

Teacher Only

Week Handbook

2024

This book belongs to _____

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Calendar from 1 Jan - 12 Feb 2023

Mon 1/1 - 5/1	Relieving Security Chickens and Gardens - Stats - Monday, Tuesday	Gareth
Mon 8/1 - 12/1	Relieving Security Chickens and Gardens -	Gareth
Sat 13/1 and Sun 14/1 - Weekend		Notes
Mon 15/1	Lee-Anne, Diane and Craig back at school Chickens and Gardens - Craig Security - Craig	
Tues 16/1	10.30am Mt Richmond site meeting in Admin - Pauline/ Craig/ Watershed/ Shakthi/ Mt Richmond	
Wed 17/1	Pauline and Barbara back at school School Leaders begin returning to work	
Thurs 18/1		
Friday 19/1	Only Admin and Resource areas available - due to pest control everyone out by 2pm No-one in over the weekend	
Sat 20 and Sun 21- Weekend		
Monday 22/1	Pauline and Barbara, Lee-Anne, Diane and Craig back at school Leaders in preparing for TOW and start of school - class lists confirmed Mt Richmond Checks and new Mt Richmond staff induction - TBC	Donna/ Tracy Pauline/ Gareth

Tuesday 23/1	Leaders and Barbara, Lee-Anne, Diane and Craig back at school Teacher Only Week Starts <ul style="list-style-type: none"> ● 9.00am - 11.00am Leaders Meeting <ul style="list-style-type: none"> ○ Confirm staffing and classes ○ Confirm plans for TOW ● 1pm Induction for new staff members <ul style="list-style-type: none"> ○ Code of Conduct with Pauline ○ Health and Safety with Gareth ○ 3pm - Laptops, keys etc 	Donna/ Huda/ Bonnie/ Tracy/ Gareth/ Sanjeev/ Sarah/ Nawinta/ Pauline Pauline/ Gareth/ Donna/ Diane with Amandeep R16, Adam R8, Sarabjit R31 (24),
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		Ravinesh R21/TBC R23 (12) / Art TBC/ 1b TBC/Anji R14/ TBC R 22
Wednesday 24/1	<p>Alisha, Barbara, Lee-Anne, Diane and Craig and Leaders and Teachers back at school 10am - 2pm Office Open for Enrolments</p> <p>Teacher Only Week Day 1 - all staff invited to Kathryn Berkett 9.00am Kathryn Berkett - How minds work</p> <p>12.30 - Lunch (please confirm attendance)</p> <p>1.15 - Cooperative Learning strategies - Kagan</p> <p>2.30pm - Syndicate Meetings</p> <ul style="list-style-type: none"> ● Planning Weeks 1-5 <ul style="list-style-type: none"> ○ Digital Citizenship Agreement and related training ○ Getting to know the learner ○ Calling whanau of Year 7 students, scripts and support <p>4.00pm - finish, school locked up at 4.30pm</p>	<p>Gareth and Huda to introduce Donna to thank</p> <p>Diane</p> <p>Maddy/ Gareth TBC</p> <p>Sanjeev/ Gareth/ Sarah/ Tracy/ Nawinta</p>
Thursday 25/1	<p>All Admin and Teachers back Office Open 10am - 2pm for enrolments Resources prepped for classes</p> <p>Teacher Only Week Day 2 9.00am - 12.00pm Curriculum Refresh</p> <ul style="list-style-type: none"> ● English <ul style="list-style-type: none"> ○ Structured Literacy - 'The Why' ○ Using the Assessments to plan ○ Planning for Differentiation in Reading - practical strategies/ resources ○ Planning for Differentiation in Writing - practical strategies/ resources ○ Supporting ESOL students <p>12.00 - The Vision for Wearable Arts, The Arts Exhibition and Market Day</p> <p>12.30 - 1.15 Lunch (provided)</p> <p>1.15pm - 2.00 - 2.45 - 3.30pm - Opt in Workshops - choose 3 of the following...</p> <ul style="list-style-type: none"> ● Culturally Responsive Practices - establishing relationships with whanau/ 	<p>Donna/ Sarah to introduce</p> <p>Tracy/ Nawinta/ Donna</p> <p>Diane</p> <p>Esther/ Lilien</p>

	<p>establishing relationships with students/ 'How to' guide for - talking with students in conflict/ greeting families/ visiting homes/ etc...</p> <ul style="list-style-type: none"> ● Managing behaviour positively - Class treaty/ ensuring clear, consistent expectations/ establishing a positive classroom culture/ managing incidents and the continuum of response ● Wearable Arts and Arts Exhibition support/ ideas, strategies and support ● EDUCA for Teachers and Students - posting updates - tips and pointers/ timelines/ data updates and analysis ● Robotics and the Digital Technology focus for 2024 ● Managing Science in 2024 <p>4pm Amazing Race and 7pm Dinner - all staff etc. invited invited - contestants start your cars...</p>	<p>Maddy/ Donna TBC</p> <p>Nawinta/ Vanita/ Linda</p> <p>Gareth/ Gabby</p> <p>Tracy/ Tim</p> <p>Vili/ TBC</p> <p>Gareth/ Tracy</p>
<p>Friday 26/1</p>	<p>Admin and All Teachers Back Office Open 10am - 2pm - Alisha, Kelly and Marie back</p> <p>Teacher Only Week Day 3 9.00am - 12.00pm Curriculum Refresh</p> <ul style="list-style-type: none"> ● Maths - Sue in school for Mathematics- 'Rapid Routines' and 'Open Task' <ul style="list-style-type: none"> ○ Using the assessments to plan ○ Strand ○ Review and maintenance ○ Online tools <ul style="list-style-type: none"> ■ Maths Whizz ■ Banquer ● Maths <ul style="list-style-type: none"> ○ The lesson structure ○ Problem-solving as part of the applied learning ○ Planning for Differentiation in Mathematics (Number and Algebra)- practical strategies/ resources <p>12.00 - PE Specialist and what needs to happen in-class to support the delivery of Health and PE</p> <p>12.30 - 1.15 Lunch (provided)</p> <p>1.15 Classroom set up/ calls to whanau 4.00pm - finish, school locked up at 4.30pm</p>	<p>Sanjeev/ Donna to introduce</p> <p>Gareth/ Maddy</p> <p>Diane</p> <p>Teams/ Syndicate Leaders</p>

Saturday 27/1 and Sunday 28/1 - Weekend		
Monday 29 February	Auckland Anniversary Day	
Tuesday 30 January	<p>Office open normal hours See Weeks 1 - 5 planning - Week 1 8am - Briefing - see whole school calendar which everyone should add to their own calendars</p> <ul style="list-style-type: none"> • All staff back at school • Welcome to TAs and Admin staff • Run through of organisation for Powhiri • Run through of the days programme • Study Centre <p>Year 8 students start 8.30am Teachers in classes - as many 'other' staff as possible out welcoming and directing students</p>	
Wednesday 31 January	<p>8am - Teachers in classes, as many 'other' staff as possible out welcoming and directing students and whanau/ traffic support etc.</p> <p>9am Powhiri for all new Year 8 students, Year 7 students and new staff</p>	
Thursday 1 February	Normal timetable - see Weeks 1-5	
Friday 2 February	Normal timetable - see Weeks 1-5 Remind students/whanau we are back on Wednesday 7/2	
Saturday 3/2 and Sunday 4/2 Weekend		
Monday 5 February School closed		
Tuesday 6 February 2024 Waitangi Day		
Wed 7/2	Week 2 - see weeks 1-5	
Thurs 8/2		
Fri 9/2		

Sat 10/2, Sun 11/2 - Weekend		
Monday 12/2	Week 3 (first full week)	

Welcome

Reading all of this introduction will give you a ‘heads up’ for 2024.

At Papatoetoe Intermediate School our vision is to ‘Create and Pursue Opportunities’ (for students as well as staff). We strive to have Capable Staff; Empowering Students. We want best Teachers and Teacher Aides working with our students providing the very best opportunities for students to ‘engage’ and ‘learn’. We set GREAT BIG, HAIRY, AUDACIOUS GOALS each and every year. We all want to work with people who believe we can and will make a real difference in the lives of our learners.

This extensive team of Teaching and Support staff is backed up by a skilled and highly regarded Administration Team, without whom (let’s face it) everything would grind to a halt. While we expect high standards from all of our staff members we also want you to pursue your passions and dreams; to be able to do the things you have strengths in and to develop and grow in your career pathways. We strive to provide you with mentoring and support in order to be the best you can possibly be.

We aim to ‘stay ahead’ of the changes that face New Zealand Education. Our leaders seek out trends, learn about those trends, and, if they are useful for our students and if they are meaningful for our school, prepare the way for our teachers and other staff members to engage in the necessary new learning and make the changes that will be required. We endeavour to develop a balanced plan that ensures that we build on our strengths and what we know works, while adjusting for the required updates - without burning out, or losing the great things we already have. This is particularly evidenced in the way our school has predicted the changes that will be required as part of the curriculum refresh; in Mathematics; In Literacy; in Education for Sustainability; in Digital Technologies; Te Reo and Tikanga Maori in Careers; Health and Physical Wellbeing and especially in Social Studies and Aotearoa New Zealand Histories and understanding and implementation of Te Tiriti. During the 2023 Curriculum Refresh PD it was heartening to hear teachers say - *“but isn’t this really what we are already doing...”*

- **Our main focuses for curriculum development in 2024 will be English (Structured Literacy) and Future Focused Curriculum** (that is Social Studies and Aotearoa NZ Histories; Digital technologies, Robotics; Education for Sustainability, Careers - see later in this Handbook).
- **We do need to continue to review and refresh our school-specific curriculum documents**, that will, of course, be an ongoing process. Over the next year to eighteen

months, we will have to particularly review and implement the English Curriculum with understanding of a 'structured approach' to Reading and Writing.

- We need to ensure that updating does not diminish the focus on 'communication of experiences, ideas, knowledge and understandings' that is the very purpose of learning and competence in these areas.
- We also need to prepare for an overhaul of how we teach and learn Science in our school; triggered by the employment of a Science specialist teacher in July.
- For more information about the planned PD over 2024 please see (Professional Development in 2024, later in this Handbook).
- Improvement of our 'Future Focused' curriculum provision also needs to remain at the forefront of continued review.
- It should be noted that active participation in the PD our school provides is one of the requirements of annual attestation for renewal of Teacher Registration.

We are starting the year with an anticipated enrollment number of 730 - 750 students and 26 classes. This will mean we have an average of 28 or 29 students per class (if we start close to 750 students). Our Board has agreed to fund the extra staffing so you have fewer students in classes at the start of the year to support you with the transitions. Of those students in your class there will be 15 or 16 Year 8 students who should be ready to act as leaders in your class and support the (up to) 15-16 new Year 7 students. We will not start another class until there are 810 students enrolled at our school (30-31 students per class). We anticipate, with the transience factors experienced in 2023 and the rates of new enrolments, we will need to do that around mid Term 3. The plan for staffing is supported by the expected growth in student numbers and the new specialist teachers correlating to the increases of CRT.

Reducing the classroom teacher workload with the appointment of the Specialist PE teacher, and later, the Science Specialist teacher. Planning for Health and Physical Wellbeing will be completed by the specialist PE Teacher; both for the specialist time slots and for the required classroom teaching times (see Health and Physical Wellbeing later in this Handbook for more details). The classroom teacher will need to adjust the planning to suit the students in their class. Teachers will be expected to implement the plans in the week for which they are planned. This will be the case for Science, after July (see CRT later in this Handbook).

As a result of more specialist teachers and increased numbers of classes our timetables will become more rigid; as we increase in size, the timetables will become less flexible and there will be less opportunities for 'catch ups' and more 'conflicts'. To make this work, staff will have to learn to *work around* (find solutions to the problems) and, in some cases, *learn to live*

(accept) with the difficulties. ***The use of the calendar 'booking process' (pink forms) will become even more important.***

- **Teachers must not just call for students to meet with them, hold practices at a time that suits them, call student meetings etc... without first checking the impact on the rest of the school.** This means less spontaneity and more forward planning on the part of all staff. ***Your decisions impact others and cause problems for children.***
- **We need to actively reduce the excuses for students to be 'out of class'.** Just because the children you want to meet can be trusted it doesn't mean that other children associated with them will not use an impromptu meeting as a reason to abscond. The 'culture of skipping class and in-school wagging' is a result of poor organisation and accountability.
- **The pink form booking system helps with this because we can try to 'balance' the times of 'loose organisation' (that is not always a bad thing) and focused, concentrated, 'quiet times'.** In school wagging is a problem we strive to tackle with predictability and consistency. We also try to have less structured times away from core curriculum and when there are staff available to 'wander' and check students are not using it as an excuse to be out of class (which leads to rule breaking). All staff need make sure they are part of the solution
- **We have always tried to ensure that our students are not impacted by timetable rigidity** for example we have tried to have Tironui at a time when children do not have to make 'big choices' (e.g. they don't have to choose between music tuition and Sport or Tech). Again, as our student population grows, those conflicts may become more frequent. Staff will need to help students make these choices and help them to 'stick to the choices they have made'.
- **Teachers will have more choice about the timing of core curriculum subjects.** Up until 2024 we have been rigid in requiring Maths, then Reading, then Writing... In 2024 syndicates will discuss and decide on how they will run their core curriculum subjects. The only 'rules' will be - they have to have even time allocation and they must be provided in P1,2,3 (before break 1) although we do accept that some classes will need to do 'catch ups' due to Specialist Classes having to be held during this same time.

We have a stable and capable Leadership Team who consistently demonstrate shared practices and expectations. Leadership processes within the school in all areas (financial; personnel management; attestation, mentoring and support, professional development; curriculum review, implementation and consistent pedagogies; property and resource management etc.) is well established and 'sustainable'.

- **The next phase is to build 'middle leaders' and 'aspiring leaders'.** In doing this we need to 'train' these middle leaders in the processes (e.g. organising events, health and safety

requirements, managing finances, organising people, communication) to ensure they not only know how to do things at our school but why things need to be done... the legal and practical reasons behind the processes. This will continue to take time (one of our rarest resources), communication skills, patience and determination. It will 'sstrrrrreeeeetch' our Leadership Team.

