



CLYDE QUAY SCHOOL  
Te Kura O Matairangi



# **Staff Report July 4 Board Meeting 2022**

### **Harakeke:**

This term's focus has been on our Junior School Production where we collaborated with Pōhutukawa to perform "Midnight at Te Papa". We began with a trip to Te Papa to look at which exhibitions our students were particularly interested in to then weave into the script. The Nature | Te Taiao exhibition and the Teremoe waka were of particular interest and from there students chose whether they would like to be a bird, or a waka paddler. To represent the Nature | Te Taiao exhibition students chose their favourite bird they saw in Te Papa and then collaborated with a teacher to choreograph a bird dance and the weka scene. In our weekly singing sessions with Pōhutukawa we learnt and practised songs including Utaina and our waka paddlers worked on refining the actions.

Students worked with teachers in making props by colouring the koru design for the waka, painting the Waharoa and Atua, and colouring the Matariki Stars. Xandra's invaluable experience working in Te Papa enabled us to recreate the Waharoa and Teremoe waka with respect to the original structures. Robert was invaluable in creating the frames for our props.

We had lots of fun making costumes! For each of the birds we looked closely at the colours and thought about how we could best create the look. Our classroom was full of tutus, feathers, fabric, glitter and there was a constant whirrr of Xandra's sewing machine as she whipped up capes, piupiu skirts and tops. Hana was busy designing all the magnificent bird masks and we had Granny Gill (Esme's granny also lending a hand).

Collaborating with Pōhutukawa teachers was a wonderful way to create a production that allowed Harakeke students to shine in their performances and also showcase the increased level of independence students have when they are in Pōhutukawa. It was also a wonderful opportunity for teachers to tap into their strengths and discover *new strengths!*

With rehearsals interrupting our normal timetable so much learning has occurred as a by-product of creating a production. We have read stories about Matariki, discussed native NZ birds, learnt about the meaning of a Waharoa, discussed what a waka is used for and also how to perform to an audience.

We had student voice in every aspect of the production and as a result we feel that students were just as invested in the production as the teachers were. There was so much excitement that came from the students because they really loved what they were performing.

The roll in Harakeke is increasing so we have a group of 5 students who will go on transition visits to Pōhutukawa next week, ready for their move at the beginning of Term 3.

### **Pohutukawa:**

This term's Inquiry has been around play and our production. We kicked off our inquiry with a trip to Te Papa. The purpose of the trip was for children to get some ideas for our production. The children loved exploring the passport, art and pacific areas of Te Papa (these parts most kids had not been to before). They enjoyed talking about why people might have come to New Zealand to live, looking at the taonga/treasures that people brought with them and how they were shown in the different art. This was a perfect segway from last term's inquiry topic which was 'Cultures within our community' where students built on their knowledge. Back at school, we began planning our parts of the production using these three areas. Their personal voice and reflection from Te Papa became the draft script for the show, which Zeenat wrote with a group of children. The production has shaped a lot of our writing for this term, with children talking in depth and writing about their treasures, creating posters to advertise the show and making invites to parents. Through our guided reading programme, we gave many opportunities for the students to act in front of their peers with a range of plays that the students acted out and performed on a weekly basis. This gave the teachers the confidence in the speakers they chose for the show. We found the production a huge success. A lot of children experienced nervousness, fear beforehand as they may have not performed in front of others, and if they had it would have been a long time. This was a good opportunity to talk about resilience and the feeling of joy and pride when overcoming such nerves.

The production has provided an authentic learning experience for children to engage with and learn New Zealand Sign Language, create a Samoan Sasa dance, choreograph a dance to music and learn the 9 stars of Matariki.

In maths this term, we have been looking at addition and subtraction and bonds to and within 10. First we have broken down the language and talked about different ways to say add (plus, and, sum, altogether) and subtract (take-away, difference, minus). There is a range of abilities in the class from children who are using materials to count 1 to 1, to children who are working with bigger numbers and beginning to work out in their heads. We began exploring with the Numicon materials that were borrowed from Harakeke once/twice a week. We are ending our term with a statistical investigation based on the *Greedy Cat* books. *Each child has drawn their dream cat, this is our data pool. We will look at asking simple questions such as: How many people have drawn stripey cats? What about using our pictures to find an answer and represent it in some sort of graph?*

We have continued our guided reading programme throughout this term, except the week of the production. We are seeing movement in the students reading and as a result the groups have been changing every few weeks. We notice that many of our more able and confident readers continue to need extension in comprehension and retelling of stories they read.

This term, Pohutukawa has welcomed Robbie's help within the class. At first he observed how the classroom runs and with each passing week is gaining skills. He assists by listening to children reading one on one and asking questions about the book. We have also seen that this extra reading mileage has given some students the boost they need in their reading progress.

In the last week of term we are expecting to have a short Matariki-based celebration and activity rotation with Harakeke. We will also be having transition visits from 5 students in Harakeke who are expected to join us next term, we are very excited!

