

WELCOME

Water Whanau

WAI



**You are the longfin eel,
endemic to Wai Whanau, your home.
Your tā moko shows your mana,
strength and perseverance;
a warrior questing into the unknown.
Courageous and confident you
navigate uncharted waters on
your lifelong journey of learning...**

Meeting overview

1. Welcome & Purpose of tonight
2. Staff introductions
3. Key people in the Whanau
4. Routine and Expectations
5. eLearning @MHJC (introduction)
6. Being safe online
7. Reporting @MHJC
8. Role of the Learning Advisor
7. Meet your child's Learning Advisor

5 min Rotation information Kiosks for those who are interested

Camp information, Maths Buddy, Reading Plus, Education Perfect, MHOL

Water Whanau Teachers

- Mr Tashi Hishey– Maths & Science
- Mr Raj Sharma – Maths
- Mrs Neetu Ismail – English & Global Studies
- Mr Dino Gardi – Physical Ed & Health/ Global Studies
- Ms Erin Steel - Global Studies
- Mrs Rajesh Joshi - English
- Mrs Juliet Gao - Mandarin/ Enterprise studies/ Robotics & Coding
- Ms Aidyn Thomas – Physical Ed & Health



KEY Whanau Staff

- **Your child's Learning Advisor**
- Mrs Cathy Hewlett – Deputy Principal/Technology
- Ms Kate Lambert – Assistant Principal/Global Studies
- Mrs Gillian Bartlett – Whanau Dean -Science
- Mrs Kess Naidoo – Water Student Services

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Whanau Routines and Expectations

School times

- Ready to learn - 8h15am
- Tea time - 10h35
- Lunch time - 13h05

If sick or absent - Mrs Naidoo water-studentservices@mhjc.school.nz
phone

Equipment Bring all equipment ready for learning - note from home if device is being repaired - Please make sure the device is charged.

Uniform - note to Mrs Bartlett / Mrs Naidoo for uniform emergency **SUNHAT**

Lunch - healthy snack & lunch - noodles hot water healthy eating

No Gum

Cleaning Roster - students required to help clean their home base 1 x per week

Learning @MHJC

GREAT Learning & Learners @MHJC

Active Citizen Digital Citizen Hauora

I am a safe & responsible user of digital technology

I am an active & reliable member of the community

I practice emotional self-regulation and mindful wellbeing

I understand how to learn efficiently and effectively

I use a range of thinking and learning strategies

I use digital skills to find creative solutions

I use feedback to deepen my learning

Thinking & Learning Brain Feedback Digital Literacy

Culturally Connected Resilient Mindset Positive Partnerships

I celebrate cultural diversity

I am caring and kind to others

I believe I can make a difference



I am an active learner

I am a reflective learner

I am an innovative learner

I am a self-regulated learner

Innovation GREAT Ako Active Learner & Assessor

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Learning @MHJC

Learning at MHJC is through Engaging, Relevant, Authentic, Collaborative Contexts that provide opportunities for learners to....

- Broaden/Deepen their compassion
- Strengthen their integrity
- Develop the skills and dispositions to be a life-long learner

Building blocks to planning our localised curriculum



eLearning @MHJC

Reading Plus or Reading

IB (Eye Balance)

SR (See Reader - Comprehension)

RA (Read Around - Vocabulary)

Mathbuddy

3-4 tasks per week (relates to class learning)

See Learning Advisor for assistance or attend an **5 min Info Kiosk later tonight**

eLearning Teachers will monitor homework completion.
Home contact will be made.

Cyber Safety @school

- BYOD Cyber Safety Agreement.
- Keyword filters off-site
- 'Safe search' filters enforced on-site
- Online within learning spaces and age groups
- Peer 'policing'
- Password control
- Online activities are learning-focused
- Digital citizenship programme
- Linewize monitoring

High Expectations set... that they are respectful, kind and caring on internet.

Parents will be contacted if poor use of Devices and/or if social media becomes a problem at school.



Challenges at home

- Older siblings
- No filtering
- Opportunity - sleepovers, playdates, privacy
- 24 hour access
- Online activities are recreation-focused
- Busy, multi-tasking parents :)
- Idle hands

We need families to monitor what their children are doing on Social Media.

School is not responsible for what happens at home.



Being Safe Online - Cybersafety

Netsafe NZ provides amazing support and resources.

You can contact them if you need support due to an incident.

The key is to educate yourself and your Whanau - agree on a Safety Plan for your Whanau and monitor it.

Friending / come to your house X

Communicate /know what they are doing.

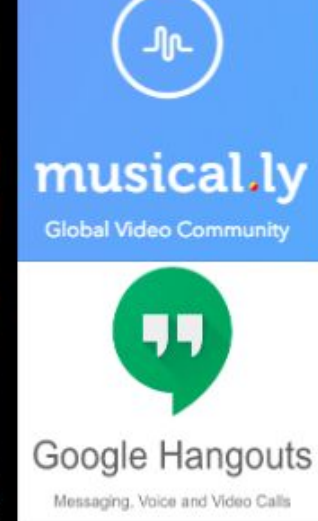


<https://www.netsafe.org.nz/wp-content/uploads/2019/07/Online-Safety-Parent-Toolkit-R2.pdf>



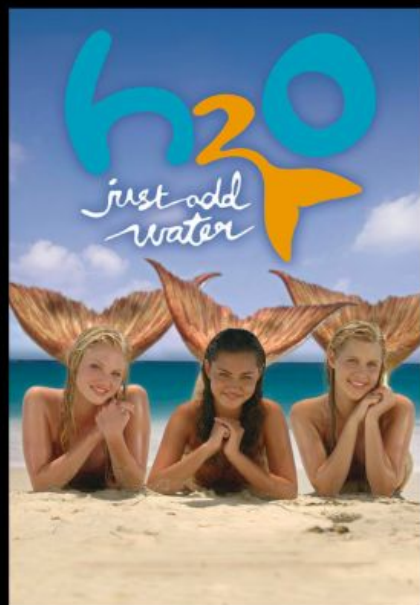


THE BEST NEW TIK TOK DANCES:
PART 2



YEAR 5
YEAR 7

YEAR 3 VIDEOS & GAMES



YEAR 5

Reporting @MHJC

Holistic report - one stop shop

Curriculum assessment - rubric eReport

School wide testing

- Live reporting - accessible through your child's MHOL profile page.
- Attend the 8 min Information Kiosk tonight



Growing Greatness - Kia Mana Ake

Holistic Reporting @MHJC

The intention of this new report is to provide easily accessible and understandable information about engagement, achievement and progress:

- **How a student is demonstrating the values, dispositions and skills we promote at MHJC**
 - **Our Vision: Growing Greatness/Kia Mana Ake**
- A student's reflection on goal setting, progress and achievement in terms of growing their own greatness
- How engaged a student is by providing a snapshot of live data relating to routine expectations
 - attendance, assessment submission, numeracy & literacy homework completion
- A student's participation in extra-curricular/co-curricular activities
- A student's overall achievement in each subject, year to year
- A student's achievement and progress in school-wide Literacy (Reading & Writing) and Numeracy testing