- **We anticipate that as our enrollment numbers continue to grow so will Leadership opportunities.** If you are seeking Leadership roles please talk to your syndicate leader... and be prepared to do the work for any additional release or money!
- **Beyond the current leadership team structure** is also another 'next step' for development. When our enrollment numbers reach 850 - 870 we plan to have five Syndicates.
- This means that prior to that, we will have to train leaders, consider timetable implications, develop plans for how the 'Teams' will work, consider the structure of Learning Support, and ensure we have the spaces required. Syndicate leaders have to master a range of skills, and be able to follow a range of procedures and ensure they communicate effectively. These things are often hard to teach another person. People learn best by 'doing' with a useful mentor working alongside them (that is also what we aim to provide our students) . Delegating and sharing workload is difficult - sometimes it is just easier and faster to do it yourself. However, that will not assure our school's ongoing success. This next phase will require us all to be **brave, determined, patient, helpful and have a positive mindframe.**

We are reverting back to the Leaders undertaking scheduled observations and feedback (see Performance Management and the Growth Cycle later in this Handbook).

We are now reviewing the assessment and reporting processes used in our school, based on what we learned in 2023 when we implemented EDUCA, *building the plane as we flew it.* so that in 2024 we do away with doubling up and move towards:

1. **Reporting twice a year (Mid and End of Year) as legally required** - *'in writing, in plain English, on the achievement and progress of each student in Reading, Writing and Mathematics'* with a 'simple data pull', through the Edge platform and the teachers writing a general comment. This will all be completed in EDGE and emailed to whanau.
2. **Reporting, in real time, on the learning in which our students engage and the progress they make across the curriculum.** Using the EDUCA platform, students (and teachers) will make fortnightly posts 'in real time' for parents and whanau to view and comment on. While it will initially come from the teacher, it will increasingly move to the students taking more agency over what they are creating, with the teacher 'commenting' on that work and approving the sharing.

The purpose of 'reporting to parents and the community' is;

- to provide parents up-to-date information about the progress their children have made academically.

It is also, and more importantly.

- to engage students in the assessment process and outcomes so learners know *what they are able to do* and *what they need to be able to do* next in order to make progress... and the better teachers get at this, all research concurs, the more likely students are to take 'ownership' of their learning pathways and also accelerate their academic progress
- To engage parents/ caregivers/ whanau/ mentors/ interested adults in what the child is learning, how they are learning it, how they feel about their achievements, and the process. And to discover what we could do to build on and better support them in their learning.

We all know that exhibitions of the learning (e.g. Kai Aroha Kitchen, Rising Stars, STEAM Exhibition, Intermediate Masterchef, EPro8, Travelwise events, etc.) that our students have engaged with over 2023 are fun, motivating and lead to greater engagement and 'ownership' by students, especially if the learning or projects are 'student led'.

Making the learning 'visible' as is being especially promoted by our superb Team of Technology and Arts Teachers (the Specialist Teaching Team) via EDUCA and through their regular and extremely well-received 'Exhibitions of Learning'. The Community hui and Cultural Groups also provided a platform for 'making the learning visible' and for whanau and school collaboration. Over the next few years we plan to further this engagement in the rich learning of our students, to continue to build these events into the common fabric of our school, so that teachers, students and whanau are able to predict and prepare without a huge upheaval; so they become just part of '*what we do here*'.

- **Strengthening exhibitions of student learning;**
 - Kapa Haka performances, powhiri, mihi whakatau and school kawa
 - Language Weeks, Cultural performances (both in and out of school), International Day, Hui etc.
 - The regular Exhibitions of Learning held by the Specialist Teaching Team
 - Assemblies, Talent Quest, Rising Stars events that showcase Performing Arts and Music
 - The STEAM and Arts Exhibitions - that showcase the Arts, Technology and Education for Sustainability throughout our school
 - Knowing the Learner, 3 Way conferences, parent meetings

There is growing Leadership within these areas and, as those leaders 'grow', we anticipate the opportunities for exhibiting the learning will grow also (see 'Exhibitions of Learning' later in this Handbook)

Student mentoring will be a focus in 2024 - student peer mentoring, cool schools, buddy reading, tuakana-teina in action. We are re-starting Refined Sisters and Brothers mentoring groups. Student Growth Coaching will be offered as a course for teachers later in the year.

- **We will be *all* engaged in student mentoring and coaching and over the course of Terms 1 and 2 we will *all* need to learn to do this**, so we can ALL (yes Leaders, Teachers, Teacher Aides, Admin and support staff... ALL) participate in this (hopefully) in Term 2 (see Student Mentoring and Agency later in this Handbook).
- We will be following a very simple model that ***everyone*** can implement with a group of up to 12 students, for just 30 minutes each week.
- The mentoring is aimed to improve student agency; we ***need*** our students to tell us what is working and what is not... and to work out what we can do to improve the areas of concern.
- Developing and improving the student feedback loop will make us a better school. This is not yet as strong or as effective as we would like and we do need to keep working on it. This project is focused on supporting students to identify areas that they believe could be improved and then supporting them to do that; whether that is in their own class or syndicate, or school-wide or whether it is about a particular area of learning or method of teaching; we do need to respond to what our students believe would help them be more able to engage and participate in learning - thus supporting increased academic progress.

We are moving all policies and procedures to 'Schooldocs', this will mean a bit of work for those involved in policy writing... and some 'getting used to' for all staff (the impact will be minor). The procedures and content will not significantly change and you will be well supported through this.

Planned property projects in 2024

- 1) **Mt Richmond 'fix'** - 3 classroom spaces improved for short term occupation while the new Mt Richmond classes are being built. Expected to start 18 December 2023 and finish 2 February 2024 (MOE Project)
- 2) **Old Admin Weather tightness project** - replacing the roof, windows and exterior cladding; repairing any water damage, mould etc. (MOE Project)

- a) **Then turning into 3 classes (Rooms 11,12 and 23)** - removing interior walls, painting, re-carpeting, refurbishing as classes (School Project) finish around July 2024
- 3) **Mt Richmond Modular Satellite Classes** - 3 modular special needs classrooms to be built on site (on the courts outside the Technology Suite)
 - a) **Prestart projects**
 - i) Move RTLB Meeting Room back to beside the Technology Suite
 - ii) Replace the courts by building netball courts out the front of Rooms 2-10 (on the field side of the trees)
 - iii) Adjust the parking area in preparation for the project. This project works will affect onsite parking

The prestart projects are expected to be completed before July 2024

- iv) This Mt Richmond Project will include access and drop off for taxis, fencing and 'secure space' inside the school grounds. This is likely to affect parking provision long term.

The MOE have indicated that the new 3 modular classes are expected to be ready for occupation at the start 2025

Teamwork makes the Dream work

Our vision for our school:

Creating and Pursuing Opportunities

Capable staff		Empowering Students	
Whaka Pokai o Tara	Lead as Tara Led	Act Nobly	
<ul style="list-style-type: none">● Provide consistently high-quality curriculum delivery appropriate for all students● Ensure cooperative, collaborative, peaceful classrooms● Promote cultural competencies and ensure 'learning focused' relationships with whanau● Support curriculum improvement		<ul style="list-style-type: none">● Ensure inclusion and equity of access to all students● Improve and develop student leadership and peer mentoring● Promote learners' rights and responsibilities; particularly student 'agency'● Teach for positive mental health	
All our people are 'STAR's' Safety – Trust – Attitude - Respect Ensure Success		Our students are Effective Communicators, 'Connected', Learners with Healthy Minds and Bodies	

Improving Outcomes for Every Student

Strategic Plan to 2024 - 25

Strategic Goals	2024	2025	Measures
Provide consistently high-quality curriculum delivery	Cooperative classrooms; Kagan, Restorative Practices, Cool Schools		1. Papatoetoe Intermediate School is the school of choice 2. Higher levels of student engagement in classes 3. Our school is known as a place that supports teachers to become leaders 4. Evidence of improved student achievement and progress evidenced in achievement data
	Develop more and ‘alternative’ enrichment learning programmes e.g. film, recording, robotics etc.		
	Reading PD focus	Mathematics PD focus	
	Arts and Technology, and Science PD		
Students show they understand behavioural expectations	PB4L Review	STAR Values promotion and review	
Our environment continues to improve and support learning needs	A greater range of learning spaces and contexts Flexible and variable classroom spaces Specialist Teaching ; PE and Science		
Teaching good Mental Health strategies and student support	Inclusion PD for teachers; moving towards a more inclusive and supportive school culture		
Our people are ‘leaders’	Student academic and peer mentoring		
	Continued Leadership development; students and staff		
Maori experience success as Maori We enact Te Tiriti o Waitangi	Continued Te Reo Maori language learning - for staff and students		
Review and revise Strategic Plan based on Community Feedback	Community Consultation; Hui and Fono		

Strategic Plan to 2024 - 25

Strategic Goals	2024	2025	Measures
Ensure inclusion and equity	All Teachers teach and use Te Reo Maori		<ol style="list-style-type: none"> 1. Papatoetoe Intermediate School is the school of choice 2. Higher levels of student engagement in classes 3. Our school is known as a place that supports teachers to become leaders 4. Evidence of improved student achievement and progress evidenced in achievement data
	Establishment of a Te Reo/ Marae space		
	Development culturally responsive school curriculum; cultural projects		
Focus on student leadership and mentoring	Develop and embed culturally responsive leadership programmes		
Promote learners' rights and responsibilities; particularly student agency	Promote learners' rights and responsibilities of the learner across the school as a student project		
	Establish and embed critical and constructive student feedback to teacher processes and systems that improve Teaching and Learning and support teachers to adjust practices		
Teach for positive mental health	Design, develop and deliver consistent, cohesive mental health programme designed for our adolescent students		

2024 Annual Plan

Strategic Goals	2024	Actions taken	Outcomes	Measures
Provide consistently high-quality curriculum delivery	Cooperative classrooms; Kagan, Restorative Practices, Cool Schools	<ol style="list-style-type: none"> 1. Kagan PD for all new teachers 2. Kagan embedded into all curriculum planning 		Papatoetoe Intermediate School is the school of choice

	<p>Develop more and 'alternative' enrichment learning programmes e.g., film, recording, robotics etc.</p>	<ol style="list-style-type: none"> 1. Robotics and Epro8 enrichment 2. Digi Tech support (1MU) 3. Robotics PD for teachers 		<p>Higher levels of student engagement in classes</p> <p>Our school is known as a place that supports teachers to become leaders.</p> <p>Evidence of improved student achievement and progress evidenced in achievement data</p>
	<p>Reading PD focus</p>	<ol style="list-style-type: none"> 1. MOE allocated PLD with structured Literacy 'The Code' 2. AWS with Learning support/ ESOL 3. English curriculum review 		
	<p>Arts and Technology, and Science PD</p>	<ol style="list-style-type: none"> 1. Arts Teachers PD – curriculum refresh 2. Technology PD – AIMS 3. Science – Science Specialist Teacher, curriculum refresh 		

<p>Students show they understand behavioural expectations</p>	<p>PB4L Review</p>	<ol style="list-style-type: none"> 1. PB4L Conference – 5 staff attending. 2. Review STAR expectations as a whole school <ul style="list-style-type: none"> · Teachers/ Staff – T1 · Students – T2 · Community -T3 · Board – T4 		
<p>Our environment continues to improve and support learning needs</p>	<p>A greater range of learning spaces and contexts</p> <p>Flexible and variable classroom spaces</p> <p>Specialist Teaching; PE and Science</p>	<ol style="list-style-type: none"> 1. Specialist Teacher PE – T1 2. Improve Science Lab – plans for Improvement and extension of the Science Lab and resources. 3. Old Admin & staffroom turned into 3 classroom spaces 4. Staffroom and Resource Room moved 		
<p>Teaching good Mental Health strategies and student support</p>	<p>Moving towards a more inclusive and supportive school culture</p>	<ol style="list-style-type: none"> 1. 4 days of counselling – 2 counsellors employed. 2. Review and improve school inclusive practices. 		

Our people are 'leaders'	Student academic and peer mentoring	<ol style="list-style-type: none"> 1. Refined Sisters and Brothers programmes re started. 2. Cool Schools and Peer mentoring – T1 and ongoing 3. Academic mentoring groups T2-3 4. Growth Coaching for students – T3 		
	Continued Leadership development; students and staff	<ol style="list-style-type: none"> 1. Emerging Teacher Leadership development 2. Continued improvement of student leadership mentoring and support 		
Māori experience success as Māori We enact Te Tiriti o Waitangi	Continued Te Reo Māori language learning - for staff and students	<ol style="list-style-type: none"> 1. Continued PD for staff in Te Reo and Tikanga Māori through Education Perfect 		
	All Teachers teach and use Te Reo Māori	<ol style="list-style-type: none"> 2. Observations and feedback 		<p>Papatoetoe Intermediate School is the school of choice.</p> <p>Higher levels of student engagement in classes</p>

	Establishment of a Te Reo/ Marae space	<ol style="list-style-type: none"> 3. Whare Wakatipu 4. Plans for Te Reo/ Tikanga Maori classroom confirmed 		<p>Our school is known as a place that supports teachers to become leaders</p> <p>Evidence of improved student achievement and progress evidenced in achievement data</p>
Ensure inclusion and equity	Development culturally responsive school curriculum; cultural projects	<ol style="list-style-type: none"> 1. Cultural competencies a focus in: <ul style="list-style-type: none"> · Mathematics · Social Studies · Curriculum Review 2. Niho Taniwha study groups for staff 		
Teach for positive mental health	Design, develop and deliver consistent, cohesive mental health programme designed for our adolescent students	<ol style="list-style-type: none"> 1. Health and PE specialist provides planning and resources for classes. 2. Teaching <ul style="list-style-type: none"> · Mindfulness · Gratitude programmes · Inclusive language 		

Focus on student leadership and mentoring	Develop and embed culturally responsive leadership programmes	1. Review all student leadership programmes with a cultural lens		
Promote learners' rights and responsibilities; particularly student agency	Promote learners' rights and the responsibilities of the learner across the school as a student project	1. Class visits by the leaders to all classes to discuss the rights and responsibilities of Learners		
	Establish and embed critical and constructive student feedback to teacher processes and systems that improve Teaching and Learning and support teachers to adjust practices	<ol style="list-style-type: none"> 1. Class Climate Surveys 2. Student academic mentoring groups – supporting student voice 3. Feedback invitation from ex students 		

<p>Review and revise Strategic Plan based on Community Feedback</p>	<p>Community Consultation: Hui and Fono feedback analysed, and Strategic Plan reviewed.</p>	<p>1. Strategic plan reviewed and confirmed:</p> <ul style="list-style-type: none"> · Community Feedback synthesised – T1 · Plans in draft- T2 · Community feedback on plans – T3 · Board approval for 2025 – T4 <p>2. 2025 Strategic and Annual plans</p>		
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Opportunities multiply as they are seized.
Sun Tzu (771 - 256 BC)

Future Focus: Ka mua, ka muri - Walking backwards into the future

[Ka mua, ka muri - walking backwards into the future | RNZ.](#)

Our school now focuses on five major areas of 'core curriculum'

English; which we could consider as "effective communication" because this curriculum area includes Te Reo Maori and 'other' language learning.

