



Cashmere Avenue School

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Curriculum Statement

This document is intended to give an overview of how we implement the New Zealand curriculum, and local goals at Cashmere Avenue School (CAS). For more detail see the Charter (strategic aims and annual plan), and other relevant documentation etc. We have included many links to these and other documents which you can access online for further information.

The New Zealand Curriculum forms the core of all our programmes. We believe our role is “equipping learners to explore and thrive together”. The Key Competencies and our school values, capabilities and approaches underpin our teaching and the students learning.

Our students are at the centre of our teaching and learning and therefore the approaches we use in our CAS Curriculum reflect this. Our curriculum focuses on developing the whole person. Students can’t understand the importance of diversity unless they have a good grounding in their own identity. It acknowledges the Treaty of Waitangi’ and reflects our ‘diverse cultures’ in an inclusive way. Learning to learn helps develop them as learners and contributes positively to their sense of self. Having more agency or the power to act improves their engagement in the learning process and make learning more powerful. Through inquiry learning we encourage innovation and the importance of being a kaitiaki. This is a journey that our students, teachers and our parent community are all on together. It is a journey that is constantly evolving.



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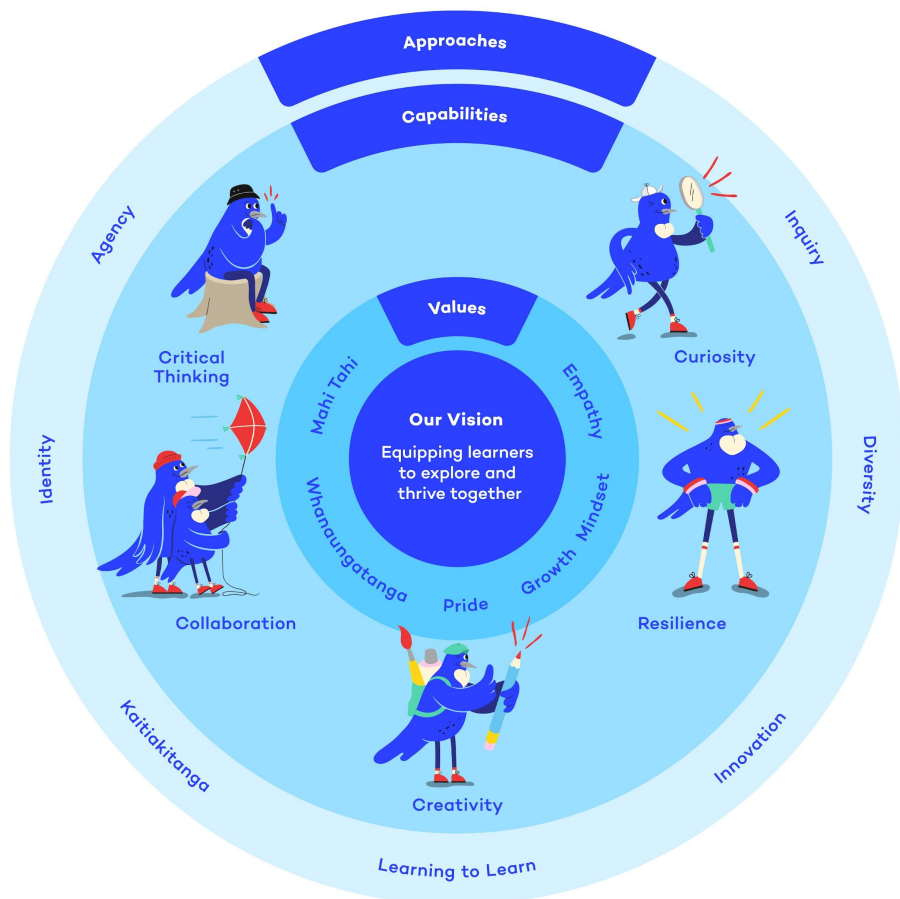
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1. What Do We Believe?



1.1 Our Vision



Equipping learners to
explore and thrive together

The following information can be found in more depth in this year's [CAS Charter](#)

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Behaviours and ideas that help us have positive relationships

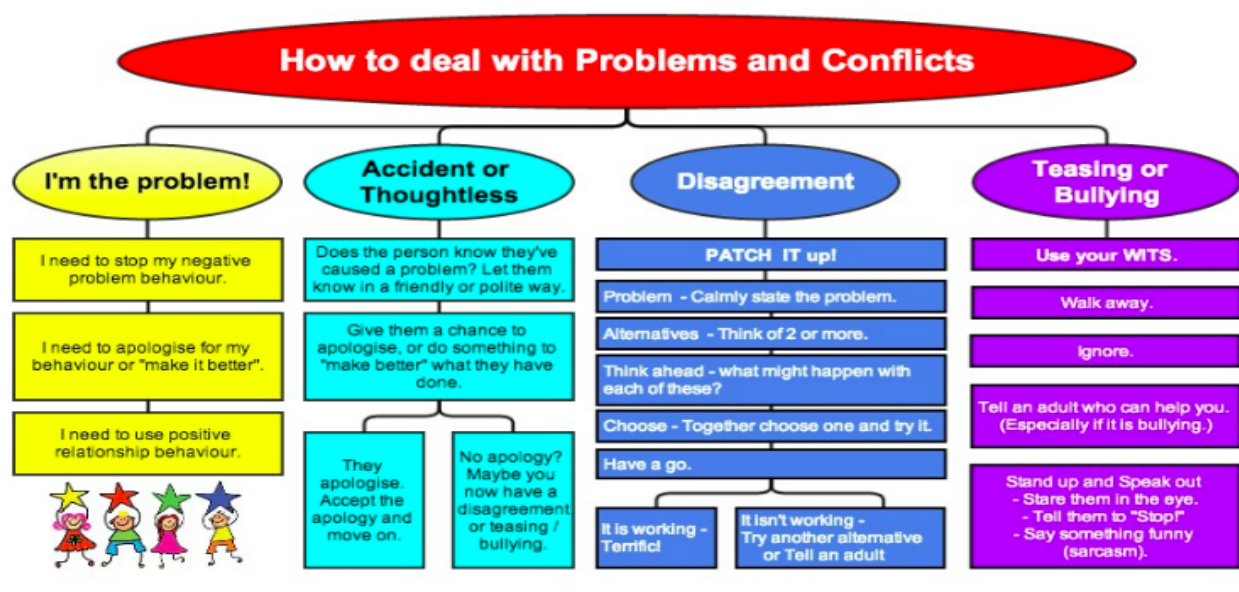
The 'Top 10'

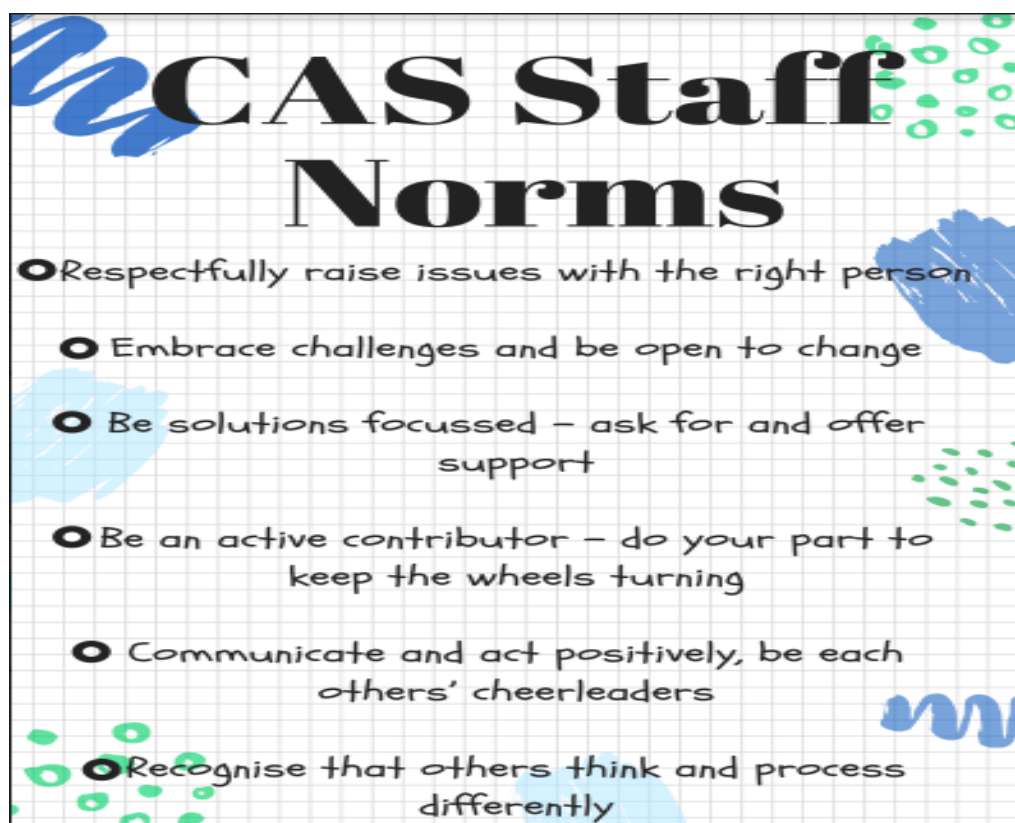
1. Control and manage our feelings
2. Have conversations
3. Invite and include others
4. Cooperate, share, take turns
5. Use good manners and friendly talk
6. Accept that others may think and feel differently
7. Use humour (be funny) without offending others
8. Be kind - helpful & sympathetic
9. Negotiate and problem-solve
10. Admit to mistakes and apologise when in the wrong



PATCH IT

This is a school-wide procedure to help students to deal with minor conflicts. It enables students to solve their own minor issues. This is taught explicitly in classes and is encouraged in the playground. At times teachers need to facilitate these conversations. WITS is a strategy taught to deal with bullying or teasing to empower students.





