



Cambridge Primary School

Quality - Tradition - Innovation

Our School Curriculum

National Priorities

- Literacy
- Numeracy
- Meeting New Zealand National Standards
- Māori /Pacifica/Asian Student Achievement
- Priority Learners

School Priorities

- Priority Learners; Nat/CPS
- School targets
- Writing - teacher knowledge
- Mathematics - teacher practice
- Effective use of progressions
- Student agency
- E Learning - teacher knowledge and practice
- Assessment moderation
- Enviro School - work towards green gold award
- Kaizen - continual use of systems. Utilize tools when problem solving
- Holistic curriculum
- Global citizenship
- Service to others
- Maori to positively engage and succeed as Maori.

Cambridge Primary School

CHARTER 2017

Our Vision Statement

We believe that Quality, Tradition, and Innovation are the foundations for nurturing dynamic aspiring learners within a supportive community.

Ratification of Charter: Feb 2017

We value...

- Motto: Q. T. I
- Feeling safe and secure
- Relationships
- High expectations
- Being the best I can be
- Engagement and communication
- A thinking classroom
- Hauora/wellbeing
- Sustainability
- Diversity and inclusion
- CPS Key Competencies
- Effective stewardship
- Leadership opportunities for all akonga
- Collaboration
- Active learning

Cultural Diversity and Māori Dimension

- An environment where Māori students positively achieve educational success as Māori, based on the philosophies of [Ka Hikitia](#) and [Tataiako](#).
- Students will have the opportunity to experience Tikanga and Te Reo Māori in the classroom and school environment.
- Be able to participate in Te Reo Māori which will be offered to full time students who ask for it.
- Embedding Asia awareness philosophies and practices.
- Have the opportunity to participate in the Arts programme; Dance, Drama, Music, Visual Arts, Mandarin and Maori Tikanga.

Improving Student Learning and Achievement

Mathematics

All students are successfully able to access the NZC in Mathematics; With particular focus on authentic learning experiences through Numeracy and Strand.

Literacy

All students are successfully able to access the NZC in Reading and Writing. With particular focus on children utilizing a variety of reading strategies to access meaning across the curriculum

STEM

All students are able to participate in the STEM programme that provides, structured, inquiry-based and real world problem-based learning

eLearning

Integrated throughout curriculum. Refer support documents.

Maori Student Achievement

- To provide opportunities through accelerated and sustainable success for Maori students within a whanau supported approach.
- School wide Te Reo and Tikanga implementation plan
- Differentiated Maori/Pacifica/Asian achievement through data analysis
- Being considerate of culture when grouping

Hauora/Wellbeing and Global Citizenship

- Physical, mental and emotional, social and spiritual well being is lived and valued.
- Enviro school green/gold plan

Strategic Plan 2017-2021

Developing a Quality Learning Environment

Learning Programmes and Teaching Delivery

- Appreciate and celebrate diversity and cultural awareness through deliberate acts of teaching and learning
- Implement all aspects of the CPS curriculum across the school
- Data driven and analysed teaching & learning programmes
- Integrate eLearning across the curriculum
- Collaborative teaching and learning approach
- Walking the talk

Personal and Professional Development

- Continue to develop internal capacity
- Collaborative teaching and learning
- Inquiry into dyslexic learners
- Writing teacher practice 2017- 2019
- Assessment moderation
- Using the literacy progressions to drive student agency
- Mathematics teacher practice (2015) 2016– 2017
- Science professional development sabbatical- 2018 (STEM)
- Developing e Learning practice
- Diversity- inclusion, culture, learning (PLC)
- Implementing the learning process including active learning (Kaizen)
- Kaizen- Understanding philosophy and systems practice through further PD
- PLC teacher reflective practice
- PTC incorporated into appraisal process
- BOT professional development & induction

School Organisation

Property

- Develop a new 5 YA/10 year maintenance plan
- Liaise with MOE re: CPS footprint
- Breakout spaces in Rutherford
- Macrocarpa tree felling/pruning
- Pool shading 2017
- Astro turf court 2018
- Blakeyard toilet upgrade and arts room

Personnel and Physical Resources

- Provide staff with an induction and mentoring Programme before they commence employment
- Resources allocated as per curriculum review
- Provide a quality Four Peaks programme
- Provide a quality swimming programme
- Roll number target 2017- 410, 2018- 390 (based on current footprint)

Systems

- Applying Malachi and Kaizen approaches, PDCA (Plan, do, check, adjust)
- Follow communication plan
- Use of eTap for recording and sharing student information

Finance

- Budget set from Charter and reviewed in April, July and Oct
- Financial planning for current and future projects or initiatives
- Maintain positive working capital
- Follow sound financial practices and legal requirements
- Build uncommitted reserves to \$70,000 by 2018

Support Documents- Action plan to achieve school wide targets, curriculum review, regular principals reports, achievement data reporting plan, Asia equipped focus, operational plan, strategic plan, e Learning, professional development plan, BOT annual calendar and 5YA/10 year property maintenance plan, communication plan, whanau/community plan, enviroschool green gold plan, Assessment plan, Elearning plan.

Teaching and Learning Programmes, Professional Development

- Moderation used across literacy, numeracy, inquiry units to ensure accuracy of OTJ's linked to the NZC.
- Student agency to drive accelerated learning based on the progressions
- Promote ICAS exams to Years 3-6 with pre test support
- Effective integration of e-learning through a coaching model- 0.2 FTTE- through specialist teacher, upskilling all teachers
- Promote healthy lifestyles and sustainable programmes e.g. project energize, life education, KOS, enviro-school, wellness team, health curriculum; Kia Kaha.
- Children identified below and above NZC, targeted through annual targets, priority learner plans and SENCO programmes
- Board development—see PD Plan
- Staff PD focuses; mathematics, writing, dyslexia, STEM, Kaizen, student agency, COL in school roles, innovation units, swimming.
- Reading recovery transition support programme
- ALLis programme implementation
- Continue the collaborative approach to teaching and learning.

