



Staff Report October Board Meeting 2023

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Harakeke:

Term 3 was our second Term of teaching the Better Start Literacy Approach. It was exciting to see new entrants make such accelerated progress at learning the letter names and sounds (and feeling so proud of themselves!). The older students were really amazing at supporting the newer students to learn how to do the literacy activities as part of this programme. Whanaungatanga/teamwork in action.

In writing we did lots of practical craft activities for Matariki which students then wrote about. This developed their descriptive vocabulary. There was a lot of scissor and glitter action! We also used some fantastic newly purchased storybooks as a springboard for giving opinions on what the best part of the story was and why. Students quickly became confident to have a go at writing and wanting to write independently.

In maths we had a focus on reading and writing numbers, sequencing numbers forwards and backwards. We also learnt how to do small addition facts by making up funny number stories with lots of little maths toys, everyday objects and our wonderful Numicon maths equipment.

Our History Inquiry was based around who the first people to arrive in New Zealand were. With the concept of time being quite limited for 5 year olds, we used the story of Kupe and Te Wheke (Octopus) as a context for this. Students got to retell the story using paper puppets, as well as making a massive collaborative art Octopus which is displayed in our classroom.

Pohutukawa:

We began BSLA (Better Start Literacy Approach) with a hiss and a roar and were all feeling much more confident and chuffed that we gained our micro credential! It has been extremely rewarding to see the new learning from this program starting to make a difference in our tamariki's reading and writing skills! We also had our first intervention BSLA group and the progress from pre to post testing was excellent!

For writing, we continued to focus on developing our understanding of the writing process. We learnt how to write persuasive texts which include convincing arguments to support our opinions and learnt the procedure for writing a recount. Having shared experiences such as making an origami car and baking delicious cookies as our inspiration for our writing made this learning highly engaging and fun too!

We began our history inquiry about the Treaty of Waitangi by reading the story of Kupe and Te Wheke, which tells the story of Kupe discovering Aotearoa. Students collaborated to create a giant octopus (Te Wheke) and worked in small groups to retell the story. When we asked students to reflect on what they have most enjoyed in inquiry lessons throughout the year, the story of Kupe was definitely a favourite.

We also farewelled one of our Pōhutukawa teachers and welcomed a new teacher who has settled into Clyde Quay life seamlessly.

Karaka:

Term three was action packed in Karaka. We had groups coming and going to be part of the BSLA programme, Numicon groups to support maths learning, ELL groups and extension groups working with Mary Thistoll (retired teacher volunteer) on novel studies. Throw in assessment and report writing on top of the bread and butter teaching across the curriculum, big events like athletics and Artsplash and you may begin to understand how ready students and teachers alike were for the term break. Some of our curriculum foci are detailed below.

Treaty of Waitangi: Karaka's inquiry Relationships and Te Tiriti o Waitangi was a major feature of Term 3 and a fleshing out of the ANZH Curriculum understanding that, "The course of Aotearoa New Zealand's histories has been shaped by the use of power." In literacy time we read biographies of Māori and

European leaders involved with the Treaty. We learned through stories and videos what life was like before European arrivals, which was a challenge as it is hard to imagine time so long ago for our tech savvy children to get their heads around. We set up a word wall featuring new topic specific vocabulary and read accounts on NZ history sites and books from the National library. Our unit culminated in creating acrylic paintings of the signing of the treaty with ourselves at the table. We then wrote what we would have said to the people gathered at Waitangi if we could have been there. The students blew us away with their opinions, some showing great depth of thinking and engagement with the task.

Royal NZ Ballet: Jordana from the Royal NZ Ballet worked with us for a seven week residency at CQS devising dances we practised in our home classes and then performed to each other. It was fantastic to see students responding so well to instruction and having a chance to shine their lights in different ways. We were so lucky to have been offered the chance to work with Jordana for free as RNZ Ballet sessions can be very pricey.

Maths - Tricky Tasks - On Thursdays, Karaka's maths programme focuses on problem solving and teamwork. Children are given open ended questions and put into groups to work together to solve it in a variety of ways. Where possible, we try to use relevant contexts and last term we had questions focused on multiplication and division and used the Rugby World Cup. At the end of each lesson, children share back some of their answers so that others can see the variety of different ways a question could be solved.

Athletics - In preparation for the School Athletics Day at the end of Term 3, Karaka practised a range of the activities they would be competing in on the day. Vortex, high jump and sprinting were particular favourites (especially relays and trying to make successful baton changes at high speeds!).

