

Western Springs College

***Year 10 Course Book for
2016 Compulsory Courses***



Year 10 Compulsory Subjects in the English Medium Part of WSC

Compulsory Subjects

English (4 hours a week for the year)

Health Education (1 hour a week for the year)

Mathematics* (4 hours a week for the year)

Physical Education (2 hours a week for the year)

Science (4 hours a week for the year)

Social Studies (3 hours a week for the year)

Optional Subjects

The remaining 6 hours of the Year 10 timetable are made up option subjects.

Students take either:

4 option subjects, with each option running half a year and involving 3 hours of lesson time a week;

or,

1 whole year language option involving 3 hours of lessons a week over the full four terms, and 2 half-year options running half a year and involving 3 hours of lesson time a week

Details of Option Courses can be found in the *WSC Year 10 Options Course Book*.

How to use the Subject Charts

<p style="text-align: center;">The Course or Subject Name</p> <p style="text-align: center;">The Timetable Provision for the Subject</p> <p style="text-align: center;">(E.g. Compulsory Subject, All Year, 1 Lesson a Week)</p>
<p style="text-align: center;">A Brief Overview of the Course</p> <p style="text-align: center;">A Note on How the Subject Continues on throughout the school.</p> <p style="text-align: center;">(E.g. "At WSC English is offered up to Level 3 NCEA and Scholarship.)</p>
<p style="text-align: center;">Course Content/ Course Structure</p> <p style="text-align: center;">(A brief outline of the main sections of the course.)</p>
<p style="text-align: center;">Learning Outcomes (LOs) for the Course</p> <p style="text-align: center;">(With the Learning Dispositions (LDs) relating to conduct, effort and organisation, these will be used to generate the termly Learning Reports. Students will be given an Excellence, Merit, Achieved or Not Achieved for each of the LOs they have worked on during the term.)</p>
<p style="text-align: center;">Assessment</p> <p style="text-align: center;">(The variety of assessment methods that are used in the course. Note, not all assessment will be linked to LOs.)</p>
<p style="text-align: center;">NCEA Standards</p> <p style="text-align: center;">The numbers, names and details of any NCEA AS that students will take in this course. Some compulsory and option subjects include Ass in their Year 10 courses, others do not.</p>
<p style="text-align: center;">Equipment Required</p> <p style="text-align: center;">(If students will need to bring any specialist equipment for the course it will be noted here).</p>
<p style="text-align: center;">No Course Fees</p> <p style="text-align: center;">(If there are any course fees they will be noted here.)</p>

English

(Compulsory Core Subject, All Year, 4 Lessons a Week)

Our vision is to introduce and develop in our students the attitudes, skills and knowledge required to become confident, articulate and thoughtful members of New Zealand society. Success in English is fundamental to success across the curriculum, as all learning areas require students to receive, process and present ideas using English as a medium. By understanding how language works, young people can learn to make appropriate language choices and apply them in a range of contexts. Through studying and enjoying a diverse range of texts, students can develop a stronger sense of their own identity in the world, and an appreciation of their rich multi-cultural heritage. Note that the Year 10 course is part of a two-year programme at WSC arranged to cover the English Curriculum in depth.

More information about our programme can be found at:

<https://sites.google.com/a/wsc.school.nz/junior-english/>

At WSC English is offered up to Level 3 NCEA and Scholarship.

Course Content/ Course Structure

Our course is designed to develop students' skills in the following areas:

- Listening
- Reading
- Viewing
- Speaking
- Writing
- Presenting

Learning Outcomes for the Course

Each term, English teachers will choose a unifying theme or topic on which to base their programme and will teach and assess two of the following Learning Outcomes:

- Develop formal writing skills such as response to texts essays, opinion writing, speeches etc.
- Respond to a written text such as novel, play or non-fiction.
- Understand the research process and use it to answer relevant questions.
- Show understanding of techniques used in film.
- Present developed ideas in a visual form such as a static image or film.
- Complete 2 logs for **AS 90854*** (in each of Terms 1, 2 and 3).
- Construct and deliver a speech to an audience for **AS 90857*** (Term 4).