2. The CAS Learning Environment

2.1 Effective Pedagogy

The curriculum outlines seven key teacher actions that promote learning. This is how CAS understands them.

a) The Learning Environment:

At CAS we believe:

- In a 'community of learners' that include our students, and teachers, support staff and caregivers;
- In fostering strong partnerships, as they are vital to achieving our vision for our learners;
- That learners learn best in an environment that is positive and allows them to be risk takers and critical thinkers;
- That the learning environment must focus on assessment that is learner centered and that it is shared with students;
- That learning success must be celebrated and that 'mistakes' are seen as opportunities;
- In valuing and understanding children's points of view;
- In providing an environment which allows all children to learn;



- That our classroom spaces should be flexible and have equipment that supports the delivery of the curriculum;
- That our learners must be well supported;

b) Encouraging reflective thought and action:

At CAS we believe:

- That reflection must be done by all teaching staff and learners;
- That we should provide time for student self and group reflection about the quality of their learning;
- In encouraging learners to see the links to learning across the curriculum so they can transfer their learning;
- That reflection is done on both the teaching and learning
- That students learn to think critically about information and ideas and their metacognitive ability (i.e. their ability to think about their own thinking);
- That students can talk about their goals and next learning steps

c) Enhancing the Relevance of New Learning:

At CAS teachers will:

- Share the learning journey with the students so they know what and why they are learning it;
- Motivate students by using topical, authentic and rich purposeful learning experiences;
- Have accessible learning goals;
- Seek opportunities for students to be involved with decisions related to their learning;

d) Facilitating Shared Learning:

At CAS we believe:

- That involving the wider community in our programmes will have a big impact;
- That we are all learners;
- That our classrooms will show students working independently, in pairs and in small groups and that they will be supportive and collaborate with each other;
- That our learners are respectful;

e) Making Connections to Prior Learning and Experience:

At CAS we believe:

- In encouraging our learners to think about their learning and make connections to what they already know and their own experiences;
- In encouraging our learners to revisit previous learning to facilitate new learning;

f) Provide Sufficient Opportunities to Learn:



At CAS we believe:

- In providing our learners with time to acquire, then practice and transfer any new learning;
- That effective learning comes off the back of accurate assessment data;
- That teachers should use 'teachable moments';
- That we value and understand the different learning styles and needs within our rooms;
- That our learners know what behaviours make learning successful;
- That our classrooms and playgrounds operate a consistent school wide behaviour system;
- That we encourage risk taking, questioning and problem solving;
- That our climate encourages respectful interactions and positive relationships;

g) Teaching As Inquiry

At CAS we believe:

- That teachers are adaptive to the needs of the learners based on evidence;
- That teachers use assessment to identify where learners are now, where to go next and how to best get there;
- That research and collegial support will help inform teaching;
- That analysing data, and reflecting on needs can be done individually, or collegially in pairs or small groups;
- That teachers adopt teaching strategies that are based on evidence and continually reflect on best practice;
- That teachers use the inquiry model to reflect on an aspect of their own professional practice;
- Coaching conversations are vital to self reflection and self growth. At CAS believe in a coaching culture for ourselves as learners.





3. Our Learner Profile

3.1 Our Values

These are the values that are important to our community. These are woven into decisions made at our school. Whanaungatanga and Mahi tahi were gifted to us by our kaumatua and help maintain the culture/ feel of our school which is important to us. We think on these values as the heart of our school.

- Mahi tahi:** We work together to achieve our goal
Whanaungatanga: We connect to belong
Pride: We are proud of ourselves, others and our place
Empathy: We understand and care about how others might feel
Growth mindset: We have a can-do attitude when facing challenges



3.2 Our Learner Profile

Our Learner Profile is what we want to have equipped our learners with for when they are ready to leave us. They are the capabilities that we believe they need to thrive in the world around us. We have broken each capability down to its important parts and then made these into a progression. In general emerging is achieved by the end of Year 2, Developing by the end of Year 4 and Proficient by the end of Year 6. However, not all children will progress at the same rate. Teachers and learners identify their strengths and next steps, as they do in other learning areas to enable them to have agency in the development of them. Each capability is taught as and when needed.



Curiosity

I ask questions and wonder about the world around me.



	Emerging 	Developing 	Proficient 
Wonderings	I wonder about things that interest me.	I can wonder to help form an opinion and think about different perspectives.	I can wonder to generate ideas and identify the ones I can act on.
Expressing	I can express what I am interested in by asking questions, sharing ideas and making comments.	I can express my curiosity through my questions, comments, observations and connections.	I can confidently express my curiosity.
Action/engagement	I can explore my wonderings with support.	I can inquire into areas I have wondered about and take greater ownership to explore these.	I can independently inquire into and engage my wonderings.
Attitude	I have a positive attitude when exploring new learning.	I enjoy finding out new things and I am beginning to be more active with it.	I am passionate about new learning which helps me to take initiative.

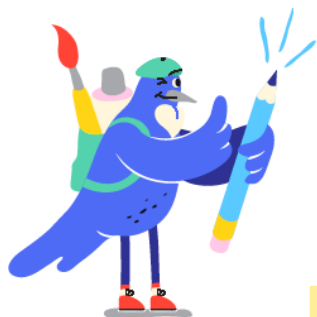


Resilience

I can bounce back when things are tricky.



	Emerging 	Developing 	Proficient 
Emotional regulation	I can recognise that I have a range of feelings and how they make me feel emotionally and physically.	I can name the emotion that I am feeling and have some coping strategies.	I am able to select an appropriate strategy to manage my emotions.
Can do attitude	I can use positive self talk, with support, to keep going.	I can use positive self talk to understand that it is ok to make mistakes when trying new things.	I can accept that making mistakes is part of the process and adapt and try new strategies.
Recognising when stuck	I can say when I am stuck and, with support, come up with a strategy.	I can identify what made me stuck and try an alternative strategy.	I can identify what made me stuck and independently try a range of strategies.
Coping strategies	I know that there are strategies I can use if I am faced with a tricky situation.	I have a range of strategies that I can use to overcome obstacles.	I can reflect on and evaluate the strategies that I have, and use the one that will be the most helpful.
Accepting feedback	I can listen to feedback and, with support, use it.	I can use feedback to improve.	I can seek out feedback, from a range of people, to help improve.



Creativity

I can come up with new solutions and ideas.



	Emerging 	Developing 	Proficient 
Generate ideas	I can come up with ideas.	I can come up with several original ideas.	I can come up with a range of original and innovative ideas for a purpose.
Being flexible and adaptable	I can make simple changes to my ideas.	I can reflect upon my ideas and justify how I have made them better.	I can independently refine my ideas from reflections and can justify the changes I have made.
Problem solving	I can think of an option and say why it works.	I can explore several possible options to solve problems.	I can explore a range of possible options, independently select and justify the most appropriate solution.
Action ideas	I can say what I am going to do and, with support, put this into place.	I can formulate a plan with the steps I will take and the resources I need.	I can independently plan and use my critical thinking skills to apply my ideas.



Critical thinking

I can stop and think deeply.



	Emerging 	Developing 	Proficient 
Making learning decisions	I can make decisions between options including who I work with, where I work, what I use and when I do it.	I can plan my learning with some support & understand that there are consequences from my decisions.	I can make appropriate decisions when planning my learning independently.
Skillful thinking	I can find some evidence to justify my thinking.	I can use a wider range of skills to analyse and evaluate information and ideas.	I can independently select appropriate skills to analyse and evaluate information and ideas.
Questioning	I can use questioning language to explore ideas.	I can adapt my questions to further my own understanding.	I can question for a variety of purposes across the curriculum.
Applying	I can understand that what I learn can be used at different times in different ways.	I can apply what has been learnt to new situations.	I can transfer my skills and make connections to other areas of learning and life.
Reflecting/ metacognition	I can look at my learning and, with support, talk about how it went and the thinking I used.	I can begin to use some evidence to reflect on my learning, thinking and choices as I understand its importance.	I continually reflect on my learning, thinking, and choices across situations to guide my next steps.



Collaboration

I can work and play well with others towards common goals.



	Emerging 	Developing 	Proficient 
Everyone contributes	I can share my Ideas with others.	I can share my Ideas and encourage others to share theirs by asking questions.	I can confidently share my Ideas, and encourage and support others to share theirs.
Teamwork	I can show I am listening through my body language, eye contact and taking turns.	I know we all have a part to play within a team and have responsibilities to help meet the goal.	I recognise that everyone brings different strengths and we use these to achieve a common goal.
Negotiate & compromise	I know that sometimes I might not always get my way and, with support, make a decision.	I can actively listen while others justify their Ideas and work together to negotiate the most suitable outcome.	I can synthesise Ideas with others and collectively justify decisions.
Accept others & their beliefs, ideas & values	I can accept that others might think and feel differently to me.	I understand that I have to work with a range of different people who have different Ideas, values and beliefs.	I acknowledge, accept, & respond to others beliefs and values by understanding that it will help me to think beyond what I know.

3.3 Personalising Learning

At CAS we are developing an inquiry approach to learning within our classrooms and within our teaching staff. This is linked to goal setting and self review. It relies on our staff and students reflecting on their teaching and/or learning. We believe that by giving the staff/students greater ownership of their learning it encourages greater engagement, participation and self motivation.

Our classrooms are undergoing a change that reflects this. Programmes are becoming more personalised and less whole class focussed. Personalised Learning is not Individualised Learning (or individualised programmes), rather providing learning that meets our students' needs as and when they need it, and how they need it delivered.

3.3 Giving Agency

We continue to develop ways to give our learners more agency in their learning so they become agents of their own learning. At least one of our Teaching Inquiries is related to developing greater agency. This will enable us to 'Personalise' their learning journey. Agency is more than just giving them some choice and some voice it is about equipping them the skills they need to take ownership of their learning through having a clear understanding of the skills needed and where they are as a learner, who or what can help them. Developing the capabilities in our Learner Profile enables this.