Partnership with the Community

- Communication- as per communication plan
- Consultation- as per consultation plan
- Marketing- as per marketing plan
- Create a programme based on Duke of Edinburgh and our Key Competencies.
- Te Puna o Kemueriti (Cambridge Col's)

Annual Plan 2017

Finance

- Prioritize spending to achieve strategic and annual plan goals
- Monitor monthly expenditure and report to BOT.
- Monitor SUE/Bank staffing report for accuracy- fortnightly
- Curriculum budgets displayed monthly
- Budget drafted October onwards, presented at December BOT meeting

Property

- Refer 5YA projects and **10YP** as per schedule; **actioned by caretaker** and reported through PR
- Scope and cost estimate for astroturf, breakout spaces, toilet upgrade and Arts room

Legislation

- Complete legal requirements for length of school day and year.
- Meet Health & Safety Legislation
- Update policies as per schedule
- Consult with community re: health programme

Reflecting NZ's Cultural Diversity in a Global World

- Te Reo/Tikanga is alive across the school
- Multi-cultural component in school-wide units
- Value and promote each other's heritage, culture & people
- Focus on Maori/Pacific cohort data in core curriculum areas across whole school.
- Kapa Haka and Tikanga through Arts programme
- Strengthen Whanau Hui group—supporting local Marae
- Demonstration by staff of Ka Hikitia and Tataiako philosophy.
- Update EOTC with tikanga protocols

Review

- Assessment— report format, progressions, OTJ, trends, 4 week check- as per plan
- CPS curriculum including Key Competencies- April, Te Reo programme- Jan/Feb
- Kaizen practices- ongoing- April
- Swimming Programme- April
- Powerful learning conversations- July
- Curriculum reviews- Oct
- Four Peaks Programmes- Oct
- Data including target- Nov
- Appraisal process- Dec
- Perform budget review - April, July, Oct




Personnel, Physical Resources, Performance Management

- Low new entrant class numbers
- Reading recovery programme at 0.6 FTTE— 6 children at one time
- Unit allocation- see unit holder overview
- Specialists support; Outside providers and in school experts, resource & communication manager, sports co ordinator, SENCO, grants secretary, arts specialist teachers, ALLis teacher & Mandarin tutor, Kapa Haka tutors
- Performance management system
- Staff feedback given regularly

Health and Safety

- Safety audit and risk ID- daily/weekly
- Building warrant fitness checks
- Electrical testing- as per schedule
- Evacuation drills held- termly
- Boiler condition report. Remedial work
- Staff wellness data/work hours
- Promotion of personnel wellbeing
- Appointed health and safety officer



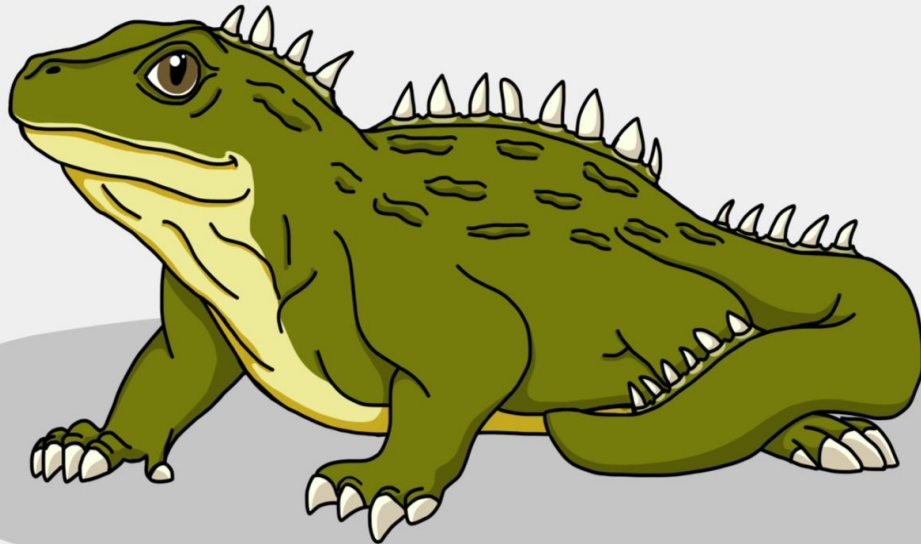
<p><i>READING</i></p> 	<p><i>WRITING</i></p> 	<p><i>MATHEMATICS</i></p> 
<p>Baseline Data <i>At the end of 2016, we had 86%, at or above in Reading. Boys still have a higher representation than girls with 24 of the 39 being boys.</i></p>	<p>Baseline Data <i>At the end of 2016, we had 81% of our school at or above in Writing.</i></p>	<p>Baseline Data <i>At the end of 2016, we had 85% of our school at or above in Mathematics. 'After 3 years at school' represented 18% and Year 5 represented 20.8%.</i></p>
<p>READING TARGET</p> <ol style="list-style-type: none"> To shift the achievement of 18 children who achieved below, to at. All children who are just meeting the 'at' or 'above' standard in Reading will make accelerated progress. All children that are achieving 'well below' will make accelerated progress. To shift the achievement of the 3 Māori students who achieved 'below' in Reading at the end of 2016 to 'at' or 'above' by the end of 2017. 	<p>WRITING TARGET</p> <ol style="list-style-type: none"> To shift the achievement of 20 children who achieved below, to at. All children who are just meeting the 'at' or 'above' standard in Writing will make accelerated progress. All children that are achieving 'well below' will make accelerated progress. To shift the achievement of the 6 Māori students who achieved 'below' in Writing at the end of 2016 to 'at' or 'above' by the end of 2017. 	<p>MATHEMATICS TARGET</p> <ol style="list-style-type: none"> To shift the achievement of 16 children who achieved below, to at. All children who are just meeting the 'at' or 'above' standard in Mathematics will make accelerated progress. All children that are achieving 'well below' will make accelerated progress. To shift the achievement of the 6 Māori students who achieved 'below' in Mathematics at the end of 2016 to 'at' or 'above' by the end of 2017.