Mathematics; which includes all areas of mathematical notation, calculation, knowledge and problem-solving. It ensures the ongoing learning of Mathematical knowledge (through Maths Whizz) and includes financial literacy (through Banquer).

Health and Physical Wellbeing; the belief that we need to ensure that 'our students have healthy minds and bodies'. This includes mental health, physical fitness, sports, physical skills, relational skills/ friendship and related understandings, sexuality and puberty, emotional and spiritual awareness and acceptance, how to work as a community (being responsible and being supportive), student leadership and working cooperatively

Technologies (Hard Materials, Soft Materials and Food Technology) and The Arts (Music, Visual Arts and Performing Arts); while we recognise there is a need to have these integrated into 'normal classroom learning' it is sensible to have specialist teachers exposing our students to this learning. In our school we keep this as a 'specialist curriculum provision'. We work each year to create a platform for meaningful integration; through the Exhibitions - STEAM and The Arts Exhibition.

Future focus; which is what our school calls the 'bundle' of integrated curriculum areas to which the heading of this section of the Teacher Only Week Book refers. This curriculum area, at our school, centres on the need to actively acknowledge what our students already know and are masters in (culture, history, area specific sciences and mathematics and language etc.). To discount this traditional knowledge our students and their whanau carry with them, that is inherent and specific to the culture of their whanau and our country, would be to place more emphasis on westernised languages, cultures and understandings than is deserved.

The Future Focussed curriculum includes:

Social Studies and Aotearoa, New Zealand Histories and includes Maori histories how and how pakeha, (in the widest understanding of all people who are not 'native' to this country), arrived in this land and their specific and collective histories. This also includes investigations into geography and related sciences.

Digital Technologies and all introductions into future focussed skills and knowledge (e.g. robotics, filming and editing, coding and use of a wide range of digital devices, cybersafety and understandings about protecting privacy,

Education for Sustainability - the world in crisis. This is 'fact' we (the vast majority of people) now accept. As we are educating future generations, the best thing we can do is develop awareness about the problems our students may face, equip them to learn how to solve problems and how to survive well through the crisis. This crisis and the possible/ probable survival strategies and resulting changes in lifestyles will be down to personal choices. As we better recognise the need for our students (and indeed ourselves and our school) to learn how to track and diminish emissions, to produce our own food and diminish the wasteful use of resources, to prepare for harsher weather conditions, to ensure our communities, organisations and home/ lifestyles are sustainable we will engage with this part of the curriculum in a more meaningful and authentic way.

Education for Sustainability also supports the sustainability of languages, indigenous peoples knowledge and culture, recognising the importance of providing platforms that ensure these are able to be recognised and celebrated, practised, learned and supported within the curriculum provision. Our school is committed to this.

Careers and exposure to a wide range of both traditional and entrepreneurial employment. This is a first step in opening our students' eyes to the pathways that will help them be successful in following career options, choosing university or trade pathways and helping them understand the range of skills they may need.

Science; while this is not previously included in this curriculum bundle, it makes sense that focus in Science should integrate and improve our understanding of the world around us, helping our students to consider both new and ancient scientific understandings. While we plan to have a specialist Science teacher taking 'lab time' there will still be a requirement for classroom teachers to engage in and integrate some aspects of Science into their Future Focussed integrated core curriculum times.

Priorities, Integration and maintaining quality

We all worry that in the effort to adopt new ways of teaching we will lose quality in the provision. We cannot simply keep cramming more into less time. However, there are ways that makes the best use of the time available;

- *Integration through the selection of resources* - e.g. choosing resources to teach Reading that provides information about the topics being investigated in e.g. Science, Social Studies, ANZ Histories, Ed4Sus etc
- *Integration through context* - e.g. choosing an area of investigation (e.g. statistics) through an integrated topic (e.g. sustainable travel)
- *Integration through project inquiry* - giving an inquiry project with clearly specified writing and presentation outcomes e.g. Investigate how your whanau came to live in this area... Develop and present a timeline covering at least the last 20 years, Conduct an interview and write one person's perspective of our community, Write a short explanation as to how the move was made, Provide a 'relationship map' in your presentation - about who are the other important people and places in your community, Present these all in a slideshow book. You would of course teach each of these skills as the project progresses.
- *Integration through exposure* ... e.g. showing a video about a particular aspect of an area of study and asking students to summarise/ respond/ present etc.
- *Integration through individual and shared experiences* - ask students to gather artefacts, photos etc and explain them to the class e.g. some of your students may be involved in a trip out of school and will present that trip to the rest of the class, sharing the experience and knowledge gained...

Whole School Timetable

How we fit it all in: Our school Timetable is reviewed each year. This timetable is likely to remain in place until our school enrolments reach 900 students. Then the timetable will need to change to accommodate the additional students and classes.

Follow this link to the whole school master timetable which can be copied and saved to form your own class timetable.

DRAFT Master Technology and Arts Timetable 2024

Leaders are expected to maintain a 'timetable' via their Google Calendar which is shared with 'Matariki' (the Leadership Team), their Syndicate or Team, and the Principal's PA; Barbara Ferregel.

Class timetables need to be regularly updated with any changes and made available to the Admin Team, The Learning Support Team and Matariki... via Staff Docs. Class timetables are made available to and release and relieving teachers.

Curriculum Teams and Members

English and Other Language		
English Leader	Sarah Richardson	
Reading	Melanie Willis	
Learning Support	Huda Parvez	
English Team	Esther Derick Melanie Geethu	Hamish Room 1b Jona Adam Priya
Te Reo Maori and Cultural Groups Leader	Esther Nosa (Niuean Leader)	Cultural Group Leaders
	Kapa Haka	Paulette Corbett
	Fijian	Jonah, Kamlesh
	Bollywood	Shiro, Huda
	Tongan	Lilien, Vili
	Samoan	Bonnie, TBC
	Cook Island	Maddy Cooke

Mathematics		
Mathematics Leader	Sanjeev Kumar	
Learning Support	Bonnie Neilsen	
MathsWhizz and Banquer	Andrew Francis	
Rapid Routines, Open Task Problem-solving	Nandini Chakrabarty Kamlesh Ram	
Cultural Competencies in Mathematics	Vili Titiuti (Kahui Ako focus)	
Maths Team	Kumar	Erika

	Nawinta Roshni Shiro	Ravinesh Room 22 Anji Jada
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Future Focus		
Future Focus Leader	Tracy Prout	
Travelwise (Bikes and Road Patrols etc.)	Linda Nicholls	Tim Liebbrandt
Social Studies and Careers	Lilien Skudder	
Digital Technologies	Tim Liebbrandt	
Ed 4 Sustainability TA	TBC	
Science	Vili Titiuti until July	After July - TBC
Future Focus Team	Gareth Maddy Gabby Paulette	Vanita Room 23 Sarabjit Amandeep

Specialist Teaching Team - Leader; Nawinta Prasad					
Technology			The Arts		
Hard Materials	Soft Materials/ Textiles	Foods	Music	Performing Arts	Visual Art
Kumar	Linda	Nawinta	Hamish	Vanita	TBC
Health and Physical Wellbeing	Maddy	Gareth	Science (after July)	TBC	

Growing Great Citizens in Aotearoa New Zealand

Intermediate aged children (between the ages of 11 and 13) are open to trying new ideas; new ways of thinking and doing things. Developmentally, they are beginning a neurological process of 'shedding' unused neural pathways and strengthening those they will need as adults. This process takes a considerable amount of energy (which is one of the reasons they become so grumpy, tired and eat so much) and takes a lot of effort on the part of those people around them who care for their future health and well being. If children of this age spend too much time sitting around, the latest research suggests they will 'shed' physically oriented neural pathways. If they spend too much time on devices, they will strengthen those pathways and neglect the pathways for critical thinking and possibly creativity. Parents and whanau, teachers and mentors need to take steps to ensure as many useful neural pathways are strengthened and retained and unuseful or destructive pathways (e.g. fighting and aggression) are discarded. This pre-adolescent time is a 'window of opportunity' and for a few months (between 24 - 36 months for the average child) the window is wide open to new information and opportunities. That is why our school vision is 'Creating and Pursuing Opportunities'.

Teachers of children at this age have significant influence over the ways adolescents think about a wide range of things (e.g. their place in the world, responsibilities and power they have, how to choose friends and what friendship is etc.), and, while a child of this age is moving away from parental and eventually 'adult' influence and toward peer influence, children of intermediate school age do seriously consider the influences of their teachers, mentors and coaches. Things that are said to them or experiences they have, at this age (both positive and negative), stay with them for life. Teachers, mentors and coaches therefore, must be 'deliberate' about concepts they expose their learners to and ways they support them to interact with peers and new experiences.

Everything we do is setting our students up for life... let's consider some of the explicit things we expect to happen in classes at our school that support this 'practising and strengthening of positive neural pathways'. The following are not necessarily in order of importance, working with your syndicate leader, or growth coach will help you to identify what to focus on first.

1. Making an agreement about the way we will work together - and sticking to it . We expect every class to start their time together by getting to know one another (building positive connections and relationships), then making a class 'treaty' or agreement. Unpacking the STAR Values is a great way to begin the discussion for the Class Agreement. When children of this age have a real say in the expectations and the

agreements about how members of the class, including the teacher, will meet the expectations they are much more likely to keep to the agreement themselves and ensure their classmates do the same. The teacher must also maintain the expectations set out in the agreement (or 'treaty'). They must respond quickly when students point out non-compliance and the teacher must model the expectations themselves

We want our students to grow into adults who know how to live and work within the collective society agreements. Who fundamentally trust teachers, coaches and mentors (people in authority).

- If you need help working on your classroom Treaty, speak to your Syndicate Leader or mentor, or a teacher who has been in our school for a while. Treaties should have no more than 4 or 5 stated expectations and should reflect our school values.

<https://www.theteachertoolkit.com/index.php/tool/classroom-contract>

2. Restorative Practices and resolving 'issues' - the growing of empathy (understanding the hurt another person feels), maintaining relationships, helping our learners to consider a conflict from differing points of view; all of this helps our students to become more 'mature' in their approach to dealing with strong emotions such as anger, shame and injustice. It helps them to develop strategies to overcome fight or flight reactions. Using restorative practices in your classroom prepares your students for more peaceful and productive adult relationships. This requires teachers and mentors to deliberately teach children the skills to speak their truth, listen carefully, take turns, consider and problem-solve for peaceful and achievable solutions.

Classrooms where peaceful and productive relationships are considered to be fundamental to the functioning of the class, produce learners who expect to live and work this way.

If you need help with you in regards establishing restorative practices in your class, preparing for restorative meetings, working with students through a conflict and 'restoring the relationships' or, if you are concerned that your classroom culture is not as positive and productive as it could be, speak to your Syndicate Leader or Donna Young.

- Class climate surveys, engagement observations, incident reports and incident summaries are all part of the restorative process and need to be done well. Working with a buddy or with a leader to make sure you know how to do this is advised.
- Having a 'buddy class' who you can send children to in times of high emotion is a requirement. You also need a buddy for wet days... \these may be the same people. Please discuss this in your team.

<https://pb4l.tki.org.nz/PB4L-Restorative-Practice/What-is-PB4L-Restorative-Practice>

3. Caring for property working as a community To make a community 'work' each community member needs to continue equally. Everyone needs to take care of the property and environment. The class treaty will have expectations about looking after property and resources. Classroom routines and checks mean that the expectations are met. The teacher must make sure these routines are in place. Assigning students to look after certain aspects of the class environment is a useful start. Teachers need to teach (show and explain) that child (monitor or class leader) what they need to do. The teacher will help them do it and ensure that the rest of the class is compliant and respectful in the process. For example; appoint a student to lead the management of the chromebooks, tell and show the student what to do; then tell and show all of the other students what they need to do to help that student be successful - and in turn, make your whole class successful. Make positive comments to the student and to the whole class about how well they are working together to look after the chromebooks... and point out that this is how successful communities work.

We want our students to become adults who know how successful communities work ... and take personal responsibility for that. We want them to know that in a community everyone has responsibilities and everyone has to help.

- If you need some help with selecting a student leader, training them, establishing classroom routines; speak with your Syndicate Leader (or Derick)
- If you need support establishing classroom routines... see your Syndicate Leader (or Derick)
- If you want some help about what routines you need to establish and possible problem areas - Diane - Chromebooks/ Suraj- Library/ Nawinta - fruit/ Marie - Lunches/ Maddy or Gareth - Sports gear or your AP should be able to help... (or Derick)

<https://inclusive.tki.org.nz/guides/behaviour-and-learning/provide-useful-structure-protocols-and-routines-to-increase-predictability-and-calmer-environments/>

<https://whatihavelearnedteaching.com/teaching-classroom-procedures-in-elementary-school/>

4. Practising cooperative learning strategies (Kagan) One of the most common 'soft skills' employers now look for is the ability to work cooperatively. It is no longer enough to be able to just work alongside or with others, because of the increasing complexity of the average workplace. Workers need to be able to problem-solve and cooperatively work together. Our school expects teachers to explicitly teach Kagan strategies and then use

them every day in as many lessons as possible in order to teach our students cooperative learning strategies.