LIVE WHOLE PERSON - HOLISTIC REPORT

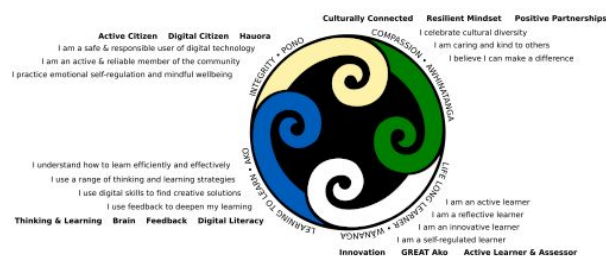
Live Holistic eReport for Beulah Chikezie, 9M1



19th August, 2019

[Download PDF version](#)

MHJC Graduate Profile – A GREAT Learner



Beulah is gathering evidence to demonstrate proficiency in Stage 1 of the MHJC Graduate profile;



Pono / Integrity

- I am a reliable member of my community
- I understand my rights and responsibilities when online



Ako / Learning to Learn

- I use technology tools to access and organise information efficiently
- I use feedback to identify my next learning steps



Awhinatanga / Compassion

- I use positive self talk as I strive to achieve my goals
- I understand that honesty and trust is necessary for positive relationships and partnerships



Wānanga / Life Long Learner

- I know what I am learning and why
- I can explain GREAT Ako

Beulah's Self Reflection

A goal I have set myself for 2019 is to display more confidence in my learning and day to day life. I can achieve this by completing all my work to a high standard and with much effort. I can also achieve this by pushing myself to different boundaries in my learning so I can be able to try and implement new things in my life.

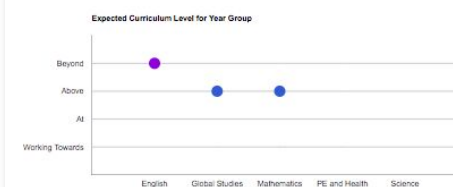
I have taken the following actions to meet this goal: I have presented a monologue (solo acting piece) in Drama, acted in my Media Studies short film with a group of people and I have presented a speech in private which I hope to do in public to the rest of the class next year.

The successes I have experienced are getting a Beyond in Drama for my monologue which I worked hard on, presenting my Science Fair Project in front of the judges, getting an above for my speech, and getting 5B-5P in my Eastlie Tests.

The challenges I have faced are getting an at in Media Studies which has kind of discouraged me, being by myself in Drama and having to complete a lot of work that I wasn't used to since I was new to this school.

summary of all assessment data

Core Curriculum Areas

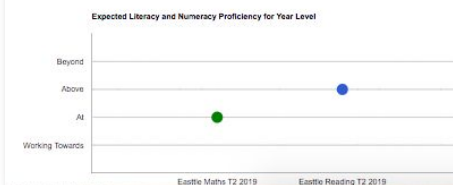


[View core grades on eReport](#)

Specialist Curriculum Areas



Literacy and Numeracy Progress



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Curriculum Reporting @MHJC

Live eReport

assessment for Learning

Live eReport for



Mission Heights
JUNIOR COLLEGE

[Click here to learn how to interpret your child's report.](#)

[Download PDF version](#)

19th September, 2016

Jump to: [7W1 English](#) [7W1 Global Studies](#) [7W1 Mathematics](#) [7W1 Music](#) [7W1 PE and Health](#) [7W1 Science](#) [7W1 Spanish](#) [7W1 Technology](#)

Assessment 2 - Production Video

(15-08-2019)

Current Level of Achievement:

Towards	At	Above	Beyond
---------	----	-------	--------

Assessing students ability to create a range of increasingly varied and complex texts by integrating sources of information and processing strategies, be reflective about the production of own texts and participate and contribute effectively within a group.

Produce a design and plan for a media product using a specified range of ideas	You have yet to submit your design and plan for your production video	You have completed your design and plan for your production video	You have completed an in depth design and plan for your production video that begins to consider the specific ideas	You have completed an in depth design and plan that shows and displays the conventions of your specific idea
Reflection	You have yet to complete a end-of-planning reflection	You have completed the end-of-planning reflection	You have completed the end-of-planning reflection and begun to show perception in your reflection	You have completed the end-of-planning reflection and shown perception in your reflection
Group Participation	You have yet to actively participate or contribute to the production company to which you were assigned	You have participated in an inconsistent way within the production company to which you were assigned	You have consistently participated and contributed to the production company to which you were assigned	You have effectively participated and contributed to the production company to which you were assigned
Time Management	You are yet to submit any of the required parts of this assessment	You have submitted most/all of the required parts of this assessment but did not meet the submission deadline	You have submitted most of the required parts of this assessment by the submission deadline	You have submitted all of the required parts by the submission deadline
Overall	Working Towards Curriculum Expectation	Working At Curriculum Expectation	Working Above Curriculum Expectation	Working Beyond Curriculum Expectation

School wide testing

e-asTTle – Writing, Reading and Math

Learning Pathways Report for Test: Entry_Assess_RR_08

Group: David Davidson

Date Tested: 29 September 2008

Student: David Davidson

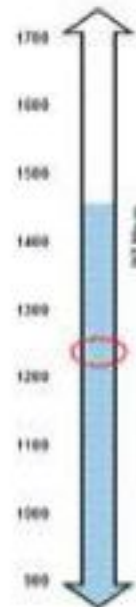
Correct

Strengths

- Respond using understandings & information : (22)
- Make links between verbal & visual information : (15)
- Consistently read for meaning : (21)
- Find, select, & retrieve information : (6, 18, 21)
- Make inferences : (5)

Achieved

aRs



Incorrect

To Be Achieved

- Find, select, & retrieve information : (1, 2, 3, 4, 11, 13, 20)
- Respond using understandings & information : (1, 2, 3, 16, 17, 18, 20)
- Make links between verbal & visual information : (7, 9, 13, 14)
- Skim/scan for information : (2, 11)
- Consistently read for meaning : (11, 20)
- Identification and understanding of main ideas : (16, 17)
- Make inferences : (9, 16, 18)
- Knowledge of semantic, syntactic, & visual grapho-phonics cues : (14)
- Knowledge of vocabulary : (14)

Gaps

- Find, select, & retrieve information : (5, 10)
- Make links between verbal & visual information : (8)
- Make use of prior knowledge : (6)
- Understand & organise or sequence material : (6)



This student
Level
Year 5 mean

1250	1250	-	1224
<25	25	-	<25
1452	1454	1438	1452

Traffic Lighting @MHJC

2020 Special Needs & Essential Learning Support at MHJC Traffic Light Mapping - MATHEMATICS



Please refer to the following chart when identifying students for MHJC's learning support programmes.
Please also discuss mapping chart during Learning Advisor guidance conversations, for entry into Literacy and Maths DEEP enrichment sessions.

