


Welcome to our Raukawa Hub Information Evening Term 1, 2018



- Welcome to your student's classroom. It's a pleasure to meet you all. Thank you for taking the time to attend this afternoon; your support is really appreciated.



Jen Cooze
Denise Sykes

All about us :)

School Values

Our school values are a very important part of what we do here at Pauatahanui School and we integrate them into everything we do and say in the classroom and playground.

Last year we reduced the number of our values to 4 so we can really give each value the amount of focus it needs.

Our new values are

Perseverance

Attitude

Understanding

Ambition

Our library day for Term 1 is Friday

- They can keep these books at home for 1 week
- Please return books the following Friday
- These are books to read to and enjoy with your child
- As a class, we also choose books to use in class

News will start next week. We have 15 minutes news every day and a timetable so each child has a chance to share news every week. Each child will have a day . There is also an opportunity for “ extra ‘ news if something particularly exciting has happened and they just can’t wait! Please feel free to send us photos or videos , as the children love sharing these with the class.

Toys are not allowed unless it is being shared as their newst/show and tell on their designated day.

Sausage sizzle is on Thursday

Release

All teachers are entitled to release time out of the classroom. We use this time for general admin, professional development, research, meetings etc. All teachers have 2 CRT days per term . As I have some management responsibilities, I will be out for 2 half days per week. We are lucky enough to have Helen Langsdon in as my reliever. Helen is also our Reading Recovery Teacher.

Assessment

- Term 1
- STAR Reading/ Hodder Reading
- Running Records/E-asTTle Reading Assessment
- Basic Facts Levels
- Writing Samples
- Spelling Testing - Schonell/ Hodder
- Sound to letter/ Pseudo word test
- Essential Word Lists
- Word Families Assessment
- PAT Maths- Year 4 only and some Year 3s
- PAT Listening- Year 4 only
- IKAN Maths (Stage 5 and above)
- JAM Maths Assessments/GLOSS
- Please be in touch if you wish to discuss the results of any testing. (Please note testing and marking is still taking place and will take a little time eg. Writing can take at least 40-60mins per child.)
- In addition to the formative assessment outlined above, there is on going observation and summative assessment taking place as teachers and students form working relationships and establish work practises.

Term 1 Learning Areas

- **Writing**

- A variety to writing skills will be taught depending on the individual needs. These will be taught through text types linked with our other Curriculum areas, and in a meaningful context

- **Reading**

- Guided Reading 4 days a week
- High Frequency Words
 - A wide variety of independent and guided reading activities
 - Phonics/Letter sounds linked with Joy Allcock programme

- **Spelling**

- Phonics and letter sounds linked with Joy Allcock programme/Phonics
- High-frequency words, spelling patterns, word families, Essential Lists, topic related words

Term 1 Learning Areas

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- **Maths**

- Numeracy (Number and Algebra)
- Geometry (shape)
- Measurement (time)

- **Physical Activity/Education**

- Physical Activity happens daily i.e. fitness, jump jam, class or team games
- Physical Education: Run, Jump, Throw (Athletics) and throwing and catching - appropriate footwear required

- **Health-** Personal Identity- Life Education Van Week 5

- Emergency Procedures

Term 1 Learning Areas

- **The Arts**

- Visual Art- Focus is on sharing ideas about how and why their own and others' works are made and their purpose, value, and context. This gives us totally flexibility as to the type of art we produce. This term we are going to start with photography

- **ICT**

- IPADs – have 13 at the moment, should have 20 by Term 2
- Seesaw
- Flipgrid

- **Te Reo Maori**

- Kapa Haka
- Greetings & Feelings

- **Social Science** Our World- Cultures, lifestyles all around the world
- (Flat Stanley)

Level 1 and 2

Year 3 and 4 work at Level 1-2 of the New Zealand Curriculum.

Through assessment, information provided and observations from the previous year we identify your child's next steps across a range of areas and form programmes to address those needs.

In most curriculum areas, we teach at levels 1-4 . However it is important to note that in Mathematics, particularly through the Numeracy aspect of maths, children work through **Stages**. Stages are different to levels, in that there is a far greater range.