Our Vision

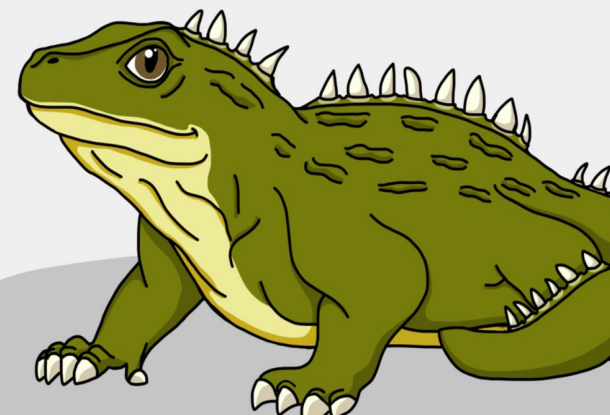
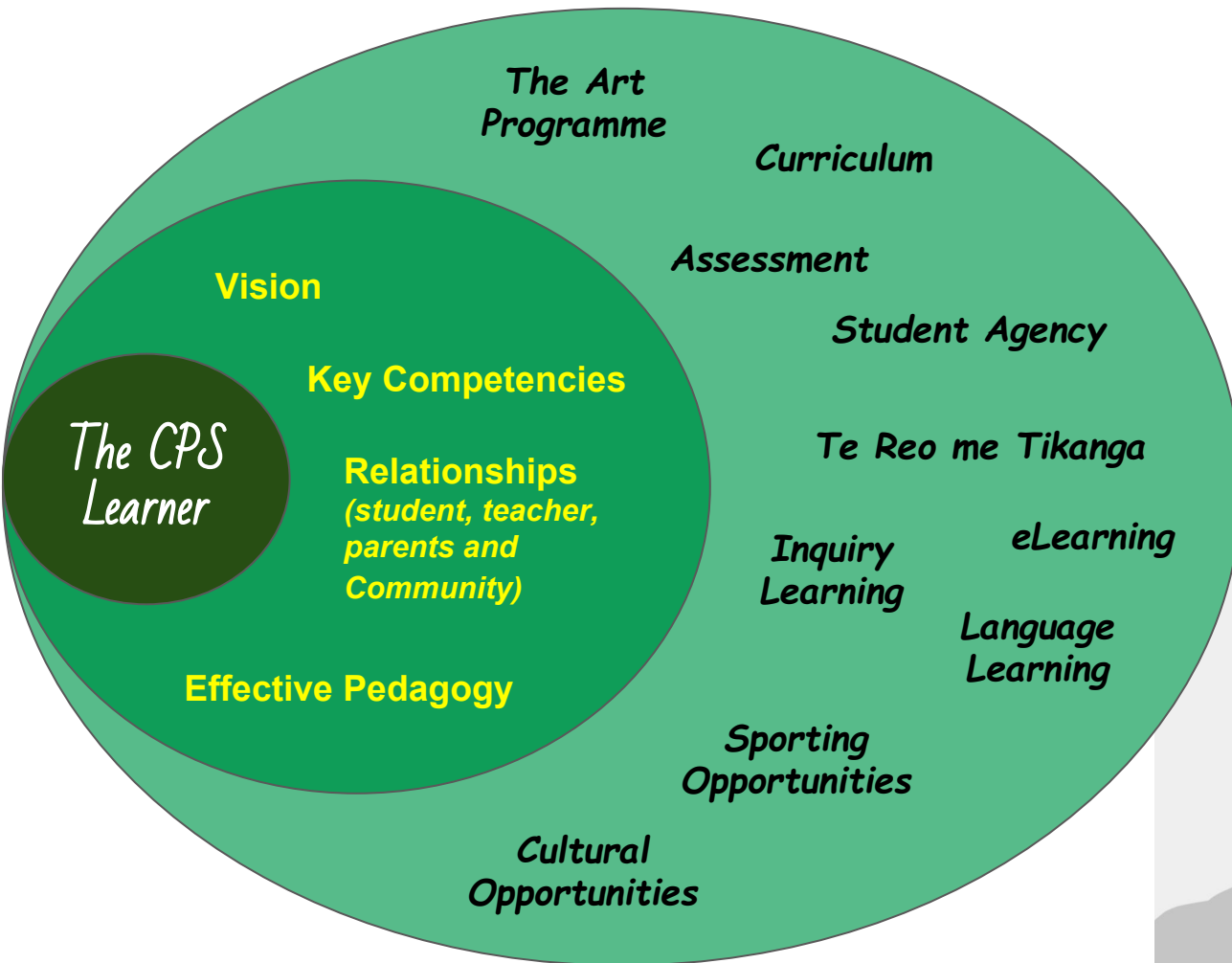
At Cambridge Primary School we believe that **Quality, Tradition** and **Innovation** are the foundations for nurturing dynamic, aspiring learners within a supportive community.

Ako te Tuatara (Our CPS Learner)



Why the tuatara?

- Tuatara are of great significance to Maori and feature in some creation stories. Some Iwi view tuatara as the kaitiaki (guardians) of knowledge.
- The name Tuatara translates to "peaks on it's back" which relates to our 4 peaks.
- Tuatara have been around since the time of dinosaurs and are the only survivors of their kind of species.
- The school moto "Quality / Tradition / Innovation" is reflected in this animal:



Our Key Competencies

COMMUNICATION


- Digital and non-digital
- Used in many different contexts
- Verbal and non-verbal
- Responding effectively and appropriately



Communication is effectively sharing and responding appropriately, in a variety of ways.

ADVENTURING & EXPLORING

- Challenge
- myself
- Having fun
- Risk taking
- Creativity
- Curiosity




Exploring is practising and applying what I know and discovering my talents.

Adventuring is creating and participating in new and exciting learning opportunities from a variety of new experiences.

CITIZENSHIP

- Using manners
- Decision making
- Team work
- collaboration
- Empathy, caring, tolerance
- Respect for self, others and environment



Citizenship is relating well to others in all contexts.

A good citizen makes a positive difference.

SELF-IDENTITY

- Digital footprint
- Self discipline
- Knowing myself
- Being both as a person, as well as a person working, when being, for strength and empowerment.
- Self belief
- Responsibility
- My character
- Being both as a person, as well as a person working, when being, for strength and empowerment.



Self-identity is knowing myself and how I am perceived by others in a variety of situations.

THINKING

- Questioning
- Connecting
- Reflecting
- Inquiring



Thinking is being curious to enquire and question what is presented to me.

It is connecting and critically reflecting on mine and others thinking.

Effective Pedagogy

**Collaborated with staff
February 2016**









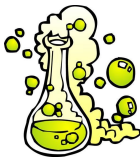

<i>Creating a supportive learning environment</i>	Children learn best when teachers... Foster positive relationships, (class, school, parents, community, global.) Guide a positive classroom culture. Create an understanding & acceptance around cultural diversity
<i>Encouraging reflective thought and action</i>	Children learn best when teachers... Design tasks which provide opportunities for children to be critical, reflective and creative thinkers.
<i>Enhancing the relevance of new learning</i>	Children learn best when teachers... Provide a learning environment that is relevant and challenging, which includes opportunities for students to have a voice, ownership and curiosity in their learning.
<i>Facilitating shared learning</i>	Children learn best when teachers... Provide opportunities to collaborative, converse as an ako environment to take their learning further (for future learning/life long learners).
<i>Making connections to prior knowledge</i>	Children learn best when teachers... Make connections across all learning areas and environments by deliberately building on what they know and have experienced.
<i>Providing sufficient opportunities to learn</i>	Children learn best when teachers... Provide a variety of time and opportunities to transfer new learning. Provide assessments based on individual learning needs, to review or guide the learner.
<i>Teaching as inquiry</i>	

The Holistic Curriculum

We put a strong emphasis on a balanced curriculum, encompassing EOTC (including camp NE-Yr 6), The Arts, languages, active learning, and out of class opportunities. This means the children develop identity, mana, meaning, purpose and connections through a range of activities.



