



Epuni School Curriculum



Epuni School's Local Curriculum Contents

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Epuni School Logo

What does it represent?

Tui

The Tui is a songbird, one of the great singers at Epuni School. They are regularly seen feeding from our kōwhai, flax and pōhutukawa when in flower.

Koru / Fern

This symbolises new life, growth, strength and peace.

The Koru shows the growth of students as learners, starting school at 5 years old and leaving at the end of Year 6.

Each frond represents new growth and a new year level .

Maunga and Awa / Hills and River

These are representative of the Hutt Valley where we are situated. The closest maunga is Raumānuka, the last point of the Pukeatua range. The awa are Waiwhetū stream and Te Awamutu awa, which runs from Raumānuka, goes underground and can be seen again from behind Pukeatua.

Stars - Whetū

Vision statement, “Whai ake i ngā whetū - Reaching for the stars together”

Whakatauki

He tini ngā whetū e ngaro i te kapua iti

Many stars cannot be hidden by a small cloud.

This speaks to our resilience and the strength we have when we stand together, while also valuing the contribution of the individual. We cannot be many without each other.

Our Whetū groups (house groups) are named after five of the Matariki stars

Ururangi

Pōhutukawa

Hiwaiteurangi

Waitī

Tupuānuku

Colours

Black and yellow are the school's colours

Blue and green are colours of the environment, which represents our strong links to Te Māra Kotahitanga – The Unity Garden and being an Enviro-School.

Our Vision

***Whai ake i ngā whetū
Reaching for the stars together.***



Our Mission

We will value, support and grow learners' strengths, passions and creativity to develop a love of learning as they discover the world.

Our Values

Manaakitanga Respect



*At Epuni School,
we respect ourselves,
we respect others,
we respect our
environment.*

Manawaroa Resilience



*At Epuni School,
we never give up,
we believe we can,
we learn from our
mistakes.*

Whanaungatanga Relationships



*At Epuni School,
we have manaaki for
each other, we tautoko
each other, we stand
by each other.*

Tūtika Responsibility



*At Epuni School,
we make good choices,
we own the choices we
make, we manage
ourselves.*

Background Information

Epuni School was established in 1903 and has a proud history. It is a small school in Hutt City, catering for students from Year 1 to Year 6. Our size enables us to provide a warm, positive, supportive environment with many opportunities for all students to experience the joy of learning. All staff know all children and are able to support them individually. We offer an excellent education, which helps our students to develop a lifetime love of learning.

We strongly encourage our families to be fully involved in our school. We encourage parents/caregivers/ family/whānau to have input into all aspects of our school life. This ensures our families are directly involved in supporting their child's learning and development, at Epuni School.

Epuni School Pepeha

Ko Ruamānuka te maunga
Ko Waiwhetū rāua ko Te Awamutu ngā awa
Ko Te Puni te rangatira
Ko Epuni taku kura

Our school is named after Te Puni, the rangatira (chief). Te Puni belonged to the Ngāti Te Whiti and Ngāti Tawhirikura hapū of Te Ātiawa. He was among the first to welcome the New Zealand Company ship, Tory, when it arrived in Wellington Harbour on 20 September 1839.

Te Puni played a significant role in the Wellington region in the early to mid 19th century. On 27 September 1839, Te Puni signed a deed of settlement with the New Zealand Company that saw the purchase of much of the Wellington region by British settlers. Te Puni was also a signatory to the Treaty of Waitangi, signing Sheet 8.

Traditional story of how the Naenae area became:

Two taniwha lived in the hills behind Naenae, they were quite aggressive. They thrashed about in the water and scoured out the track of the Waiwhetu and Te Awamutu streams. They then escaped down the Hutt Valley into the harbour where the taniwha Ngāke and Whātaimai were waiting, they ate both the smaller taniwha.

This gave Naenae its name: "Naenae " is derived from Te Ngae Ngae, which means "to cause effect through rupture."