National Standards

| Curriculum Level | 1 | | 2 | | 3 | | 4 | | 5 |
|------------------|----------------|-----------------|-------------------|--------|--------|--------|--------|--------|---|
| | After one year | After two years | After three years | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | |
| Strategy Stage | 2,3 | 4 | 5 | | 6 | | 7 | | 8 |

Rewards

- **Whole school rewards**

Green Light Tickets: children are given green light tickets for demonstrating positive playground behaviour based on the school values.

- **Class rewards**

Sticker Charts

Certificates

Reports

Your child's reports and parent interviews

In your child's first 3 years at school children received a Literacy and Maths report every 6 months on their anniversary of starting school.

At the end of the year children will received an additional report which I included all other curriculum areas other than Literacy and Maths as well as key competencies i.e. relating to others, managing self and participating and contributing and so on.

This year we are streamlining this process and although all students will receive 2 reports a year, they will all receive their reports at the end of Term 2 and then at the end of Term 4. There will be no reduction in the amount of information you receive it is just the timing that has altered. The type of words used in the report will change of course, with no child now being "below standard" You will of course still be told where within the Levels of the NC your child is sitting and what needs to be done to get to the next level.

- **Reading:**
- Books will come home Monday –Thursday from Week 4 onwards at the latest
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- Children will either bring home the book from the guided session or a book from their browsing box. The books from the browsing boxes are at an independent level and are the children's choice so you may see a book more than once even though we will be encouraging them to read different books.
- - As part of fostering the children's independence, eventually it will be up to them to replace their books.

- How we deal with problems in the classroom
- **Individual Students**
 - **Talk to the child on their own quietly**
 - **Point out what behaviour they are displaying**
 - **Remind them what they should be doing**
 - **Together come to an agreement as to what they need to do**
 - **If further dialogue is needed we use our traffic lights**

 - **Warning – Orange Light Red light - behaviour noted on our SMS**

 - **Groups of Students**
 - **Talk to the children**
 - **Come to an agreed understanding of the issue**
 - **Point out what behaviour they are displaying**
 - **Remind them what they should be doing**
 - **Together come to an agreement as to what they need to do**
 - **If further dialogue is needed we use our traffic lights**
- **Usually a quiet reminder of the appropriate behaviour is enough for our students. We are really lucky to have such fantastic learners in our Hub and school.**

What is Raukawa Hub all about?

We are about fun

We are about scaffolded independence

We are about positive relationships

We are about respect for ourselves and others

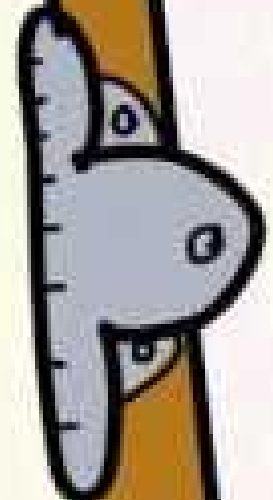
We are about involving students in the whole learning journey from planning to assessment

We consider that the so called 'softer skills' or problem solving, communication, creativity, innovation are equally important as the more traditional subjects.

We are about student voice, student agency and learning being visible.

- We would appreciate your support in developing the children's independence.
- They need to bring their reading book and spelling book every day.

**CONTENT
TIMING
ENVIR**



- Can you help?
- Math Modelling Book on the website
- Basic Facts Handbook
- Regular reading to and with your child.
Even if your child is a fluent reader,
there are many positives about reading
to your child.

Parent Help

- We really value our parent helpers in class and acknowledge that you make an enormous contribution.
- It is important for you all to know that whenever we do have parent helpers working with your children there are expectations placed on them.
- These include
 - Confidentiality
 - All behaviour management is the responsibility of the classroom teacher
 - Parents work with designated children which may or may not include their own child.
 - Be positive and supportive
 - There is a parent help sheet going round for you to complete if you are available to do help on a regular basis.
 - I have sent out a few emails, if you are not receiving them or would like them to go to a different email, please jot it down on the sheet.

Concerns

If you as parents have concerns regarding your child, the classroom programme or general school life I ask that you first communicate those concerns to us, the classroom teachers. If you believe that it is not being addressed adequately then please communicate with me in my Team Leader capacity and then Bradley if the situation is not resolved.

- Email ds@pauatahanui.school.nz
jennyc@pauatahanui.school.nz

Thank you for Coming

- Thanks for coming to Room 4 this evening.
- Please feel free to email us:
- ds@pauatahanui.school.nz
- jennyc@pauatahanui.school.nz