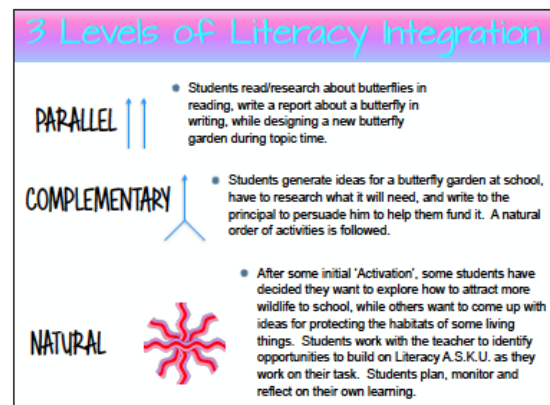
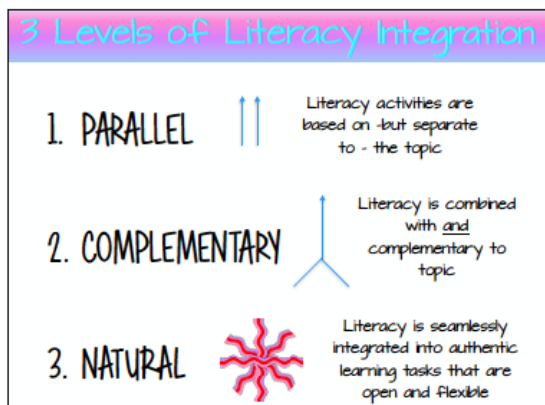


3.4 Integrated Learning

Cashmere Avenue School provides an innovative and engaging curriculum to meet the needs of all students. Our curriculum encourages our learners to be innovative, inquiring and curious.

Literacy and Numeracy skills are developed to ensure successful and continued progress in reading, writing and maths for all students.

As a school, we are looking into the different levels of integration. Natural Integration is our ultimate aim. However, we understand that our teachers are learners and are at different points moving towards this.





The 'Thoughtful Themes' (the overarching-all encompassing concepts e.g. change, culture, diversity etc) are broken down into a rubric, and progress across the year levels to develop students knowledge about themselves in the world.

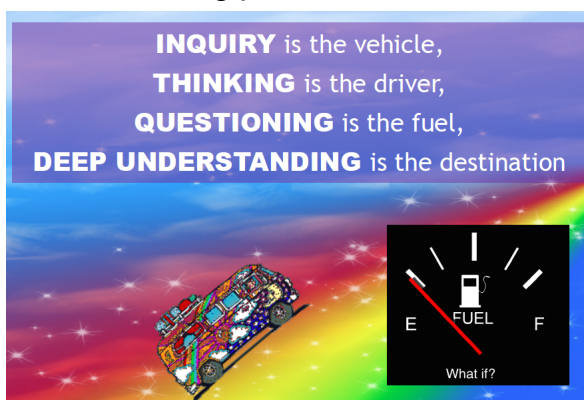
At CAS we have developed a range of Enduring Understandings (e.g. the big idea that we want our students to retain) that sit under these Thoughtful Themes. These cover and align with the Curriculum Achievement Objectives. We aim for students to work with their teachers to choose contexts that are of high interest, are topical and provide a range of learning experiences to move the children's thinking and learning forward. They incorporate thinking tools, collaborative learning strategies, graphic organisers and a hands on approach to enable this to happen.

3.5 Inquiry learning

Getting children to Inquire into their learning

At Cashmere Avenue we aim for our learners to be able to plan out their learning journey. We want them to be curious and discover new things by asking questions. We then want them to create a deep understanding of this new knowledge through a range of experiences. However we believe it is not sufficient to just 'know stuff' but to have a deep understanding of the Enduring Understanding or EU. We need to then use this new knowledge in a way to improve their own lives or the lives of others (human/ non human) or the 'So What' by thinking deeply whilst doing so.

NB: We do not believe it is necessary for our CAS students to name the 'specific' stage of the process they are on e.g. They don't need to state they are discovering, creating or sharing. Being inquisitive is not rigid by 'stages' however we encourage students to be aware of where they are in their learning process.



	Vision for Teaching & Learning	Teachers design Learning Environments that enable:
DISCOVER:	Students can access challenging, meaningful and engaging content when; <ul style="list-style-type: none"> • seeking information; 	<ul style="list-style-type: none"> • Inquiry learning, Problem-based learning, authentic and engaging learning contexts



	<ul style="list-style-type: none"> • using resources/tools to develop/practise skills/strategies 	<ul style="list-style-type: none"> • the development of research skills - questioning, search skills, evaluating data and critical thinking. • the use of a wide range of 'physical world' and 'digital world' experiences and resources to engage and excite learners and to support their individual learning needs.
CREATE:	Students can construct new knowledge and demonstrate learning through active creation, individually and collaboratively, using 21st C tools.	<ul style="list-style-type: none"> • collaborative learning, both within and beyond the school. • authentic choice for expression of learning using a rich variety tools, both traditional and digital.
SHARE & RESPOND - LEARNING COMMUNITY:	Students can share ongoing learning & outcomes of learning (creations, new ideas, actions) with real world audiences. Students (& parents, whanau) can respond to & support others' learning in & beyond school.	<ul style="list-style-type: none"> • students to share & discuss outcomes of their learning, in class, with parents, with local audiences, and on-line. • students to responsibly participate in discussions, reporting to parents, and wider on-line forums, and/or managed 'social' networks. • students to take responsible action in response to authentic opportunities or needs within the school context and beyond.
LEARNING AS INQUIRY:	Students can identify where they are in progressions of learning, provide evidence and identify next steps (including responding appropriately to comments and feedback).	<ul style="list-style-type: none"> • students to develop and maintain a dynamic record of their personal learning journey. • ongoing learning conversations between learners, parents and teachers. • personalising of learning goals and programmes

Thoughtful Themes

These allow for cross curricular integration so that learning is not pigeon holed and thus deeper understanding is gained by our learners. This is the starting point for planning. The Themes should be shared with the learners so each time they revisit them they can connect other learning.

Our Two Yearly Thoughtful Themes Overview

CAS planning guide to help with the coverage of all the Thoughtful Themes.

Odd Year- Exposure to Themes of Change and also Culture & Diversity

Term 1	Term 2	Term 3	Term 4
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Cashmere Avenue School Curriculum Statement

"Equipping learners to explore and thrive together"

Identity and Wellbeing	Change	Culture & Diversity	Change	Culture & Diversity	Change	Culture & Diversity	*Change and/or Culture & Diversity
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* To ensure you have covered all Curriculum areas e.g. Technology, Science, Health and Social Science

Even Year- Exposure to Themes of Systems and also Cause & Effect

Term 1		Term 2		Term 3		Term 4	
Identity and Wellbeing	Systems	Cause and Effect	Systems	Cause and Effect	Systems	Cause and Effect	*Systems and/or Cause and Effect

* To ensure you have covered all Curriculum areas e.g. Technology, Science, Health and Social Science

NB: Each year it is important to begin the year with Identity and Wellbeing to help set up class culture.

CAS Enduring Understandings

These are the deep understandings or big ideas we want to stay with our learners long term once the detail may be forgotten e.g. Understand the EU We have different roles and responsibilities when we are part of a group, rather than being able to remember the different roles and responsibilities.

These can be joined together and cover the AOs from across the curriculum.

The aim is to expose the learners to the Thoughtful Theme or EU through your Immersion- providing them with a wide range of contexts that could sit under this. Then students can have input into the direction they take this.

Thoughtful Theme: Identity and Wellbeing

Junior	Middle	Senior
<p>Ø Belonging to groups is important.</p> <p>Ø We have different roles and responsibilities when we are part of a group.</p> <p>Ø I have strengths and weaknesses.</p> <p>Ø Expressing our own ideas, needs, wants and feelings clearly and listening to those of others is important.</p> <p>Ø Through the Arts I can share my emotions, ideas and stories.</p>	<p>Ø We have different roles, rights and responsibilities when we are part of a group.</p> <p>Ø I have personal qualities that contribute to my self-worth.</p> <p>Ø Expressing our own ideas, needs, wants and feelings appropriately and listening sensitively to those of others is important and affirms them.</p> <p>Ø Through the Arts I can share my emotions, ideas and stories</p>	<p>Ø The groups we belong to make and implement rules and laws.</p> <p>Ø My feelings, beliefs and actions and those of other people contribute to my self worth.</p> <p>Ø Pressures can influence how we interact with others and we need assertive strategies to manage these.</p> <p>Ø By integrating different art</p>



	and appreciate those of others.	forms, we can effectively communicate our culture, ideas and stories.
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Thoughtful Theme: Cause and Effect

Junior	Middle	Senior
<p>Ø There are many different forces and forms of energy that affect our world.</p> <p>Ø My actions affect the people, places and environment around me.</p> <p>Ø How I look after myself effects how I grow.</p> <p>Ø There are things I can do to keep myself safe.</p>	<p>Ø There are many different forces and these have different effects on objects or environments.</p> <p>Ø There are different forms of energy that affect our world and energy must come from somewhere.</p> <p>Ø The actions of people in the past have causes and effects on people, places and environments.</p> <p>Ø The choices I make affect my lifestyle.</p> <p>Ø I can make choices to keep myself safe.</p>	<p>Ø Energy can change from one form to another.</p> <p>Ø The effect of forces depend on many variables.</p> <p>Ø By exploring the causes and effects of people's actions in the past we can make better choices about our own actions in the future.</p> <p>Ø Lifestyle choices impact on myself, others and the world.</p> <p>Ø There are lots of things that influence our lifestyle choices.</p> <p>Ø Through identifying risks and their causes it helps manage our own safety.</p>



Thoughtful Theme: Change

Junior	Middle	Senior
<ul style="list-style-type: none"> Ø Materials can change state. Ø Things that I do can change the future. Ø Growing up brings changes. Ø Technology has changed over time. Ø The arts have changed over time. 	<ul style="list-style-type: none"> Ø Materials can change in different ways when subjected to different processes. Ø Our world is changing and I can help make a difference. Ø Growing up brings new challenges. Ø Technology has changed over time for different reasons and has impacted on our lives and our environment. Ø The arts are an effective way of recording and communicating how things have changed over time. 	<ul style="list-style-type: none"> Ø Different processes can change the state of materials and the purpose for their use. Ø When making changes to my world I need to do so responsibly. Ø People respond differently to the challenges of growing up. Ø Technology has changed through innovation and exploration, which is driven by needs and wants. Ø The arts show how things have changed over time and how we communicate through the arts will continue to evolve.