Epuni School Curriculum Our Beliefs

Manaakitanga - Respect

We uphold the provisions of Te Tiriti o Waitangi

- Acquire knowledge and celebrate te reo Māori me ōna tikanga Māori
- Bicultural foundation of Aotearoa New Zealand
- Relationships with whānau and the wider community to support learners
- Relationships with Mana whenua to support our local History

We embrace cultural diversity

- Opportunities for learners to share and celebrate their cultural identities
- Awareness of how culture contributes to the way we learn

We empower creative problem solvers

- Learners work through genuine problems exploring ideas, crafting plans, sharing creative solutions and sustainable practices

We foster global connections

- Learners are active members of their community
- Learners take action on local, national and world issues
- Responsible digital citizens show empathy and respect to others

We grow life-long learners

- Learning is authentic, purposeful and holistic
- Learning to learn begins with foundation skills, including reading, writing and numeracy
- Learners identify what they know, need to know and how to get there
- Learners are reflective

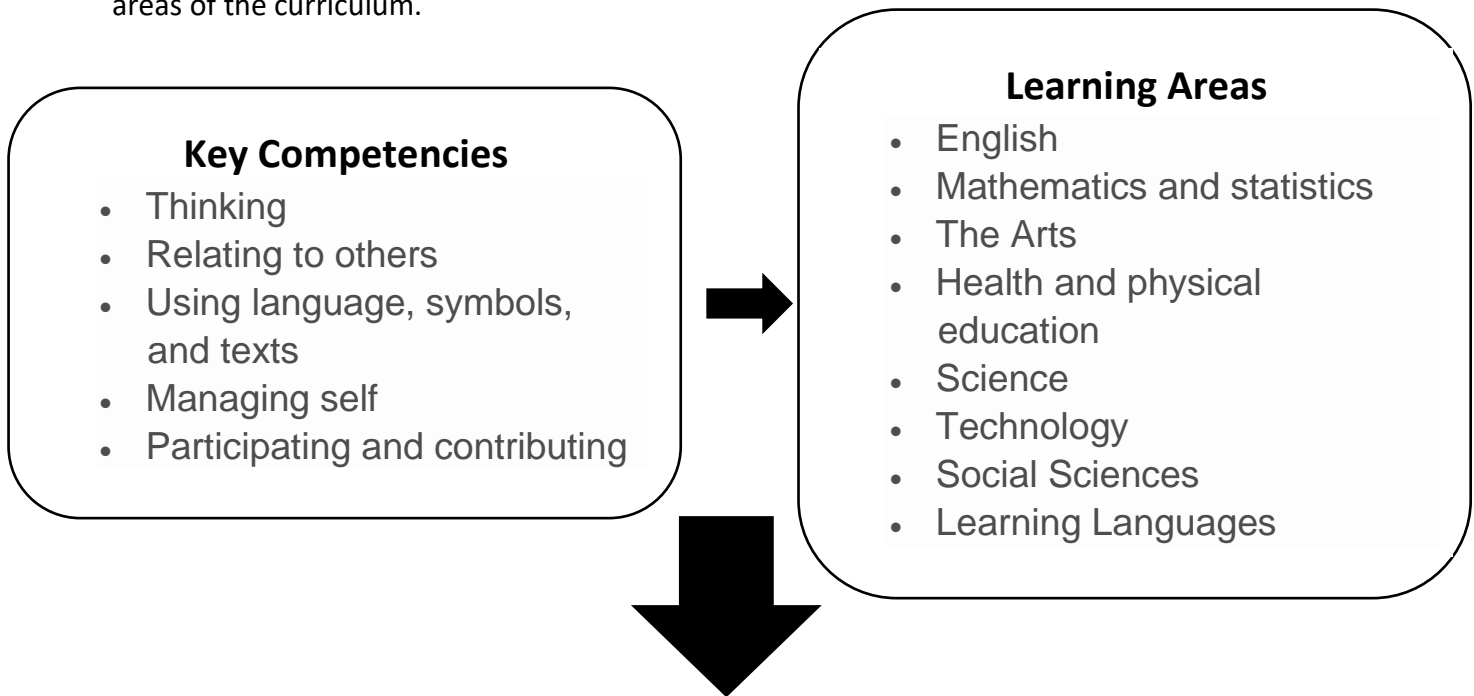
Tūtika - Responsibility

Whanaungatanga - Relationships

Manawaroa - Resilience

The New Zealand Curriculum

The key competencies are seen as the key drivers and are taught through the eight learning areas of the curriculum.



Epuni School Curriculum

Our priority is to set children up so they have the skills and dispositions to be life long learners and positive citizens.

