member Komal Kumar and our Whanau leader Julianne Wink (Term 1) and Dori Villasol-Alonso (Term 2 onwards). There are a variety of ages and ethnic groups of children participating in these groups. They share their dances and costumes regularly at our assemblies and through powhiri.

 Several of the teams had Cultural celebration days at the time of the unit, where they dressed in traditional dress or the colours of their country and shared food that was important to their families. A number of the other teams were going to incorporate cultural celebrations with Matariki activities in June.

 Another powerful way the family connections occurred was through Home Learning research, comments were shared by teachers that parents came to class really interested in what we were learning about. The ‘Taonga Kete’ Project across our senior rooms provided interesting ‘hands-on’ and practical learning for all students. The learning opportunities for the students included researching and presenting aspects of the following; name story, personal timeline, places of belonging, a family treasure, family traditions, a family tree, a special gift/talent, heritage and ancestors, a country from their heritage. The students particularly found the discoveries and conversations with their parents around family trees, stories and traditions interesting.

This unit was linked with the ongoing development of our Teaching and Learning Model throughout the school and the students were guided to know what stage they were at in the process. Teachers focused specifically on the Te Totara Learning Rocket particularly the ‘Journey’ section of this.

Time was spent developing effective questioning and research methods within their students. How this was achieved varied, depending on the level of the students; some of the methods included modeling effective questions, deliberate acts of teaching around the types of questions, exploring open and closed, questions or statements, relevant and irrelevant questions. Graphic organisers were taught and used to organise ideas and sift and sort information.

Opportunities for both individual and collaborative learning was a strong feature of our classroom and cluster area learning. The research focus was based on the key questions established by the students and we expected an increasing level of sophistication in the process as the students move up the Curriculum levels.

 The students posed very specific questions and were very respectful whenever guest speakers came to share about their culture, family heritage and traditions, as due to their interest level, the discussions lasted for a long time. The students gained many understandings from the visits of the parents and grandparents by viewing and learning about the artifacts and timelines shared, also by tracing their country of origin on the world map. Bringing things from other places to school was very immediate for the junior children and gave a strong focus to looking at the larger world around them.

 A highly significant learning occurred for our Year 5 and 6 students who were exploring the reasons for people seeking refuge in another country and the hardships associated with that journey. The involvement of a parent who had come to New Zealand as a refugee from Vietnam as a ‘boat person’ gave a clear insight into why people make the decisions they do to leave their country of origin in this way, and how it feels to be suddenly immersed in a very different culture.

 The senior school teachers commented that having this guest speaker and being able to ask her questions helped to develop an awareness of and empathy with the plight of people in this situation. A sense of social justice and understanding of the impact of conflict and displacement was developed within the students, which they expressed through their discussions and their written work.

 The inclusion of the development of our school heritage, culture and traditions reflected through the unit development around our 10 year school journey. We have a number of archived resources including photos, various signage and key heritage features around the school environment that were explored with the students. The students enjoyed developing timelines expressing the changes on and around our site, this included developing their mapping skills. It was valuable to have ‘foundation’ staff members speak to the teams about the development of the school buildings/logo and signage, the school culture as expressed through our STAR’s, the first day and some of the challenges and funny stories of those times. The students prepared questions in these sessions were excellent and showed a real interest in learning more about our school where they have developed a great sense of ‘belonging.’

Teachers commented that this unit was so easy and natural to integrate across the curriculum which led to ‘connected rich learning’ for all students.

**Curriculum integration** occurred with the essential learning areas of **Social Science**, **Learning Languages**; (Greetings in other languages, key vocabulary connected with ceremonies, food or costume, Te Reo Maori – Cultural Knowledge strand -powhiri and the start of the school year, learning of Mihi by the students. **English** (Oral – personnel speech, group discussion dynamics, written – Procedural and recount writing.) **E Learning -** Pic Collage presentations, iMovie, Class Blogs, Seesaw App, Research through Google and YouTube.

**Ideas for Future Action of this or a similar unit -** (Linked to our future Strategic Planning.)

*Be culturally responsive*

* Every student is a culturally located individual whose identity is shaped by their life experiences, interests, religious beliefs, political beliefs, gender, and social background. As teachers build relationships with their students, it is important to understand and celebrate their culture. *Manaakitanga*, the first element of the Te Kotahitanga effective teaching profile, advocates that teachers care for their students as culturally located human beings above all else. This needs to be highly visible in all relationships in our learning areas and across the wider school community. For some students this means that we need to adapt the learning experiences or environment to be inclusive to their needs e.g. school camp needing to provide a prayer area for our Muslim students, halal meat, with our uniform and in our swimming programme the wearing of the hijab for our girls from the appropriate age.
* Continue to foster the links with the Whanau group and the wider community cultural groups to share aspects of their cultural identity with the students. The engagement of our families with their children’s school learning in this area is invaluable.
* The knowledge gaps of tasks or discussions by our E.S.O.L. students was evident, particularly with non-literal learning. E.S.O.L. students need to continue to receive specific curriculum and vocabulary support from our E.S.O.L. teachers and teacher aides to maximize their learning opportunities in this learning area. This will allow them to participate fully by sharing the rich cultural heritage that they come from. The challenge is to develop inclusive ways that they can share their unique knowledge and understandings that is not inhibited by their emerging literacy skills in English.

* A number of the teaching staff have been involved in the past in professional development through Waikato Polytech and Massey University to widen their understanding of working with E.S.O.L. students. This developed their skills and confidence in successful achievement with these students. This is a professional development area in our school that is supported financially and staff are encouraged to apply for.