Thoughtful Theme: Culture and Diversity

Junior	Middle	Senior
<ul style="list-style-type: none"> Ø Living things have certain requirements so they can stay alive. Ø There are many different groups within our community. Ø Many different technologies are and can be developed to meet our needs and wants. Ø There are arts that are unique to different cultures. 	<ul style="list-style-type: none"> Ø There are lots of living things in the world and they can be grouped in different ways. Ø Communities are shaped by diverse cultures and identities. Cultural groups may express their values, beliefs and attitudes in different ways. Ø In selecting or designing different technologies to meet our needs and wants we need to consider the consequences. Ø The arts can be used to pass on cultural knowledge. Ø There are similarities and differences between different cultures art forms. 	<ul style="list-style-type: none"> Ø There are life processes common to all living things and these occur in different ways. Ø Living things are suited to their particular habitat and they respond to environmental changes, both natural and human induced. Ø Living things can be grouped into 'science based' classifications. Ø Diverse cultures and identities will affect how groups and individuals behave. Ø Multicultural societies are complex environments. Ø In selecting or designing different technologies to meet our needs and wants we need to consider the consequences from a range of perspectives. Ø Cultural artforms are influenced by other cultures over time.



Thoughtful Theme: Systems

Junior	Middle	Senior
<ul style="list-style-type: none"> Ø The earth has many systems. Ø There are different systems in our communities. Ø Our body has many systems. Ø Technology involves systems. Ø Different systems are used to solve problems. Ø Following a process will result in a specific genre of art. 	<ul style="list-style-type: none"> Ø Systems occur within natural and manmade environments. Ø Many of earth's processes repeat themselves over short or long periods of time. Ø There are systems in place in our communities so we can meet our needs and wants. Ø We need to take care of our different body systems. Ø Technology involves systems that work together. Ø The arts are used to express cultural heritage. 	<ul style="list-style-type: none"> Ø The universe is made up of many interconnected systems. Ø There are interconnected systems in place in our communities so that our economy can grow. Ø We have different body systems that are interrelated and can cause problems if the system breaks down. Ø Technology involves complex systems with interrelated steps. Ø The arts are used to express cultural heritage.

The Thoughtful Themes Broken Down

This is only a suggestion- Syndicates are free to cover EUs in a different order or regroup them as they feel is appropriate. This is just one way to ensure that we expose our learners to all the EU across the different curriculum areas. Having flexibility enables back mapping etc from children's areas of interest.

NB: Visual Art is done through all the Thoughtful Themes. It follows a process and is done all year.

Glossary of terms

Key: TT= Thoughtful Theme

LA = Learning Area

EU = Enduring Understandings



Junior School



Odd Year: Term 1		Term 2		Term 3		Term 4 note shorter 3-4 weeks	
TT-Identity and Wellbeing	TT- Change	TT- Culture and Diversity	TT- Change	TT- Culture and Diversity	TT- Change	TT- Culture and Diversity	TT- Change
LA- Health and PE Social Sciences EU- Belonging to groups is important. We have different roles and responsibilities when we are part of a group. Expressing our own ideas, needs, wants and feelings clearly and listening to those of others is important.	LA- Social Studies EU- Things that I do can change the future. Technology has changed over time.	LA- Social Sciences Arts EU- There are many different groups within our community. There are arts that are unique to different cultures.	LA- Science EU- Materials can change state.	LA- Science EU- Living things have certain requirements so they can stay alive.	LA- Health and PE EU- Growing up brings changes.	LA- Technology EU- Many different technologies are and can be developed to meet our needs and wants.	LA- Social Studies/ Technology EU- Technology has changed over time.



Even Year Term 1		Term 2		Term 3		Term 4 note shorter 3-4 weeks	
TT- Identity and Wellbeing	TT- Systems	TT- Cause and Effect	TT- Cause and Effect	TT- Systems	TT- Cause and Effect	TT- Systems	
LA- Social Studies/ Health and PE Art EU- Belonging to groups is important. We have different roles and responsibilities when we are part of a group. I have strengths and weaknesses. Expressing our own ideas, needs, wants and feelings clearly and listening to those of others is important. Through the Arts I can share my emotions, ideas and stories.	LA- Science Technology (design) EU- Technology involves systems. Different systems are used to solve problems.	LA- Social Sciences EU- My actions affect the people, places and environment around me.	LA- Health EU- How I look after myself effects how I grow. There are things I can do to keep myself safe.	LA- Health Science EU- Our body has many systems.	LA- Science EU- There are many different forces and forms of energy that affect our world.	LA- Social Science Technology EU- There are different systems in our communities. (impact of technology)	LA- Science EU- The earth has many systems



Middle School

CAS Curriculum		Middle Syndicate					
Key:		TT- Thoughtful Theme		LA- Learning Area		EU-Enduring Understanding	
Odd years	Term 1	Term 2		Term 3		Term 4 note shorter 3-4 weeks	
TT-Identity and Wellbeing	TT- Change	TT- Culture and Diversity	TT- Change Cause and Effect	TT- Culture and Diversity	TT- Change	TT- Culture and Diversity	TT- Change
LA- Health and PE Social Sciences EU- We have different roles, rights and responsibilities when we are part of a group. I have personal qualities that contribute to my self-worth. Expressing our own ideas, needs, wants and feelings appropriately and listening sensitively to those of others is important and affirms them. Through the Arts I can share my emotions, ideas and stories and appreciate those of others.	LA- Health and PE EU- Growing up brings new challenges.	LA- Science EU- There are lots of living things in the world and they can be grouped in different ways. (Care for the environment KC)	LA- Health and PE EU KOS Growing up brings new challenges. I can make choices to keep myself safe.	LA- Arts EU- The arts can be used to pass on cultural knowledge. There are similarities and differences between different cultures art forms In selecting or designing different technologies to meet our needs and wants we need to consider the consequences.	LA- Arts Technology EU- Technology has changed over time for different reasons and has impacted on our lives and our environment.	LA- Social Sciences Arts EU- Communities are shaped by diverse cultures and identities. Cultural groups may express their values, beliefs and attitudes in different ways.	LA- Sciences EU- Materials can change in different ways when subjected to different processes.

Even Years	Term 1	Term 2		Term 3		Term 4 <u>note</u> shorter 3-4 weeks	
TT- Identity and Wellbeing	TT- Systems and Cause and Effect	TT- Cause and Effect	TT- Systems (Production)	TT- Systems	TT- Cause and Effect	TT- Systems	TT- Cause and Effect
LA- Health and PE	LA- Health	LA- Science	LA- Arts Technology	LA- Science	LA- Social Science	LA- Social Science	LA- Sciences
EU- We have different roles, rights and responsibilities when we are part of a group. I have personal qualities that contribute to my self-worth. Expressing our own ideas, needs, wants and feelings appropriately and listening sensitively to those of others is important and affirms them. Through the Arts I can share my emotions, ideas and stories and appreciate those of others.	EU- The choices I make affect my lifestyle. I can make choices to keep myself safe. We need to take care of our different body systems.	EU- There are many different forces and these have different effects on objects or environments.	EU- Technology involves systems that work together. The production of artworks may involve systems that work together.	EU- Systems occur within natural and manmade environments. Many of earth's processes repeat themselves over short or long periods of time.	EU- The actions of people in the past have causes and effects on people, places and environments.	EU- There are systems in place in our communities so we can meet our needs and wants.	EU- There are different forms of energy that affect our world and energy must come from somewhere.



Senior School

Odd Year	Term 1	Term 2		Term 3		Term 4	
TT-Identity and Wellbeing	TT- Change	TT- Change	TT- Culture and Diversity	TT- Change / Cause and Effect	TT- Culture and Diversity	TT- Change	TT- Culture and Diversity
LA- Health and PE Social Sciences EU- Pressures can influence how we interact with others and we need assertive strategies to manage these	LA-Social Sciences Art EU- The arts show how things have changed over time and how we communicate through the arts will continue to evolve.	LA-Science Technology EU-Different processes can change the state of materials and the purpose for their use. Technology has changed through innovation and exploration, which is driven by needs and wants.	LA- Social Sciences EU- Diverse cultures and identities will affect how groups and individuals behave. Multicultural societies are complex environments.	LA- Technology Health and PE EU KOS – People respond differently to the challenges of growing up. Through identifying risks and their causes helps manage our own safety	LA- Science EU- Living things can be grouped into 'science based' classifications. There are life processes common to all living things and these occur in different ways. Living things are suited to their particular habitat and they respond to environmental changes, both natural and human induced.	LA- Social Sciences EU- When making changes to my world I need to do so responsibly.	LA- Technology EU- In selecting or designing different technologies to meet our needs and wants we need to consider the consequences from a range of perspectives.

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Even Year	Term 1	Term 2		Term 3		Term 4	
TT- Identity and Wellbeing	TT- Systems	TT- Systems	TT- Systems	TT- Systems	TT- Cause and Effect	TT- Cause and Effect	TT- Cause and Effect
LA- Health and PE EU- My feelings, beliefs and actions and those of other people contribute to my self worth.	LA- Science EU- The universe is made up of many interconnected systems.	LA-Technology EU- Technology involves complex systems with interrelated steps.	LA- Arts EU- The arts are used to express cultural heritage	LA- Social Sciences EU- There are interconnected systems in place in our communities so that our economy can grow.	LA- Science EU- Energy can change from one form to another. The effect of forces depends on many variables.	LA- Social Sciences EU- By exploring the causes and effects of people's actions in the past we can make better choices about our own actions in the future.	LA- Health and PE EU- Lifestyle choices impact on <u>myself, others and the world</u> . There are lots of things that influence our lifestyle choices.