- Literacy and Mathematics are foundational skills which are central to our curriculum.
- Learning is integrated and inquiry based, designed to 'hook' students interest. Students use this learning to explore, discover and take a positive action, while developing critical, collaborative and creative skills.
- Students and teachers use observations and assessments to gather information to inform next learning steps.
- Digital Literacy and digital fluency enables the enhancement of learning experiences, minimising barriers to thinking and expression of learning, and is a great tool to enhance students' inquiry process.
 - It enables students to communicate their thinking (SeeSaw, presentations, e-mails etc)
 - Provides an authentic opportunity to collaborate
- Learning through play provides an opportunity for creative, independent, problem-solving play. This is a time where teachers talk with students to develop their Oral Language and provide intentional provocations for play that extend their learning across the curriculum.

Key Learning Areas

Mathematics – Pāngarau

Engage learners through rich meaningful tasks that build their mathematical thinking, problem solving skills and strategies. Alongside this we build learners fluency in number.

Literacy – Reo Matatini

Learners will understand, use and create oral, written and visual text to become effective communicators.

Learning to Read and Write leads to
Reading and Writing to Learn.

The Arts – Ngā Toi

Learners imagine, explore, create, express, appreciate and understand the world through 'The Arts'. This will enable them to reflect and enrich their cultural lives and that of their school, whānau and community, encouraging life long enjoyment and participation.

Health and Physical Education - Hauora

Learners will develop new skills and knowledge through participation in regular health related physical activity now and for the future. They will learn to develop positive relationships with others, take risks and build resilience through a range of contexts.

Inquiry – Uiui

(Social Science, Science, Technology, Health)

Learners will explore, investigate, discover, and collaborate as they experience learning by gathering information, interpreting it and participating in social actions.

Te Ara o Epuni - The Epuni Way

Whai ake i ngā whetū – Reaching for the Stars together



Whakawhanaungatanga

- Reciprocal relationships are at the heart of our interactions with each other.
- We collectively utilise our knowledge, skills and strengths to support every learner.

Whānau/Community Links

- School whānau and the community work alongside students and staff, to enhance learning opportunities.

Empowered Learners

- Purposeful learning that develops abilities and the will to explore and positively influence our learning, lives and the world around us.

Te Tiriti o Waitangi

- Acknowledge the principles and provisions of Te Tiriti o Waitangi and bicultural foundations of Aotearoa through te reo.
- Tikanga Māori, learning about Te Tiriti o Waitangi and the history of Aotearoa.
- Whānau collaborate with us to support our learners cultural understanding.

Responsible Learners

- The school values shape the culture and guide our choices.

Healthy Lifestyles

- Empowering our tamariki to have the knowledge and skills to live healthy lives.

Learning to be at School

Learning to be a Learner

Learning to be an Inquirer

NE

Yr1

Yr2

Yr3

Yr4

Yr5

Yr6

Whakawhanaungatanga

Reciprocal relationships are at the heart of our interactions with each other.

We collectively utilise our knowledge, skills and strengths to support every learner.

- Across school interactions support the development of tuakana teina relationships
- Collaborative teaching and learning
- Providing opportunities for extra-curricula activities
- Staff expertise is valued and utilised
- Whānau time, Celebration of Learning

How we do this at Epuni School

- SWIS (Barnados social worker in Schools)
- School Chaplain
- Learning Support Co-ordinator
- Organised activities during break times (eg. Chess club, learning other languages, PALs, knitting, sports coaching, etc)
- Whetū groups
- Buddy classes/syndicate groupings
- Te Kahui Matau and Whanau groups

Te Tiriti o Waitangi

Acknowledge the principles and provisions of Te Tiriti o Waitangi and the bicultural foundations of Aotearoa through learning te reo.

Tikanga Māori, learning about Te Tiriti o Waitangi and the history of Aotearoa.

Whānau collaborate with us to support our learners' cultural understanding.

- Include te ao Māori understandings across learning areas and within school culture.
- Incorporate te reo Māori into every day class practice.
- Personal growth in te reo and aspects of te ao Māori

How we do this at Epuni School

- Kura Ahurea programme – learning te reo Māori alongside pūrākau (myths)
- Whole school Kapa Haka and Māori cultural experience with Matua Whaitiri
- Epuni School kawa – pōwhiri, karakia to begin and end school day/hui, waiata
- Kapa haka performance group
- Pasifika group
- Te Kāhui Mātau, Whānau group
- School pepeha
- Matariki celebrations
- Whole school learning experiences eg. Harakeke day – collaboration with whānau

Whānau / Community links

School whānau and the community work alongside students and staff, to enhance learning opportunities.