We want our students to be able to learn cooperatively so that the opportunities to learn and make progress are multiplied. We want our students to become adults who can work cooperatively on a problem in order to solve it.

- If you need professional development and training in Kagan, speak to your AP or Donna Young so that we can arrange that. Once you have had the training you will have the Kagan Book which is a great resource for teachers.
- If you would like help getting things going with Kagan Maddy/ Gareth are very capable of providing modelling and support.

https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning

- Peer mentoring and Cool schools Schools where 'Cool Schools', peer mentoring and tuakana/teina (buddy support) are in place, are reported by ERO to be more peaceful (less reported incidents) and the students are more likely to report incidents of bullying and ask for help. In these schools students become responsible for helping one another through bullying and playground interactions and help one another to keep up and catch up in class. The net outcome of this is a reduction in bullying and improved student wellbeing and mental health. Teachers can improve the culture of their classroom, reduce classroom and playground bullying and support students' academic achievement and those with anxiety by teaching 'Cool Schools' and using 'Buddy' mentoring in their class. When the teacher shares the skills, responsibility and teaching load with the students everything will improve, for everyone. Implementing these programmes properly grows positive leadership skills in your students.

We want our students to step up and take responsibility for stopping bullying and supporting their peers themselves - to not be reliant only on external support measures.

- If you need help to establish Buddy Reading/ Writing or Maths - See Bonnie and Huda or Sanjeev; if you want help with Cool Schools and peer mentoring see Gabby, Esther and Donna; if you want to understand the concepts of tuakana/teina... check this out
- <https://vimeo.com/271030892>
- <https://vimeo.com/227559985>
- <https://thisisgraeme.me/2017/03/06/approaches-what-is-tuakana-teina/>

5. Being good cyber citizens We teach cybersafety, as part of the Digital Technologies and Health and Wellbeing Curriculums. Our students are 'internet natives'; born into an age when having online relationships and communities is as natural as having friendships at

school. Some of our students (and maybe their families) will spend more time 'chatting' online than they do developing face to face communication and friendship skills. This of course provides both opportunity and risk (in some cases serious risk). We cannot supervise everything, everyone, all of the time; even while these children are at school. Children of this age group are neurologically hardwired to start taking risks and pushing boundaries. Online, there are very few defined boundaries, so it is the job of the adults around them to make them aware of the risks. Providing training and engaging in the learning (investigation and discussion) about those risks and how to navigate them is vitally important.

We want our students to become 'savvy' users of the internet, not just consumers. We also want our students to be able to see the opportunities and be able to engage, understand the risks and keep themselves safe.

- If you need help providing information to students or their families, or even using and talking about the internet (and anything else that is related e.g AI etc.). Then talk to Donna, Tracy, Gareth and Tim... and many of our younger staff members who have had more experience.
- The school has access to training and resources that can help you and help our students and whanau.

<https://elearning.tki.org.nz/Teaching/Digital-citizenship>

<https://netsafe.org.nz/digital-citizenship-and-digital-literacy/>

6. Being goal focused and striving for mastery in academic subjects Teaching students to understand their assessment results (e.g. NUMPA, eASTTLe and PAT), will help them to understand what they need to do to 'move up levels' or 'make progress'. When students truly understand this and the advantages of making 'accelerated progress' they are more likely to take 'ownership of their own learning'. These are all statements from the NZ Curriculum documents. They underpin the intent of the NZC and the goal of having NZ citizens become 'lifelong learners'. Teachers are expected to 'unpack' the results with their students and help them set 'meaningful' learning goals.

We want our students to be successful at our school and at secondary school, and to be able to achieve the academic goals they and their families set for them. Our society needs them to be prepared to continue their learning, beyond schooling, in order to meet the unknown challenges and get jobs in the future (many of which we can't even imagine). In order to do this they will need to be able to understand what they need to learn, how to learn it and how to use the learning they have mastered.

- Most teachers know how to set academic goals and achieve them. Getting students to understand what needs to be learned, being clear about the intention of learning, and communicating how the students will know they have

been successful (i.e. what they will be able to do once they have mastered the learning) requires a considerable amount of teaching skill and curriculum knowledge.

- Amongst your classroom resources is a book called 'Clarity in the Classroom', it explains what is called 'Assessment for Learning' and is the basis of the pedagogies required in classrooms here at Pap Int (see the Pap Int Way).
- All our observations of teacher practices provide data and targeted feedback on how to improve your ability as a teacher in this area.
- **See our Curriculum Handbook**
- **Implementing the 'Pap Int Way' is a requirement. Ask your mentor-teacher or Syndicate Leader for help in this.**

[Alison Spence - Kohia Terrace School](#) - Growth Coaching for students
[Refine and support goal setting | Inclusive Education](#)

English plans for 2024

Te Mataioho: <https://curriculumrefresh.education.govt.nz/whats-changing>

English Curriculum delivery changes planned for 2024 (see the 2024 Curriculum Handbook)

Te Mataiaho: English

https://curriculumrefresh-live-assetstorages3bucket-l5w0dsj7zmbm.s3.amazonaws.com/s3fs-public/2023-11/CO3101_MOE_English-A4.pdf?VersionId=XbBZE7uVxp0hDnKLgrEAswNp1nxDnY5p

Structured Literacy and teaching English for at least 6 hours a week

In 2023 there were indications of the planned changes to the delivery of the English Curriculum across Aotearoa New Zealand (as part of the new government's election promises). *These changes will include a greater focus on the structured acquisition of the building blocks to the English language (i.e. phonemic awareness and grammar) and a more 'defined stages' approach to teaching the use and understanding of written, spoken and read English.*

At Year 7 and 8, intermediate aged students should be working at higher Level 3 and Level 4. The expectation is that phonemic acquisition, word building and the 'breaking of words into segments' to write (or encode), or read, (decode) and understand them (based on 'root' words) should be mostly in place. Unfortunately, for more than 50% of the new Year 7 students starting at our school, this is not the case.

Our job therefore, is to assess where the 'gaps in learning' are and devise learning plans that will both fill the gaps and support these students to make 'accelerated progress' in order for them to be able to 'catch up' to where they should be working, by the time they leave our school, so they are prepared for Year 9 and the shift in secondary school pedagogies.

The process for doing this will be the implementation of a 'Structured Literacy' approach that includes the assessment and teaching of English phonemic awareness and grammar. The implementation of a Structured Literacy programme (e.g. Agility With Sound - AWS and 'The Code') does not replace the need to teach Reading and Writing skills and knowledge, but rather enhances the way this would be done. 'The Pap Int Way' (found in the Curriculum Handbook) explains how Reading and Writing is to be assessed, planned and implemented at this school. This will be reviewed and enhanced as we go through the implementation of a 'Structured Literacy' approach across the school in 2024.

This will mean some further changes in the assessment of students working at Levels 1 and 2, and some changes to the planning provided for these students learning and Teacher Aide Support, and some changes to the resources used when teaching these students. *Keeping in mind of course that the Teacher is the person who is considered the 'expert' and paid to do this planning and programme implementation.*

The overview for English 2024 Papatoetoe Intermediate school requires teachers to provide at least 6 hours of English learning (Reading and Writing separated) over the course of every week. This is covered by:

- 5x 90 minute Literacy Lessons (Reading and Writing),
- Library time and integrated reading and writing activities (reading and writing across the curriculum e.g. completing EDUCA summaries, reading Assembly scripts etc.).

As students become 'independent' readers they move from 'learning to read' (i.e. acquiring the skills to decode and understand increasingly difficult text) to 'reading to learn' (i.e. reading to 'study', 'research', 'gather information' etc).

Using the correct assessment tools in Reading

Assessments in Reading, using PAT, STAR and e-AsTTLe assume the student is reading 'independently'. Independent reading is a development learning stage and happens around reading age 10 years (this is the reading age that newspapers, most magazines and forms are assessed at). At this reading age a learner usually has a range of reading (decoding, gathering meaning and prediction) that allows them to develop a 'self-extending learning style'. If a child is not at this stage they should not be given an online Reading assessment because it will not provide the information needed to continue their learning. Instead, these learners need a *Running Record assessment*.

At Papatoetoe Intermediate we provide guidance to teachers by requiring

- all students working below level 2A to have only running record assessments; for those at Level 1 this should be a PM Benchmark which is designed for early reading

acquisition.

- PROBE assessments should be completed for students at Level 2, this tool supports assessment in understanding and comprehension.

These assessments should not be repeated using the same assessment term after term as students get to 'know' the text and this may cause incorrect results.

Teachers are asked to conduct the assessment themselves and to follow the instructions. If you need help please see your Learning Support leader.

Working out an Instructional Reading Age

Everybody has a defined ability in reading which can be assessed. The method for assessing reading or ascertaining a 'Reading Age' is called a 'Running Record' Assessment. This assessment takes a text that is either seen, or unseen (it is important to note whether the person has seen the text before, because unseen texts are much more difficult). The assessor counts 100 words and then introduces the text to the reader (e.g. mentions names, and the gist of the story) .

The reader is then asked to read and the assessor takes a *running record* of how the reader de-codes, works on words and maintains meaning. The way the information is recorded (the running record coding) is important because it gives insight as to the level of skill and strategy the reader uses to make sense of the text - that is the purpose of reading after all.

At the end of the 100 word sample the assessor counts up the errors made and identifies the strategies used. Errors that are self-corrected are noted as successful strategies. The number of errors that are not corrected by the reader makes the final total which is turned into a fraction e.g. 12/100 and this fraction is used to work out the error rate percentage. An instructional reading rate is over 90%. An easy text is over 95%.

After the running record is taken, the assessor checks to make sure that the reader has understood the text and they ask a range of questions that check comprehension, recall and inference. A running record can be taken on any text (preferably at an instructional or slightly harder level that the learner is working) to formatively assess whether that text is useful for teaching the required skills for that learner to learn to read.

A Running Record assessment should continue to give harder and harder text until the reader is reading below 89%. The assessor does not stop at the first instructional level assessed.

The Running Record reading assessment technique was invented by Marie Clay (a New Zealander, who was a teacher of children with special needs, particularly those with Downs Syndrome) who based her work on Sylvia Ashton-Warner (also a New Zealander, who developed the 'whole language approach', after she spent many years as a teacher working in Maori communities). Marie Clay also developed Reading Recovery.

Resources from TKI: [Running records / Reading / English / Browse assessment tools / Selecting an assessment tool / Assessment tools & resources / Home - Assessment](#)

Article: [Running Records 101: The History & How to Score, Code, & Analyze](#)

How to Videos: [HOW TO DO RUNNING RECORDS READING ASSESSMENT](#)

References: https://en.wikipedia.org/wiki/Sylvia_Ashton-Warner and

https://en.wikipedia.org/wiki/Marie_Clay

Assessing phonemic knowledge and skills

When children first start at our school, it is important to find out what they already know. This will help you pinpoint where to start a child along the scope and sequence framework for the reading programme.

The Alphabet Test, GKR Phonemic Awareness Test, and Bryant Test will help you identify what children know and any gaps they may have in their letter-sound knowledge. [The assessment process map on the TKI website](#) provides guidance for using these tests and gives an entry point along the scope and sequence framework. This resource might be especially useful for foundational English language learners (ELLs). If you want support with this please talk to your Learning Support Leader.

Structured Literacy - School wide PLD focus

We will begin to implement Structured Literacy school wide from the start of 2024 to ensure all children have access to effective reading instruction. This will be part of the allocated 'Reading' time within classrooms. All teachers will be provided with PLD support, focused on 'The Code' approach to Structured Literacy. All teachers will be provided with PLD support, focused on 'The Code' as a structured and systematic approach to teaching phonics and spelling.

Understanding Structured Literacy

Structured Literacy instruction is the umbrella term used by the International Dyslexia Association (IDA) to describe evidence-based programmes and approaches that are effective for students with dyslexia. It is recommended for students with dyslexia and those who are having difficulty with decoding because it directly addresses phonological skills, decoding, and spelling.

Components/elements of Structured Literacy

A Structured Literacy approach explicitly teaches systematic word identification and decoding strategies, which benefit most students, but are essential for those with dyslexia.

A Structured Literacy approach provides:

- explicit, systematic, and sequential teaching of literacy at multiple levels; phonemes, letter-sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure,
- cumulative practice and ongoing review
- a high level of student-teacher interaction
- corrective feedback.

(Source [Understanding Structured Literacy | Inclusive Education](#))

The resources currently available at our school for structured literacy assessment and

teaching include:

- The Code - Booklet and powerpoint teaching slides
- Dictations + Blended Review Book (online version)
- Agility with Sound (AWS) structured literacy kits

PLD Overview for 2024

Term 1

Week 5 - 8:30 - 4:30 Wednesday 28 February	Week 6 - 8:30 - 1:30 Wednesday 6 March	TOD - Wednesday 24th April 8:30 - 2:30
Focus: Gemma to model The Code. List 37 Trigraph 'dge' Period 6 - meet with the syndicate leaders. 3:15-4:30 pm Staff Meeting Focus: Introduction to the Science of Learning - What does the research tell us?	Focus: Gemma to model The Code List 37 Trigraph 'dge'	Focus: Building "THE WHY" Recap Science of Learning Unpack the Science of Reading What is Structured Literacy? I DO WE DO YOU DO Instructional Model RTI Model (Response to intervention) 3 Tiers of Instruction

Term 2

Week 5 - 8:30 - 4:30 Wednesday 29 May	Week 6 - 8:30 - 1:30 Wednesday 5 June	TOD - Thursday 18 July 8:30 - 2:30
Focus: Gemma to model The Code or Team Teaching 3:15-4:30 pm Staff Meeting	Focus: Gemma to model The Code or Team Teaching	Focus: Review key research especially Models of Reading. The Code Knowledge Building - Gemma to model a series of Code lessons for teachers. Glossary of key terms/vocabulary

Term 3

Week 5 - 8:30 - 4:30 Wednesday 21 August	Week 6 - 8:30 - 1:30 Wednesday 28 August	Week 10 - Wednesday 25 September 8:30 - 1:30
Focus: Gemma to complete check in 3:15-4:30 pm Staff Meeting	Focus: Gemma to complete check in.	Focus: Gemma to complete check in.