Core Curriculum Implementation

English	Mathematics	The Arts	Health and PE
<p>Reading and writing progressions drive our literacy programme.</p> 	<p>Maths progressions drive our programme. PD with Bruce Moody is ongoing.</p> 	<p>The Arts programme happens each Thursday. Children are also exposed to visual art, music, drama and dance as part of the normal classroom programme.</p> 	<p>Health and PE happens weekly and is linked to seasonal sports & events e.g. swimming, athletics, cross country, winter and summer sport. Prioritised health programmes.</p> 
Learning Languages	Social Science	Science	Technology
<p>Maori and Mandarin are our two taught languages. These are taught through the classroom programme and the Thursday Arts Programme.</p> 	<p>Our social science is linked to our enviro school, Asian and Global cultural studies. Understanding people is at the programmes heart.</p> 	<p>Science is integrated into our inquiry unit plans. A STEM focus will be present from 2017.</p> 	<p>Technology is integrated into our inquiry unit plans. A STEM focus will be present from 2017.</p> 



The Thinking Classroom

- Key Competencies
- Progressions
- Learning as inquiry
- Student Agency
- Formative Assessment
- Wait Time
- Questioning Waka
- WOW factor

E-Learning



E-Learning can cover a spectrum of activities from supporting learning to blended learning (the combination of traditional and e-learning practices), to learning that is delivered entirely online.

Whatever the technology, however, **learning** is the vital element. e-Learning is not simply associated with modes of delivery or the functionality of a particular technology, but forms part of a **conscious choice of the best and most appropriate ways of promoting effective learning**.

Best practice e-learning enables **accessible, relevant, and high-quality learning opportunities** that improve **student engagement** and **achievement**. e-Learning has the potential to transform the way teaching and learning takes place. It is about using technologies **effectively across the curriculum** to **connect** schools and communities and to provide accessible, relevant, and high-quality learning opportunities so that every student is better able to achieve their full potential.

elearning.tki.org.nz



- To develop student agency
- To communicate more effectively
- For developing reflective practices
- To prepare our learners for their future
- To provide opportunities to create new learning from prior experiences.
- To support learners with special needs
- To enable collaboration
- To connect locally and globally
- To share learning in authentic contexts
- To provide and seek feedback for learning
- To build knowledge

Te Reo me Tikanga



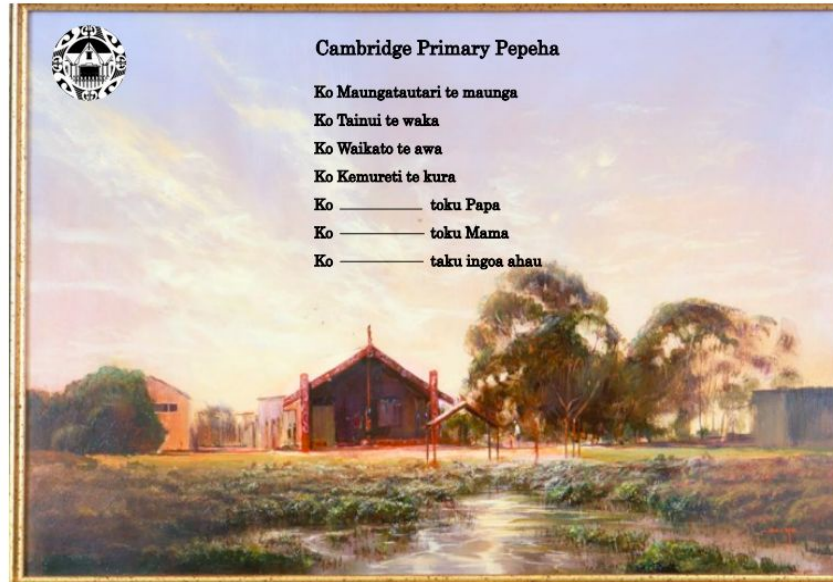
Classroom Immersion

- Te reo curriculum
- Daily karakia
- Waiata
- Bicultural perspective in units
- Pepeha
- Te reo word walls
- Commands in te reo

2017 Actions

- Te reo me Tikanga in Arts Programme
- Bus tour- Kemureti history

Te Reo me Tikanga Maori Programme



Cambridge Primary Pepeha

Ko Maungatautari te maunga

Ko Tainui te waka

Ko Waikato te awa

Ko Kemureti te kura

Ko _____ toku Papa

Ko _____ toku Mama

Ko _____ taku ingoa ahau

Painting: Ngataranga Bay by Colin Wynn

School and Community Implementation

- Iwi maps
- Staff ongoing PD; Tataiako and Ka Hikitia
- Kapa Haka
- Marae visits
- Enviro school
- Whanau hui
- School Pepeha
- Powhiri, Hangi

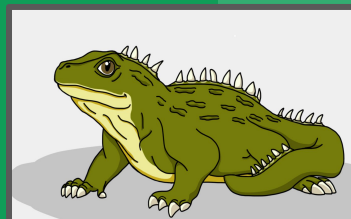
Syndicate Wide

- Priority learners plan
- Class placements

E-Learning

The CPS Learner

...needs to be...

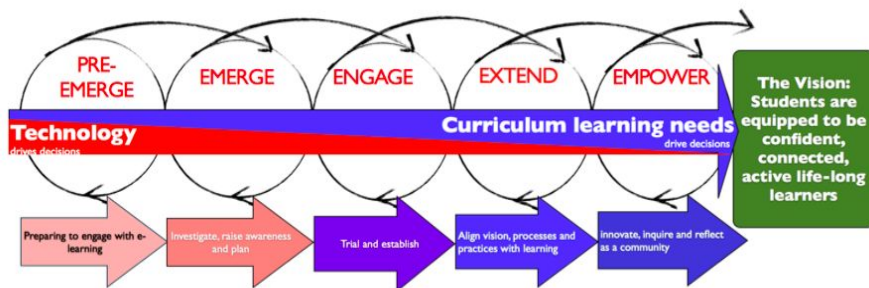


**Digitally Literate
Reflective
A Responsible Digital Citizen
Collaborative**



Cambridge Primary School e-Learning Planning Framework 2016 - 2017

Quality – Tradition - Innovation
Papai - Kōrero o mua - Auaha



Dimension 1: Teaching and Learning

Key Question:

How can we use technology to improve student outcomes?

Strategies:

- Use of the digital tools in the classroom programme
- Allow/encourage children to BYOD
- Maintain etap as our standard LMS and teacher dashboard
- Encourage the use of digital tools for student self-reflection, such as Google sites
- Offer opportunities for students to extend their digital knowledge by having access to digital media
- To look at the possibility of lease to own devices
- GAFE will be our digital learning platform.
- To explore MY Portfolio (or equivalent –e.g. GAFE mode)
- Compulsory eLearning PLC for every teacher

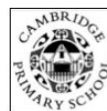
Dimension 2: Technologies and Infrastructure

Key Question:

How can we ensure our school computer network is reliable and robust, and that support is available in a timely manner?