Year Level	Literacy Description of Achievement Level	< 2B	2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A	>6A
7	Working Towards Level 4 of the Curriculum		Well Below				Below			At	Above	Beyond							
8	Working at Level 4 of the Curriculum		Well Below						Below		At	Above	Beyond						
9	Working towards Level 5 of the Curriculum		Well Below						Below			At	Above	Beyond					
10	Working at Level 5 of the Curriculum		Well Below								Below		At	Above	Beyond				

KEY

	Referral to SENCO for one on one testing; STEPS programme • Students not able to work independently at level 2 of the curriculum
	Compulsory Participation in Essential Literacy and/or Numeracy DEEP Programmes: * Targeted students through intervention * OTJ using rather od data points via Whanau PLC Meetings
	Guidance into participation into Literacy/Numeracy rich DEEP Programmes: * Targeted students for progress through 'normal curriculum programme'
	Voluntary Participation into Literacy/Numeracy rich DEEP Programmes; by students + Whanau Learning Advisors
	Voluntary Participation in Enrichment Literacy and Mathematics DEEP programmes: by students + Whanau Learning Advisors
	Compulsory Participation in Enrichment DEEP programmes and possible invitation to GATE

Learning Advisors

- **Role of the Learning Advisor**
- to have an overview of your child's learning and achievement
- be a point of contact for students/ parents/ caregivers
- **Student Led Conferences** – Term 1 28th February and again in Term 3 (Wed 20th Sept.)
Learning Advisors will also support parents to monitor students learning.

Now is an opportunity for you to meet and talk with your child's Learning Advisor.

**Meet back in the central Whanau
in 10 minutes for Camp
information or attend one of the
other kiosks**

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5 min Rotation information Kiosks

- Camp information
- Maths Buddy
- Reading Plus
- Education Perfect
- MHOL & reporting @MHJC

5 min Rotation information Kiosks - slides

- Camp information - **central Whanau** (slides 23 -27)
- Mrs Bartlett and Mrs Hewlett
- Reading Plus - **W1** (slides 34-38)
- Barleen, Ria, Talia
- Education Perfect - **W3** (slides 39)
- Shams, Tanvi, Michelle
- MHOL & reporting @MHJC - **W4** (slides 40-48)
- Tanisha, Rayaana, Adrian
- Maths Buddy - **W6** (slides 29-33)
- Devanshi, Sabrina, Japman

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CAMP

Our aim is to have all Year 7s attending camp.

- We gave out a info package at admin day containing Medical/Health forms
- Gear List
- Participation Agreement forms

These need to be filled in and returned **ASAP !!**

- **Health and Safety** are of utmost importance and a legal requirement on our behalf.

Most **diet needs/requirements** (vegetarian, halal etc) can be catered for and are an important aspect of our planning.

Please speak with Mrs Bartlett or Mrs Hewlett if you have any questions or concerns.

Total cost: \$240.00



CAMP

When: Monday March 2nd to 4th Wednesday March

Who: Y7 & Y10 Water Students and 4 staff members

Where: Camp Adair, a YMCA Camp in the Hunua Ranges

Why: Health & PE Curriculum, supports MHJC vision of 4 cornerstones of academic, leadership, cultural and sporting development

What: Many Activities that challenge the students and build self confidence



WHY CAMP?

NZ Curriculum – Physical Education and Health

The four strands are:

1. Personal Health and Physical Development
2. Movement Concepts and Motor Skills
3. Relationships with Other People
4. Healthy Communities and Environments

The seven key areas of learning are:

mental health, sexuality education, food and nutrition, body care and physical safety, physical activity, sport studies, and outdoor education.

(NZ Curriculum, Page 22)



WHY CAMP?

- NZ Curriculum – Key Competencies

Thinking

Relating to others

Using language, symbols, and texts

Managing self

Participating and contributing

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CAMP ORGANISATION

Staffing:

Teacher in Charge

Mrs Bartlett - Whanau Dean

Supporting Staff:

Mr Gardi

Ms Steel

Ms Thomas



Following slides for Student leaders

- Camp information - **central Whanau** (slides 23 -27)
- Mrs Bartlett and Mrs Hewlett
- Reading Plus - **W1** (slides 34-38)
- Barleen, Ria, Talia
- Education Perfect - **W3** (slides 39)
- Shams, Tanvi, Michelle
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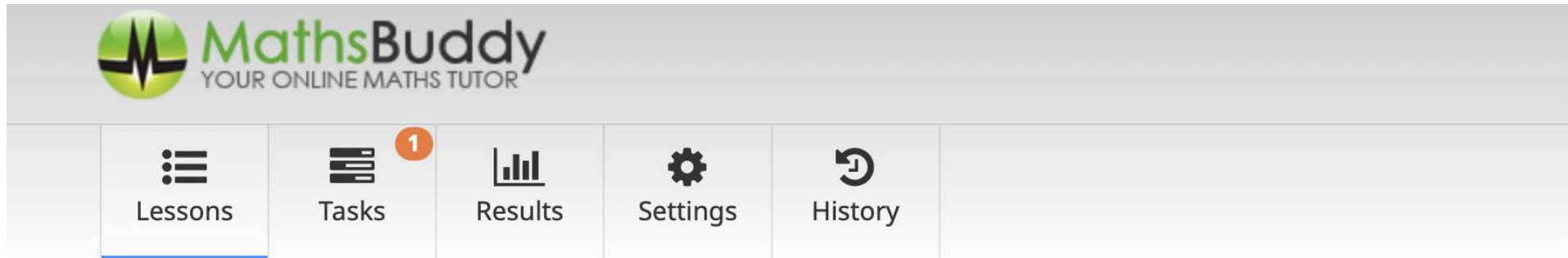
Mathbuddy

Weekly homework

Relates to learning in class

Ask your son/daughter to show you their homework is completed

- Task red circle



Maths Buddy Homework

Asha Shashikumar Log out

ALGEBRA I

	Attempts to Quality for Certificate	Efficiency Rating	High Score	Passed	Rate Your Understanding
1. Substitution I		100%	100	✓	
2. Substitution II		100%	100	✓	
3. Completing Number Patterns I		100%	100	✓	
4. Completing Number Patterns II		100%	100	✓	
5. Identifying Number Patterns I					
6. Identifying Number Patterns II					
7. Identifying Number Patterns III					
8. Like Terms					
9. Addition and Subtraction I					
10. Addition and Subtraction II					
11. Multiplication					
12. Division					
13. Topic Test		100%			

You are currently working at a **BOLD** level. Complete all attempts to earn your certificate.