- Meaningful partnerships with whānau
- Meaningful engagement with Community groups (e.g. Common Unity, Chilton St James School)
- Transformative learning – empowering learners through whānau/community links to pass on knowledge and skills
- Our village/volunteers support the learning and wellbeing of students

How we do this at Eponi School

- Partnership with Common Unity
- Probus Reading
- Breakfast club
- Healthy lunch programme
- Patrols
- Whānau fundraising group
- Te Kāhui Mātau
- Purposeful whānau gatherings (eg. Meet the teacher, students sharing learning)
- Te Māra Kotahitanga - Garden Celebrations

Empowered Learners

Purposeful learning that develops abilities and the will to explore and positively influence our learning, lives and the world around us.

- Authentic contexts for learning through play in the junior school, leading to project based learning at senior school
- Opportunities for exploration, creative thinking, problem solving and collaboration
- Developing learner agency and growth mindsets
- Provide differentiated learning that meets the needs of all students
- Co-agency with peers, teachers, whānau and community
- Opportunities to set goals, reflect, evaluate and take action to effect change
- Learning beyond the classroom
- Collaboration with community organisations to enhance learning and experiences

How we do this at Eponi School

- Camp – year 5/6
- EOTC (education outside the classroom) – Class/School trips
- Build 'n' Play trailer
- STEAM opportunities (Science, Technology, Engineering/Enterprise, Arts, Maths)
- EnviroSchools - EPS Super Legends for the world
- Te Māra Kotahitangi – Unity Garden

Responsible Learners

The school values shape our culture and guide our choices.

- School values support the development of a strong inner sense that allows for considered reflection, and encourages positive relationships, empathy and respect.
- Co-operative learning strategies used to encourage collaboration
- Students develop a sense of ownership/belonging
- Kaitiakitanga – sustainable practices to care for our environment
- Leadership opportunities are provided across the school

How we do this at Epuni School

- School values displayed prominently around the school
- Behaviour expectations displayed around the school
- Restorative conversations
- Values vouchers/ gem jar
- Circle time – Eg. Including jigsaw, inside-outside donut circle
- Year 5/6 roles, student leaders, PALs, sports monitors, EPS Super Legends for the World (Enviro team)

Healthy Lifestyles

Empowering our tamariki to have the knowledge and skills to live healthy lives.

- Te Māra o Kotahitanga (The Unity Garden) provides learning through gardening experiences, sowing seeds through to providing kai for school lunches
- Fitness and Sports encourage physical activity, and support the development of social and emotional wellbeing
- Holistic Health education – Hauora – is woven throughout all of school life

How we do this at Epuni School

- Te Māra o Kotahitanga (Garden), Healthy lunch programme
- Bike track, bikes, Bike and Scooter training
- SportStart programme and regular fitness
- Water only School
- SunSmart school
- School Health Nurse – hygiene, dental, emotions
- School sports coaching and teams
- Breakfast Club – Kids Can, Fruit in Schools
- Health and wellbeing programmes – eg. Life Education bus, Keeping Ourselves Safe, Firewise
- Coaching from local sporting organisations/codes
- Partnership with Common Unity

Learning through Play

Play is essential for Language development and developing a child's understanding of the world.

Why Learning through Play

At Epuni School we recognised that we needed to change our practice in order to meet the needs of today's learners starting school.

Play has allowed us to develop a pedagogy that is

- *developmentally appropriate*
- *authentic*
- *learner directed.*

Children need concrete experiences and exploration to make sense of the world. This enables them to problem solve through exploration and using their imaginations.



The junior classes have sessions of creative, independent, problem-solving play. This is a time where teachers talk with students to develop their Oral Language, and extend their learning across the curriculum

Learning through Play allows children to:

- *develop their own understandings around experiences and interests*
- *build relationships, learn to resolve conflict, negotiate and regulate behaviour*
- *develop a sense of self, of empowerment and how to work with others*
- *develop their oral language*

What does Learning through play look like in the classroom

- *students who are active, engaged and confident*
- *students who are respectful of the learning environment and of other learners*
- *lots of rich conversations between students and between teacher and students*

Teachers provide opportunities between child-led play and deliberate acts of teaching during the school day.

Teachers are continually reflecting and observing what students are doing so they know when to introduce provocations that may lift the language, thinking and social skills being explored.