Strategies:

- Maintain clear communication between school staff and eLearning coach and Justin.
- Ensure eTicket system is working
- Explore the use of outside computer companies (Compuhub)
- C-L to learn to administer NAL and ensure our network infrastructure is adequately supported and at top level of security.
- Ensure timely and relevant support is available to meet troubleshooting needs (eTickets).
- Train staff and students up in basic troubleshooting procedures



Cambridge Primary School

e-Learning Action Plan 2016-2017

VISION: At Cambridge Primary School we believe that Quality, Tradition and Innovation are the foundations for nurturing dynamic aspiring learners with a supportive community.

Dimension 5: Beyond the classroom

Key Question:

What opportunities do digital technologies offer us for engaging with our school and wider community?

Strategies:

- Maintain our school website to ensure it is accurate, relevant and attractive
- Maintain an accurate and up-to-date Parent calendar
- Email parents school communications such as newsletters, accounts, teacher communication
- Establish Communications Manager role
- Encourage the use of online tools such as blogging/Facebook/Sites for sharing learning with families
- Use digital tools to enable students to communicate with each other, connect with students in other schools or countries, and to connect to experts in the global network

Dimension 3: Professional Learning

Key Question:

How can we enable and encourage teachers to develop skills in the use of digital tools for teaching and learning?

Strategies:

- Provide PD in a variety of ways – 1:1, email, you tube video 'how to' clips, workshop, techie brekies and tech lunches, staff meetings, PLC goals for every teacher
- Empower teachers to problem solve on their own problems and teach/coach them how to do this.
- Provide a blog/site (teachers) for questions and answers platform
- Ensure timely and effective e-learning support
- Introduce staff to new digital tools at meetings, though email, through visits to other classrooms and schools
- Gain baseline data re-staff digital skills
- Produce and use list of expected staff e-capabilities
- School GAFE learning coach available

Dimension 4: Leadership and strategic direction

Key Question:

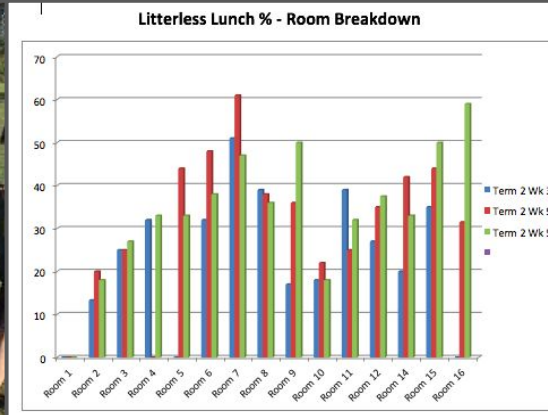
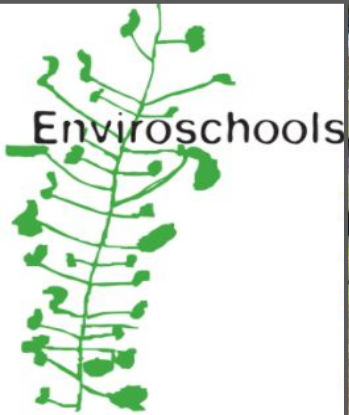
How can our leadership encourage the use of digital tools to enhance learning?

Strategies:

- Leaders use digital tools themselves where practical
- Provide an e-learning coach on staff to promote and enable e-learning within the school
- Ensure our network infrastructure is adequately funded and supported to meet expected standards of service
- Embed the requirement to use digital tools into appraisal processes and school goals
- Promote expectation that staff will act as role-models to each other regarding digital skills by using their own ipads, smart phones, notebooks and/or laptops.
- eLearning coach and assistant to attend GAFE summit

Enviro School

Aim: To create school wide sustainable practices. We are currently on our journey to gaining 'Green Gold' Enviro Award.



Unit & Inquiry Plans

Example of a plan

Future focus principles which
overarch each unit...

- Citizenship
- Sustainability
- Globalisation
- Enterprise



Cambridge Primary School Planning (2016)- Term 3

Quality			Tradition				Innovation				
Future Focus Principles (Click the link for more description)											
Citizenship		Sustainability			Globalisation			Enterprise			
Term 3											
Impact	Awareness	Opportunity	Interdepend ency	Broad	Practices	Valuing self and others	Relation- ships	Rights and Responsibil ity	Value added	Creativity	Success and Failure
Title:		Duration:		Year Level:		Syndicate:		Term:			
The Maker Movement		9 Weeks		5/6		Rutherford		Term 3			

The Big Idea: (Why?, The Purpose)

A maker is someone who has an idea and then works out how to make it!
<https://www.youtube.com/watch?v=ux3Ze7RjPoA>

What is this? The Maker Movement- This is based on; Creativity, interest based learning, kinesthetic, hands on, self fulfillment, gaining new skills and knowledge, making and creating objects.

Achievement Objectives: Level 3 - Technology

1. Planning for Practice

Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making.

2. Brief Development

Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation of an outcome.

Planning Brainstorm/Ideas: (Record any ideas you have for this unit)

- Share idea to students that we will be making something that will involve research and many steps. You will make something you have never made before.
- Children to complete survey around possible ideas. Children may come up with ideas before survey created. E.G coding, art, sewing, animation, robotics, electronics, design, woodwork, event, etc
- Children will need to plan their making process using a timetable. They will need to record their thinking and produce a finished product. [Exploration Template](#)

Immersion (How will you immerse, excite the children and bring the wow factor to this unit?)

1. Videos of what other schools have created
2. Send out google form about their interests
3. Speaker into engage the children into making e.g. Oscar Pluck Dad,

Curriculum Coverage and Review

D 4 - Curriculum Coverage 2014 – 2018

D1- Reflection Document

		2014				2015				2016				2017				2018			
		Rutherf ord	Hillar y	Blak e	Batt en	Ruthe rford	Hilla ry	Bla ke	Batt en	Rutherf ord	Hillar y	Blak e	Bat ten	Rutherf ord	Hill ary	Bla ke	Batt en	Ruthe rford	Hill ar y	Blak e	Batt en
Science	Living World				Y					Y	Y link	Y	Y								
	PE&B	Y			Y											Y					
	Physical World				Y	Y					Y link	Y	Y			Y					
	Material World				Y	Y						Y									
Enviroschool		Y			Y	Y		Y	Y		Y	Y	Y								
Social Sciences	Rights/ Respon	Y			Y							Y									
	Past/ present	Y			Y	Y					Y	Y				Y					
	Cultural impact	Y			Y							Y	Y								
	Belonging	Y			Y	Y			Y	Y	Y	Y	Y			Y					
Technology	Practice				Y	Y					Y	Y									
	Knowledge				Y								Y								
	Characteris tics				Y								Y								
Arts	Dance	Y			Y	Y			Y	Y	Y	Y	Y			Y					
	Drama	Y				Y			Y	Y	Y	Y	Y			Y					
	Music	Y			Y	Y			Y	Y	Y	Y	Y			Y					
	Visual	Y			Y	Y			Y	Y	Y	Y	Y			Y					
	2 nd Language					Y			Y	Y	Y	Y	Y			Y					
PE/Health	Personal	Y			Y	Y			Y		Y	Y	Y								

TERM 3, 2016

RUTHERFORD

Learn to Learn: Maker Movement

Review Statements

What worked well?