(*Details of the two Level 1 standards are given below.)

Assessment

Students are assessed through class tests, oral presentations, posters, essays, reviews, group tasks and assignments.

NCEA Standards

In year 10, students will attempt two Level 1 Achievement Standards:

AS90857 V1 Construct and deliver an oral text – which will involve writing and delivering a 3 minute speech in term four.

AS90854 V1 Form personal responses to independently read texts – which will involve writing two brief logs on books and films in each of the first three terms. (6 in total)

Equipment Required

None

No Course Fees

Health Education

(Compulsory Core Subject, All Year, 1 Lesson a Week)

The aim of this course is to develop students understanding health issues and the underlying concepts of health (hauora, the socio-ecological perspective, health curriculum 'attitudes and values', and health promotion). Students will build their resilience through further developing their self-management skills and by engaging in processes for responsible decision-making. They learn to evaluate the impacts that social and cultural factors have on relationships and they develop the skills to identify and access community agencies.

At WSC Health is offered up to Level 3 NCEA.

Course Content/ Course Structure

- Group processes – effective groups and being an effective group member.
- Resiliency Building – listening skills, risk identification and management, sexual harassment, cyber safety.
- Alcohol – reflect on current influences on alcohol issues, choices and behaviours; investigate contributing factors and the impact on self, others and society; develop strategies to keep self and others safe.
- Drugs –work effectively in a large group when planning and implementing a debate on marijuana legislation, examine NZ law in relation to other drugs and the effects on well-being.
- Sexuality – relationship and sexuality safety and risk management (including rights and responsibilities), adolescent reproductive development, contraception, STI's, support and helping agencies.
- Stress management.

Learning Outcomes for the Course

Note: Staff will select 3 Learning Outcomes for each term.

TERM 1

- Demonstrate understanding of procedures and strategies to manage cyber safety.
- Demonstrate knowledge of a range of skills and processes to make safe choices for themselves and other people.
- Demonstrate knowledge of school and community services to support well-being.
- Describe options to achieve positive outcomes in interactions with others.
- Demonstrate effective self-management strategies in group situations.

TERM 2

- Investigate and evaluates adolescent attitudes and behaviours that affect alcohol choices and drinking patterns.

- Demonstrate skills to collate and accurately interpret data.
- Use effective self-management to meet deadlines.
- Demonstrate a range of effective interpersonal skills when working with-in a group.
- Ask question and challenge assumptions and perceptions of alcohol issues.

TERM 3

- Develop a creative presentation that informs others on possible influences on the drinking patterns of adolescents.
- Actively participate in a presentation informing others on potential health issues or risk management in situations involving alcohol.
- Use enquiry skills to research valid and reliable information for the marijuana debate.
- Demonstrate skills for delegating, prioritising, task completion and organisation.
- Actively contribute to small and large group tasks.

TERM 4

- Demonstrate understanding of rights and responsibilities for achieving positive outcomes in relationships
- Describe effective strategies for managing risk situations
- Demonstrate understanding of possible impacts of health issues on the well-being of self and others.
- Demonstrate effective and appropriate interpersonal skills within a range of contexts
- Demonstrate effective self-management strategies.

Assessment

Throughout the year we use a range of assessment methods. Formative assessment is ongoing throughout the year, it includes participation in class and group discussions and activities.

- There are three summative assessments during the year:
- Cyber safety – create a ‘webpage’ on cyber safety
- Alcohol Presentation – collating class responses and reporting back on current alcohol related issues. Teacher assessment of collation and evaluation; peer assessment of presentation.-Group Processes Demonstrate skills for being an effective group member.