Key: TT- Thoughtful Theme

LA- Learning Area

EU-Enduring Understanding



3.6 Thinking Tools

Teachers use a variety of thinking tools

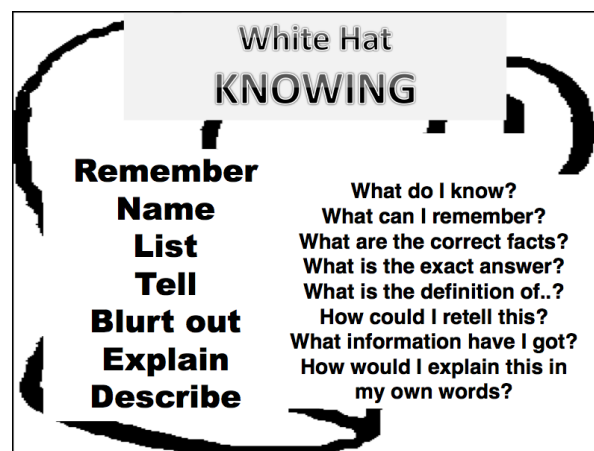
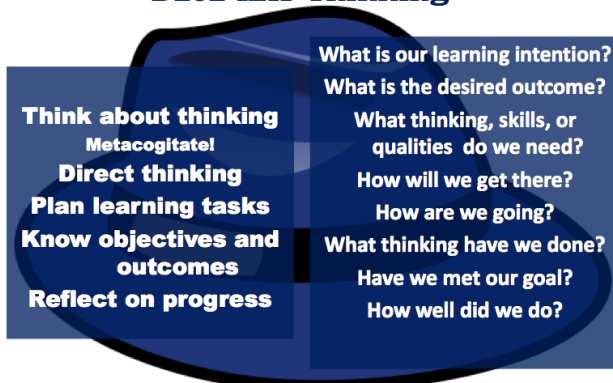
These posters are used in all classrooms and have been developed by Bek Galloway. They combine De Bono's hats, quality reflective questioning skills and encourage our questioning to allow deeper thinking from the students.

Our Aim is that students are aware of the different types of thinking they need and choose and use these independently. Thus, this goes deeper than 'Black hat thinking' into the specific skills e.g. comparing and contrasting or ranking. Therefore these must be up in our classes to be referred to by staff and students alike. The question stems are a useful tool to help children begin to question.

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BLUE HAT Thinking





White Hat APPLYING

- ☐ Make **Connections** with...
- ☐ Make **Links** to...
- ☐ **Relate** it to...
- ☐ **Use...**
- ☐ **Put into practice...**

things you already know about

How does this fit with what I already know?
How does this relate to...?
What connections are there with...?
What links can I make to this?
How could I use this...?
Where else could I use my understanding?

Red Hat CARING

Consider my feelings, hunches and reactions
Discuss values and beliefs
Empathise with others
Sense how others might feel
Consider from other perspectives

How do I feel?
How would I feel?
Do I have a hunch about this?
What is my gut reaction here?
What emotions are there?
What are my values and beliefs?
What values and beliefs are evident here?
How would others feel about...?
What would it be like to be...?
What might other perspectives be about this?

Black Hat ANALYSING

Examine – Uncover – Detect
Look closely – Pull apart

In order to:

- Find relationships**
- Categorise and Sort**
- Compare and Contrast**
- Order and Sequence**

- ✳ What is the evidence for...?
- ✳ Where are the clues that show...?
- ✳ What are all the parts of...?
- ✳ What were the factors that contributed to...?
- ✳ What types of...?
- ✳ What are the characteristics of...?
- ✳ What are the similarities and differences with...?
- ✳ What was the order of...?
- ✳ What led to...?

Black Hat EVALUATING

Find Causes
Predict outcomes
Judge – Assess
Rank – Recommend
Decide – Choose
Persuade – Argue
Debate – Justify

What is or could be... **wrong, weak, dangerous, difficult...** with this idea?
What are your reasons for why this is a bad idea?
What is likely to go wrong if...?
What would the negative consequences be if...?
What was the likely cause of...?
Is it... Right? Acceptable? Advisable? Worthy? Important? Possible?
Which is... Better? Worse? More Important? More Effective?
Should we...?

Yellow Hat EVALUATING

Find Causes
Predict outcomes
Judge – Assess
Rank – Recommend
Decide – Choose
Persuade – Argue
Debate – Justify

What is or could be ... **POSITIVE, strong, beneficial, good, an advantage** with this idea?
Why will this work?
What are your reasons for why this is a good idea?
Who gets the benefits from this?
What makes this idea do-able?

Green Hat CREATING

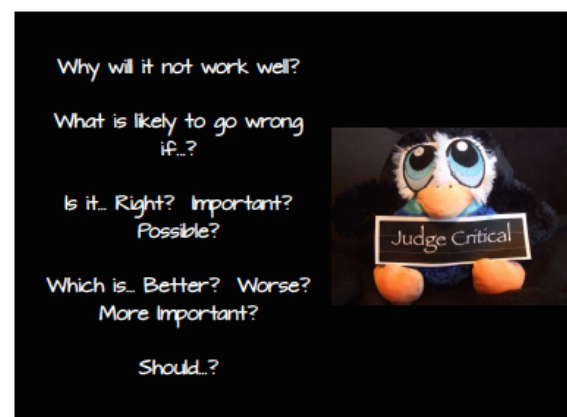
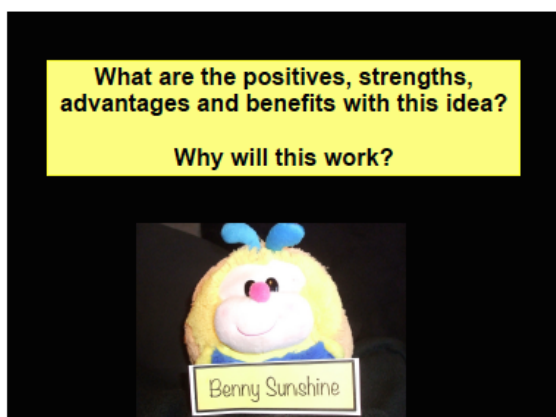
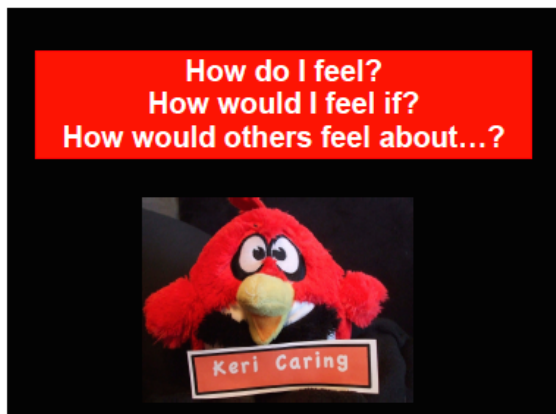
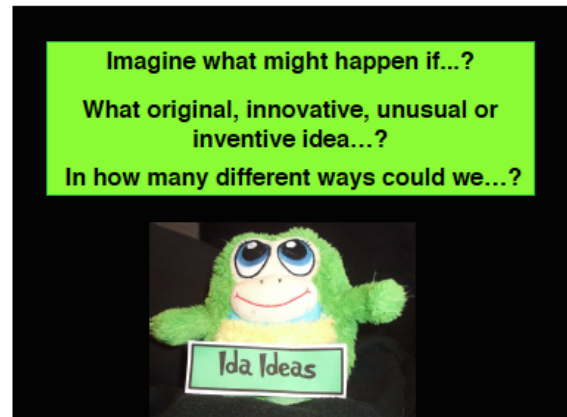
Generate
Come up with
Imagine
Design
Invent
Improve
Forecast the future
Devise Action Plans

Imagine what might happen if...?
What could we do to...?
What original, innovative, unusual or inventive idea...?
How could we... Solve, Improve, Create, Invent, Make, Design...?
What are the possibilities for...?
In how many different ways could we...?



Mini Think Crew

In the Junior School we use the Mini Think crew to make it more manageable for the learners.





3.6 Collaborative Strategies and Routines: Management Techniques and Strategies for Developing Thinking Classrooms

Collaborating with others goes beyond cooperating (taking turns or doing specific parts). At Cashmere we aim to get our learners collaborating with others by working together to grow and develop ideas and understandings. We use Socratic questions and routines to support our teaching and thus the development of this.

● Socratic Questions


Socrates

Socrates, a famous teacher, born in 469BC
loved to challenge ideas and issues, by asking questions constantly

This worked so well and his students gained a deeper understanding
So he'd keep asking more and more to keep their minds expanding

Questions to clarify and to probe, to reason and find out more
If we use Socrates' questions too, it will make our thinking soar!


Simplified Socrates - Questions / Ideas



1. Can you tell me more about that?
2. What makes you say that?
3. What did you mean by...?
4. Can you give me an example?
5. Are you saying... or...?
6. Can you say that a different way?
7. Please explain why/how...?
8. Have you thought about...?

Simplified Socrates - Ideas / Questions

1. Can you tell me more about that?
2. What makes you say that?
3. What did you mean by...?
4. Can you give me an example?
5. Are you saying... or...?
6. Can you rephrase that please?
7. Please explain why/how...?
8. Have you thought about...?
9. What evidence is there to support what you are saying?
10. On what authority are you basing your argument?
11. How can I be sure of what you are saying?
12. Are those reasons good enough?
13. How might it be refuted?
14. What are you taking for granted?
15. How can you verify or disprove that assumption?
16. How could you look at this another way?



● Hot Potato

Each group is given a **different problem** to solve.

The group stays put and each group passes their sheet (hot potato) on until they receive theirs back again.

● Noisy Round Robin

Each group is given the **same** problem to solve.

There is one sheet per group so there is talking amongst the group. The sheet gets passed on.

● Quiet Round Robin

Each member of the group is given the **same** problem to solve.

They each have paper and pencil and records their ideas before passing it on to next member of group.

Keep going round group 1 by 1 until ideas dry up

● Triad

A is the speaker, B is the listener/prompter, C is the recorder (swap roles)

● 1:4:P:C:R

In groups of four:

1. Write your own idea first.
2. Share with your group of 4.
3. Publish a synthesised idea
4. Circle the room and consider other people's ideas
5. Refine your group idea.



- **Judge Jury**

Give the class a topic and each child a specific role:

Number 1s – 90 second argument FOR the topic (Defence)

Number 2s - 90 second argument AGAINST the topic (Prosecution)

Number 3s - decide the outcome of the case and present their verdict (Judge and Jury)

- **The Comma Thinking Rule**

Records all ideas, encourages fluency

- **Think: Pair: Square**

Think about it, get with a partner and share what your ideas were. in a square

- **The Silent Card Shuffle:**

Can be used for Sequencing, Classifying, Matching concepts/definitions, mapping

1. Group members rearrange cards into order
2. Justify and Refine their choice
3. Circulate and Observe other groups
4. Return and Refine their own cards
5. Teacher Debriefing

- **4 Corners**

Pose statements. Children move to 1 of 4 corners around the room and discuss their thinking. (Strongly agree, Agree, Disagree, Strongly disagree)

- **First, Next, Finally**

Used with 4 corners to justify thinking. They use their fingers to discuss their 3 reasons.