- Student voice around topics of interest
- Student engagement was phenomenal
- School and community support was fantastic and increased our relationships with those groups
- Students developed skills around co-operation, sharing of resources, helping each other when they were finished, a real whanau caring environment
- Built resilience
- The use of Achievement Objectives was understated but after finishing this unit we have noticed we have covered a vast array of objectives across the curriculum.

What we would change?

- Organisation of resources
- Ensuring student self management is imperative
- Increase the communication to home about what was required
- Trying to eliminate the "laborious questions" to help students be better equipped and to know that the process is all about trial and error.
- A better way to manage and support the students who have not been good at self managing (eg. bringing in their resources).
- Raise Health and Safety awareness

Learning Progressions

Mathematics Progressions

TEACHING AND LEARNING PLAN (LEVEL 1) UNIT: Addition /Subtraction FOCUS 1: Stage 1- Quantity	
<p>POSSIBLE LEARNING PROGRESSION:</p> <p>Count a single, visible set to 10.</p>	<p>1. PRIOR KNOWLEDGE:</p> <p>This may be highly variable. Most students arrive at school at Stage 2; they can combine 2 small, visible sets by counting all, even if they do not know the corresponding symbols. For those who don't, you need to determine if this is simply a lack of exposure or an underlying cognitive development issue. Set up a Stage 2 assessment first such as placing 4 pencils and 3 pencils on a table and asking for them to be counted; it may save a bit of time if students can complete this task. Go to Focus 3. If both sets are counted, but not combined, see Focus 2. Higher is a correct response, start with Focus 1.</p>
<p>2. POSSIBLE LEARNING SEQUENCES:</p> <p>Students should have experiences matching the sounds of the first ten numbers to quantities of objects. They do not need to match symbols as well at this stage.</p> <p>Core must be taken to not reinforce the ordinal/ordinal confusion that some students arrive with. So, do not point or chime saying "1, 2, 3, 4", but select a set of 4, and have the "4" selected to the collection and not to the last object.</p> <p>One-to-one matching is important, so help this by not having small objects counted in randomly posed positions (e.g. small counters in haphazard arrangement), instead, count larger things and provide some structure so that a clear starting and finishing point is seen by students.</p> <p>Joined Unifix blocks of one colour are useful in that these can be ordered by students on the basis of length and then as the counting sequence is verbalised, students see the sequential pattern.</p>	<p>3. POSSIBLE MATERIALS:</p> <p>Students can make sets to 10 in response to a sound sequence, e.g. "get me 6 beads".</p> <p>4. Independent Activities</p> <p>Matching 1-1.</p> <p>5. POSSIBLE MATERIALS:</p> <p>Objects to count. Be wary of "too much stuff" as counting objects can be interpreted as simply being busy to play with. Dots and dinosaurs have an intrinsic appeal that may supersede any mathematics, where possible, how purposeful counting e.g. count the students in the group, then count how many chairs/pencils/books they need.</p> <p>6. LINKS WITH OTHER STRANDS:</p> <p>Language links with bigger/smaller</p> <p>7. ANCHOR CHOICE / RANGE:</p> <p>1 – 10 (not 0)</p> <p>8. EXTENSION:</p> <p>Next focus</p>

Reading Progressions

End Level 1

I am reading, responding to, and thinking critically about a variety of Fiction and non-Fiction texts at Turquoise Level. I am learning.

Turquoise

Comprehension

- To discuss characters, settings, problems and solutions in a narrative story
- To say what I think about a character and their actions or choices and give reasons (give an opinion and justify)
- To read important and interesting ideas in a non-fiction book
- To identify and discuss the message of a story (theme)
- To use information from texts to talk about the ideas
- To say why the author might have written the book
- To say who I think the story was written for and give reasons
- To find out what words mean by:
 - re-reading the text
 - reading on to the end of the sentence
 - looking at the illustrations
 - using the glossary
- To use conversation, questioning, re-reading and drawing to show an understanding of what I am reading
- To find facts and ideas that are written right there in the book or illustrations (literal)
- To talk about ideas that are implied and not right there in the story (inferential)
- To read longer, more complex sentences with appropriate phrasing and expression and fluency
- To make predictions by making connections with my own experiences and check my predictions as I read (forming hypotheses)

Strategy

- To use a range of strategies to work out new words with greater fluency by:
 - breaking words into syllables e.g. aliohau
 - using vowel digraphs e.g. ee, oo, oi, ou, oo
- To cross-check, confirm and self-correct by:
 - thinking about what words mean
 - using illustrations/photographs and word knowledge
 - re-reading a word, phrase or sentence
 - checking if the text sounds right and makes sense
 - using my knowledge of word families
- To read longer sections of the text, without affecting the pace of my reading

Knowledge and Skills

- To make appropriate choices of texts for independent reading
- How to use the content's index and glossary in non-fiction texts
- To cope with more characters and some changes
- To read a greater variety of text forms (narrative, recount, procedural instructions, letters, diaries, reports, information)
- To read longer texts with increasing independence and with appropriate intonation, expression, and phrasing
- To automatically read or hear 300 high frequency words
- To identify and understand visual information in books e.g. speech bubbles, thought bubbles, labels, diagrams, illustrations, symbols, flow diagrams, charts
- To identify punctuation features and can explain their meaning e.g. parentheses (brackets), bold print, italics, illustrative font