NCEA Standards

None

Equipment Required

WA4 Exercise book

No Course Fees

Mathematics and Statistics

(One Route within a Compulsory Subject, All Year, 4 Lessons a Week)

The course consists of 3 strands; Number and Algebra, Geometry and Measure, and Statistics and Probability based on the New Zealand Mathematics Curriculum.

The aim of this course is to extend students Mathematical knowledge while at the same time developing their creative, critical, strategic and logical thinking skills.

Students will also be introduced to NCEA internal standards as well as the layout of the external standards.

This course prepares students to take a full NCEA Level 1 Mathematics course in Year 11.

At WSC Calculus, Statistics and General Mathematics is offered up to Level 3 NCEA, and both Calculus and Statistics at Scholarship.

Course Content/ Course Structure

The 3 strands are divided into 6 units for teaching and assessment purposes.

Term 1

- **Number:** number properties and operations, BEDMAS, fractions, decimals, percentages, ratios and problem solving.
- **Probability:** working with probabilities, estimating outcomes, using the PPDAC cycle to investigate probability.

Term 2

- **Algebraic Manipulation:** simplify algebraic expressions, expanding and factorising, solving equations and substitution into formulae.
- **Sequences and Graphs:** algebraic formulae of a sequence, plotting graphs, gradient of a line, y-intercept, and equation of a line.

Term 3

- **Geometry and Measures:** angle construction, angle theory and geometric reasoning, Pythagoras and trigonometry
- **Revision:** how to revise for Mathematics external exams, use of past papers, finding resources and identifying areas in need of work.

Term 4

- **Statistics;** PPDAC cycle and bivariate (2 variables) data

Learning Outcomes for the Course

Term 1

- Apply numeric reasoning in solving problems.
- Investigate and apply various methods in situations involving probability.

Term 2

- Apply algebraic procedures in solving problems.
- Investigate relationships between tables, equations and graphs.

Term 3

- Conduct an investigation into a problem using geometry and measurement.
- Act on feedback and use revision to progress their learning and achievement.

Term 4

- Investigate numerical data using the statistical enquiry cycle.
- Develop independent study skills through completion of homework and revision.

Assessment

This course is assessed using a mixture of end of topic tests, investigational projects, exams in Term 3 and 4, ongoing teacher in class assessment and two Level 1 NCEA achievement standards.

NCEA Standards

Term 1

1.1 (AS91026 v2) Apply numeric reasoning in solving problems. (4 Credits.)

Term 4

1.11 (AS91036 v2) Investigate bivariate numerical data using the statistical enquiry cycle. (3 credits)

Where necessary students will have the opportunity to retake and improve their results in these standards in Year 11.

Equipment Required

Scientific Calculator;
Ruler and Protractor.

Internet access at home or through homework centres at school.

Course Fees

\$30.00 - Covers registration for Maths buddy the online homework system that we subscribe to and other resources.

Advanced Mathematics and Statistics

(One Route within a Compulsory Subject, All Year, 4 Lessons a Week)

The course consists of 3 strands; Number and Algebra, Geometry and Measure, and Statistics and Probability based on the New Zealand Mathematics Curriculum.

The aim of this course is to extend students Mathematical knowledge while at the same time developing their creative, critical, strategic and logical thinking skills.

Students will also be introduced to NCEA internal standards as well as the layout of the external standards.

This course prepares students to take the Advanced NCEA Level 1 Mathematics course in Year 11 which includes 4 external standards.

At WSC Calculus, Statistics and General Mathematics are offered up to Level 3 NCEA, and both Calculus and Statistics at Scholarship.

Course Content/ Course Structure

The 3 strands are divided into 6 units for teaching and assessment purposes.

Term 1

- **Number:** number properties and operations, BEDMAS, fractions, decimals, percentages, ratios and problem solving.
- **Probability:** working with probabilities, estimating outcomes, using the PPDAC cycle to investigate probability.

Term 2

- **Algebraic Manipulation:** simplify algebraic expressions, expanding and factorising, solving equations and substitution into formulae.
- **Sequences and Graphs:** algebraic formulae of a sequence, plotting graphs, gradient of a line, y-intercept, and equation of a line.