Tasks Awards & Reports Settings Search

**Detailed and
Summary reports
are available**

Asha Shashikumar Log out

Detailed Report for Asha Shashikumar

Year 9 - NZ Level 4 100%

Detailed Report for Asha Shashikumar Monday, October 9, 2012

Year 9 - NZ Level 4 Detailed Report

Number	Average of Best 5 Attempts	First Attempt	High Attempts	100%	100% for Pass	Date Passed
Fractions						
✓ Equivalent Fractions	100	100	100	1	1	28 Feb 2012
✓ Simplifying Fractions	100	100	100	1	1	28 Feb 2012
✓ Improper Fractions to Mixed Numerals	100	100	100	1	1	28 Feb 2012
✓ Addition with Equal Denominators	100	100	100	1	1	28 Feb 2012
✓ Subtraction with Equal Denominators	100	100	100	1	1	28 Feb 2012
Algebra						
Algebra I						
✓ Substitution I	93	93	93	3	1	22 Feb 2012
✓ Substitution II	96	96	100	2	1	8 Aug 2012
✓ Completing Number Patterns I	100	100	100	1	1	8 Aug 2012
✓ Completing Number Patterns II	100	100	100	1	1	8 Aug 2012
✓ Identifying Number Patterns I	100	100	100	1	1	8 Aug 2012
✓ Identifying Number Patterns II	94	94	100	2	2	8 Aug 2012
✓ Like Terms	100	100	100	1	1	8 Aug 2012

Maths Buddy

Want to receive a weekly email about your child's activity and progress?

Parent Login



The screenshot shows the Maths Buddy website homepage. At the top, there is a navigation bar with links for Student Login, Teacher Login, Parent Login, and Support. Below this is a secondary navigation bar with the Maths Buddy logo and links for How It Works, For Teachers, For Parents, What Others Say, and FAQs. Two prominent buttons, 'FREE TRIAL' and 'SIGN UP', are located on the right side of the navigation bar. The main content area has a teal background. On the left, it features the headline 'New Zealand's #1 Online Maths Teacher' followed by three bullet points: 'Your kids learn at their pace, not somebody else's', 'Great for catch up, for keeping up, for moving ahead', and 'Start getting much better grades now'. Below these are two buttons: 'Testimonials' and 'How It Works'. On the right, there are two featured sections. The top section, titled 'PARENTS', shows a family looking at a tablet with 'Learn More' and 'FREE TRIAL' buttons. The bottom section, titled 'TEACHERS', shows a man in front of a chalkboard with 'Learn More' and 'FREE TRIAL' buttons.

Student Login Teacher Login Parent Login Support

MathsBuddy HOW ONLINE MATHS TUTOR

How It Works For Teachers For Parents What Others Say FAQs

FREE TRIAL SIGN UP

New Zealand's #1 Online Maths Teacher

- ✓ Your kids learn at their pace, not somebody else's
- ✓ Great for catch up, for keeping up, for moving ahead
- ✓ Start getting much better grades now