#### **Karaka:**

This term's inquiry into play has involved Karaka students (like the rest of the school) being involved with the CQS Playground consultation. On a similar note, last year Karaka class formed a relationship with Matt Beres from the council and were very involved in the consultation process for the updated Elizabeth St Playground. Matt got in contact this term and sought to find the students' opinions about whether a picnic table and shelter should be added to the playground and the best position for this. With these real life experiences, the students had authentic contexts for critical thinking and writing in order to strengthen persuasion.

The production, entitled "Play Again" has been the major focus for most of the term. Students were particularly interested in the idea of video games and so, with input from the children, Anne wrote the production script to include the idea of classic video games in the hope of making it relatable to the audience of parents. In literacy lessons we learnt about how plays are structured, reading and performing these in groups and learning skills and language from the arts curriculum.

Students had taster sessions in dance, acting, drumming and ukulele then selected which group they'd like to specialise in for the production. As well as practising lines and group performances for the show, students were heavily involved in making their own costumes. Finding 50+ tops of a similar size at an affordable price was a challenge. Some tricky screen printing, glueing and some help from parents sewing on trim has resulted in an eye catching look. Groups of students made masks and grappled with how to make them fit the brief of looking a particular way but still being wearable. Material was thrifted, borrowed, searched online or reused to come up with something we hope will be sensational on the night. Thanks to Johnny for tirelessly drilling holes and poking through elastic on the alien masks. Prop making and set design has had to be fitted around usual programmes and we hope it will all prove to be worth it come Thursday night.

Although Cameron's absence has been felt keenly, the children have been very motivated to know where in the world he is day by day. We have watched snippets of games he has played and the staff and students of Karaka couldn't be more proud of him. Before he left, we had a poroporoaki via Zoom so that all areas of the school and those offsite could join to wish him well. The students wrote heartfelt messages of support and a common theme was the inspirational empowering children felt personally knowing someone who was representing New Zealand at an international level.

**Ngaio:**

We have really enjoyed having most of our class back on board following last term's interruptions. We are loving being back to morning waiata and are increasing our repertoire and continue to thoroughly enjoy our class games.

Our reading programme has involved all our tamariki taking part in novel studies this term. Tamariki reported enjoying these and the follow up activities which involved reflecting on the story as well as practising key skills such as summarising and predicting. We have witnessed a joy in storytelling and reading, as well as growing confidence in our learners.

Our writing programme has covered a range of areas this term. We began with exploring poetic devices and creating a range of poetry. We have also spent time crafting persuasive writing pieces, which are linked into our Playground Redevelopment kōrero. Students came up with things that should stay, go or be relocated and gave insightful reasoning for this. They are beginning to understand the PEE (Point, Example, Explain) paragraph structure and are using emotive language and rhetorical questioning to elevate their writing. Now, tamariki are working on developing their narrative skills. They have analysed structural elements of stories and are now applying these to their own writing. They are also implementing the STEAL (Say, Think, Effect on others, Action, Look) framework for creating more rounded character descriptions. Students continue to learn the importance of planning and using it to guide their work.

In maths we have spent time learning about reading time in analogue and digital clocks. We converted between 12 hr and 24 hr clocks. We then looked at how to read and interpret timetables. We continued learning and practising addition and subtraction strategies and have recently moved on to multiplication and division strategies. We also created circular calendars to help us learn the te reo Maori words for the days of the week and the months of the Maramataka Maori lunar calendar. This activity allowed us to show our creativity and also to practise using a protractor and compasses to draw circles and measure degrees more accurately. This term we introduced problem solving Thursday as a way for our students to put into practise the strategies they have and establish a more systematic approach to recording their work. These problems are usually open-ended and give students opportunities to explore patterns or make a hypothesis about the number system. We have continued to offer weekly DMIC (developing mathematical inquiry communities) workshops; these involve solving a word problem then sharing our thinking with a small group. We have reminded students about how they can use 'talk moves', in order to prompt their buddies to be clearer and accurate in their explanations. We also discovered a website called SplashLearn, which is a free resource to schools. We have used it to give our tamariki more of an exposure to the place value system, rounding, ordering and working with fractions and decimals.

Our inquiry has centred around Matariki, both the constellation and the cultural practices around it. Tamariki began by researching basic information on Matariki to broaden their current knowledge, before collaboratively generating a range of questions to frame their inquiry. Tamariki wondered about phenomena such as:

- How do different iwi acknowledge Matariki?
- Do other cultures around the world celebrate Matariki? How?
- How can we solve the problem of light pollution preventing people from seeing Matariki?
- How can we encourage more people to acknowledge Matariki?
- How can we help people realise there are 9 important stars in the constellation?

This is a sample of the type of questions our taura came up with. They then did specific research into their question, applying researching and note taking skills. After they had gathered information, they planned how they would share their knowledge and are currently in the 'create' phase. There are a wide range of projects on the go, from diorama's to google websites and everything in between. We enjoy seeing the creativity flow during this time and look forward to their final products. Our taura now have a strong understanding of the importance of Matariki to Aotearoa and many of the relevant cultural practices.

Kapa Haka continues to be an enjoyable time for our tamariki, who enjoy Matua Hemi and the waiata he teaches us. We are becoming more confident with the actions and kupu to Matairangi E and our School Haka. In te reo Māori, our tamariki have spent time introducing themselves and each other, and are now learning to describe people and are beginning to understand the different pronouns and tūāhua in te reo Māori.