Types of play

- *imaginative and socio-dramatic play*
- *constructive and investigative play*
- *explorative play*
- *directed and scaffolded play*
- *sensory play*

Enviro-Schools

Five Guiding Principals

1. Empowered Students
2. Learning for Sustainability
3. Māori Perspective
4. Respect for the diversity of people and cultures
5. Sustainable communities

As an Enviroschool we have made a commitment to creating a sustainable school and environment for our students and community.

A group of students, named Epuni School Super Legends for the World, elected by their peers, work with the lead teacher to plan and implement programmes around the school.

Te Māra Kotahitanga -The Unity Garden Vegetable Garden

Every week our students have time in Te Māra Kotahitanga, the School Garden learning about the full cycle of seed to table.

This includes soil preparation, planting, weeding, harvesting seasons, and all of the elements necessary to create and upkeep a successful garden.

Produce from the garden is used to create nutritious tasty lunches for students five times a week, through the Healthy lunch programme.

This is co-ordinated in partnership with Common Unity at The Remakery.

Students take the lead in developing a class project that is worked on throughout the year.



Inquiry Learning

Inquiry based learning is the process of exploring real world challenges and problems and taking an action

The overarching school wide annual themes are:

- Sustainability
- Citizenship
- Enterprise
- Globalisation

Each year we focus on one of these themes, investigating through termly inquiry units. Whole class inquiry at junior level, moves to more student led inquiry in small groups or individually at the senior level.

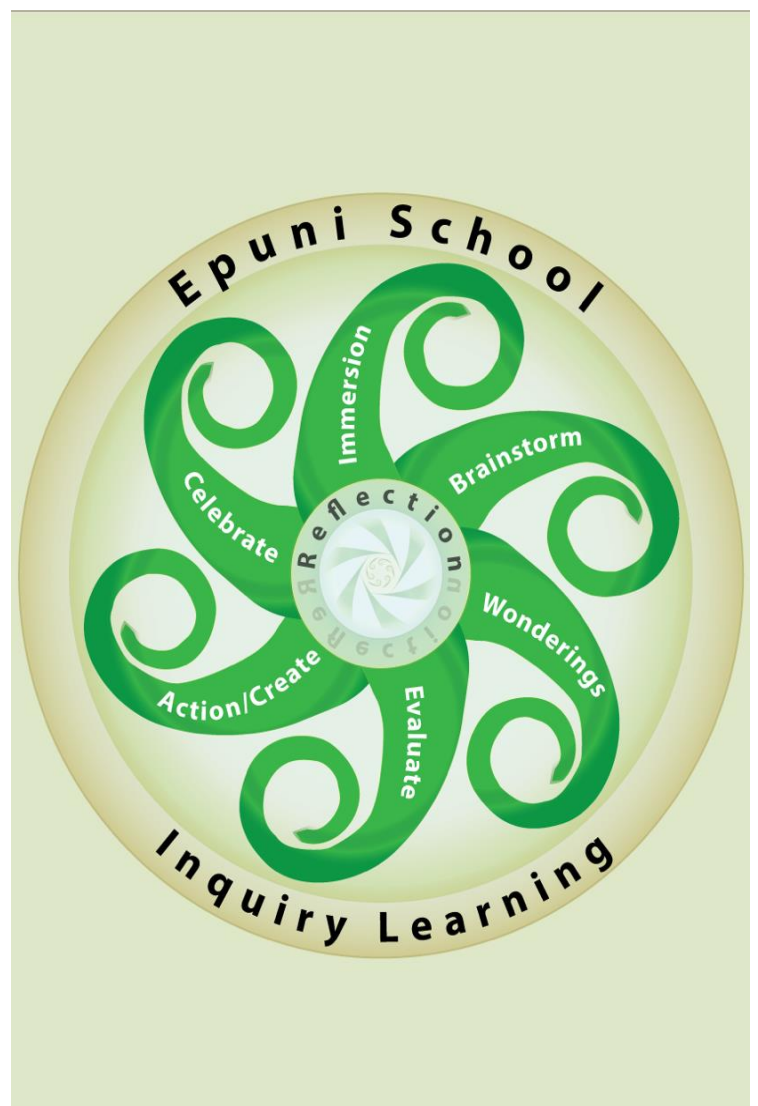
During the year inquiries will sometimes take a particular angle on the overarching theme focusing on:

- Us, (individual)
- Class
- School
- Community

Inquiry learning is cyclical. It has a strong focus on the process of students constructing their own learning and meanings. Discovery, social interaction and experiences give meaning to what students learn. This is a lot richer than just gathering facts.