Testimonials How It Works

PARENTS

Learn More FREE TRIAL


TEACHERS

Learn More FREE TRIAL



Signing Up for Weekly Maths Reports

Ask your son/daughter to login

 **MathsBuddy**
YOUR ONLINE MATHS TUTOR

Parents' Area

Sign-in option 1
You registered an account directly with MathsBuddy

Sign-in option 2
Your child has a MathsBuddy account provided by his/her school

Option 2

Parents whose child has an account provided by his/her school

Student username

Student password

Sign In

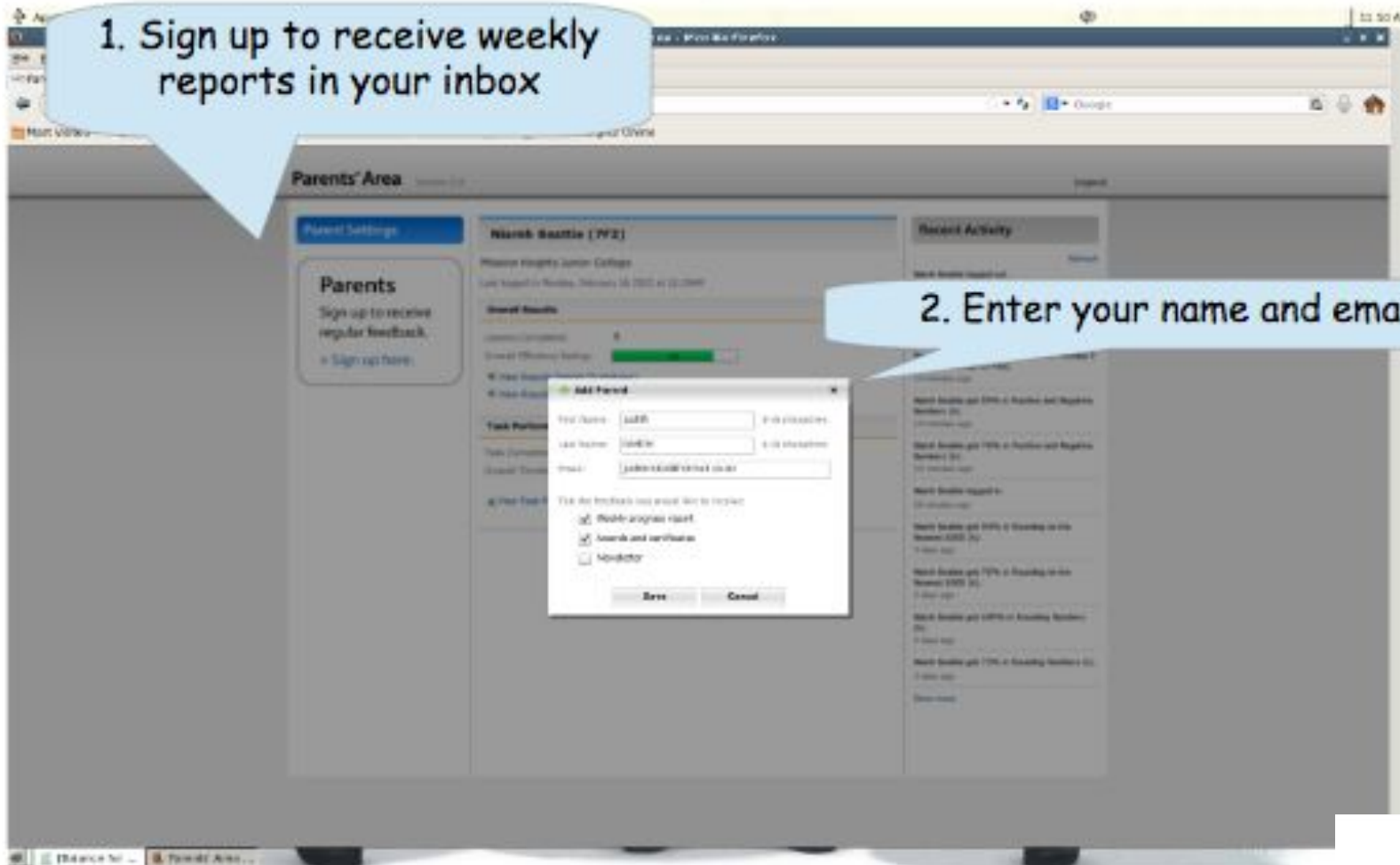
WAI



Signing Up for Weekly Maths Reports

1. Sign up to receive weekly reports in your inbox

2. Enter your name and email



WAI

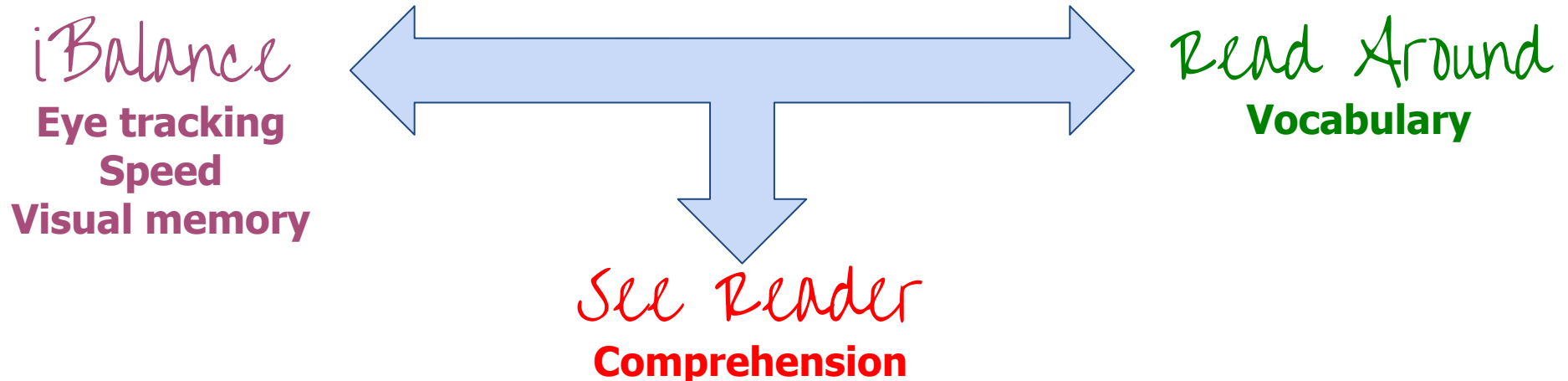


READING Plus

All students complete the **InSight** placement test automatically upon sign-in at the beginning of the year, during eLearning or Personalised Learning time

**Students can wear headphones, but they are not required.

Students will be placed at a certain 'grade' level according to their performance in the placement test



**These are the most important activities for students to complete
Students aim to earn "**combos**" to unlock high levels - 2x lessons 80%+
Remind students to use **re-read** button

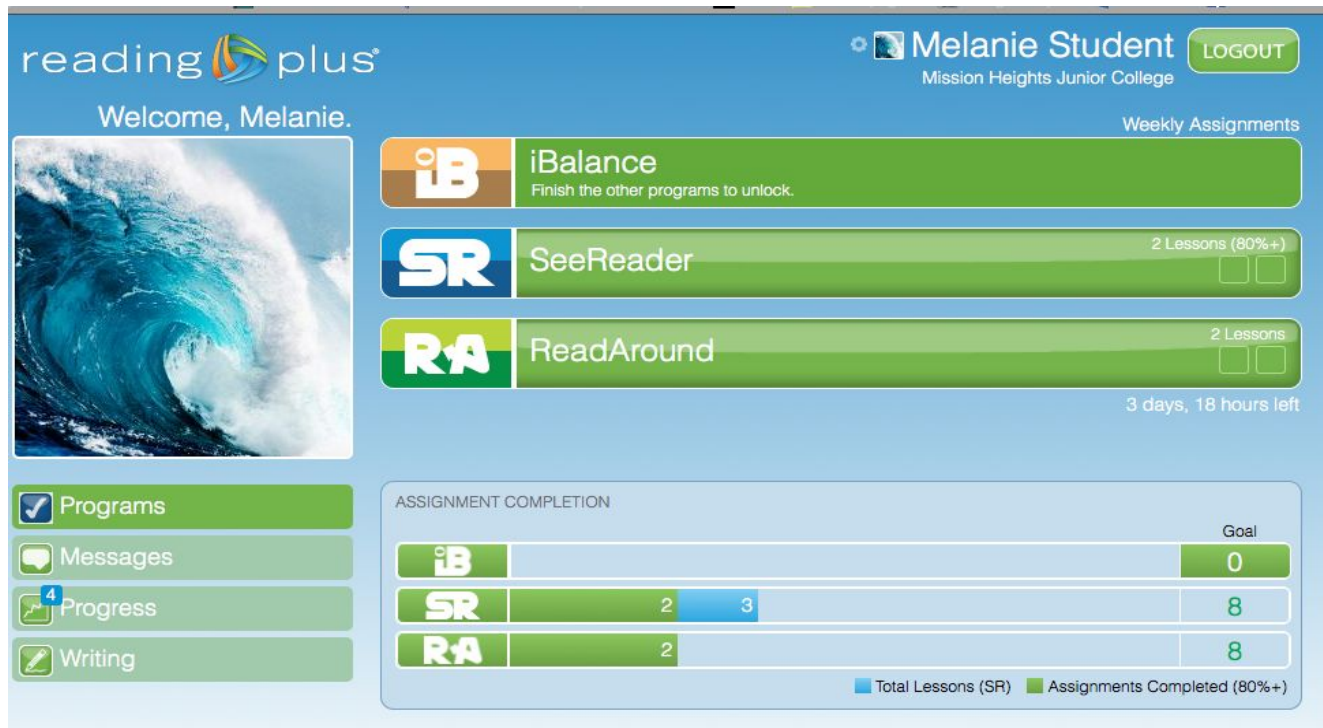
Weekly Expectations for Students...

Year 7 & 8's

1. To complete assigned **Maths Buddy** tasks for hwk (usually 5-6 tasks)
2. To complete **Reading Plus** 'Weekly Assignment' goals for **IB** (x2), **SR** (x4) and **RA** (x2) for hwk

Year 9 & 10's

1. To complete assigned **Maths Buddy** tasks for hwk (usually 5-6 tasks)
2. To complete **Reading Plus** 'Weekly Assignment' goals for **IB** (x2), **SR** (x4) and **RA** (x2) for hwk



The screenshot shows the Reading Plus interface for a student named Melanie. The top navigation bar includes the Reading Plus logo, a welcome message, the student's name, school, and a logout button. The main content area displays weekly assignment progress for three programs: iBalance, SeeReader, and ReadAround. iBalance shows a goal of 2 lessons (80%+) with a progress bar. SeeReader and ReadAround show 2 lessons each with progress bars. A sidebar on the left contains links to Programs, Messages, Progress (with a notification badge), and Writing. At the bottom, an 'ASSIGNMENT COMPLETION' table summarizes the progress for each program.

Program	Total Lessons (SR)	Assignments Completed (80%+)
IB	2	0
SR	4	3
RA	2	2



STUDENT DASHBoARD

reading plus

Dashboard Lessons Messages Writing Parents Sign Out

Macon Gaines Middle School

Freida Growe

Select a program and begin lessons!

This Week's Lessons

SR Seelreader	Reading 4 more Combos to finish this level.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
RA ReadAhead	Vocabulary	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
iB iBalance	Visual Skills Finish the other programs to unlock.	

4 days, 10 hours left for this week's assignments to be completed

Your Total Assignment Completion

SR	7	Goal 100
RA		60
iB		0

Ask to see your son/daughter's dashboard

Look for the completed GREEN Ticks

WAI





You're doing great!
Earn 80% toward another Combo!