Term 4

Week 1 8:30 - 1:30 or 4:30 Wed 16 Oct	Week 7 8:30 - 1:30 Thursday 28th November	Week 8 - 8:30 - 1:30 Wednesday 4th December
Focus: Gemma to complete check in. 3:15-4:30 pm Staff Meeting	Focus: Gemma to complete check in.	Review: Where to next? Explicit teaching of vocabulary

The lesson plan for Reading/ Writing and Oral Language

See the curriculum Handbook 2024 for more detailed information about planning a tumble for

groups, workshop planning and conferencing with either groups of students or one to one.

Integrated learning in English:

Integration during the allocated Literacy Teaching times e.g. when a text is chosen at a suitable instructional reading age for a group of students and a workshop run that provides those students learning in vocabulary, word building and comprehension. The integration is within another curriculum context (e.g science).

Integration during other allocated curriculum times occurs when in (e.g.) Science, the students are given a text about the area they are studying (e.g. the stars of Matariki) and are all supported to read, discuss and understand the content.

Mathematics - plans for 2024

Numeracy, Statistics and Algebra and other Strands

Te Mataiaho: Mathematics:

https://curriculumrefresh-live-assetstorages3bucket-l5w0dsj7zmbm.s3.amazonaws.com/s3fs-public/2023-11/CO3101_MOE_Maths-stats-A4.pdf?VersionId=OEVgHROptoO7He6hsJNHTMsW0umQIT6g

The 'Numeracy Project' launched in the 1990's in Aotearoa New Zealand was designed to provide a nationally more structured approach to the teaching and learning of 'Number'. These resources are still relevant and can be easily found on the NZMaths website. **We expect all teachers to use these for planning and formative assessment in Numeracy; which forms the foundation of all Mathematics teaching at intermediate school, Level 4 of the NZ Curriculum.**

'The Pap Int Way' (found in the Curriculum Handbook) explains how Mathematics is to be assessed, planned and implemented at this school. *Teachers are required to follow this detailed plan and ask their Syndicate Leader, members of the Mathematics Curriculum Team, or the Leader of Mathematics, Sanjeev Kumar, to help them if they need any support.*

E-AssTLe provides information for the teacher, and the student, in regards to mathematics skill and knowledge acquisition above Level 2B. Teachers should become proficient in using this tool as a pre and post test or if they are unsure about the allocation of OTJ within a particular area in Mathematics. Use of e-ASSTLe is required and if teachers need support in setting, completing and analysing results they should seek this from the Maths Leader or Curriculum Team members. This data informs the OTJ rather than is the definitive assessment for the OTJ. Teachers should keep tracking notes of the results of these tests so that allocating the OTJ is easy and data informed.

Observations in Mathematics are designed to analyse a teacher's ability to implement the Pap

Int Way, as required, and to provide guidance to the observing leader as to what support the teacher being observed needs. Leaders and members of the mathematics team are available to provide in-class mentoring, 1 to 1 coaching and planning support, help finding and using resources, co-teaching as well as observational feedback. It is always better for a teacher to be proactive in seeking support than to wait for a leader to point out a problem.

Mathematics is taught for 5 hours every week at our school. This time allocation includes;

- Numeracy teaching and learning
- Strand teaching and learning
- Time spent on Maths Whizz outside of Maths lessons
- Banqer - financial literacy (again outside of Maths lessons)
- Any other time Mathematics is integrated into other curriculum areas(e.g during Technology lessons)

As in English, students are expected to be working at Level 4 and a great many are not yet doing this. The teacher's job is to assess the gaps and to help students fill them; then provide learning that accelerates them to the expected level before they leave our school. The NZMaths website has a range of resource sheets that helps with the assessments and collation of the collective gaps in your class so that you can make decisions about who, what and how learning needs to be provided.

Differentiating Learning in other areas of the Curriculum

The fundamental premise for this planning is the right of every person to be included and feel they belong. It is not acceptable to sideline students who cannot 'perform' at the same skill and capability of other students. The teacher and other students do need to develop an inclusive and problem-solving classroom culture that understands what every student is capable of and how they can meaningfully participate.

MOE Curriculum Support - Please check the new Curriculum Website

<https://tahurangi.education.govt.nz/>

Exhibitions of Learning

In 2024 we will have the following structures that support 'Exhibitions of Learning'

- EDUCA
- The Arts Exhibition
- Knowing the Learner and 3 Way Conferences

Arts and Technology Exhibitions of Learning

	Exhibition 1	Exhibition 2	Exhibition 3	Exhibition 4
Technology/Arts Exhibition Dates	Term 1, Week 7 15th March from 2pm-3pm	Term2, Week 2 10th May from 2pm - 3pm	Term 3, Week 7 : During Art Exhibition from 3pm-6pm	Term 4, week 1 18th Oct from 2pm-3pm

Student Mentoring and Agency; 2024

In 2024 we will begin a mentoring project providing every child, for a short period of time, an adult mentor and peer mentoring group of about 11 or 12 students. This project will require every staff member to 'opt in' to the project to make it work. In Term 1, Donna, Esther and Gabby will work together (with Emma - SwIS and Sian and Jeremy's - counsellors support) to develop the programme so that everything will be clear for students and their adult mentors. We plan to start this project in Term 2 week 5. The adult mentors will all be any/all available staff members and/or possibly additional support workers (e.g, PACT/ RTLB anyone available) who are at school on a Wednesday afternoon when the mentoring sessions will probably take place. Mentoring will be for just a short period of time and will take place in a group. There will be no writing, although the roll will need to be checked to make sure students make it to the session. Everything will be planned before each session. Donna, Esther and Gabby will confirm adult mentors and get the plan started early in Term 1. *Your help and positive support for this is needed.*

The groups of children are likely to all be from one syndicate and will meet with a mentor selected for that group. That mentor could be a support staff member, a TA, a teacher... any available and willing adult. There will be no expected outcome except to talk and listen. **The aim is to support students to find ways to improve their learning experiences.**

If a student raises a concern it would not be the mentor's job to address the problem (unless it is a concern about safety). The mentor will facilitate the group to discuss the problem and discuss ways to address the problem, then, if the student wants to, help the student talk to the

person who could sort out the 'problem'. This way everyone in the group benefits. **The groups must be 'safe' and 'neutral' and empower students to voice and address their own concerns.**

To re-cap

The aim is to support students to find ways to improve their learning experiences by *empowering students with the skills and confidence to identify and productively address their own concerns.* If all the groups do is talk, make some trinkets and have some fun (as long as they attend as expected) that is all we ask.

- In 2024 we are expecting the year to start with between 733 and 750 students.
- We hope to have 64 available adults (maybe more if everyone gets on board and catches the vision and possibilities).
- We will use every available space in the school to house the 64 groups to meet with our students in the small groups.
- The sessions will last for no longer than 40 minutes. Possibly after roll call after Wednesday lunch and back to class before going home (2.10 - 2.50)
- The provocation questions will be issued on a weekly basis and planned for the groups.
- Some basic training will be given to mentors in groups.
- The mentoring groups will hopefully start in Week 5 Term 2 and finish in Week 6 Term 3
- Donna, Esther and Gabby will do the organising, planning and set up and provide the training
- Each mentor will be allocated resources (a kit for their context) to last for the duration of the mentoring course.

Performance Management and the 'Growth Cycle' for Teachers

In New Zealand employers are required to

- Advertise jobs with clearly stated expectations and descriptions of the work for that position, as well as salary scales etc.
- Provide an employment contract that outlines the position, timeframes and what is expected
- Provide induction and training and reasonable time for the person to settle into their job
- A clear job description
- A performance management system that provides opportunity for analysis of the work being done, input from the employee and opportunity for both parties to identify areas for improvement or career advancement
 - The performance management system should be over an annual cycle and

should provide opportunity for the employer to identify and discuss any concerns and establish support for improvement

Papatoetoe Intermediate employs all staff under the conditions outlined in the respective NZEI Collective Agreements (i.e. Caretakers and Cleaners CA, Support Workers in Schools CA, Primary Teachers CA, Deputy Principals and Leaders CA). Each employee is part of a team which has a designated leader, who manages the appraisal of that staff member's performance. Paperwork is completed that attests to the performance and this is submitted to the Principal. Ultimately the Principal is the 'appraiser' of all employees and reports to the Board that the appraisal system is in place, dates are set for the year, and that appraisal of performance is in place.

Support Workers; Teacher Aides and Admin Staff all have a performance management system that reviews their job description each year, at the start of the year. This process outlines the expectations for their position and expected improvements and developments scheduled to happen over the year (e.g. the establishment of a new system or resource). At the start of the year (usually by the middle of March), a meeting is held between the employee and their leader/ appraiser to discuss/ review the job description and tasks, and to 'set goals' for the year. This process identifies any areas for support and any professional development needed (and the related costs and time for this).

Before the middle of the year (around mid June), the team leader/appraiser ensures they have gathered information about the employee's performance, in accordance with the job description and related to their goals and provides that information to the employee and asks for their input. They then meet to discuss this; especially any differences of information, opinion or perspective. A mid-year summary is then completed and this must identify any areas the employee is not meeting expectations and ensure that they know exactly what is expected and how they can improve. This summary is then provided to the Principal who notes any discrepancies and ensures there is clarity and a decision made about 'next steps' and communicates that to both parties. If the employee is meeting all the requirements this process is a formality and celebration of the efforts made and work achieved.

The end of year summary repeats the gathering of information, invitation for the employees input and meeting to discuss progress. If there were areas that needed improvement, these would have been addressed through a plan of support. If the required progress has not been made this is noted in the end of year summary to the Principal. The Principal reads and signs off all the summaries, which are added to the personnel file, and meets with any employees who are not performing as required. This happens before the start of the next performance

management cycle and the performance goals for the next year must include any identified concerns and how they are going to be addressed. These must be discussed, clearly stated and timebound. This process is outlined in all of the respective collective agreements. The reality is that very very few employees are ever in this situation; the vast majority of employees at Papatoetoe Intermediate School perform well above the stated expectations.

Teacher performance management requirements must also comply with New Zealand Employment law. Teachers are required to have clear job descriptions and expectations, their Team Leaders must gather information that ensures they are meeting those expectations and Teachers and their Team Leaders must discuss the information gathered and decide how any deficits can be addressed and improved. This basic employment process is overlaid by the requirement for Teachers to be registered. In order for Teachers to apply for registration the Principal must attest that they meet the basic standards for a fully registered Teacher. The Principal makes this decision based on the information provided to them by the Team Leaders.

Until the end of 2023 this was confirmed through the 'Attestation Summary', provided to the Principal prior to the Teacher applying for renewal of registration. At the end of 2023 we completed the 'End of Year Summary'. In 2024, the 'End of Year Summary' will be completed and submitted via EDUCA along with PD updates and any other achievements over the year. Attestation for registration for Teachers, from the start of 2024, will include the End of Year Summary completed in 2023. It will also include; mentoring summaries (for PCTs and BTs) and EDUCA posts outlining observation summaries and feedback, Growth Coaching summaries and PD summaries, certificates etc.

In 2024 Leaders will be booking and undertaking observations in classes and providing feedback as to whether or not the Teachers in their teams are meeting the expectations for their job at Papatoetoe Intermediate School. If a Teacher wishes to request an observation, relating to a personal goal and as part of the Growth Cycle, they are encouraged to do that. Leaders will also conduct at least termly observations that check that planning is being adequately completed and implemented, that students are engaged in learning as expected and that the expected pedagogies are being used in classes.

In 2023 we also started Growth Coaching, in an effort to get Teachers to drive their own professional growth and professional practice. It is apparent that while many Teachers did proactively engage in the mentoring process, there has been a slip in the quality of planning and pedagogical application. As a Leadership Team, we need to address this by being more 'hands on' with the in-class support, observations and feedback.

In 2024 we will continue with Growth Coaching. To strengthen this we plan to provide school professional development as an 'opt in session'. While we encourage teachers (and TAs and support staff if they wish) to participate in this it will not be 'required'. It will, however, be required for teachers to participate in 'Growth Coaching sessions' every month at least.