- **BB Because**

Encourages children to use the word because and justify their thinking or opinion

- **Donut**

Have an inside and an outside circle and only one circle moves to get a new partner.

- **See Think Wonder**

Show students an image and give them time to discuss all they see. Then get to discuss what they think is happening and finally ask questions.

For more ideas go to the Server- Thinking- Resources

"Once you have learned how to ask relevant and appropriate questions, you have learned how to learn and no one can keep you from learning whatever you want or need to know."

Neil Postman and Charles Weingartner
"Teaching as a Subversive Activity"

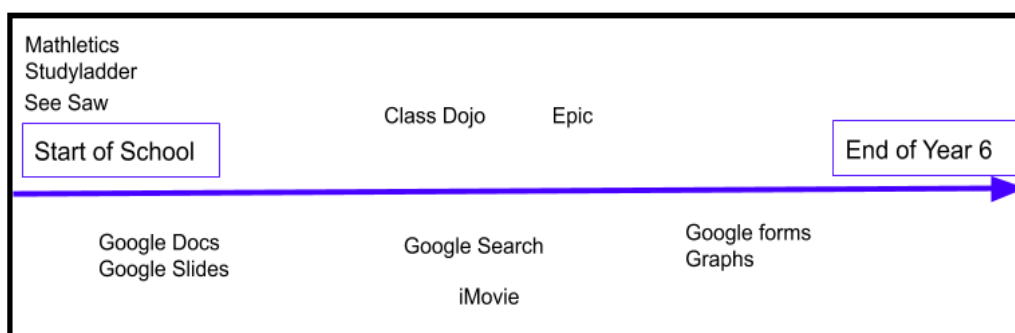



3.8 eLearning

eLearning is the learning and teaching that is facilitated by or supported through the appropriate use of ICT. It can cover a spectrum of activities from supporting learning, to blended learning (the combination of traditional and e-learning practices), to learning that is delivered entirely online. It is important to remember though that no matter what technology is being utilised that **learning** remains the focus.

We use our [ICT continuum](#) to support teachers to teach age appropriate skills.

CAS ICT CONTINUUM





Function	By end of Year 1	By end of Year 2	By end of Year 4	By end of Year 6
 <p>If ICT is the best tool?</p>	<p>Sign in and sign out on a CB, Mac, iPad (accounts or devices)</p> <p>Looks Like:</p> <ul style="list-style-type: none"> Know basic icons - Drive, Mathletics and Know which sign in to use <p>Care of devices CB, Mac, iPad</p> <p>Looks Like:</p> <ul style="list-style-type: none"> Carrying it around Plugging in Cord safety in vaults 	<p>Operate a range of devices CB, Mac, iPad</p> <p>Looks Like:</p> <ul style="list-style-type: none"> Google - can identify: <ul style="list-style-type: none"> Drive icon, Share icon Waffle icon Computer - can use <ul style="list-style-type: none"> school bookmark folder to get to: Drive, Mathletics etc Use shortcuts Sign in: <ul style="list-style-type: none"> Mac CB 	<p>Be able to operate and choose the appropriate device for the job</p> <p>Looks Like:</p> <ul style="list-style-type: none"> Independently operate a range of devices, software, functions and commands. Not limited to but including: <ul style="list-style-type: none"> Sorting/organising drives Sharing docs with buddies Seek help for basic troubleshooting issues 	<p>Be able to operate and choose the appropriate device for the job</p> <p>Looks Like:</p> <ul style="list-style-type: none"> Select appropriate device Safely operate, a range of devices Do specific tasks on a range of devices Use basic troubleshooting strategies on a range of devices





Cashmere Avenue School Curriculum Statement

“Equipping learners to explore and thrive together”

Discover - using ICT to learn new skills and knowledge through the internet and instructional movie clips etc.


Discover	By end of Year 1	By end of Year 2	By end of Year 4	By end of Year 6
 	<p>Use ICT to find (read/view) info</p> <p>Looks Like:</p> <ul style="list-style-type: none"> Know how to access shared Drive to get to teacher generated info 	<p>Use ICT to find (read) info that teacher has 'pre' selected</p> <p>Looks Like:</p> <ul style="list-style-type: none"> Learning how to access a class blog or shared doc to get to teacher generated info Learning how to find information on websites given by the teacher 	<p>Use ICT to get information from a given range of digital resources, recognising some pattern in them</p> <p>Looks Like:</p> <ul style="list-style-type: none"> Learning how to access a class blog or shared doc to get to teacher generated info, websites, videos and pictures. 	<p>Use ICT to search for information, verify the information and use this to guide searching for further information.</p> <p>Looks Like:</p> <ul style="list-style-type: none"> Locate information using search engines, and simple search functions. Use relevant and purposeful keywords Be able to scan through websites and pick where information is repeated (backed up) on more than one website
	<p>Explain how the information was used</p> <p>Looks Like:</p> <ul style="list-style-type: none"> Be able to orally explain (sometimes this starts at a task level - what was purpose of task) 	<p>Explain why the information selected was useful</p> <p>Looks Like:</p> <ul style="list-style-type: none"> Show how it helped me to answer my questions or create new work 	<p>Explain why the information was selected and used over other information</p> <p>Looks Like:</p> <ul style="list-style-type: none"> Understanding that not everything on the web is true. Someone's blog vs national geographic, ads vs websites Able to apply the information found to answer specific questions 	<p>Assess the suitability of information using a range of appropriate given criteria</p> <p>Looks Like:</p> <ul style="list-style-type: none"> Be able to explain how you have verified your information eg: cross checked using other sources - websites or books

Create - using a range of apps to create work, from simple word processing through to creating movies, podcasts, presentations etc.

Create	By end of Year 1	By end of Year 2	By end of Year 4	By end of Year 6
 	<p>Use ICT to follow, modify, or contribute to/collaborate on a simple piece of work.</p> <p>Looks Like:</p> <ul style="list-style-type: none"> Be able to open and type in a shared teacher generated Google Drive item Respect others work in a shared document 	<p>Use ICT to plan and/or create a (individually or collaboratively) simple piece of work.</p> <p>Looks Like:</p> <ul style="list-style-type: none"> Be able to create a new doc or other, share with group/partner if necessary. Respect others work in a shared doc 	<p>Use a predefined selection of tools to plan, create, or modify pieces of work (individually or collaboratively) .</p> <p>Looks like:</p> <ul style="list-style-type: none"> Be able to choose from predefined tools (e.g. slides, doc's, etc) the right one to achieve objective for a particular purpose/audience. Be able to choose from editing functions within tools (e.g. font, layout) Respect others work in a shared online environment 	<p>Select an appropriate ICT tool to plan and create a piece of work (individually or collaboratively).</p> <p>Looks like:</p> <ul style="list-style-type: none"> Be able to independently choose from a wide range of ICT tools, and their editing functions, the right one to create the desired outcome for a particular purpose/audience Respect others work in a shared online environment Be able to choose from predefined tools the right one to achieve objective for a particular purpose/audience



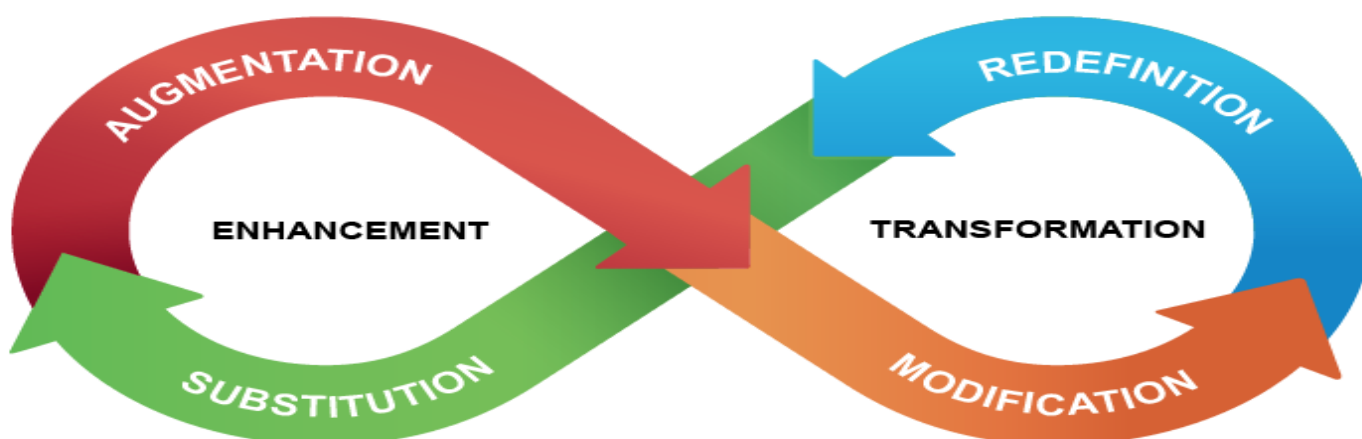
Share - using their accounts to share work with their classmates and beyond the class through email, class blogs etc.

Share	By end of Year 1	By end of Year 2	By end of Year 4	By end of Year 6
	<p>Use purposefully selected ICT tools to safely share information with predefined 'others'</p> <p>Looks Like:</p> <ul style="list-style-type: none">Contributing to shared online work eg: Google docs, slidesUnderstand that online communications have an audience when sharing/ collaborating/ giving feedback	<p>Use purposefully selected ICT tools safely to share and exchange information and collaborate safely with appropriate local audiences</p> <p>Looks Like:</p> <ul style="list-style-type: none">Contributing to/collaborating on or creating a shared piece of work eg. class blogUnderstand online communications have an audience and may be received later	<p>Use appropriate ICT tools safely to share and exchange information and collaborate safely with appropriate known audiences</p> <p>Looks Like:</p> <ul style="list-style-type: none">Apply generally accepted social protocols when contributing/collaborating and sharing information in online environmentsUnderstand that online communications are directed to an audience for a purpose, with a different timeframe to our own	<p>Select and use appropriate ICT tools to share and exchange information safely with an audience and to collaborate safely with others, known and unknown</p> <p>Looks Like:</p> <ul style="list-style-type: none">Apply generally accepted social protocols when sharing/collaborating/giving feedback online.Understand that online communications must take into account different time, social and cultural contextsIndependently choose an audience appropriate ICT tool to share/exchange/collaborate

SAMR Model

We also are striving to use ICT in useful and effective ways that don't just replace existing learning tools but allow for the improvement and rethinking of how learning can be created and shared.