Filters Click to filter by topics that interest you



Roller Derby King

★★★★★
Level HiC 1361 Words



The Golden Beetle

★★★★★
Level HiC 1374 Words



Charley and the Eggs

★★★★★
Level HiC 1380 Words



The Year Without a Summer

★★★★★
Level HiC 1349 Words



Lucky Hats and Tapping Bats

★★★★★
Level HiC 1348 Words



Tornado!

★★★★★
Level HiC 1352 Words

More

More

LEVEL PROGRESS

Level
C



80%+



80%+

80%+



80%+

80%+



80%+

80%+



80%+



WAI



Reading Plus



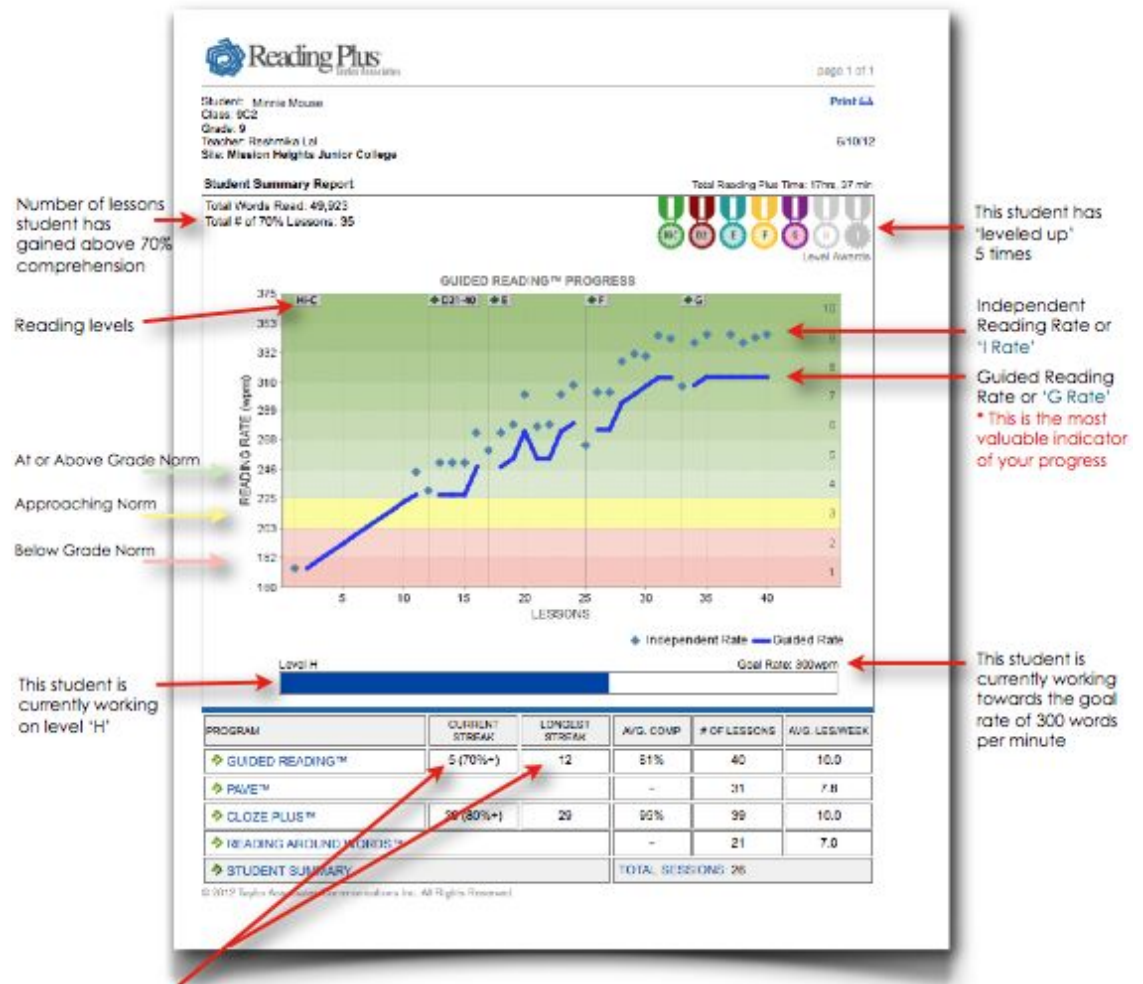
After each Reading Plus session you complete, your **Progress Report** will appear on screen. Here's how to read and understand it...

The goal is for your 'G Rate' to be 'in the green', and stay 'in the green'. Also, your 'I Rate' and your 'G Rate' should be closely aligned.

Key measures:

