

## Staff Report

### March Board Meeting 2021

#### Harakeke:

Harakeke started this year with 14 students carried over from 2020 and 5 new students have started since. Over this term another 5-7 students will be starting in Harakeke. So far, all the students have settled in well and are engaged and enjoying their time at school.

As per usual, the focus for Harakeke students is for acquiring early numeracy and literacy knowledge and a large proportion of our programme relates to these areas. Students are entering school with a wide range in abilities and experiences and our programme supports them to their next stage of learning.

This year we have already participated in high interest activities such as swimming lessons, Kelly Sports, Kapa Haka and our wonderful trip to the Island Bay Marine Education Centre. These activities have proved very successful and popular with our students, and have enriched their literacy learning in particular in oral language and writing.

Our inquiry this term is 'About Us', where we are finding out about what makes us special and unique, how we learn, what we want to learn and what we can do to help ourselves at school. We are also doing a side-inquiry in science about the Rocky Shore.

Harakeke continues to run a programme that transitions between early learning and school. Students enjoy many opportunities to learn through play and experiment with a variety of teaching resources and express themselves through art.

#### Pohutukawa:

Pohutukawa have had a fantastic start to the year - back in our old but new learning spaces is a treat, students are happy and engaged and teachers are enjoying working with "new" partners!

This term we are exploring two inquiry themes. We started the year with Ko Wai Au? (Who am I?). We learnt about each other - what makes us the same and different and brought to school taonga (treasured possession). Then to celebrate the diversity in our class we held a shared lunch which was magnificent! We tasted food from China, Italy, Vietnam, India, Germany, Greece, Soviet Union, Japan, NZ, America, Poland and Spain! Such diversity in one class!

The hook for our second inquiry was a trip to the Island Bay Marine Education Centre where we explored the Rocky Shore. We are now being Scientists by looking closely at photos of the sea creatures we found and are asking questions about them. We will use this information to formulate our "wonderings." We are thinking that a trip to the fish shop to buy squid might be in order to then bring back for the students to observe closely and then even dissect!

In maths we are working on number knowledge - identifying numbers, counting forwards/backwards, identifying the difference between teen/ty numbers.

For literacy our students are now familiar with the structure of our sessions and are confidently working through their Must Do and Can Do literacy tasks during Guided Reading. We have been reading The Twits to our students and this has provided and inspired some wonderful descriptive writing. Also a trip to the Michael Fowler Centre to listen to the NZSO perform Peter and the Wolf was a great stimulus for retelling the story.

Kelly Sports and swimming are our PE focus this term. Weekly singing with Harakeke is a great opportunity to practise assembly songs and learn new waiata. Zeenat taught us a new song today!

For Digital Technology we have been learning/revising how to login to Sunshine Online and Prototec so that students are confident to access these online tools during numeracy and literacy sessions as one of their Can Do tasks.

Ngā Uara (Values) - Manaakitanga is our focus for the term. When students are recognised for displaying the qualities for this value they earn the class a “click”. When the whole chart has been filled with “clicks” there is a class reward (..early morning tea / lunch, play at the park etc).

Ka Pai kiwi has been enjoying going home daily with the lucky recipient. This person is chosen because we have noticed them displaying Manaakitanga qualities, taking their learning further, or showing a growth mindset.

### **Karaka:**

Karaka has had an exciting start to the year. We have a new teaching team, a different space and a group of new children so like many other whanau, the first few weeks were spent getting to know each other and our expectations. Nga Uara, our 4 school values, have underpinned lots of discussions with a particular emphasis on manaakitanga. To celebrate, we use the “Jar of Wonder” which is where children and teachers can write someone a “ticket” when they notice someone showing our school values. It is a great time each Friday when we read them out and hear some of the amazing things that others are noticing about their own peers.

In Week 3, Karaka hosted the first assembly of the year. This saw a focus on singing and presenting as we worked to be confident in front of an audience. We enjoyed sharing our learning and some new waiata with our parents and the rest of the school.

One of the big highlights this term (so far) has been our Inquiry Unit. The focus of “Us” has got Karaka looking at our nearby community. We learned that the Elizabeth St Play Area was soon to be renovated and the council were asking for feedback on their proposed design. We had a great time exploring what was there already and imagining the new design before learning how to write a formal email to send in our feedback to WCC. Recently, we received a reply from the council explaining that they were able to adopt some of our changes! Next we had Trish from the Mt Vic Hub over for a visit to talk about her role in the community and some of the things that are available for the children to get involved in. One thing she talked about was “Neighbours Day” and Random Acts of Kindness. Karaka is now plotting away with this idea so watch this space! Te Reo has also featured throughout our Inquiry through learning our pepeha.

In maths, we have started with a focus on Statistics and how to conduct a statistical investigation. This included posing questions, appropriate answers, using a tally chart and finally creating a bar graph to show our information clearly. We have also continued building our knowledge and strategies in addition and subtraction.

Like other whanau, our focus in P.E. has been Swimming and Kelly Sports which has developed a variety of different ball skills such as football and cricket.