Ngaio:

Term three was a very busy term for Ngaio. As our numbers rose to 65 students, the need to diversify and differentiate our learning programme continues to grow. We are thoroughly enjoying the range of experiences all our students bring to the class, and their willingness to share these with each other and with us.

The focus of our reading programme for Term 3 was novel studies. We had 7 novels on the go, keeping us very busy. Students read a small section of a novel each week, discussed their ideas in a small group and then completed a follow up task to practise their skills in a key reading skill, such as evaluating, predicting or summarising.

Our writing programme was focused on persuasive writing, where students learnt how to form a convincing argument to change people's minds. They learnt about language features which they could include to strengthen their argument. All students wrote and delivered a persuasive speech. We also focused on descriptive writing, where students used images to help inspire them. They practised 'zooming in' on particular aspects of an image and using their senses and interesting vocabulary to create impactful descriptions.

In Maths, half of the term was spent on fractions, proportions and ratios. Students worked through a range of goals and self-monitored their progress through them, attending workshops to help develop their understanding. Following this, students participated in a statistical inquiry into the probability of the outcome in a game of 'rock, paper, scissors'. They generated graphs and drew conclusions to explain what they believed the probability was. We looked into how data could be considered biased.

Our inquiry was aligned with the New Zealand History Curriculum. Students investigated the experience of migration for our Greek and Chinese communities. We moved on to understanding government and elections. After learning about the Mixed Member Proportional System, each child had the opportunity to experience it for themselves. They were each involved in forming their own political party and generating policies on how they would run an afternoon in Ngaio, as well as voting for their preferred party.

At the beginning of the term, our PE programme focused on Rippa Rugby where students practised dodging, running, ripping, among other things. They moved on to athletics skills in preparation for whole school athletics, practising quoits, vortex, sprints, relays, high jump and shot put.

Kapa Haka and Te Reo remain a key component of our programme. This term, tamariki learnt how to describe people in te reo, starting with visually and moving to their qualities as their confidence in sentence structures built.

A highlight for ngā tamariki was Mindfulness Mondays. Our year 5s worked with Hannah from St John's Ambulance on their 'Weaving Wellbeing' programme, while our year 6s, having already completed the course in 2022, worked with us through a range of activities to help build resilience and develop strategies to cope with big emotions.

We also thoroughly enjoyed our artistic project- bag weaving using a loom and wool. These are very impressive and are on display in the school office.

Rimu:

Our inquiry focus was New Zealand history. Students firstly explored the Springbok Tour of 1981, Nelson Mandela and Desmond Tutu and the reasons why New Zealanders protested the tour. This led to whether Māori were treated fairly and equally in New Zealand. We then researched the occupation of Bastion Point and the Land March led by Dame Whini Cooper. Students then generated and researched their own questions before generating a creative response to it. These ranged from dioramas to sketches and sculptures.

Maths: One area of maths we focussed on was angles. Students learnt how to use a protractor, how to name angles and then created a piece of art using a protractor and the different angles that they had learnt about.

Reading and Writing: For part of the term, students worked on reading examples of speeches, researching an idea. They then used these notes to write a persuasive speech before delivering it to the class.

Te Reo: Students wrote their pepeha and added a whakatauki. This was then presented to the class. WE were really impressed with their memorisation and pronunciation.

Art: We created sculptures based on Alberto Giacometti's Walking Man. Students worked with wire, tinfoil and plaster bandages. Once completed, they built a base for it, which they paper-mached . Both the sculpture and the base were then painted.

Support Staff:

Reading Recovery:

Janessa:

Another busy rewarding term for Reading Recovery.

Two students were successfully discontinued from the programme with excellent progress and increased self efficacy - hooray! One student worked extremely hard in the programme and class teachers are exploring ways to further support their learning.

Sanja:

Great effort by all the students at Reading Recovery last term! They have taken ownership over their own learning and made significant progress at Reading and Writing.

Two students had their lesson series discontinued and are continuing to make progress within their Whanau.

ELL:

Busy Term 3 for ELL students! Writing was the focus for the term, instructional writing and explanations. Students had a chance to research about and experience diverse hands-on activities of their choice, such as make a Milo cake, create a 'squashy bag', plant the seedlings in our school's garden, learn a new game and many others. We were practising Whanaungatanga through learning from and supporting each other in shared writing.

Amazing opportunity has presented itself when we were immersed in the performance of the kiwi classic 'Kuia and the Spider' in Te Papa. Students had a chance to interact with the artists, become part of the performance and join the artists on the stage. How much they enjoyed it was reflected in their stories.

We also researched about some of the famous local New Zealanders through history and practised student's pepeha and speeches.