This model illustrates the ways we can use ICT for learning. At the Substitution level ICT simply replaces what we already do eg. writing a story, to the Augmentation level where we might add a picture, alter the font, use an online dictionary etc. At the Modification and Redefinition levels ICT is used to significantly change the way that children discover, create and share their learning through combining audio, video and text, collaborating with others, using innovative online applications and sharing work online etc.





Google Apps for Education (GAFE)

The school is a GAFE school. Each child has their own Google login and password (although Junior classes may all have the same password) This enables the children to access all the Google applications and store their work in their Google Drive online. This can be accessed at school or at home and allows the children to work collaboratively on the same project from different devices.

Hapara - Teacher Dashboard

Each classroom teacher has access to all their class's GoogleDrives through the Teacher Dashboard. This allows teachers to see what the children have been doing, review changes they've made to their work, give feedback and share documents etc with them.

Other Apps

There are also a range of other applications available to help support learning. These range from specific apps for practicing skills to apps available to help children share their understanding. Some of these apps are specific to different syndicates and different devices.

CyberSafety and Cyber Citizenship

These are key aspects of learning when using ICT. The school uses the resource “Pause and Think Online” (accessible on the website) to help children develop the necessary skills and knowledge to be good, safe cyber citizens. There is also a rubric that helps break down the skills needed in each area of the school.

3.9 Assessment

Our job as teachers is to know each student as a learner in all curriculum subject areas. Knowing students knowledge, skills, understandings and learning styles will help teachers plan appropriate activities that engage learners and promotes learning. Assessment is about improving teaching and learning experiences for our children and is at the heart of all that we do. Assessing how well students are learning from within the curriculum we have provided is crucial to our success.

Assessment asks three important questions:

- i) Where am I now?
- ii) Where am I going?
- iii) What do I need to get there?

Assessment is to inform teaching and learning, and we believe that together with the student, success is best when goals are developed with the students and paths mapped



out together.

Students need to know why they are learning something and how they will get there. Self reflection from the teacher and student is crucial. Developing effective questioning, observational and listening skills, as well as a positive and supportive environment are a must.

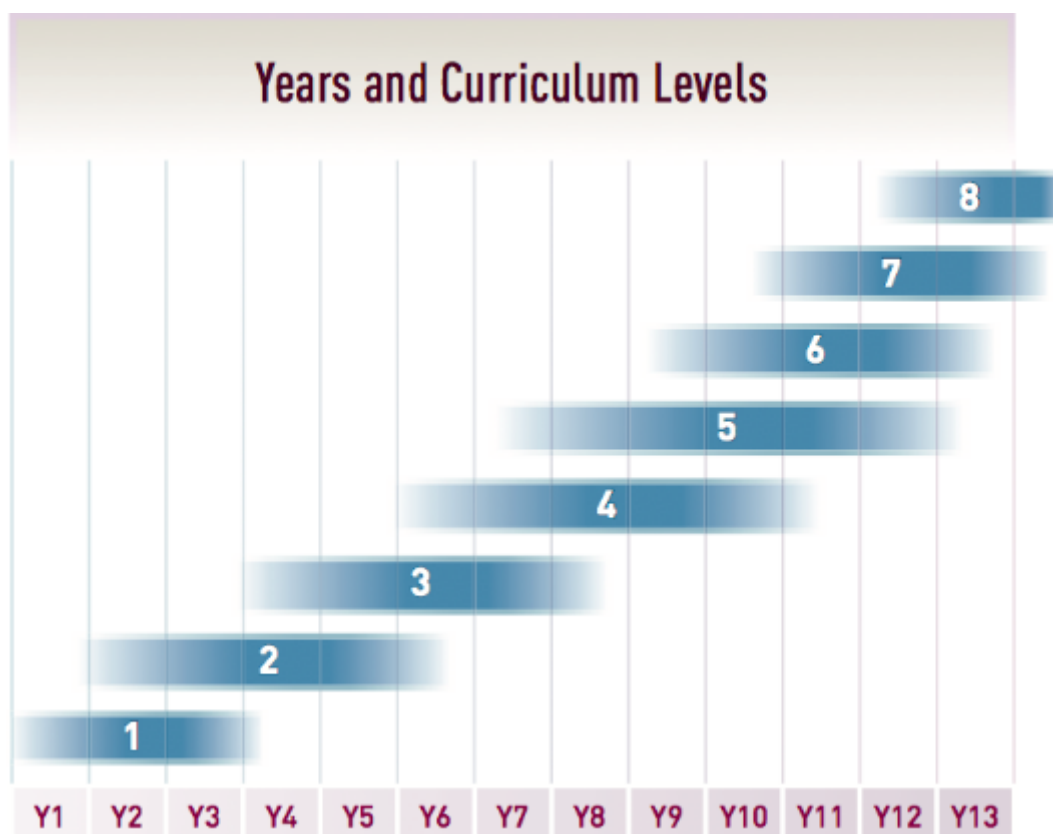
We believe that students’ success is also improved if there are strong links to their families and whanau. Our open door policy includes regular parent involvement in their child’s learning. Parents are also invited several times a year to discuss their child’s progress and achievements, view assessments and have discussed their analysis, be informed of successes either formally or informally, be included in goal setting and take part in student led conferences. Meetings with the parents of priority students can also happen several times a term according to the need. Having input from parents is vital to the success of our students.

3.10 Skills Framework

We have developed a Framework of Skills that covers all that our learners need to learn during their time at CAS. These skills are transferable across all subject areas. They have been aligned to the National Standards, Learning Progressions and Numeracy Project and are broken into the relevant stages in child speak. Our future goal is that our learners will use the progressions to track their own progress and direct their learning. In the next few years staff will become more familiar with these for use in their own planning e.g. PPPs, Literacy and Numeracy. These are available as a google folder.

3.11 Priority Learner Stories (Interventions)

In line with Achievement reporting, lifting the achievements of those students who are our ‘tail’ is a priority. Students are identified through Interim and End of Year OTJs. A Priority Learner Story is created for any student who is not achieving the expected Curriculum level in one or more of the core subject areas (Reading, Writing and/or Maths).



End of year expectations:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 Beginning	1 Advanced	2 Beginning	2 Advanced	3 Beginning	3 Advanced

The ability for our priority and able students to access the curriculum will depend on how well we analysis our data. Our planning, programmes, resourcing and PD will reflect this ongoing analysis.

Student interventions (priority learner stories) are done termly for all priority students (those not meeting the National expectations for their year group). Staff will have 1:1 coaching around these interventions to inquire into the gaps and the adaptations that need to be made to accelerate progress. It may be that the student will be entitled to teacher aide support as well. Teachers are expected to plan for any TAs that work in their classroom, unless a schoolwide intervention programme e.g. SPRING, STEPS, Early words etc. These goals will be evaluated termly.

Guide to writing SMART goals:

Students, especially our priority students set SMART goals with their teachers in the core subject area(s) they require support in. They are learning to articulate them and with support to self assess against them. We use the term SMART goals. These goals are:



Measurable - is it a goal you (and the student) can measure clearly, monitor and

Specific - well defined, clear to all - including the student feedback, and identify when it has been met?

Achievable - is this something the student can achieve? Is this something the teacher can coordinate, support and sustain?

Relevant - is this the ‘right’ goal for now? Is it rewarding for the student?

Time based- have a clear time frame in mind. This may or may not be built into the goal depending if this will be motivating for students and parents.

To maximise the impact of the Priority Learning Stories, we believe the following points are important:

- Warm positive relationships
- Clear learning goals - achievable and appropriate from data analysis
- Motivating, manageable and purposeful learning activities
- Working in partnership
- Value and contextualise learning in child’s culture
- Specific feedback - but not too much
- Praise for success
- Inclusive practice benefits **all** students

Staff put considerable effort into writing Priority Learner Stories for their priority students to lift achievement. They are detailed and their support strategies are clearly well considered and thoughtful.

There are often connections with teacher aides, external agencies or other resources outside the classroom to help support students learning in the personal progress.

Priority Learner goals should be shared with parents and goals are often created with parent and student voice included.

Every Priority Learner will have a cumulative record for the areas they need additional support in. These Priority Learner stories are located in the Classroom Teacher Drive in the Priority Learner Folder. A template will be supplied for teachers to cut and paste onto of the previous year within this folder.

These Priority Learner Stories are written in and are tracked by the Principal, SENCO and AP’s. A termly summary report is written and shared with the Board of Trustees.

3.12 Rubrics for National Standards Key Indicators

To assist teachers with making judgements we have created a rubric based on the Literacy Learning Progressions, the Reading Writing Standards and the information from the Maths Standards.