Writing Progressions

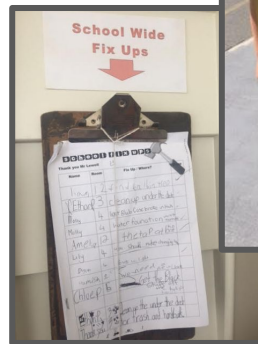
	By the end of Year 4	By the end of Year 6	By the end of Year 8
Audience and Purpose	<ul style="list-style-type: none"> Know who my audience is and use appropriate ideas and language Identify the purpose of a piece of writing 	<ul style="list-style-type: none"> To decide on the best text form to suit the purpose of my writing Choose a voice to suit the purpose and audience 	<ul style="list-style-type: none"> To explain the purpose and audience of a range of text forms To decide on the best process, text structure and language that suits the writing task
Content Ideas	<ul style="list-style-type: none"> Create ideas that link to the writing task I am completing Cover a range of ideas, experiences or items of information in my writing Include details and comments which support the main ideas 	<ul style="list-style-type: none"> To include ideas that are relevant to the task To elaborate on my main ideas with supporting details 	<ul style="list-style-type: none"> Craft complex ideas clearly and concisely relevant to the task Draw on a range of sources to form my ideas coherently Include carefully selected details and comments that support and elaborate on the topic/task
Structure Sentences	<ul style="list-style-type: none"> Correctly use simple and compound sentences (FANBOYS – for, and, nor, but, or, yet, so) Use some complex sentences that are mostly correct Vary my sentence beginnings, structures and lengths Use the correct tense 	<ul style="list-style-type: none"> To use simple, compound and complex sentences that make sense To use a variety of sentence beginnings, structures and lengths 	<ul style="list-style-type: none"> To create an effect by using a variety of sentence structures, lengths and beginnings To use complex sentences that make sense
Organisation	<ul style="list-style-type: none"> Organise my writing using simple text structures. Personal experience recount, an orientation (what, where, when, who) sequenced events To structure my writing to suit the purpose eg Persuasive, Statement of opinion and series of arguments supported by evidence, Explanation, General statement, series of events cause and effect and concluding statement To organise my writing into paragraphs where my ideas clearly relate to each other Topic sentence, supporting sentences and attempt to link paragraphs together 	<ul style="list-style-type: none"> To use headings and paragraphs to help organise my writing To structure my writing to suit the purpose eg Persuasive, Statement of opinion and series of arguments supported by evidence, Explanation, General statement, series of events cause and effect and concluding statement To organise my writing into paragraphs where my ideas clearly relate to each other Topic sentence, supporting sentences and attempt to link paragraphs together 	<ul style="list-style-type: none"> Deliberately choose a clear text structure that suits the purpose of my writing To organise related ideas and link my paragraphs in the text cohesively

Student Agency

Agency is about student learning **and** teacher teaching. It is about the teacher providing the right environment, support and approaches to learning that enable learners to develop the skills and attitudes for agency to occur, and about the **student being engaged in, and empowered by assuming responsibility of their learning through reflection, goal setting and a range of other self-monitoring behaviours.**



Key words that describe student agency;
**enabling, empowering, self-monitoring, goals,
feedback, meta-cognition, active, responsive,
self-directed and meaningful.**



The Arts Programme

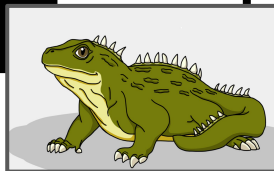
In 2015 we introduced our 'Arts Programme'. Children participate in a range of learning each Thursday. This includes: Visual Arts, Dance, Drama, Music, Tikanga Maori and Mandarin.







Belonging

Our Four Houses

Sir Tristram	Charisma
Young Quinn	Zabeel

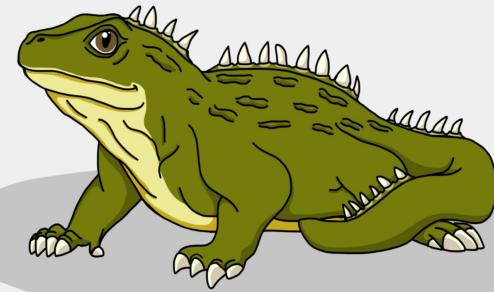


Our Four Syndicates

Rutherford (Yr 5&6)  Year 4-6	Hillary (Yr 3&4)  Year 3-4
Blake (Yr 1&2)  Year 1-2	Batten (Yr 0&1)  NE - Year 1

Opportunities

Kapa Haka	Peer Mediator	Card Club	Camps
Glee Club	Leadership Opportunities	Extra Mandarin	RDA
Numerous Sports Teams	E8Pro Team	Gym Sport	Junior/Senior Buddies
Enviro Schools	Big C Boys Group	Sewing Club	
House Leader	ESOL Group	Wearable Arts	



Student Hauora

- Friends for life
- Keeping Ourselves Safe
- Kia Kaha Programme (2017)
- Life Education
- Peer Mediators
- Life Skills
- Rutherford friendship lunchtimes
- Buddies
- Buddy Bus Stop
- Road Patrol
- Milk in Schools/Healthy Eating Focus



Assessment

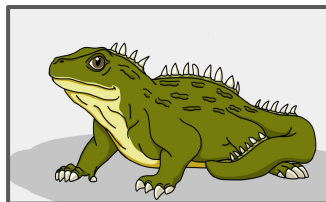


Child self assessment
through progressions

OTJ's

Moderation

4 weekly checks in
syndicates



Summative/Formative
Assessment Data



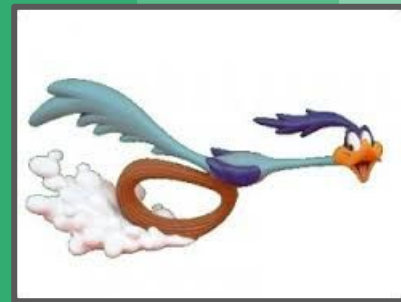
Priority and Target
Learners Plan

Data Wall

Supporting Links

[Assessment Site](#)

Actions for Accelerating Akonga



Ability and mixed grouping

Resource: Class programme

Source: Teachers

Identified through: OTJ, assessment data

Objectives: To meet the needs through a targeted approach (flexible grouping).

Reviewed: Every 4 weeks through data meetings, individ. teachers

ORS

Resource: 0.5FTTE Teacher (pending)

Source: MOE

Identified through: Data

Objectives: To meet the need of the female student so she can better access and have success within the curriculum

Reviewed: IEP-every 2 months, Annually

Steps

Resource: T.A

Source: Operations grant

Identified through: data walls, OTJ

Objectives: To improve rdg in targeted children through individualised program with adult guidance.

Reviewed: Every 4 weeks-data mtg

Active Learning and Maker Movement

Resource: 2 hours p/w

Source: Classroom teachers

Identified through: PLC, identified needs, prof. devop. course

Objectives: To engage chn through kinesthetic learning focussed on problem solving.

Reviewed: Termly

Targeted use of Teacher Aides

Resource: 75 hours per week

Source: TA under SENCO

Identified through: SENCO, assessment data

Objectives: 1-1 or group assistance to children with learning or behavioural needs.

Reviewed: Termly

Mathletics

Resource: Within class program, homework

Source: Children pay for programme

Identified through: Assessment data. Hillary and Rutherford syndicates

Objectives: Increase mathematics confidence, ability and engagement through an online programme.

Reviewed: Annually

Hillary Maharahara Group (GATE)

Resource: Within class program, homework

Source: Classroom Teacher

Identified through: Assessment data, teacher recommendation

Objectives: To extend a group of Year 3-4 children who are currently sitting 'above' A focus is on Enviroschools.

