



Worser Bay School

TAUTORU

Parent Information Evening Thursday, 12 February 2009

Tautoru welcomes all new and returning families. Maria, Rachel and Fleur look forward to sharing the teaching/learning programme and working with you to strengthen the learning partnership between home and school.

This year our teaching and learning programme builds on from that of 2008. Our big overarching theme is "Relationships - Cause and Effect". This term we are mainly focused on connections and how these are made. We are looking forward to our Inventors' Workshop near the end of the term.

Many of you will have caught up with us already, either over the phone or at school. We aim to have spoken with all parents before the end of Week 2. Student Led Conferences will take place over Weeks 7 and 8 this term. We have started the year by reviewing your child's goals from their written summary at the end of last year and teaching from the data we collected at the end of 2008, so we are straight back into it!



Continuing with the strategic goal of 'Celebrating Our Place' the new beautifully carved kuaha/gateway and new school website will be welcomed this term. We also have a new karakia, specifically written for Worser Bay with the input of our children. You will be hearing more about these soon.

Key Competencies and Enterprising Attributes

This year we will be working on becoming an Education for Enterprise School. Education for Enterprise (E4E) is about promoting an approach to learning – one that is real, relevant, and gives students responsibility for their learning. The enterprising attributes represent many of the skills that students will need when they leave school. They also align to the key competencies of the New Zealand Curriculum which we started learning about last year. For example, as the students create their own 'inventions' for the Inventors' Workshop, they will be involved in the 'Thinking' Key Competency. The Enterprising Attributes that align with these include:

Key Competency	Enterprising Attributes	What this means for the Student
Thinking	Generating and using creative ideas and processes.	Thinking up new ideas and ways to do things that work well.
	Identifying, solving and preventing problems.	Looking ahead for things that can go wrong, thinking of ways to solve problems and planning ahead to avoid them.

For more information on the key competencies, visit:
<http://www.teamup.co.nz/AllAges/Curriculum/SchoolCurriculum.aspx>

And for information on the enterprising attributes, visit: <http://education-for-enterprise.tki.org.nz/About-E4E/The-NZ-Curriculum-and-E4E/Enterprising-attributes>

Topic and Research

The science and technology focus in Term 1 is 'Simple Machines'. Tautoru will look at how connections are made. Our visit to the Leonardo Da Vinci exhibition will help the children to reflect on the many inventions Da Vinci created years ago and inspire them to create a machine of their own which they can proudly exhibit at the Inventors' Workshop later this term.

In the first week, Treaty of Waitangi discussions have provided an opportunity for us to refer to our school values – Respect, Honesty, Integrity, Trust, Challenge, Celebrating difference, and Holistic Learning. The Treaty has prompted us to think about connections between the past and present - how we can relate to one another and work together to achieve successfully.

The language programme and library skills lessons focus on developing junior students' ability to ask questions, search for main ideas, appreciate different points of view and interact respectfully with others.



English

Reading and Writing

A balanced reading programme has guided, shared and independent reading activity. Poems are recited together and a bit of daily home reading helps to complete the supportive learning partnership. Teachers will be talking with each student about the progression of skills within each level and how to improve specific comprehension and processing strategies.

The Parent Tutor Reading Programme is a voluntary and invaluable support to the junior classroom programme. We are training one of our own teachers in Reading Recovery this year, so literacy expertise within the staff is ever strengthening. Reading and Maths programmes will be regularly evaluated by Team Leaders to ensure they are effective and meeting the desired learning outcomes.

We will look at Personal Experience writing and ask students to set learning goals that develop the surface and deeper features of their writing. Evidence of their progress will be recorded in their portfolio. The National Exemplars and asTTle writing indicators will guide our achievement progress. Learning intentions will be clear and evaluated against success criteria.

All children will be helped to establish correct grip, starting point, size and shape of their lettering.

All class areas - Tautoru, Autahi and Māhutonga - will collect a piece of writing from children in the first couple of weeks of the term. We are learning to use the asTTle indicators for writing effectively, as part of our teacher professional learning this year. If you would like to know more about the asTTle tool, please go to http://www.tki.org.nz/r/asttle/index_e.php.

On the evening of 18 May, Murray Gadd, who is working with the teachers this year and who is an internationally recognised literacy consultant, will facilitate the Parent Information Evening on children's writing. It's a must - so please diary now.

Spelling

Spelling, which is one of the features of writing, is also a focus for us this year. We are implementing the Joy Allcock spelling programme in every class. It's important that we have consistency and minimise confusion for our children. You can find out more at <http://www.spelling.co.nz/>.

Mathematics and Statistics

The bigger teaching component is number or the Numeracy initiative. Maths comprises 80% number and 20% measurement and statistics teaching.

All new students will be assessed using the numeracy diagnostic survey. School wide comparative data will be gathered in Term 2 when the progress of all students is evaluated against recent goals.

PE and Health

This term the learning objectives incorporate skills in striking and movement. We also have school swimming sports on Monday 6 April.

Assessment

Assessment of student progress provides teachers with comparative data and tracks individual and cohort progress. It identifies which teaching practices have been effective with our diverse range of learners and prompts us to explore new ways of keeping all students motivated and engaged.

The emphasis on literacy (reading and writing) and numeracy achievement of all students is overarching but we will also review the school-wide focus on Key Competencies and students will be acknowledged when evidence of these attributes is noted in class and within the playground.

After 6-8 weeks at school, 5 year olds complete a School Entry Assessment to give teachers useful information about how well each student is progressing. When students turn 6 years old they are assessed using the Six Year Observation Survey.

Teachers and teacher aides will be planning collaboratively with each child to record and celebrate learning outcomes and identify their next learning steps. Student Led Conferences will give your child an opportunity to talk about their learning progress and set individual goals. We are keen to help all students to recognise their individual goals through shared discussion about the purpose of what we are learning to do (WALTs) and co-constructing appropriate success criteria. Talk with your child about their specific learning intentions or 'WALTs' and celebrate their progress. Current learning goals are on display in class.

Classroom Set Up

In Tautoru, when new 5 Year Olds feel well settled at school they become part of the larger teaching space for literacy and numeracy learning. There is no time frame around this event. In the afternoon all junior students learn in small cooperative groups. This is an opportunity for them to develop leadership, take responsibility, interact positively and problem solve. Keep in touch with your child's home group teacher if you have questions about any part of the learning programme.

Homework

Home learning provides an opportunity to consolidate and enrich classroom related learning. Ten minutes homework is sufficient for the junior school. Check out these websites for ideas on how to make learning a rewarding and enjoyable task:

<http://www.nzmaths.co.nz/families/index.aspx>

<http://www.teamup.co.nz/AllAges/FunActivities.aspx>

http://www.tki.org.nz/r/wick_ed/index.php

Request of all parents, please

It's what teachers do moment by moment that has a big impact on student learning and achievement. We need to make every moment count. With this in mind, we request that parents say goodbye to their children before that start of school at 8.55 am so that the school day can start as smoothly and swiftly as possible and children can settle and are ready to get going. We ask you to please take any adult conversation into the playground, well away from the classroom. Similarly, at the end of the day at 3.00 pm, please wait outside the classroom for your child. In this way, teachers can complete the day in the way they had planned to, without interruptions and in terms of health and safety - all children accounted for.

We value your help and support in the classroom and recognise the importance of your understanding of what happens at school so that it can be followed up at home. Please talk with your child's teacher about helping out or spending some time in the room, we welcome this.

Thanks in advance for your cooperation in helping us all keep the focus in 2009!

Maria, Fleur and Rachel