Term 3

- **Geometry and Measures:** angle construction, angle theory and geometric reasoning, Pythagoras and trigonometry
- **Revision:** how to revise for Mathematics external exams, use of past papers, finding resources and identifying areas in need of work.

Term 4

- **Statistics;** PPDAC cycle and bivariate (2 variables) data.

Learning Outcomes for the Course

Term 1

- Apply numeric reasoning in solving problems.
- Investigate and apply various methods in situations involving probability.

Term 2

- Apply algebraic procedures in solving problems.
- Investigate relationships between tables, equations and graphs.

Term 3

- Conduct an investigation into a problem using geometry and measurement.
- Act on feedback and use revision to progress their learning and achievement.

Term 4

- Develop independent study skills through completion of homework and revision.
- Investigate numerical data using the statistical enquiry cycle.

Assessment

This course is assessed using a mixture of end of topic tests, investigational projects, exams in Term 3 and 4, ongoing teacher in class assessment and five Level 1 NCEA achievement standards.

NCEA Standards**Term 1**

1.1 (AS91026 v2) Apply numeric reasoning in solving problems.
(4 credits)

1.13 (AS91038 v2) Investigate a situation involving elements of chance
(3 credits)

Term 2

1.4 (AS 91029 v2) Apply linear algebra in solving problems. (3 credits)

Term 3

1.7 (AS91032 v2) Apply right angled triangles in solving measurement problems. (3 credits)

Term 4

1.11 (AS91036 v2) Investigate bivariate numerical data using the statistical enquiry cycle. (3 credits)

Where necessary students will have the opportunity to retake and improve their results in these standards in Year 11.

Equipment Required

Scientific Calculator.

Ruler and Protractor.

Internet access at home or through homework centres at school.

Course Fees

\$30.00 - Covers registration for Maths buddy the online homework system that we subscribe to and other resources.

Accelerated Mathematics and Statistics

One Route within a Compulsory Subject, All Year, 4 Lessons a Week)

The course consists of 3 strands; Number and Algebra, Geometry and Measure, and Statistics and Probability based on the New Zealand Mathematics Curriculum.

The aim of this course is to extend students Mathematical knowledge while at the same time developing their creative, critical, strategic and logical thinking skills.

This is a full NCEA Level 1 Mathematics course which includes 4 external standards and prepares students to take NCEA level 2 Advanced Mathematics in year 11.

At WSC Calculus, Statistics and General Mathematics are offered up to Level 3 NCEA, and both Calculus and Statistics at Scholarship.

Course Content/ Course Structure

Term 1

- **Sequences and Graphs:** algebraic formulae of a sequence, plotting graphs, equations of linear and non-linear graphs.
- **Algebraic Manipulation:** simplify algebraic expressions, expanding and factorising, solving equations, Inequalities and substitution into formulae.

Term 2

- **Multivariate Statistics:** PPDAC cycle and Multivariate data

Term 3

- **Number:** number operations, fractions, decimals, percentages, ratios and problem solving.
- **Geometry and Measures:** Pythagoras, trigonometry including 3-dimensional problems and geometric reasoning.

Term 4

- **Revision:** how to revise for Mathematics external exams, use of past papers, finding resources and identifying areas in need of work.
- **Statistics and Probability:** interpreting graphs and data and understanding probability.

Learning Outcomes for the Course

Term 1

- Apply algebraic procedures in solving problems.
- Investigate relationships between tables, equations and graphs.

Term 2

- Investigate a given multivariate data set using the statistical enquiry cycle.
- Use appropriate technologies in solving problems.

Term 3

- Apply numeric reasoning in solving problems.
- Apply geometry reasoning in solving problems.

Term 4

- Demonstrate understanding of chance and data.
- Investigate bivariate numerical data using the statistical enquiry cycle.