Words per minute

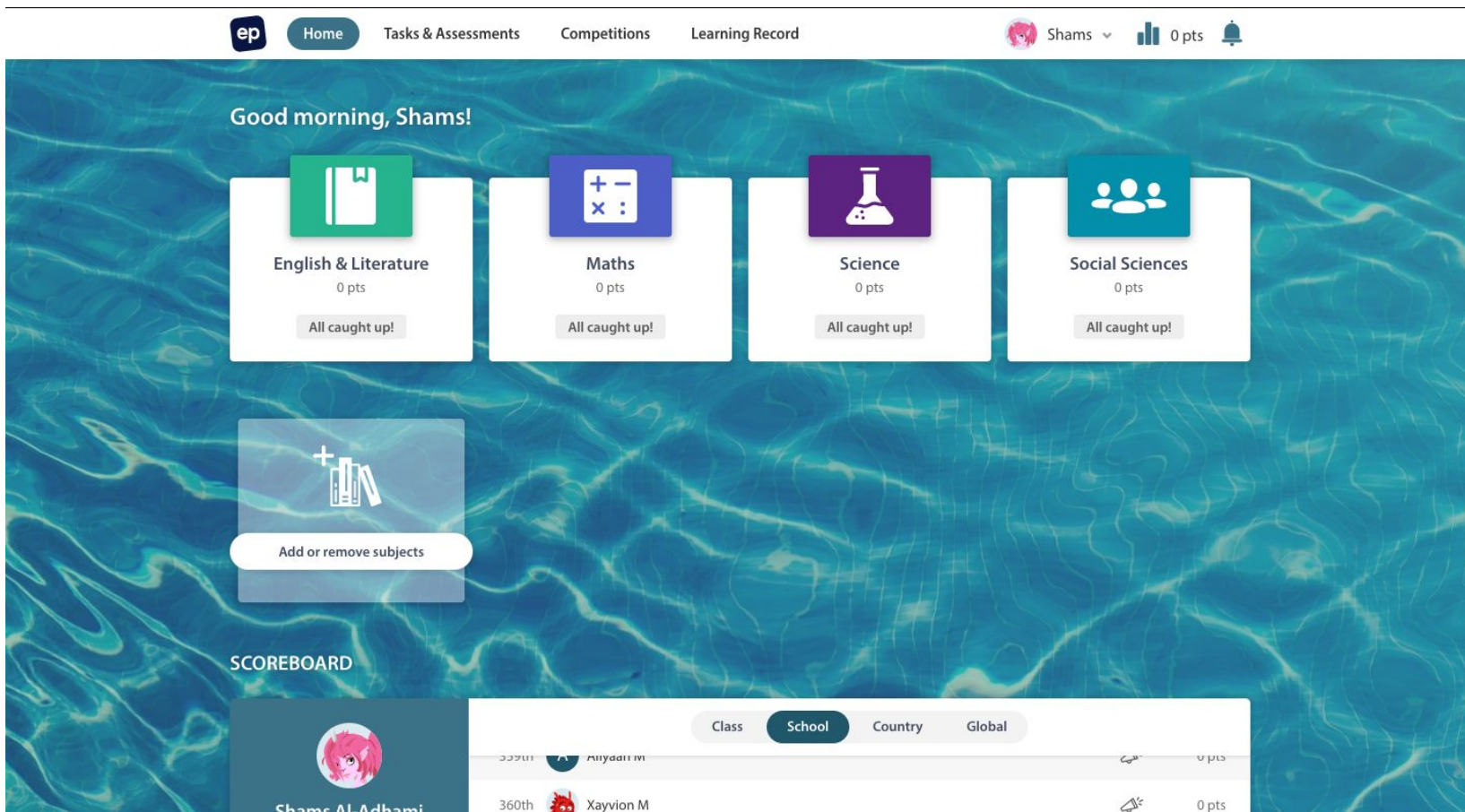
Comprehension



This student has gained 70% comprehension or higher 5 times in a row to date, but has a longest streak of 12 times in a row.



Education Perfect



- Your son/daughter has a classroom for each curriculum subject
- Used in school and for homework
- Where can you see pending tasks?
- Academic competitions available too

MHOL - Mission Heights Online

You can use your own Parent/Caregiver username and password BUT, we encourage you to sit beside your son/daughter, ask them to log in and access MHOL together



Welcome to Mission Heights Online

Mission Heights Online is the learning management system for Mission Heights Junior College. If you are looking for the [Mission Heights Junior College website](#), click [here](#).

Our Vision: Growing Greatness / Kia Mana Ake

Mission Heights Junior College is committed to provide innovative and evolving personalised learning to enable students to be confident, active, reflective and high-achieving independent learners.

MHOL - Student Profile Page



Rayan Engineer



[Dashboard](#) / [Profile](#)

Reset page to default

Customise this page

M

User details

[Edit profile](#)

Email address

engineerr0238@mhjc.school.nz

MHOL - Timetable and Course Planning

My Timetable

Session	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 8:30 – 9:30am	10W2 Global Studies E Steel W11	10W2 Global Studies E Steel W11	10W2 PE and Health A Thomas W5	10W2 Science G Bartlett F8	10W2 Global Studies E Steel W11
Session 2 9:35 – 10:35am	10W2 PE and Health A Thomas W5	10W2 Science G Bartlett F8	10W2 English R Joshi W3	10 Business Studies 1 A Keung M10	10 Food Technology 2 P Priest W7
Interval	Interval	Interval	Interval	Interval	Interval
Session 3 11:00 – 12:00pm	10W2 Mathematics R Sharma W10	10 Food Technology 2 P Priest W7	10W2 Personalised Learning C Hewlett W11	10W2 English R Joshi W3	10W2 English R Joshi W3
Session 4 12:05 – 1:05pm	10 Business Studies 1 A Keung M10	10W2 Mathematics R Sharma W10	10W2 Mathematics R Sharma W10	10W2 PE and Health A Thomas W5	10W2 Science G Bartlett F8
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Session 5 2:00 – 3:00pm	CARD1 A Lindsay F4	POPS1 G Ashton M5	ACRI1 R Nikiel M10	SPSA1 H Tipene C6	Learning Advisor NIS N Ismail W1

MHOL - Accessing Course Planning



MHOL

Quick Links Menu ▾

Term 1 Week 2

Term 1: Turangawaewae - My place to stand in NZ



EXPLORE / TŪHURA learning intentions:

We are **EXPLORING**...NZ's unique bicultural society by **interpreting** the Treaty of Waitangi

We are **EXPLORING**...NZ's bicultural society by **recognising** the importance of the Treaty of Waitangi and its impact on Tangata Whenua

We are **EXPLORING**...NZ's bicultural society by **investigating** our changing demographics

Success Criteria: I can/have...

Identify when and where the Treaty of Waitangi was signed.	Recall the events that led up to the Treaty of Waitangi.	Explain the signing of the Treaty of Waitangi and the leaders involved	Reflect on Waitangi day.....a day of celebration or a day of commemoration?
Identify the articles in the Treaty of Waitangi	Describe the translation issues within the Treaty of Waitangi Illustrate the Principles of the Treaty of Waitangi	Explain the difficulties around the content of the Treaty. (translation issues)	
Identify breaches of the Treaty of Waitangi by the Crown	Give examples of how the Treaty of Waitangi was dishonoured	Discuss the effects of the Treaty breaches on Tangata Whenua	

Activities:

1. Our Context - **Turangawaewae - My place to stand in NZ**
2. KTD Treaty of Waitangi - In your exercise book
3. Tales of the Treaty - Education Prefect (EP) task: <https://www.educationperfect.com/app/#/dashboard/homework/2387840>
- 4.

Follow Up Tasks:

Tales of the Treaty - complete by Wednesday if unfinished in class

MHOL - Access student reports

Assessment deadlines

You should receive a notification 3x days out from a pending Assessment Due date

DEEP Selections

DEEP Selections

DEEP Selections

Holistic report - one stop shop

Live eReporting



Holistic eReport



Current eReport



Complete eReport



Examinations eReport



Literacy and Numeracy eReport



Self Reflection

Curriculum assessment - rubric TAAB eReport

School wide testing

- Live reporting - accessible through your child's MHOL profile page.

GREAT Learner

GREAT Learner Evidence

GREAT Learner Progress

MHOL - Holistic Report

MHJC Graduate Profile – A GREAT Learner *How a student is demonstrating the values, dispositions and skills we promote at MHJC*

MHJC Graduate Profile

Shaped by our School's values



Aligns with our motto of Growing greatness - Kia mana ake!

4 stages to work through as a pathway to the aspirational MHJC Graduate Profile

Students gather 'naturally occurring' evidence as the year progresses

Submits to Learning Advisor when the student believes they have satisfied the criteria

Progress evaluated and finalised by Learning Advisor at the end of each year

Student is gathering evidence to demonstrate proficiency in Stage 1 of the MHJC Graduate profile;

Visual that tracks the progress the student is making through the 4 stages



Pono / Integrity

- I am a reliable member of my community
- I understand my rights and responsibilities when online



Awhinatanga / Compassion

- I use positive self talk as I strive to achieve my goals
- I understand that honesty and trust is necessary for positive relationships and partnerships



Ako / Learning to Learn

- I use technology tools to access and organise information efficiently
- I use feedback to identify my next learning steps



Wānanga / Life Long Learner

- I know what I am learning and why
- I can explain GREAT Ako

Student's Unedited Self Reflection *A student's personal reflection on their goals, progress and achievement*

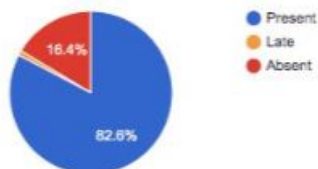
A goal I have set myself for 2019 is to participate in all 4 cornerstone areas. To meet this goal, I have joined various groups such as Kapa Haka, Maori&Pacifica council, Sports council and Executive Council to show my participation in each area. Successes include my ability to perform, contribute ideas for events and ensure each of my councils are on the right track. The challenges I have faced are making sure I manage my time well and focus on one thing at a time to get it all done well.