2024 Schedule for Performance Management

Term 1	<p>By Thursday 14 March the school review of previous years EOY data</p> <ul style="list-style-type: none">● Confirm Strategic and Annual Plans.● Gather base-line data <p>By Thursday 21 March Teachers establish Performance Management documentation including job description and goals</p> <ul style="list-style-type: none">● Set up 2024 Educa portfolio and 'invite' Growth Coach and Syndicate Leader <p>By Thursday 28 March meet with Leader/ appraiser to confirm goals and support plan</p> <ul style="list-style-type: none">● AP's/ Team Leaders begin gathering other data/evidence including observations <p>By Thursday 28 March Teams set collaborative 'achievement targets'</p> <ul style="list-style-type: none">● Teachers check student data in their classes● Collect data/evidence<ul style="list-style-type: none">○ Term 1 observations focus on engagement and school-wide pedagogical consistency○ Engagement Obs. data <p>By Thursday 21 March select and meet with Growth Coach to plan actions to improve outcomes for students in your class</p> <ul style="list-style-type: none">● Agree to Growth Coaching protocol and format● Schedule Growth Coaching 1 hour sessions every month for the rest of the year (you can have more if you want)● Have the first Growth Coaching Session before the end of March - start your first goal, based on what information you already have <p>By Thursday 4 April discuss at Team meetings how Growth Coaching is going and provide support, critical feedback and encouragement</p>
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<p>Term 2</p>	<p>Growth Coaching/ Mentoring Continues Data collection and observations continue</p> <ul style="list-style-type: none"> ● Observations in Term 2 focus on subject specific pedagogical improvement and class climate ● Assessment data to be gathered into the mid year summary (in required format) <p>By 27 June Teachers write their own data summary to present to AP's/ Team Leaders</p> <ul style="list-style-type: none"> ● Make a time to meet with AP/Team Leader ● Provide reflection on practice based on data analysis ● Suggest next steps ● Share on EDUCA for comment <p>Mid Year Summaries completed by Monday 14 October</p>
<p>Term 3</p>	<p>Growth Coaching/ Mentoring Continues</p> <ul style="list-style-type: none"> ● Continue gathering other data and observations <ul style="list-style-type: none"> ○ Observations in Term 3 focus on engagement, climate and pedagogical improvement ○ Try new research-based teaching techniques ○ Reflect on practice and student success
<p>Term 4</p>	<p>Last required and recorded Growth Coaching/ Mentoring Session in October By 14 November final data collection by AP's/ Team Leaders</p> <ul style="list-style-type: none"> ● Observations ● School Evaluation forms e.g. Class Climate/ Linewize <p>By 21 November Teachers collect and present data/evidence for discussion:</p> <ul style="list-style-type: none"> ● Add to EOY Summary the summary of observations, and Growth Coaching ● Provide reflection on practice based on data analysis - identify areas of improvement/ to work on ● Teacher write and present own class data summary and Post that on EDUCA ● <i>APs/ Team Leaders</i> who then arrange end of year meetings to confirm end of year summary <p>By Wednesday 7 December all EOY summaries shared through EDUCA for Principal sign off</p>

Professional Development foci in 2024

- **Structured Literacy and revising the Pap Int Way in Literacy**
 - We will have an external provider (Gemma) who will work with teachers and teams to help them understand and implement 'The Code'
 - A Kahui Ako project focused on improved Reading engagement - supported by Melanie, Sarah
- **Mathematics improvement - reviewing the Pap Int way**
 - A Kahui Ako focus on improving mathematical problem solving supported by Vili and Sanjeev
 - Rapid Routines and some improvements to the Pap Int Way will be supported by Kamlesh, Nandini and Sanjeev
- **Aotearoa NZ and local histories**
 - Social studies integration with these historic contexts - supported by Tracy and Lilien as part of a Kahui Ako project
- **Visual Arts Exhibition and Wearable Arts**
 - Tina is here to help you decide on your class projects both for Wearable Arts and for our Arts Exhibition
- **Digital technologies - Robotics**
 - Just in time, opt in, professional support to deliver the required robotics lessons - supported by Tim and Tracy

House Groups 2024

There is a need to balance the House Groups across syndicate teams, Tech/Arts team, gender - for events - managing toilets/changing facilities etc, SLT coverage, support team coverage, staff that are actually available to be on the ground at events etc.

Totara	Kanuka	Kahikatea	Nikau
Add students when confirmed	Add students when confirmed	Add students when confirmed	Add students when confirmed
Maddy (Leader) Shiro Melanie Roshni Jonah Amandeep* *R12	Vili (Leader) Geethu Lilien Jada Timothy Sarabjit* R8*	Esther (Leader) Erika Kamlesh Andrew Paulette Adam* Anji*	Hamish (Leader) - Music* Gabby Priya Nandini Ravinesh* R22* R1B*
Sarah	Nawinta	Tracy	Sanjeev
Kumar Huda Diane Suraj Philesha Sian Derick Gordon	Visual Art* Lucy Laurette Barbara Craig Kelly Daniel Saba Room 32 threshold**	Vanita Alisha Reese Lilymoana Emma - SWIS New TA Pirla Science Specialist**	Linda N Bonnie Marie Chrystal Sonia David Jeremy Lee-Anne
16	16 (17*)	14 (16*)	16

2024 Term 1 Staffing: [Room numbers 2024](#)

Pauline Cornwell – Principal; Kahui Ako liaison

Pauline Cornwell – Principal; Kahui Ako liaison							
Maahutonga	Matariki						
Lee-Anne Keates Financial Manager & Payroll/ Team Leader	Donna Young - Deputy Principal: <i>Delegated authority for finance and to Act as Principal/</i> Leader Curriculum and Classroom Pedagogy/ Liaison and support of student teachers, Mentor Teacher oversight/ IT Strategic planning and implementation (6MU) MT: Jada/ R32: TBC						6MU
Barbara Ferregel: Board Secretary/ Principals PA/ HR & Leave support	Puanga			Rehua			27 MU
	Tupu-a-nuku	Waiti	Waita	Uru-rangi	Tupu-a-rangi	Waipuna-arangi	
Alisha Speirs: School Secretary/ Student data/ Attendance/ HR & Finance/ First Aid	Nawinta Prasad AP Teacher; Foods/ Leader: Tupu a nuku/ Curriculum Leader: Technology & The Arts/ Student support (Kids Can etc)/ Relievers & release (4MU)	Sarah Richardson AP/ Leader: Waiti/ English Curric Leader/ External & Internal Environs/ Duties/ International Students (4MU) MT: Sarabjit BT Y1	Gareth Fletcher AP <i>Delegated to act as Principal & Financial/</i> Leader Waita / Curric Leader: Health & PE & WB/ Sports etc./ PB4L / EOTC & RAMs / Health, Safety & Emergency Procedures 0.4 MT: Amandeep	Sanjeev Kumar AP <i>Delegated to act as Principal & Financial/</i> Leader: Uru Rangi/ Curri Leader: Math / Cultural Gp Oversight/ Student Leadership/ 8am meetings (4MU) MT-Geethu BT Y1 til end T2 / MT: Ravinesh and TBC R12	Tracy Prout AP Leader: Tupu a Rangi/ Leader Assessment & Reporting/ Curric Leader: 'Future Focus' (Social Sciences, Ed4Sus. Digi Tech etc) (4MU) MT: Adam	Huda Parvez: LS Leader Puanga/ Study Centre MOE Liaison (4 MU/1RRP) MT Anji	1RRP
Marie Leota: Student Reception/ Attendance/Cashier/ PHN/ Free Lunches etc./ First Aid Lead						Bonnie Nielsen - SENCo, Rehua (3MU)	
Diane Schutt: Support/ Staff Rm & Resource Manage/ Security/ First Aid/ Supervisor Study Centre	TBC:Teacher: Visual Arts/ Wearable Arts & Arts Exhibition T3 (1FT MU)	Lilien Skudder: Co-Teacher Rm 1a/ AT/ Kahui Ako WSLT: (2 FT FAMU)	Amandeep Kaur: Teacher Rm 16 / MT: Gareth Release TBC	Kamlesh Ram: Teacher R17/ AT/ Trees for Survival/ Refined Brothers-release/ Maths support ½ FT MU (Jan- July)	Paulette Corbett: Teacher R28 (old Admin, downstairs R12). Kapa Haka Leader- 1 FT MU & release TBC	Derick Theunisen Release Teacher 1 - 3 days (Mon, Tues, Wed) Saba Kiani Release Teacher 2 - 3 days (Tue, Wed, Fri) Teacher Aides Rehua	2 ½ FTMU 2 FT FAMU

	Kumar Singh: Teacher: Hard Materials (NZEI Union Rep)	TBC Co-Teacher Rm1b	Jada Tutaki: Teacher Rm 15, BT Y2: MT Donna/ Release: TBC	Priya Kumar Teacher R18/ maternity leave T2&T3	Jonah Saturu Teacher R27 (old Admin downstairs R11)	Laurette Hummels Ashvini Kumar Chrystal Takiaho Lilymoana Manu Pirla Asiata Daniel Vili Puanga Lucy Chow Philesha Tahiaho Reese Eramiha David Sua Sonia Mehta Gordon Feagaiga TA EnviroSchools Ashvini Kumar TA Sports/ Mentoring Gordon Feagaiga Supervisor Study Centre: Diane Schutt TA's Study Centre Suraj Dass Lilymoana Manu Ashvini Kumar	
	Hamish McKenzie: Teacher: Music/ Tironui/ Assembly & Events/ House Group Leader/ Choir	Andrew Francis: Teacher Room 2/ AT/ Leader: Online Maths tools/ Recycling (1FT MU)	Anji Naidu-Khan: Teacher R14/ MT Huda	Tim Liebbrant Teacher R19 / Travelwise & Road Patrols etc/ IT & DigiTech support (1 FT MU)	Melanie Willis: Teacher R10 Kahui Ako IST; English Reading (2FT KAMU) Release TBC		2 FT MU 2FT KAMU
Suraj Dass: Library Assistant & Resource Support/ First Aid	Linda Nichols Teacher: Soft Materials/Breakfast club/ Travelwise & Road Patrols etc (1FT MU)	Gabby Frank: Teacher R3/ AT/ Cool Schools & Mentoring (1 FT MU KA) Release TBC	Nandini Chakarbarti Teacher R26 Maths support ½ FT MU (July - Dec) release TBC	Geethu Scaria: Teacher Rm 20/ BT Y1 til T3, MT Sanjeev/ Release TBC	Erika Brecher Teacher R9		1 ½ FT MU 1FT MUKA
Kelly May: Part time/ Attendance/ Admin Student data/ Resource Support/ First Aid	Vanita Narsai Teacher: Performing Arts	Esther Nosa: Teacher Rm 4/AT/ CG & E - Te Reo & Te Ao Maori & 'other' languages / House Group Leader /Mentoring (1KA FTMU/ 1MU) Release TBC	Viliami Titiuti: Teacher 30 (old R25) Kahui Ako ASLT KA allowance Release Derick - Mon/ Saba- Fri Curric: Science till July / House Group Leader (1MU until July)	Ravinesh Lal: Teacher Room 21/OT MT: Sanjeev	TBC: Teacher R8/ OT MT Tracy		2MU 1FT KAMU
Craig Hooper: Caretaker	Maddy Cooke Physical Education Specialist - Curric support: Health/ House Group Coord (1MU)	Roshni Shailendran Teacher R5	Sarabjit Labana: Teacher Rm 31 (Rm 24 students) BT Y1 MT: Sarah	TBC: Teacher Rm 22	Adam Brannigan: Teacher R7/ BT Y1 MT Tracy	Counsellor 1 - Sian Strachan: Tues/ Thurs	1MU
	TBC Science Specialist Curric Leader: Science & Careers/ (1FT MU July)		TBC - R32 threshold 810	(TBC): Teacher R12 MT: Sanjeev release TBC (moving to R23 old staffroom)	Shiro Chand: Teacher R6, away Wednesday - Saba	Counsellor 2 - Jeremy Shroff - Mon/ Wed	

Management and Kahui Ako Unit and Responsibility Allocations

Staffing entitlement for 780 students: 26 Homerooms: (16 Y7 and 15 Y8), 31 students per class.	TOTAL MU	36
New class threshold - 810 students - starts T4 TBC	TOTAL FTMU	6
MOE Confirmed MU - 43 (this will increase as the roll grows).	TOTAL allocated MU	42
1 RRP is allocated for the leadership of the Study Centre	TOTAL RRP	1 RRP
Kahui Ako MU allocation - 4 within-school teachers with 2 0or 1 KAMU each (not counted in MU Total) 1 Across school Kahui Ako Teacher who receives a KA Allowance	Total COL (KA) MU	(6)

2024 Term 1 Papatoetoe Intermediate School staffing**Matariki**

Matariki			
Principal	Pauline Cornwell - – Principal Kahui Ako Liaison		1
Deputy Principal	Donna Young	Delegated authority for finance and to Act as Principal/ Leader Curriculum and Classroom Pedagogy/ Liaison and support of student teachers, Mentor Teacher oversight/ IT Strategic planning and implementation (6MU) MT: Jada/ R32: TBC	2
Associate Principal	Gareth Fletcher	Gareth Fletcher AP Delegated to act as Principal & Financial/ Leader Waita / Curric Leader: Health & PE & WB/ Sports etc./ PB4L / EOTC & RAMs / Health, Safety & Emergency Procedures (4MU) PE Spec Teacher 0.4 MT: Amandeep	3
Associate Principal	Sanjeev Kumar	Sanjeev Kumar AP Delegated to act as Principal & Financial/ Leader: Uru Rangī/ Curri Leader: Math / Cultural Gp Oversight/ Student Leadership/ 8am meetings (4MU) MT- Geethu BT Y1 til end T2 / MT: Ravinesh	4
Associate Principal	Tracy Prout	Leader: Tupu a Rangī/ Leader Assessment & Reporting/ Curric Leader: 'Future Focus' (Social Sciences, Ed4Sus. Digi Tech etc) (4MU) MT: Adam	5
Associate Principal	Nawinta Prasad	Leader: Tupu a nuku/ Curriculum Leader: Technology & The Arts/ Student support (Kids Can etc)/ Relievers & release (4MU)	6
Associate Principal	Sarah Richardson	Leader: Waiti/ English Curric Leader/ External & Internal Environs/ Duties/ International Students (4MU) MT: Sarabjit BT Y1	7
LS Leader	Huda Parvez	LS Leader Puanga/ Study Centre (4 MU/1RRP)	8
SENCo	Bonnie Nielsen	SENCo, Rehua (3MU)	9
Rm	Name	Spec A	Additional Responsibilities