Assessment

This course is assessed using a mixture of end of topic tests, investigational projects teacher in class assessment and NCEA achievement standards.

The NCEA achievement standards consist of 3 internal assessment, an external exam in September, and 3 NCEA external exams in November.

NCEA Standards**Term 1**

1.2 External (AS91027 v2) Apply algebraic procedures in solving problems. (4 credits)

Term 2

1.3 External (AS 91028 v2) Investigate relationships between tables, equations and graphs. (4 credits)

1.10 Internal (AS91035 v2) Investigate a given multivariate data set using statistical enquiry cycle. (4 credits)

Term 3:

1.1 Internal (AS91026 v2) Apply numeric reasoning in solving problems. (4 credits)

1.6 External (AS91031 v2) Apply geometric reasoning in solving problems. (4 credits)

Term 4

1.12 External (AS91037 v2) Demonstrate understanding of chance and data. (4 credits)

1.11 (AS91036 v2) Investigate bivariate numerical data using the statistical enquiry cycle. (3 credits)

Equipment Required

Scientific Calculator.
Ruler and Protractor.

Course Fees

\$30.00 - Covers the NCEA level 1 Nulake homework book and other revision resources.

\$ 76.60 - NZQA entry fee (2014 cost)

Physical Education

(Compulsory Core Subject, All Year, 2 Lessons a Week)

In year 10 Physical Education we build from the previous year's knowledge. We explore different activities with the aim that students will become more aware of leading a physically active lifestyle. Our aim is to prepare students for level 1 NCEA Physical Education.

At WSC Physical Education is offered up to Level 3 NCEA and Scholarship.

Course Content/ Course Structure

- Omnikin and Social Responsibility.
- Transform Your Life (exploring lifestyle and how to become more active) Te Ao Kori (investigating traditional Maori games).
- It's In The Game (creating and running a unique game).
- Anatomical Footy (looking at functional anatomy through Australian rules football).
- Touch (using the sports education model - student lead sessions).

Learning Outcomes for the Course

Term 1

- Demonstrates interpersonal skills when participating in a team games.
- Arrive fully prepared to take part in PE, with uniform, and equipment, and preparatory tasks completed.

Term 2

- Demonstrate consistent application in Cross Country.
- Apply understanding of the importance of nutrition in a balanced lifestyle.
- Demonstrate effort and involvement by learning traditional Maori Games.

Term 3

- Demonstrate a range of interpersonal skills when working in small groups to create a unique game.
- Plan, organise and run a unique game that can be played by all members of the class.

Term 4

- Demonstrate understanding of basic functional anatomy including naming bones, muscles and anatomical movements.
- Demonstrates understanding of the roles and responsibilities of team management and apply this to a Touch context.
- Demonstrates a variety of leadership skills that contribute to the success of their team whilst playing and training for Touch.

Assessment

Throughout the year we use a range of assessment methods. The majority of our assessment is formative (on-going through participation and demonstrating skills such as interpersonal skills). We do have 1 summative assessment that draws on students' knowledge of the body (anatomical movement). There are also 2 skill-based assessments. In one assessment students complete a timed cross-country run. In the second students are graded on their performance of Australian rules football.

NCEA Standards

None

Equipment Required

Physical Education Uniform. To be purchased from the front office

- Shorts - \$20
- T-Shirt - \$30

No Course Fees

Science

(Compulsory Core Subject, All Year, 4 Lessons a Week)

This is a full year course is taken by all Year 10 students. The aim of the course is to develop the skills at the year 10 level and the topics are selected from 4 strands of the level 5 New Zealand Science Curriculum with an overarching focus on the Nature of Science.

This course is designed as a foundation to prepare students for NCEA Level 1 Science courses.

At WSC Science is offered through the various science subject areas of Biology, Chemistry and Physics, up to Level 3 NCEA and Scholarship. Science also leads to General Science into Environmental Sustainability courses, which are offered at WSC in Levels 2 and 3.