MHOL - Holistic Report

Student Engagement *How engaged a student is by providing a snapshot of live data relating to routine expectations and participation in school activities*

Attendance data directly from KAMAR - updated weekly

Student Attendance



Assignment Submissions



Data directly from MHOL assignments - live data

Subject assessments

Non-submissions and late submissions: specific assessment identified

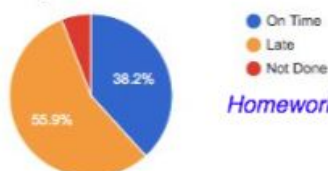
No Submission: 10M2PEH19; 10M2 PEH Assessment 1: Leadership, 10M8D119; Assessment 2 - Production Video . Late Submission: 10M2GLD19; 10M2 Global Studies Assessment 2: We Stand up for South Sudan.

Numeracy Homework tool

Data directly from Maths Buddy

Updated weekly

Maths Buddy Tasks



Homework completion

Average - accuracy of homework completion

Task Efficiency: 64%

Reading Plus Lessons



Accuracy of homework completion

Effort & progress

Homework Hours: 27.70, Levels Gained: 1.60

Literacy Homework tool

Data directly from Reading Plus

Updated weekly

Cornerstones

Promotes a balanced educational journey: academic, sporting, cultural, and leadership through service activities.



Cornerstone Area

Academic

Participation

0

Champion

0

Cultural

1

0

Leadership

0

0

Sports

0

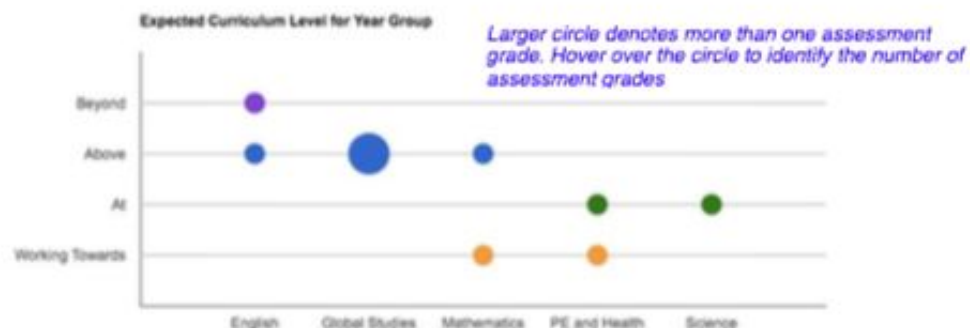
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Extra-curricular & co-curricular involvement

Students who have excelled, reaching Champions Award status in the four cornerstones

MHOL - Holistic Report

Core Curriculum Areas *Assessment grades*



Individual assessment criteria and feedback/feedforward are accessible through the eReport hyperlink

[View core grades on eReport](#)

Dots has individual learning goals below for subjects not shown on this graph.

Individual Learning Goals *Targeted Reporting = students with substantively differentiated learning/assessment programmes*

GLO

To create an imaginary country and be able to summarise the type of government system she has selected the country to run by and the pros and cons of that government system.

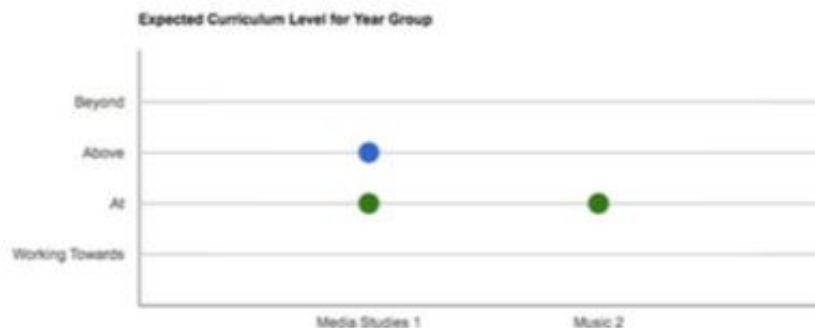
Grades for subjects with Targeted Reporting are all accessible through the eReport hyperlink above



Students who have a substantively differentiated learning/assessment programme for a particular subject will have Targeted Reporting.

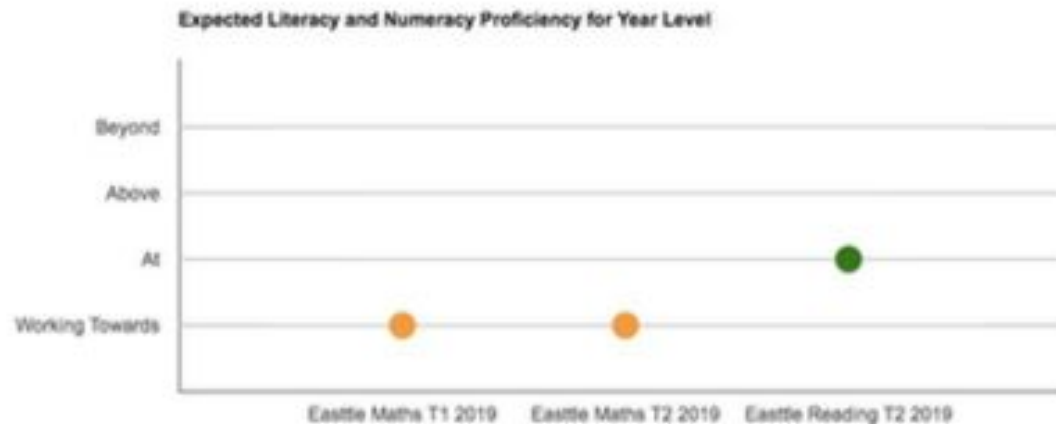
Therefore the grades for this subject will not appear in graph form - instead an individual goal/outcome will be reported on

Specialist Curriculum Areas *Assessment grades - Yr 7/8 Chunked curriculum or Yr 9/10 Options*



MHOL - Holistic Report

Literacy and Numeracy Progress *A student's achievement in school-wide Literacy (Reading & Writing) and Numeracy testing*



*eastTtle (school wide testing tool)
Learning Pathway reports for each test accessible through hyperlink*

[View Literacy and Numeracy grades on eilead](#)

Literacy and Numeracy Progress

English Language Learning - Reading

Stage 4 _____
Stage 3 _____
Stage 2 _____
Stage 1 _____

Foundation ESOL students

Reading, Listening and Speaking assessments will be published in the report