The Inquiry Cycle Visual

The fronds and iris in the middle are designed to depict the cyclical nature of inquiry. Each frond is part of the process, which usually starts at immersion, but is not restricted to this. Reflection sits in the middle, as it is important for students and teachers to reflect on the learning at each stage in the cycle. Most inquiry includes an action.



Values Matrix

This matrix is designed for students, teachers and whānau to reflect on where they are currently working, and their growth within each of our Epuni School Values. Each year students progress from introduced to mastered to encompass the expected behaviours for their level.

	INTRODUCED	DEVELOPING	STRENGTHENING	MASTERED
Manaakitanga				
Shows respect for self	<p>I eat healthy kai first with support.</p> <p>I can voice my problems and concerns.</p> <p>I am learning to say please and thank you.</p>	<p>I try new food.</p> <p>I feel safe to share my problems with people I trust.</p> <p>I say please and thank you.</p>	<p>I make good choices about healthy food.</p> <p>I feel safe to share my problems and work out a solution with people I trust.</p> <p>I use good manners.</p>	<p>I know and understand how food supports my development.</p> <p>I am responsible, kind and can manage myself.</p> <p>I show initiative and demonstrate leadership skills.</p>
Shows respect for others	<p>I am learning to listen when others are talking.</p> <p>I am learning to wait my turn.</p> <p>I care for others in my friendship group.</p>	<p>I can listen to someone else's idea.</p> <p>I can wait my turn.</p> <p>I care for others in my class.</p>	<p>I can listen to different points of view on the same topic and respect differences.</p> <p>I am mindful of others.</p> <p>I care for others within and beyond my classroom.</p>	<p>I can share my point of view, listen to others' points of view and adjust my view if necessary.</p> <p>I am mindful of others and respectfully support them to do the same.</p> <p>I care for others in my community.</p>

	I am learning to be kind.	I use kind words, kind hands, kind feet.	I can sometimes see how my choices affect others.	I am an active tuakana to teina.
Shows respect for the environment	I am learning about Papatuānuku, the environment.	I am learning to care for Papatuānuku, the environment.	I care for Papatuānuku and have an understanding of some environmental issues.	I am a kaitiaki of Papatuānuku and have an understanding of environmental issues.
Manawaroa				
Has a positive attitude	I am learning strategies to help me settle in the classroom. I am beginning to show support for others.	I can use strategies to settle in the classroom. I sometimes support and encourage others.	I complete set tasks with minimal reminders. I often support and encourage others.	I have a 'can do' attitude to complete tasks. I support and encourage others.
Shows persistence	I take part in activities. I am learning to keep trying.	I complete tasks with support. I often keep trying even when things are hard.	I complete tasks with minimal support. I usually keep trying even when things are hard.	I complete tasks independently. I have a growth mindset and keep trying when things are hard.
Takes risks and reflects	I can share an idea with the teacher. I can try something new with support.	I can share ideas with small groups. I try new things with a little support.	I share ideas and am beginning to offer feedback in small groups and class settings. I try lots of new things.	I share ideas and offer feedback in different contexts. I take initiative. I try new things frequently and independently.

Tūtika				
Takes responsibility for learning	I am beginning to be prepared for learning. I am learning to say what my next steps are.	I am usually prepared for learning. I am beginning to say what I have done well and what my next steps are.	I am ready to learn and make good choices. I can say what I have done well and sometimes identify my next steps.	I know myself as a learner, and take initiative. I reflect on my learning and identify my next steps.
Takes responsibility for choices	I am learning to take responsibility for my choices.	I take responsibility for my choices, with support.	I often take responsibility for my choices.	I take responsibility for my choices.
Participates and contributes	I share my ideas with a buddy.	I share my ideas in a small group.	I share my ideas with the class.	I share my ideas and create opportunities for others.
Whanaungatanga				
Is thoughtful and caring	I am friendly. I am aware of others' feelings.	I know how to be a friend. I respond to others' feelings.	I am a friend to my peers. I try to help others feel better.	I am thoughtful and caring to all. I always try to help others feel better.
Works collaboratively with others	I can join in with others.	I work with others.	I work with others, taking on different tasks within the group.	I work with others, consistently using each person's strengths.