Tupu-ā-nuku				
Tech: Foods	Nawinta Prasad	Teacher; Foods/ Team Leader/ Breakfast Club/ KidsCan/ Fruit in Schools./ Odd Years STEAM Exhibition (1 FTMU)		n/a
Tech: Design & Hard Materials	Kumar Singh	Teacher: Hard Materials (NZEI Union Rep)		10
Tech: Soft Materials	Linda Nicholls	Teacher: Soft Materials / Fabrics & textiles/ Breakfast club/ Travelwise & Road Patrols etc. (1 FT MU)		11
Visual Arts	TBC	Teacher: Visual Arts/ Wearable Arts & Arts Exhibition T3 (1FT MU)		12
Music	Hamish McKenzie	Teacher: Music/ Tironui/ Assembly & Events/ House Group Leader/ Choir		13
Performing Arts	Vanita Narsai	Teacher: Performing Arts/ Support for Assemblies, Choir, events		14
Physical Education	Maddy Cooke	Teacher: Physical Education/ Curric support: Health and Wellbeing/ Sports /House Group Coord (1MU)		15
Science	TBC	Teacher: Science/ Curric Leader: Science & Careers/ (1FT MU) (T3/4)		n/a
Puanga				
Waiti				
n/a	Whea Sarah Richardson	Mentoring and English Enrichment	Syndicate Leader Waiti/ AP - down stairs office	n/a
1 A	Lilien Skudder		Co- Teacher Rm 1/ AT/ Kahui Ako WSLT: (2 FTMU) Social Sciences Curriculum Support/ release TBC	16
1 B	TBC		Co-Teacher Rm1	17
2	Andrew Francis		Teacher Room 2/ AT/ Leader: Online Maths tools/ Recycling (1FT MU)	18
3	Gabby Frank		Teacher R3/ AT/ Cool Schools & Mentoring (1 FT MU KA)	19
4	Esther Nosa		Teacher Rm 4/AT/ CG & E - Te Reo & Te Ao Maori & 'other' languages / House Group Leader /Mentoring (1KA FTMU/ 1MU) MT: 32 TBC	20
5	Roshni Shailendran		Teacher R5	21

32	Temporary Library		New Teacher - threshold 810 students	n/a
Waita				
Music	Hamish McKenzie	N/A	Music Practice Rooms	n/a
n/a	Gareth Fletcher	Physical Education	Waita Syndicate Leader/ AP - downstairs office/ gym	n/a
13	Staff Room	N/A	Hopefully this will be ready during T1. In the meantime this will be Learning Support	n/a
14	Anji Naidu-Khan		Teacher: R14/ MT Huda	22
15	Jada Tutaki		Teacher Rm 15, BT Y2: MT Donna/ Release: Derick 1 day a fortnight	23
16	Amandeep Kaur		Teacher Rm 16 /OT MT: Gareth release TBC	24
26	Nandini Chakrabarty		Teacher R26 Maths support ½ FT MU (July - Dec) release TBC	25
30	Viliani Titiuti		Teacher R30 (old R25) Kahui Ako ASLT KA allowance/ Release Derick - Mon/ Saba- Fri Curric: Science till July / House Group Leader (1MU until July)	26
31	Sarabjit Labana		Teacher Rm 31 (Rm 24 students) BT Y1 MT: Sarah release TBC	27
Rehua				
Tupu-a-rangi				
n/a	Tracy Prout		Tupu a Rangi Syndicate Leader/ AP - upstairs office	n/a
6	Shiro Chand		Teacher Rm 6; 4 days, Wed: TBC	28
7	Adam Brannigan		Teacher R7/ BT Y1 MT Tracy release TBC	29
8	TBC		Teacher Rm 8/ OT Mt: Tracy release TBC	30
9	Erika Brecher		Teacher Rm 9	31
10	Melanie Willis		Teacher R10 Kahui Ako IST / Curriculum Leader; English Reading (2 FTMU KA) release TBC	32
27 (R11)	Jonah Saturu		Teacher Rm 27 (Rm 11- downstairs Old Admin)	33

28 (R12)	Paulette Corbett		Teacher R28 (Rm 12- downstairs Old Admin) Kapa haka Leader (1FTMU and release)	34
Uru-rangi				
n/a	Sanjeev Kumar		Ururangi Syndicate Leader/ AP - upstairs office	n/a
17	Kamlesh Ram		Teacher R17/ AT/ Trees for Survival/ Refined Brothers- release/ Maths support ½ FT MU (Jan- July)	35
18	Pryia Kumar		Teacher Room 18 MT - Sanjeev	36
19	Timothy Liebbrandt		Teacher R19 / Travelwise & Road Patrols etc/ IT & DigiTech support (1 FT MU)	37
20	Geethu Scaria		Teacher R20/ Y2 BT: MT Sanjeev release TBC	38
21	Ravinesh Lal		Teacher R21/ OT MT: Sanjeev release TBC	39
22	TBC		Teacher R22	40
23 (R12)	(TBC)		Teacher R12 will move to the old staffroom (R23) when the Weathertightness project is completed. MT: Sanjeev release TBC	41
Student Support/ Release				
Counsellor 1	Sian Strachan	Student Counsellor	0.4 - Tuesday/ Thursday	41.40
Counsellor 2	Jeremy Shroff	Student Counsellor	0.2 Monday - student practicum	41.80
Release Teacher 1	Derick Thunisen	Release	Release Teacher - Vili R30 - Monday/ Geethu R20 - Tuesday fortnightly & Jada Tuesday fortnightly/ Adam - Wednesday/ Sick - Thursday	n/a
Release Teacher 2	Saba Kiani	Release	Release Teacher - Sarabjit R Tuesday/ Vili R30 Friday/ Shiro - Wednesday	n/a
Release Teacher 3	TBC	TBC		
TOTAL Teaching STAFFING ENTITLEMENT approx 38.65			TOTAL staffing	40.40
Waipuna-a-rangi – Learning Support				
Puanga Learning Support				

Leader Learning Support Puanga	Huda Parvez	n/a
In class support	Reese Eramiha	1
In class support	Lucy Chow	2
In class support	Sonia Mehta	3
In class support	Phileshia Takiaho	4
In class support (NZEI Union Rep)	David Sua	5
Sports and student mentoring	Gordon Feagaiga	6
Rehua Learning Support		
Leader Learning Support Rehua	Bonnie Neilsen	n/a
In class support	Laurette Hummels	7
In class support	Lilymoana Manu	8
In class support	Daniel Vili	9
In class support	Chrystal Takiaho	10
In class support	Pirla Asiata	11
In class support	TBC	
Maahutonga – Administration Team		
Financial Manager	Lee-Anne Keates	Admin Team Leader/ Payroll/ Property/ Finance and HR management/ Growth Coach
School Secretary	Alisha Spiers	Enrolments/SWIS data processing/ First Aid
Student Receptionist/ Cashier	Marie Leota	Attendance and notifications/ First Aid and referrals to PHN
Administration Assistant	Kelly May	Administration /First Aid - part time

Library Assistant	Suraj Dass	PIS and RTLB Resources/ Library/ Study Centre
Teacher Support/ Security	Diane Schutt	Staff Room and Resource Management /Overseeing keys etc.
Principals PA/ BoT Secretary	Barbara Ferregel	HR management/ Novopay & Leave/ Vaccination and Testing Tracking/ Enrol Audits
Caretaker	Craig Hooper	Property Helpdesk

Term 1 2024 Staffing Entitlement and Allocations

MoE Confirmed Staffing for Term 4 2023 (based on a roll of 733) Learning Support (ORS) - Liaison (=0.21)/ Leadership (1.28)/ Kahui Ako (0.44)	
Current Y2 PRT: Jada ((0.1 Dec 24) - 0.1	
Current Y1 PRT: Geeth (0.2 May 24) Sarabjit (0.2 Dec 25), Adam (0.2 Dec 25) = 0.6	
PRT/ OT: Ravinesh/ Pooja/ TBC = 0. 2	
BOT approved permanent relieving/ release 1FTE. Every school leader expects to do up to 0.4 relieving/ teaching (as agreed)	
Total number of teachers	41.80
<p>OVERSTAFFING to be regained as the roll grows</p> <p>Term 1 overstaffing 41.80 - xx (expected roll of 745 by end of T1)</p> <p>Term 2 overstaffing 41.80 - xx (expected roll of 760 by end of T2)</p> <p>Term 3 overstaffing 41.80- xx (expected roll of 775 by end of T3)</p> <p>Term 4 overstaffing 41.80 - xx (expected roll of 800 by end of T4)</p>	

Release Organisation

All teachers employed at our school are entitled to 1 hour of ‘Classroom Release Time’ (CRT) each week. At Papatoetoe Intermediate School, all teachers receive 1hr 20min release each week while their classes are at Tech/Arts Specialist Classes. Please see the Personnel Handbook: CRT and Professional Development Policies and Procedures as to how that time is to be used. The following organisation shows what we plan to provide. We always plan to provide BT with more than the allocated entitlement. We will support them, to become the best teachers they possibly can be within the first two years of their development. From time to time (due to unforeseen circumstances) this is not possible. We do try to ‘make up’ time lost in a fair and equitable way. Sometimes it is not possible to do that.

Year 1 PCT generally receive 0.2 release each week in total

Year 2 PCT generally receive 0.1 release each week in total

MT for a Y1 BT generally gets 0.1 release each week

MT for a Y2 BT generally gets 0.1 each fortnight

Syndicate Leaders who also have a class generally receive a day's release, in addition to CRT, each week; this includes release to undertake observations and in-class mentoring check and write reports, appraisal processes, as a curriculum leader and to mentor PCT's. Curriculum Leader release; negotiated. Special projects release; Travelwise etc., negotiated

Provisionally Registered Teachers Y1

PCT Year 1 Teachers	Day	Person releasing	Mentor
Geethu R18 (Y1 PCT until May 24)	On day of Tech :		Sanjeev
Adam R7 (Y1 PCT until Dec 24)	On day of Tech :		Tracy
Sarabjit Labana R31 (Y1 PCT until Dec 24)	On day of Tech :		Sarah

Provisionally Registered Teachers Y2

PCT Year 2 Teachers	Day	Person releasing	Mentor
Jada R15 (Y2 PCT until Dec 24)	Fortnightly on day of Tech:		Donna

Overseas teachers (10 weeks release)

PRT/ OT Teachers	Day	Person releasing	Mentor
Ravinesh (R21)	TBC		Sanjeev (all year)
Amandeep (R16)	TBC		Gareth (all year)
Priya (R18)	TBC		Sanjeev T1 and 4
(R12)	TBC		Sanjeev (all year)
Anji (R14)	TBC		Huda (all year)

(R8)	TBC		Tracy (all year)
(R22)	TBC		
(Art Teacher)	TBC		

MU Holders and Kahui Ako Release

Teachers to have cover	Time allocated	MU	Teachers releasing	Time/Day
Vili T R25 - Teacher R30 (old R25) Kahui Ako ASLT KA allowance/ Curric: Science till July / House Group Leader	Monday Friday	1MU	Derick Saba	All day All day
Lilien R1- Co- Teacher Rm 1/ AT/ Kahui Ako WSLT: Social Sciences Curriculum Support	1x period	2 FT KAMU	Christine H	Monday - P6 TBC
Melanie R10 - Kahui Ako IST / Curriculum Leader; English Reading	1x period	2 FT KAMU	TBC	Monday - P6 TBC
Esther R4 - Culture Groups and Enrichment - Te Reo & Te Ao Maori & 'other' languages / House Group Leader /Mentoring	2x period	1 FT KAMU + 1MU	TBC	Monday - P6 TBC
Gabby R3 - Cool Schools & Mentoring	1x period	1 FT KAMU	TBC	Monday P6 TBC
Tim R19 - Digital Technologies/ Road Patrols, Bikes & Travelwise	1x period with Linda	1FT MU	TBC	Tuesday - P6
Linda Soft Materials & Textiles - Kids Can and Breakfast Club/ Road Patrols, Bikes & Travelwise	1x period with Tim	1FT MU	n/a	Tuesday P6
Maddy R6 - House Group Leader Coordination/ Health Curriculum support	n/a	1MU	n/a	Friday pm
Paulette R28 - Kapa Haka	TBC	1 FT MU		Thursday 11.50am - 2pm TBC
Andrew R2 - Maths Curriculum support/ Recycling	TBC	1FT MU		
Kamlesh R17 - Maths Curriculum Support	TBC	½ FTMU		

Last updated 1/12/2023

Nandini R26 - Maths Curriculum Support	TBC	½ FTMU		
Tina Visual Arts - Wearable Arts and Exhibition	n/a	1 FT MU		
Hamish Music - House Group Leader/ Choir/ Tironui	n/a			Friday pm

Teacher Release in 2024

See the policy relating to the allocation and use of Classroom Release time

Due to the Primary Teachers Collective update in 2025 we will be required to provide 2 ½ hours of release. There is a plan for gradual introduction.