### **Ngaio:**

We have had a great start to the year in Ngaio getting to know each other and setting up our class culture. We have put a lot of emphasis on nga uara and helping tamariki identify ways that they show our values throughout the day. We are also setting up expectations and routines around our learning programmes, tidy up plans and are now beginning to set up the BYOD routines with device storage and use within our akomanga.

Five weeks in and we have done some exciting activities already. In Maths we worked hard at creating our optical illusions which are now up on the wall, and then began setting up independent activities so that tamariki are familiar with them when we launch into our full programme. Over the last two weeks we have introduced tamariki to our DMIC programme which encourages collaborative solving of word problems. Tamariki work independently to solve a problem before discussing and deciding on the best

strategy to use. Already, tamariki have been engaging in some impressive korero and confidently sharing their strategies with one another.

We have also been doing a lot of fitness games which are further developing strategy building, problem solving skills and their ability to work as a team. One of our favourite activities has been building 'the greatest structure' out of raw spaghetti and marshmallows. This was an opportunity for tamariki to put the values into action and work together to achieve a goal. There were varied levels of success, but tamariki learned a lot about working together and persevering through a challenge.

One of the most exciting parts of each week is on Thursdays, when the Rimu year 6's join us for an hour and a half. During this time, we are working on an inquiry into building kites. We are currently front loading them with information about skins and skeletons, surface area, tail placement and string lengths. This will go on for 2 more weeks before we begin planning and creating our final kites. We are hoping that in week 10, we can take the tamariki down to Waitangi park to fly their kites in the wonderful Wellington wind! We have also learnt about the effect of different forces as part of a fair test investigation involving gravity and air resistance.

We have a busy term ahead of us with lots of projects on the go. Swimming each Wednesday has been reported as 'so fun!!!' and the tamariki are again enjoying Kelly Sports. We are also getting underway with our production which we will perform in week 11. We have our main storyline and our characters. We have a draft script that we are beginning to edit and then comes the most exciting part... bringing it to life! The production will take up most of our learning throughout the term and is our literacy focus. We are also beginning our 'us' inquiry with tamariki looking into their whakapapa and discovering how their whānau came to Aotearoa and learning more about their heritage.

Finally now that we have started with our 1:1 BYOD program, we have been spending time reflecting on how to ensure that we are making good choices when we are learning online. We have been delivering e-safety lessons, using the Pause and Think online resource created by Common Sense Education. We want our students to: understand the importance of not sharing personal information or passwords; balance the amount of time they spend on and off devices; respect the intellectual property of others; have zero tolerance to cyberbullying and know what to do if it happens; treat their classmates respectfully when working on collaborative docs. We are trying to help our students learn about their digital footprint, so that they are able to navigate their future when they are in the online world.

#### **Rimu:**

The start of the year has been spent looking at the CQS values and breaking down what they mean. We have then been highlighting certain values at the start of sessions and at the end of sessions so our students have these at the forefront. Working with others and being kind and caring are being used the most at the moment, particularly as we have started production planning.

The tamariki have been busy creating our end of the term production. Lots of ideas for the main plot were developed and the students decided on one through voting. Now we are in the process of fleshing it out, which is requiring a lot of patience, questioning and learning. Groups of students are having to work out what their characters want and how to make their journey interesting for an audience.

We have started Tech for the Year 7/8, which involves cooking, woodwork, robotics, technology. They have been engaged in the 2 sessions they'd had so far. While this is happening, the Year 6's are joining Ngaio and exploring how to build a kite.

We have started swimming at Kilbirnie and have Kelly Sports coming in on Thursdays.

In writing, the students have been learning the writing cycle we want them to follow, from planning, drafting, editing and giving and acting on peer feedback. Our reading so far has been focused on plays, their features and what makes them interesting. During maths, we have started setting up our routines and expectations. We will have mini lessons based on strategies/new learning, which will be linked to online and bookwork. One day a week, we will be investigating a real life problem that the students will inquire into over the term - this one is about building a bridge from Wellington to Picton. We will also be using talk moves to help our students learn from one another and to explain their thinking.

#### **Support Staff:**

**Librarians:****Teacher Aides:**

SPRING Maths groups are up and running for students from Karaka, Ngaio and Rimu, with students enjoying the opportunity to build and share their maths knowledge in this small group environment.

**Reading Recovery:**

This year there are four students in RR. Three were carried over and one new student.

**Amanda with English Language Learners (ELL):**

This year the programmes employed to increase ELLs proficiency includes dictation (it supports spelling, writing, and includes academic language), an adapted reading recovery programme, and selecting books of high interest for particular students.

**Office/Administration:**

The first 5 weeks of term by the numbers:

- 426 payments received from students/families
- 203 latecomers signed in
- 45 payments made to creditors
- 26 day-relievers employed
- 13 new enrolments on day 1
- 3 staff applied for upgraded qualification salary assessments
- 2 new staff members
- 2 moves in/out of Covid-19 alert level 2
- 1 new photocopier installed