Course Content / Course Structure

- **Tinana / Our Healthy Bodies**
Nutrition, health & diseases as a result of poor diet choices. The human digestive system, and associated impacts on the respiratory and circulatory systems of poor diet choices. Research into a current health issue related to diet.
- **Waiora / Our Precious Water**
The Water Cycle and issues of water supply or contamination. Revision of atoms, molecules, elements, and compounds. The arrangement of electrons and the formation of ions, types of chemical reactions.
- **Hikohiko / Electricity in our Homes**
Introduction to simple electrical circuits, and investigating how electrical resistance changes in circuits as more things are plugged into the same socket. Research into the generation of electricity and/or energy conservation in NZ.
- **Waikawa/ Ocean Acidification**
Human effect on balanced ecological processes, ocean acidification and Global warming. The effects of burning fossil fuels, investigations into photosynthesis and combustion. Testing of substances to determine which are acids or bases. Making and using an indicator. Chemical reactions of acids – especially with carbonates.
- **Taikaha / Balloons and Rockets**
Working scientifically, designing and carrying out investigations into moving things to understand the action of forces.
- **Papatuanuku / Forces that Shape our Land**
Geological history of NZ and plate tectonics. The formation of NZ's volcanoes, particularly the Auckland Volcanic Field. A local field trip.

Learning Outcomes for the Course

Each term, science teachers will choose two or three of the following learning outcomes to report to parents. The report will indicate the progress each student is making.

- Identify key structural features of the digestive system and relate these to their function.
- Recognise multiple variables when carrying out scientific investigations.
- Apply their understanding of science to evaluate both popular and scientific texts.
- Describe the structure of the atoms of different elements.
- Link the properties of substances to the way they are used in society or found in nature
- Identify and describe features of simple electrical circuits.
- Gather scientific information to make evidence-based recommendations for environmentally sustainable electric energy generation.
- Describe the basic processes by which genetic information is passed from one generation to the next.
- Gather scientific information to make evidence-based recommendations about genetic issues or uses in society.
- Investigate the everyday uses and properties of acids and bases.
- Research a socio-scientific issue and make recommendations for action.
- Identify and describe patterns associated with forces found in simple everyday situations.
- Investigate how the structure of the Earth has given rise to local geological features.
- Follow a revision programme and communicate scientific ideas in written form.

Assessment

Assignments
Presentations
Practical Assessments
End of Unit Assessments
End of Year Examination

NCEA Standards

None

Equipment Required

Normal stationery requirements in order to maintain a complete and ordered record of work from which to revise for tests.

No Course Fees

\$15 - Day trip around features of the Auckland Volcanic Zone.

Social Studies

(Compulsory Core Subject, All Year, 3 Lessons a Week)

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

This subject is a full-year course, with three lessons a week. It covers Achievement Objective Level 5 from the NZ curriculum.

At WSC Social Studies is offered in the various subject areas in the senior school up to Level 3 NCEA and Scholarship (i.e. via Classical Studies, Economics, Geography and History).

Course Content

- 1) Nazi Germany
- 2) Human Rights
- 3) New Zealand History
- 4) Development – Unequal world

Learning Outcomes for the Course

Term 1

- Demonstrate understanding of a significant event.
- Use a variety of skills to show understanding of the Nazi Germany topic.

Term 2

- Carry out an investigation of a current human rights issue.
- Demonstrate understanding of a current human rights issue.

Term 3

- Demonstrate understanding of the planning process.
- Demonstrate understanding of significant NZ events/people.

Term 4

- Demonstrate understanding of developed and developing countries.
- Demonstrate understanding of key Social Studies knowledge and skills.
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Assessment
In Social Studies students in Year 10 will complete a range of different assessments, which include: paragraph and essay writing, topic tests, recognising different perspectives and social inquiry research.
NCEA Standards
None
Equipment Required
For students to succeed in Social Studies they should have the following: A4 exercise book, pens, pencils, eraser, ruler, scissors, coloured pencils and a glue stick.
No Course Fees

Beyond Year 10

There is also *Year 10 Options Course Book for 2016*, which is also situated on the WSC intranet and WSC website.