Calculations for Classroom release time

	Teacher allocation	Teacher allocation per term	Teacher Allocation in hours per week	Teacher Allocation in days per term
2023	10 hours per term	10 hours per teacher	1 hour per week	2 days per term
Term 1 2024	15 hours term	15 hours per teacher in T1 2024	1 ½ hours per week	2.5 days per term
Term 3 2024	20 hours per term	20 hours per teacher T3 2024	2 hours per week	4 days per term
Term 1 2025	25 hours per term	25 hours per teacher	2 ½ hours per week (half a day)	5 days per term 1 day per fortnight or ½ a day per week

Collective hours and how we will use them

Term 1 2024	15 hours x 38 Teachers = 570 hours	This equates to 22.8 hours per week 4.59 days pw	We will employ an additional specialist teacher (PE) Teachers would have 1 hour and 20 minutes of release while their students are at Tech/Arts <ul style="list-style-type: none"> • plus 45 mins per week while their class is at PE • (total of 2 hours 05 mins) More than their CRT entitlement at that time by 35 minutes per week
Term 3 2024 covering the Term 1 2025 requirement	25 hours per term	This equates to 38 hours per week 7.6 days 5 days 2.6 days	We will have a PE specialist Teacher and employ a new Science specialist Teacher Science Teachers will have 1 hour and 20 minutes of release while their students are at Tech/Arts <ul style="list-style-type: none"> • plus 45 mins per week while

			<ul style="list-style-type: none">• their class is at PE• and another 45 minutes while their class went to the Science lab• (2 hour 50 mins pw)
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- The advantage of doing it this way means that it's a double win for classroom teachers and for students.
- Teachers will no longer have to plan for PE and (later) Science. These subjects would be taught by passionate and skilled subject specific teachers. Teacher will still need to adjust planned lessons for their own classes
- Teachers will get more than their entitlement of Classroom Release Time (CRT)

Draft Panning for the start of 2024 - subject to changes

Effective Communicators who are 'connected' learners with Healthy Bodies and Minds						
	Week 1	Week 2 <i>Waitangi Day</i>	Week 3	Week 4	Week 5	Week 6
	<i>'Connected' learners</i>		<i>Healthy Bodies and Minds</i>		<i>Effective Communicators</i>	
	Identity - Belonging (Routines and Expectations)		Citizenship		Curriculum (Expectations and Practice of Routines)	
	Who am I? <i>(Leadership Roles Y8)</i> How am I connected? <i>(Class treaties; Connecting with peers),</i>	Who am I? <i>(Learner Profiles)</i> School waiata/haka/karakia Pepeha <i>(House meeting)</i>	STAR Graduate Profile History of our school School Motto/Badge <i>(House meeting)</i>	How do I keep safe? <i>(Safety Procedures - Fire , Earthquake. Lockdown etc)</i> Digital Citizenship <i>(Linewize Pulse)</i>	Core Curriculum routines and expectations established Chromebooks in classes	Reinforce all routines
'Groups'			Tech / Art Rotation Whole school mentoring	Science PE Rotations Tironui?		
ASSESSMENT TIMELINE:			Asttle Writing		PAT Maths	PAT Reading
EDUCA REQUIREMENTS:		All teachers supporting whanau to connect to EDUCA		EDUCA Post: Learner Profile		EDUCA Post: Maths (Y7)
Other						

Effective Communicators who are 'connected' learners with Healthy Bodies and Minds

Turangawaewae

Week 1	MONDAY 13/02	TUESDAY 14/02	WED 15/02	THURSDAY 16/02	FRIDAY 17/02 Feb
8.30 - 8:45	ROLL, ADMIN, NOTICES				
8:45 - 9:30			As per previous plans	As per previous plans	Team A assembly; Unpack STAR Meaning Team B: Class treaty e.g Tree Hut Treaty; Kagan
9.30-9.35	BRAINSNACK				
9.35-10.20			As per previous plans <ul style="list-style-type: none"> Alter Leadership training plan 	As per previous plans <ul style="list-style-type: none"> Alter school tour plan Alter who staff are plan 	Team B assembly; Unpack STAR Meaning Team A: Class treaty e.g Tree Hut Treaty; Kagan
10.20-11.05			As per previous plans	As per previous plans	Class treaty cont.
11.05-11.40	BREAK 1 - OUTSIDE				
11.40-11.50	BREAK 1 - EATING IN CLASSROOM				
11.50 - 12.35			As per previous plans	As per previous plans	Artwork that links all students together as one eg Jigsaw (To go on the classroom wall)
12.35 - 1.20			As per previous plans	As per previous plans	
1.20- 1.55	BREAK 1 - OUTSIDE				
1.55-2.05	BREAK 1 - EATING IN CLASSROOM				
2.05-2.55			As per previous plans	As per previous plans 2.30pm Bus Meetings	First Class meeting - Reflection / Adjective on week - on a 'card' that gets displayed Kagan - Class Builders Pack up and rubbish routines
2.55-3.00	Pack up/Reflections/Notices				

Effective Communicators who are 'connected' learners with Healthy Bodies and Minds

Turangawaewae

Week 2	MONDAY 13/02	TUESDAY 14/02	WED 15/02	THURSDAY 16/02	FRIDAY 17/02 Feb
8.30 - 8:45	ROLL, ADMIN, NOTICES				
8:45 - 9:30			School karakia/waiata (15mins) Expectations (15min) (MATHS) Kagan Maths games	School karakia/waiata (15mins) Expectations (15min) (MATHS) Kagan Maths games	First Whole school assembly
9.30-9.35	BRAINSNACK				
9.35-10.20			(READING) Teacher Read to Class (eg xxxxxx) Question cards for each group (Kagan)	House Meeting	(READING) Teacher Read to Class (eg xxxxxx) Question cards for each group (Kagan)
10.20-11.05			(WRITING) Learner profile	House Meeting / Class to start house 'art piece'	(WRITING) Learner profile
11.05-11.40	BREAK 1 - OUTSIDE				
11.40-11.50	BREAK 1 - EATING IN CLASSROOM - Eating Expectations covered				
11.50 - 12.35			Group A Learning the Haka Group B Pepeha Group C / D - Pepeha Art Activity	Within this timetable, you will have one block / two periods allocated to TECH/ARTS. <i>Adjust your timetable for this accordingly by shifting lessons around.</i>	Group C Learning the Haka Group D Pepeha Group A / B - Pepeha Art Activity
12.35 - 1.20			Group B Learning the Haka Group A Pepeha Group C / D - Pepeha Art Activity		Group D Learning the Haka Group C Pepeha Group A / B - Pepeha Art Activity
1.20- 1.55	BREAK 1 - OUTSIDE				
1.55-2.05	BREAK 1 - EATING IN CLASSROOM				
2.05-2.55			(WRITING) Learner profile	House art pieces cont'd Assembly expectations reminders	Class meeting Affirmations; Next week focus: Uniform/ class on time
2.55-3.00	Pack up/Reflections/Notices				

**** Haka Training - Half a syndicate at a time**

Effective Communicators who are 'connected' learners with Healthy Bodies and Minds

Turangawaewae

Week 3	MONDAY 13/02	TUESDAY 14/02	WED 15/02	THURSDAY 16/02	FRIDAY 17/02 Feb
Whole School Expectation focus: Uniform / In class on time					
8.30 -8:45	ROLL, ADMIN, NOTICES				
8:45 - 9:30	Maths - Whole class Statistical investigation Getting to know each other???	Maths - Whole class Statistical investigation Getting to know each other???	Maths - Whole class Statistical investigation Getting to know each other???	Maths - Whole class Statistical investigation Getting to know each other???	Whole School Assembly Awards given out to classes eg Class best uniform / environment / on-time
9.30-9.35	BRAINSNACK				
9.35-10.20	Tech/Arts Rms Waita	Tech/Arts Uru Rangi	House Meeting	Tech/Arts Waiti	Tech/Arts Tupu-a-rangi
	STAR - expectation (Reading/Writing)	(Reading) SAFETY: INCIDENT Reports			
10.20- 11.05	Tech/Arts Rms Waita	Tech/Arts Uru Rangi		Tech/Arts Waiti	Tech/Arts Tupu-a-rangi
		(Writing) WALT SAFETY: Incident Report writing		(Writing) - Writing based on a prompt - working in groups on a piece	
11.05-11.40	BREAK 1 - OUTSIDE				
11.40-11.50	BREAK 1 - EATING IN CLASSROOM				
11.50 - 12.35	Tech/Arts Rms Waita	Tech/Arts Uru Rangi	Within this timetable, you will have one block / two periods allocated to TECH/ARTS. Adjust your timetable for this accordingly by shifting lessons around.	Tech/Arts Waiti	Tech/Arts Tupu-a-rangi
	Social Science - History of the School	Cultural Elective Options		Social Science - How we came to be connected to this school? Create a history road which shows when students' families moved to Papatoetoe.	
12.35 - 1.20	Tech/Arts Rms Waita	Tech/Arts Uru Rangi	Within this timetable, you will have one block / two periods allocated to TECH/ARTS. Adjust your timetable for this accordingly by shifting lessons around.	Tech/Arts Waiti	Tech/Arts Tupu-a-rangi
	Unpack Meaning school Shield; produce own shield	Education for Sustainability Why it is important to manage our waste at Papint (using the correct bins, sorting the rubbish)		Digital Citizenship Unpacking the student agreement / routines for using and storing chromebooks	Shields cont.
1.20- 1.55	BREAK 1 - OUTSIDE				
1.55-2.05	BREAK 1 - EATING IN CLASSROOM				
2.05-2.55	Cool Schools - Lesson 1 Dealing with conflict	Team Puanga - Sport (Tues) Rehua - Art	Team Rehua - Sport (Wed) Puanga - Art	Cool Schools - Lesson 2 Dealing with conflict	Class meeting
2.55-3.00	Pack up/Reflections/Notices				

Effective Communicators who are 'connected' learners with Healthy Bodies and Minds

SAFETY WEEK; KAITIAKITANGA

Week 4	MONDAY 13/02	TUESDAY 14/02	WED 15/02	THURSDAY 16/02	FRIDAY 17/02 Feb
8.30 - 8:45	ROLL, ADMIN, NOTICES				
8:45 - 9:30	Maths - Group Teaching Expectations	(Fire) Evacuation Drill Maths games	Maths - Group Teaching	Maths - Group Teaching	Whole School Assembly Awards given out to classes eg Class best uniform / environment / on-time
9.30-9.35	BRAINSNACK				
9.35-10.20	Tech/Arts Rms Waita	Tech/Arts Uru Rangi	ED4Sus/Literacy <ul style="list-style-type: none"> 📄 A Waste of Space - L2.pdf 📄 Plastic Planet - L2.pdf 📄 The Young Eco Leaders Award - ... 📄 Reducing our Footprint L4.pdf 	Tech/Arts Waiti	Tech/Arts Tupu-a-rangi
10.20-11.05	Tech/Arts Rms Waita	Tech/Arts Uru Rangi AsTTle Writing Test	Lock-Down Drill <i>(Lunchroom will need heads up)</i>	Tech/Arts Waiti	Tech/Arts Tupu-a-rangi
11.05-11.40	BREAK 1 - OUTSIDE				
11.40-11.50	BREAK 1 - EATING IN CLASSROOM				
11.50 - 12.35	Tech/Arts Rms Waita Social Science Use one of the articles (NZ Geographic or E-Tangata) to add to your history road.	Tech/Arts Uru Rangi Science / PE Rotation 1 <i>Within this timetable, you will have 2 periods Science and PE</i> <i>Adjust your timetable for this accordingly by shifting lessons around.</i>	<i>Within this timetable, you will have one block / two periods allocated to TECH/ARTS.</i> <i>Adjust your timetable for this accordingly by shifting lessons around.</i>	Tech/Arts Waiti Social Science - Make links between your family's arrival in Papatoetoe and events linked to the Great South Road	Tech/Arts Tupu-a-rangi Science / PE Rotation 2 <i>Within this timetable, you will have 2 periods Science and PE</i> <i>Adjust your timetable for this accordingly by shifting lessons around.</i>
12.35 - 1.20	Tech/Arts Rms Waita Emergency and Evacuation Procedures - Taught	Tech/Arts Uru Rangi Science / PE Rotation 1 <i>Within this timetable, you will have 2 periods Science and PE</i> <i>Adjust your timetable for this accordingly by shifting lessons around.</i>	<i>Within this timetable, you will have one block / two periods allocated to TECH/ARTS.</i> <i>Adjust your timetable for this accordingly by shifting lessons around.</i>	Tech/Arts Waiti Digital Citizenship Technology and the Developing Brain - Our Kids Online	Tech/Arts Waiti Science / PE Rotation 2 <i>Within this timetable, you will have 2 periods Science and PE</i> <i>Adjust your timetable for this accordingly by shifting lessons around.</i>
1.20- 1.55	BREAK 1 - OUTSIDE				
1.55-2.05	BREAK 1 - EATING IN CLASSROOM				
2.05-2.55		Team Puanga - Sport (Tues) Rehua - Art	Team Rehua - Sport (Wed) Puanga - Art	Earthquake DRILL ??Then... Maybe then walk students to gym (If too hot to give message outside) for final swimming sports messages	
2.55-3.00	Pack up/Reflections/Notices				

After-School					
Effective Communicators who are 'connected' learners with Healthy Bodies and Minds					
Week 5	MONDAY 13/02	TUESDAY 14/02	WED 15/02	THURSDAY 16/02	FRIDAY 17/02 Feb
8.30 -8:45	ROLL, ADMIN, NOTICES				
8:45 - 9:30	Maths - Group Teaching	Maths - Group Teaching	Maths - Group Teaching	Maths - Group Teaching	Swimming sports TBC
9.30-9.35	BRAINSNACK				
9.35-10.20	Tech/Arts Rms Waita	Tech/Arts Uru Rangi	Social Science/Literacy Shared Reading - Turning Old into New See link for Google Slides/Teacher Notes/Student materials *Consider actions we can take	Tech/Arts Waiti	Swimming sports TBC
10.20-11.05	Tech/Arts Rms Waita	Tech/Arts Uru Rangi		Tech/Arts Waiti	Swimming sports TBC
11.05-11.40	BREAK 1 - OUTSIDE				
11.40-11.50	BREAK 1 - EATING IN CLASSROOM				
11.50 - 12.35	Tech/Arts Rms Waita Social Science - explore iwi histories - create a map of significant sites for Ngai Tai/ Te Waiohua using Google My Maps.	Tech/Arts Uru Rangi Science / PE Rotation 1 <i>Within this timetable, you will have 2 periods Science and PE Adjust your timetable for this accordingly by shifting lessons around.</i>	<i>Within this timetable, you will have one block / two periods allocated to TECH/ARTS. Adjust your timetable for this accordingly by shifting lessons around.</i>	Tech/Arts Waiti Social Science - Explore different perspectives by comparing Dudley map, 1960 with Papatoetoe pa sites map (see resources in plan)	Swimming sports TBC
12.35 - 1.20	Tech/Arts Rms Waita	Tech/Arts Uru Rangi Science / PE Rotation 1 <i>Within this timetable, you will have 2 periods Science and PE Adjust your timetable for this accordingly by shifting lessons around.</i>	<i>Within this timetable, you will have one block / two periods allocated to TECH/ARTS. Adjust your timetable for this accordingly by shifting lessons around.</i>	Tech/Arts Waiti	Swimming sports TBC
1.20- 1.55	BREAK 1 - OUTSIDE				
1.55-2.05	BREAK 1 - EATING IN CLASSROOM				
2.05-2.55					Swimming sports TBC
2.55-3.00	Pack up/Reflections/Notices				