We have enjoyed football coaching from Lukas who's with the Olympic football club. Unfortunately the weather has not always been kind to us, but when we do get out the lessons are fun and allow us to develop teamwork skills, practise ball control skills and take part in competitive matches.

We have also begun to add work that we are proud of onto our personalised Google websites. We have shared them privately with our parents and try to update them weekly with some recently completed work. We share our work using docs, photos and videos.

### **Rimu:**

This term's inquiry focus has been centred around Matariki where students have generated their own questions and have used this knowledge to form their own opinion around Matariki and what it means. We have also used this knowledge to compare Matariki to other cultures who also celebrate the same star constellation.

In maths, we started the term with number knowledge and strategies. We used a combination of mixed ability grouping and open ended questions. This was paired with a maths investigation around creating a new playground to support their use of mathematical strategies.

In weeks 6-10 our focus has shifted to measurement and geometry. This is broken into a mixed ability workshop where students are understanding the rules needed for different shapes. The students have been learning formulas to find area and volume and using addition, multiplication and division to find perimeter, area and volume. This is then supported with a maths investigation around hot air balloons, where students use their understanding of measurement and shape to design a functioning hot air balloon. This has also been linked to our science.

During literacy time we conducted a novel student following a literacy circle pedagogy. The students each had roles which needed to be achieved weekly. They would then meet in small groups to discuss their roles. The novel study was paired with narrative and report writing. The narrative sequence followed planning, draft, editing and publishing. We used writing goal workshops where students could select their workshops. This allowed students to target the writing areas they felt they needed to work towards.

Our P.E programme consisted of football skills with the Olympic Football Club on Wednesdays. Where students were learning the foundational skills for football such as striking and communication. We have also been learning tapuae to support coordination, communication and throwing/catching skills.

Our science programme consisted of Newton's laws of motion, where students investigated each law and tested each law with experiments. We then moved into genetics, where we investigated DNA and its function, bio-coding and its importance to evolution. We also investigated air and linked this learning with our maths inquiry around hot air balloons. We used experiments, visuals and videos to understand how hot air balloons work.

Each week, our students continue to go to Mt Cook technology where they learn skills around woodwork, robotics, design, sewing, cooking and movie making.

On Friday, students have been learning Mandarin and French. This will continue into Term 3. On Monday afternoons and during quizizz in the morning, students have been learning te reo Māori phrases around asking what something is, what it is doing and what something/or someone wants.

He aha tēnei? What is this?

Kei te aha \_\_\_\_\_ What is \_\_\_\_\_ doing?

He aha tō hiahia? What do you want?

## **Support Staff:**

### **Librarian:**

The influx of new books from last term's 'Book(no)BBQ' are still proving to be popular, many not even making it back to the shelves before being issued by the next reader - always gratifying!

Learning around Matariki in classrooms has flowed through to interest in stars in general, and stories about other cultural celebrations. Some fantastic new Matariki books have been published this year, and the library was able to purchase several great new resources.

The real highlight of this term though has been welcoming back student librarians, and training up a new intake of eager and enthusiastic year 6s.

The roster system of each class having one lunchtime a week that the library is open to them has worked well this term. It's been wonderful to see the space so well used.

Behind-the-scenes I have been working on re-organising some of our collections, to better reflect the way tamariki are using the library. And working with teachers to encourage and extend the book choices of readers on either end of the enthusiasm scale.

### **Teacher Aides:**

Teacher Aides are continuing to support students one on one and in small groups in classrooms across the school, with students making pleasing progress.

### **Reading Recovery:**

Janessa - I am continuing to work with 3 existing students and I have picked up one new student. It is so rewarding seeing the progress all students are making in literacy but also in their attitude to learning.

Two students are close to being discontinued from the programme so I am having conversations with Sarah and Zeenat as to who the new students will be.

My fortnightly zoom sessions with my tutor and colleagues are moving to in person sessions at Porirua East School.

Sanja - I am also continuing to work with two students, one existing student and one new student who started his lesson series half way through this term. One student had lesson series successfully discontinued in Term 2. As one of the students is close to having lesson series discontinued, I am working alongside and supporting classroom teachers in making a decision who will be next to start the Reading Recovery programme.

### **Sanja Mandinic with English Language Learners (ELL):**

Three English Language Learners remain to receive extra support this year, two students from Rimu Whānau and one from Ngaio. All the students are making good progress.

This term we explored different areas of the Curriculum through our inquiry about Matariki. We researched about it and listened to the stories shared by elders. As part of the Matariki celebration, students made kai and shared it with our school whānau. We also visited Wellington Museum to discover our city's heritage.

### **Office/Administration:**

It's been business as usual in the office with hearing and vision testing, parent-teacher interviews, anaphylaxis education session, senior immunisations, school photos, cross-country, nursing student, runathon, class productions providing interest for the term. Covid cases have fallen away completely however absences are ramping up due to normal winter illnesses.

Office staff enjoyed facilitating a mid-year social event for the staff.

### **DP:**

Cameron Ross on leave at Handball World Games.