Towards the end of Year 10 students and parents will be issued, electronically, with the 2017 versions of the *Year Senior Course Book*. At this point students will have to make option choices for Year 11. You will be notified of the exact process nearer the time.

Except from languages, there are NO prerequisites for any Year 11 Course (although in the Sport's Academy students must be playing for one of the school sports teams). Students do NOT need to have taken the Year 10 course in a subject if they wish to take it in Year 11 or beyond, apart from the Chinese, Japanese and French courses.

During the year, and before option choices are made, there will be a careers education week for Year 10 students. This will help students to think carefully about the progression routes they may wish to consider and will build on the dialogue between home and school around careers planning that was established in Year 9.

What the Learner Report Effort, Organisation and Conduct Grades Mean?

Please note that the grid provides a guideline only, few students will fit any set of criteria exactly.

	Effort <i>(Pushing yourself to reach your full potential)</i>	Organisation <i>(Being ready and prepared to maximise learning)</i>	Conduct <i>(Behaving in a manner which supports classroom learning)</i>
1) Outstanding <i>(Significantly above the Threshold Level)</i>	<ul style="list-style-type: none"> - Always engages fully in individual, pair, and whole-class learning situations. - An independent learner: rigorously attempts to problem solve first but is confident to ask for help when necessary. - Always completes task to the best of their ability. 	<ul style="list-style-type: none"> - Frequently and carefully reflects on previous lessons. - Punctual. - Completes all homework tasks thoroughly. - Always has the right equipment. - Meets all deadlines. 	<ul style="list-style-type: none"> - Consistently thoughtful and insightful about their own learning. - Always focussed on the task at hand, and will wait their turn for the teacher's attention. - Manages distractions with ease. - Always listens actively and respectfully to others.
2) Commendable <i>(Above the Threshold Level)</i>	<ul style="list-style-type: none"> - Engages well in individual, pair, and whole-class learning situations. - Usually an Independent learner: attempts to problem solve but is willing to ask for help when necessary. - Usually completes tasks to the best of their ability. 	<ul style="list-style-type: none"> - Frequently reflects on previous lessons. - Nearly always punctual. - Completes all homework tasks. - Has the right equipment. - Meets deadlines. 	<ul style="list-style-type: none"> - Often thoughtful and insightful about their own learning. - Focussed on the task at hand, and will wait their turn for the teacher's attention. - Manages distractions well. - Listens actively and respectfully to others.
3) Acceptable <i>(At the Threshold Level)</i>	<ul style="list-style-type: none"> - Engages in most learning situations: individual, pair, group and whole-class. - A semi-independent learner: some attempts to problem solve and usually asks for help when needed. - Sometimes completes tasks to the best of their ability. 	<ul style="list-style-type: none"> - Sometimes reflects on previous lessons. - Usually punctual. - Sometimes needs reminders to bring the right equipment and to complete homework tasks. - May have missed a deadline. 	<ul style="list-style-type: none"> - Has some insights into their own learning and reflects on it when prompted. - Usually focused on the task at hand, and waits their turn for the teacher's attention. - Manages distractions with some support and prompting. - Usually listens respectfully to others, not always actively.
4) Needs Improvement <i>(Below the Threshold Level)</i>	<ul style="list-style-type: none"> - Engages in some learning situations, but makes little attempt to engage in others. - A dependent learner: limited attempts to problem solve, and either asks for help too readily or too reluctantly. - Seldom completes tasks to the best of their ability. 	<ul style="list-style-type: none"> - Seldom reflects on previous lessons. - Often arrives late for class. - Inconsistent at bringing the right equipment and completing homework tasks even with frequent reminders. - Likely to have missed some deadlines. 	<ul style="list-style-type: none"> - Seldom reflects on their own learning even when prompted. - Will need prompting to stay focussed on the task at hand, and often impatient for the teacher's attention. - Easily distracted. - Struggles to listen respectfully and actively to others.
5) Cause for Concern <i>(Significantly below the Threshold Level)</i>	<ul style="list-style-type: none"> - Makes little attempt to engage in individual, pair, group or whole-class learning situations. - A reluctant learner: little attempt to problem solve, requests for help are either very limited or can be unreasonable. - Seldom completes tasks. 	<ul style="list-style-type: none"> - Unlikely to reflect on previous lessons. - Very often arrives late for class. - Seldom brings the right equipment and/or completes homework tasks even with frequent reminders. - Likely to have missed most deadlines. 	<ul style="list-style-type: none"> - Limited awareness and thought about their own learning. - Seldom focused on the task at hand even with frequent prompting; impatient for the teacher's attention and disruptive whilst waiting. - Easily distracted and distracts others. - Basic listening skills are a real challenge.