* Processing information that was presented verbally was an activity that many students found challenging throughout the school. Further experiences in listening to and synthesizing information that is shared orally will build on and enhance these skills. A continued school wide focus during the year on developing student oral language skills will grow teacher knowledge in the areas of questioning, information gathering, discussion and listening skills. This fits in with our Kahui Ako Community of Learning focus area on Oral Language.
* Additional work is required in the skill of making comparisons and discussing similarities and differences between individuals, groups and objects. Specific ongoing teaching support needs to occur when the students are locating and processing information so that they learn how to access relevant detail, and synthesize and paraphrase this into their own words rather than just ‘copying ‘lots of information without understanding. ‘Deliberate acts of teaching’ will occur around this linked to Reading and Writing from Year 3-6 in a regular manner throughout the rest of this year. Teachers are expected to analyse students learning needs and trends from their topic Planning and Assessment sheets (P & A’s) to inform their future teaching directions.
* We need to continue to target resource purchases in the Social Science Learning Area towards the specific teaching and learning contexts selected within the teaching year as we build up a bank of successful teaching resources, databases of experiences and resource personnel within our community. The valuable Curriculum support role of our Library and Resource Manager in sources resources, setting up displays for teachers and producing livebinders of relevant digital materials is a vital support that needs to be continued.
* Continue to explore at least one school wide focus each year in Social Science, in order to build teacher knowledge in this Learning Area as staff professional development. Curriculum knowledge of concepts and units need to be shared to ensure that we have a common understanding of the levels of the curriculum, where our expectations for student learning are and where the students are currently achieving at.

This is particularly important as we have moved away from reporting in a narrow focus simply in regard to National Standards. We are now reporting to our families in relation to New Zealand Curriculum Levels expectations, viewing the curriculum as a whole. The other Social Science units during this year can be at the team or class level in response to the needs of the students. The Curriculum Manager is to closely monitor coordinated planning and teaching in this curriculum area and give school wide, team and individual advice in this area.

* Some teachers expressed an issue with ‘running out of time’ for different aspects of the unit, with some parts going on longer, then being pressured for shorter times with other parts which could have been developed more fully. This can be an issue across many of our topic areas with time management of major learning, especially involving the inquiry process. Teachers need to be very well planned and focused on the direction the learning is being facilitated towards and the timeframes to work within. Staff professional conversations need to be regularly held in this time management area with learning frameworks in a week-by-week breakdown to help scaffold the process.
* Continue to focus professional development in the area of E Learning and the Inquiry learning process, the different aspects of this and how they are reflected in our Te Totara Learning Model. Explore the use of accessing, organising and refining information with models such as graphic organisers particularly in the middle and senior school. Teach information skills through the guided reading programmes and give opportunity for application of these skills through independent reading with targeted resource buying to support this aspect. Continue a strong focus in all areas of the school on questioning skills. As we grow and employ new staff we need to continue to professionally develop, ensuring our knowledge is spread across all learning areas and is being sustained.

* Being part of a global community is a concept that is often a difficult one to develop with children however I believe the way that we developed this unit in our middle and senior students using the ‘Big Ideas’ was the most beneficial way to proceed. With our younger students we moved from the most visible and immediate observations of the diverse cultures, heritages and experiences represented in their learning areas to exploring, with our older students, more challenging social justice concepts which affect change.

 This progression developed an awareness and understanding of people’s shared

 identity and common humanity. This helped to build tolerance and empathy with

 others who may have quite different lifestyles cultures and beliefs. Establishing a link between

 geography and culture, frequently working with mapping and location of continents and

countries.

* Support sustainability for cultural diversity at Te Totara. This should not just be a feature of a unit we do every few years but a real aspect of daily classroom life. Actions needed to create sustainability are as follows:
* Acknowledgement and active fostering each year through our Annual Plan of our Charter Aims and Values around the Respectful Star. ‘Respectful’ at all times of cultures, beliefs and decisions within our school and wider community. Embrace cultural diversity and encourage the learning of Te Reo Maori and Tikanga.
* Continue the Community Committee led by the Principal which brings together all those who have contact with the school community, Whanau Leaders, Diversity, E Learning and Communication channels such as Yearbook and Digital Communication (Facebook and Website). The Curriculum Manager and Learning Support coordinator are also part of the Community committee.
* During the student’s primary years (on average 6 years) with us work specifically in Social Sciences with this topic on 2 occasions so that they experience it within their Junior years and their Senior years. This is vital to reflect their Curriculum growth in Conceptual Understanding, Active Participation in Society and their Values and Perspectives.
* Continue to foster and integrate the Cultural Arts through Kapa Haka, Pasifika, dance, music and the stories of the Cultures represented in our school.
* Enhance the learning by linking current events and news stories to world geography and culture. Explore the social issues around this.
* Celebration of special times in the year such as Matariki, Chinese New Year, Diwali, and other cultural celebrations relevant to our community.
* Continue to acknowledge the special place of the Maori culture through the school signage and written communications such as Yearbook, newsletters and spoken in school occasions such as assemblies.
* The visual representation of the Cultures at Te Totara is proudly acknowledged through the flags in our Matariki building, in the greetings in our newsletter and in the spoken greetings we share. Enhance this inclusiveness by extending this with any new cultural groups that enrol into our community.

**This document on student achievement in Social Science and other integrated Curriculum areas - Term 1 2018 was reported to the Board of Trustees Meeting on 28 June 2018.**

 **The valuable input of all staff is acknowledged in the preparation of this report.**

 **Anne Fraser**

 **(Deputy Principal and Curriculum Leader)**