Reviewed: Termly

Reading Recovery

Resource: 0.7 FTTE

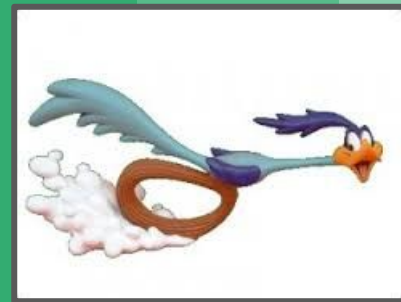
Source: Staffing

Identified through: Assessment data, SENCO, 4 weekly checks, 5 week assessments

Objectives: To provide a 1-1 intensive programme for reading support

Reviewed: Annually

Actions for Accelerating Akonga



ESOL Programme

Resource: TA
Source: MOE targeted funding by application through entitlement
Identified through: SENCO, school enrolments
Objectives: Language support for ESOL children and new immigrants
Reviewed: Annually

PLC Research and Implementation

Resource: Syndicate teachers
Source: Operations grant
Identified through: Singapore/Melbourne experiences
Objectives: Increase student achievement. To provide teacher's with ongoing inquiry and professional conversation about their own practice.
Reviewed: Annually

RDA

Resource: TA volunteers
Source: Parents pay
Identified through: Assessment data, SENCO, teacher recommendation
Objectives: Encourage participation and the development of individual abilities, with specific goals through riding.
Reviewed: Annually

Lucid Testing

Resource: SENCO
Source: SEG/TFEA
Identified through: Assessment data, SENCO, teacher recommendation
Objectives: provide a solution for quick screening for dyslexia. Information provides teacher with areas of weaknesses.
Reviewed: Annually

Reading Eggs

Resource: Within class program, homework
Source: RTLB
Identified through: Assessment data, SENCO, targeted children.
Objectives: Extra support for struggling readers through an online programme
Reviewed: Annually

Junior phonics programme (Yolanda Soryl)

Resource: Class Tcher, TA, volunteers
Source: Teachers, TFEA
Identified through: Assessment data, phonics tests
Objectives: To increase phonological competence through a structured programme.
Reviewed: Grouping (Every 5 weeks), Programme (Annually)

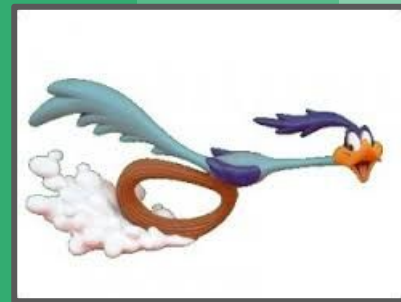
Assistive Technology

Resource: TA,
Source: GSE
Identified through: SENCO, Lucid testing
Objectives: To provide support to those children with learning barriers through the use of technology
Reviewed: Annually

Mathematics

Resource: Bruce Moody (12 dpa)
Source: Operating grant
Identified through: SENCO, Lucid testing
Objectives: To provide support to those children with learning barriers through the use of technology
Reviewed: Annually

Actions for Accelerating Akonga



Friends for Life

Resource: 0.2 FTTE terms 1-2

Source: FFL specialist teacher

Identified through: Teacher recommendation, self identification (child)

Objectives: To develop skills and strategies to deal with social situations.

Reviewed: Annually

PMP

Resource: TFEA, operational grant gen.

Source: Teacher's, volunteers

Identified through: Junior school

Objectives: To develop the child's perceptions and understandings of himself or herself in relation to her/his world, through movement/motor experiences.

Reviewed: Annually

COL (Te Puna O Kumeriti)

Resource: MOE

Source: Two teachers, 24days pa, 8 units

Identified through: Teacher's inquiry and school need

Objectives: Student agency and cognitive thinking through the 4 CoL hunches and 5 lenses

Reviewed: Bi-annually

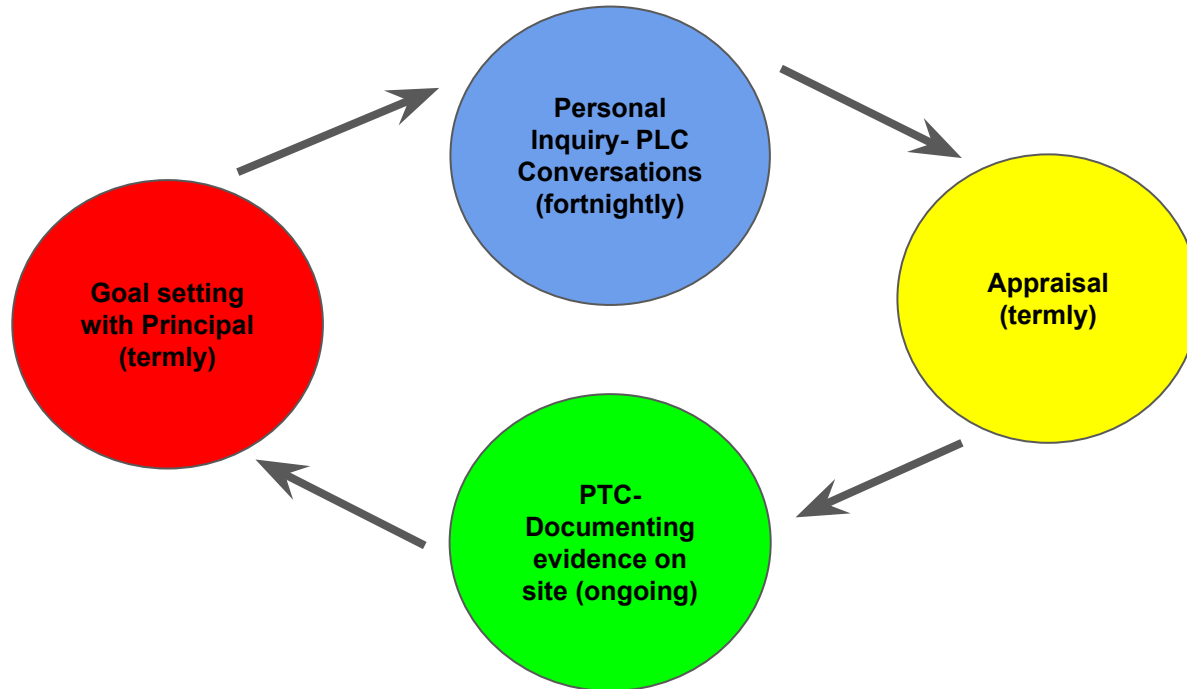
Powerful Learning Conversations

PLC happens fortnightly. It has a structured framework which allows for teachers to share, give and receive critical feedback/forward, review, research and collaborate. PLC's ultimately make a difference to one's own pedagogical knowledge which directly impacts student learning.

[Link to Template](#)



Teacher Appraisal System



Professional Development Model

We believe in a sustainable approach to delivering professional development to create a long term impact on teaching and learning.