WSC Junior Learner Profile Name:

WSC Mission Statement

All students and staff, inspired by a love of learning, are challenged to discover and develop their unique personal strengths so that they are well equipped to share in the building of a just and sustainable society.

<i>I learn because...</i>	<i>< Just a Little Very Confident ></i>				
<i>I am curious, and am willing to try something new and different.</i>					
<i>I see value in learning and understand that we never stop learning.</i>					
<i>I have a 'can do' attitude and will try even when things get difficult.</i>					
<i>I can be imaginative and creative.</i>					
<i>I can be logical and give reasons for the conclusions that I reach.</i>					
<i>I question what I read and what I am told, and do not just accept things without thinking.</i>					
<i>I can see connections between the different subjects I take.</i>					
<i>I can see connections between what I learn at school and the world and community I live in.</i>					

<i>I can manage myself because...</i>	<i>< Just a Little Very Confident ></i>				
<i>I arrive on time to school and to lessons.</i>					
<i>I bring the correct equipment for the day.</i>					
<i>I don't let the fear of being wrong stop me, I am willing to take a chance and risk being wrong.</i>					
<i>I think before I speak or act, and I listen carefully to instructions.</i>					
<i>I remain calm and ask for help from the teacher or other students if a task seems too difficult.</i>					
<i>I wait for my teacher's attention if they are busy helping other students.</i>					

<i>I organise my time, and plan out the tasks I need to complete carefully.</i>					
<i>I complete my homework and classwork to the best of my ability.</i>					
<i>I can focus on my work and not be distracted by others.</i>					
<i>I can work as part of a group, listen to others' ideas, and share my own ideas.</i>					
<i>I join in class discussion and sometimes change my views because of what I hear.</i>					

<i>I am reflective because:</i>	<i>< Just a Little Very Confident ></i>				
<i>I learn from making mistakes.</i>					
<i>I value feedback. I don't get angry or defensive when shown how I can improve.</i>					
<i>I try to use what I have already learned when attempting new tasks.</i>					
<i>I ask questions, and keep trying when things get difficult – then I ask the teacher.</i>					
<i>I think about my own learning, why some things work and others do not.</i>					
<i>When I find the answers I am looking for, I also find new questions I want to ask.</i>					
<i>I set challenging goals which I know are achievable.</i>					

<i>I connect with other learners because...</i>	<i>< Just a Little Very Confident ></i>				
<i>I listen respectfully, but can also express my disagreement respectfully.</i>					
<i>I do my best to offer or receive help when it is needed.</i>					
<i>I realise that the things I learn about in class affect different people in different ways.</i>					
<i>I understand the value of my contribution to a multi-cultural and multi-faith Aotearoa.</i>					
<i>I understand the importance of having a knowledge of Te Reo and Tikanga Maori.</i>					
<i>I understand how what I learn will help to build a more just and sustainable society.</i>					