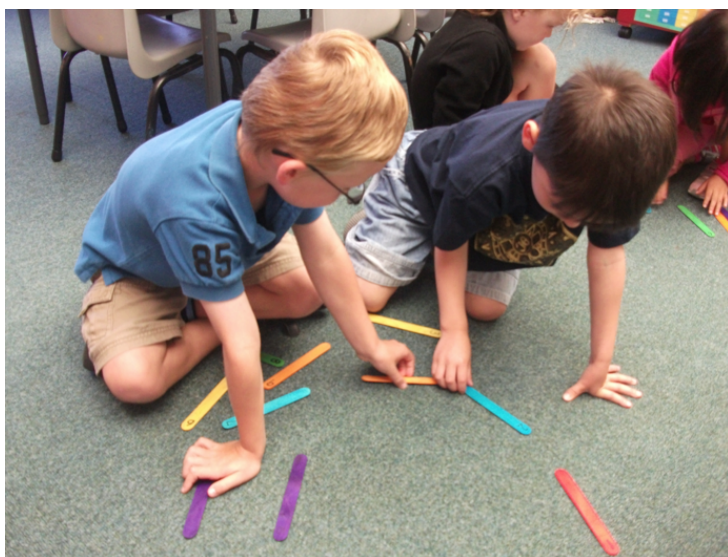
Cashmere Avenue School Curriculum Statement

"Equipping learners to explore and thrive together"

Cashmere Avenue School - National Standards Key Indicators (as at November 2013)			
Milestone	Reading	Writing	Mathematics
End of 1 year at school Towards/Early Curriculum level 1	Running Record - Reading Level 12, 13, 14, (15, 16) Seen text - Green in Ready to Read series Accuracy Rate - 90-94% (instructional level) Fiction & Non-Fiction	Writing Sample - AsTTle indicators - 1b, 1p, (1a) Independent, minimal teacher guidance Spelling Essential Words: List 1 - most (80%); List 2 - some	Numeracy stage - 2 or 3. Counting from one Add/sub: Count from one (materials or imaging) Mult/div: Count from one (materials or imaging) Prop/Rat: Equal sharing (materials or imaging) Diagnostic survey / GloSS
End of 2 years at school At Curriculum level 1	Running Record - Reading Level 17,18, (19, 20) Unseen text - Turquoise Ready to Read series Accuracy Rate - 90-94% (instructional level) Fiction & Non-Fiction	Writing Sample - AsTTle indicators - 1p, 1a, (2b) Independent, minimal teacher guidance Spelling Essential Words: Lists 1-2 - most (80%); Lists 3-4 - some	Numeracy stage - 4. Advanced counting Add/sub: Counting on Mult/div: Skip counting Prop/Rat: Equal sharing (materials or imaging) Diagnostic survey / GloSS
End of 3 years at school Towards/Early Curriculum level 2	Running Record - Reading Level 21, 22, (23, 24) Unseen text - Gold Ready to Read series Accuracy Rate - 90-94% (instructional level) Fiction & Non-Fiction AsTTle reading - Level 2b, 2p, (2a) e-asTTle V4 - score = 1250 - 1375	Writing Sample - AsTTle indicators - 2b, 2p, (2a) Independent, minimal teacher guidance Spelling Essential Words: Lists 1-4 - many (60%); Lists 5-6 - some	Numeracy stage - early 5*. Early additive part-whole Add/sub: Early addition and subtraction Mult/div: Multiplication by repeated addition Prop/Rat: Fraction of a number by addition Diagnostic survey / GloSS / IKAN
End of Year 4 At Curriculum level 2	AsTTle reading - Level 2p, 2a, (3b) e-asTTle V4 - score = 1300 - 1400 Reading Observations: Within texts from Part 1 and 2 journals can: - make connections to texts and prior knowledge - identify and summarise main idea - make and justify inferences	Writing Sample - AsTTle indicators - 2p, 2a, (3b) Independent, minimal teacher guidance Spelling Essential Words: Lists 1-4 - most (80%); Lists 5-7 - many (60%)	Numeracy stage - at 5*. Early additive part-whole Add/sub: Early addition and subtraction Mult/div: Multiplication by repeated addition Prop/Rat: Fraction of a number by addition Diagnostic survey / GloSS / IKAN
End of Year 5 Towards/Early Curriculum level 3	AsTTle reading - Level 3b, 3p, (3a) e-asTTle V4 - score = 1375 - 1450 Reading Observations: Within texts from Part 3 journals, & with support, can: - make connections to texts and prior knowledge - identify and summarise main idea - make and justify inferences - integrate & evaluate ideas/information across texts	Writing Sample - AsTTle indicators - 3b, 3p, (3a) Independent, minimal teacher guidance Spelling Essential Words: Lists 1-7 - most (80%)	Numeracy stage - early 6*. Advanced additive (early multiplicative) part-whole Add/sub: Advanced addition and subtraction of whole numbers Mult/div: Derived multiplication Prop/Rat: Fraction of a number by addition and multiplication Diagnostic survey / GloSS / IKAN
End of Year 6 At Curriculum level 3	AsTTle reading - Level 3p, 3a, (4b) e-asTTle V4 - score = 1400 - 1470 Reading Observations: Within texts from Part 3 journals can <u>independently</u> : - make connections to texts and prior knowledge - identify and summarise main idea - make and justify inferences - integrate & evaluate ideas/information across texts	Writing Sample - AsTTle indicators - 3p, 3a, (4b) Independent, minimal teacher guidance Spelling Essential Words: Lists 1-7 - all (100%)	Numeracy stage - at 6*. Advanced additive (early multiplicative) part-whole Add/sub: Advanced addition and subtraction of whole numbers Mult/div: Derived multiplication Prop/Rat: Fraction of a number by addition and multiplication Diagnostic survey / GloSS / IKAN

Note: 1. Teachers make **overall teacher judgements (OTJ)** based on ongoing observation and conversation of learning achievement, student classwork and assessment results.
2. Indicators are linked to The New Zealand Curriculum, Reading and Writing Standards, Mathematics Standards, The Literacy Learning Progressions, and The Number Framework.

Resources: POLICY & PROCEDURES:Procedures - Curriculum Delivery:CD Achievement Expectations 2011.doc





Cashmere Avenue School Curriculum Statement

"Equipping learners to explore and thrive together"

Stage Five: Early Additive Part-Whole

Domain	Addition and Subtraction	Multiplication and Division	Proportions and Ratios Fraction of a Number by Addition
Stage Strategies Description	<p>Early Addition and Subtraction</p> <p>Strategies where the answer is <u>derived from basic facts</u>:</p> <p>Doubles: 8+7 is 8+8-1</p> <p>Fives: 8+7 is 5+3+5+2</p> <p>Making Tens: 8+7 is 10+5</p> <p>Strategies with multi-digit numbers (2-digit or more) solved using <u>place value partitioning</u>:</p> <p>Standard partitioning 43+25=(40+20)+(3+5)=60+8=68</p> <p>Rounding & compensation 39+26=40+25=65</p> <p>Back through ten 84-8 as 84-4-4=76</p>	<p>Multiplication by Repeated Addition</p> <p>Uses a combination of known multiplication facts and repeated addition, e.g., 4 x 6 as (6 + 6) + (6 + 6) = 12 + 12 = 24.</p> <p>Uses known multiplication and repeated addition facts to anticipate the result of division, e.g., 20 ÷ 4 = 5 because 5 x 5 = 10 and 10 + 10 = 20.</p>	<p>Find a fraction of a number and solve division problems with remainders mentally using:</p> <p>Halving e.g. 7 pies shared among 4 people (7÷4) by giving each <u>person</u> 1 pie, and ½ pie, then ¼ pie.</p> <p>Deriving from known addition facts e.g. ½ of 12 is 4 because 3+3+3=9, so 4+4=12;</p>
Early	<p>Applies 1 or more addition strategies derived from basic facts.</p> <p>Applies 1 or more addition strategies using place value partitioning to solve multi digit problems.</p>	<p>Uses repeated addition to solve multiplication. 4 x 6 as (6 + 6) + (6 + 6) = 12 + 12 = 24.</p> <p>Uses one of sharing <u>or</u> grouping to divide.</p>	<p>Uses repeated addition to find a fraction of a number. 1/3 of 15 = 5 because 5+5+5=15</p> <p>Uses one of sharing <u>or</u> grouping to divide with remainders.</p>
At	<p>Applies 2 or more addition and subtraction strategies derived from basic facts.</p> <p>Applies 2 or more addition and subtraction strategies using place value partitioning to solve multi digit problems.</p>	<p>Uses repeated addition to solve multiplication (as above) and</p> <p>Uses some known multiplication facts to solve multiplication and division.</p> <p>Uses both sharing <u>and</u> grouping to divide.</p>	<p>Uses repeated addition to find a fraction of a number (as above) and</p> <p>Uses some known multiplication facts to solve multiplication and division with remainders.</p> <p>Uses both sharing <u>and</u> grouping to divide with remainders.</p>

Stage Six: Advanced Additive (Early Multiplicative) Part-Whole

Domain	Addition and Subtraction	Multiplication and Division	Proportions and Ratios Fraction of a Number by Addition and Multiplication
Stage Strategies Description	<p>Advanced Addition and Subtraction of Whole Numbers</p> <p>Estimate and solve addition and subtraction involving whole numbers (3-digit or more) choosing appropriately from a broad range of advanced mental strategies <u>e.g.</u>:</p> <p>Rounding & compensating 63-39=63-40+1=24</p> <p>Reversibility 39+20+4=63, so 63-39=24</p> <p>Equal additions 63-39 = 64 - 40 = 24</p> <p>Standard place value partitioning 324-86 = 300-62=238</p> <p>Rounding and compensating 324-100+14=238</p>	<p>Derived Multiplication*</p> <p>Uses a combination of known facts and mental strategies to derive answers to multiplication and division problems, e.g.:</p> <p>Doubling and halving (tripling and <u>thirthing</u>) 4 x 8 = 2 x 16 = 32 32 ÷ 4 = 16 ÷ 2 = 8</p> <p>Rounding and compensating 9 x 6 is (10 x 6) - 6 = 54 54 ÷ 6 = (60 ÷ 6) - (6 ÷ 6) = 10 - 1</p> <p>Partitioning 7 x 6 = (5 x 6) + (2 x 6) = 30 + 12 = 42 42 ÷ 6 = (30 ÷ 6) + (12 ÷ 6) = 5 + 2 = 7</p> <p>Reversibility 63 ÷ 7 = 9 because 9 x 7 = 63</p>	<p>Find fractions of a set or region, rename improper fractions, and divide with remainders using: repeated halving or,</p> <p>Deriving from known multiplication and division facts e.g., ½ of 36, 3 x 10 = 30, 36 - 30 = 6, 6 ÷ 3 = 2, 10 + 2 = 12 16/3 = 5½ (using 5 x 3 = 15)</p> <p>Repeated halving e.g., 8 pies shared among 3 people (8 ÷ 3) by giving each person 2 <u>pies</u> and dividing the remaining 2 pies into thirds (answer: 2 + ⅓ = 2⅓).</p> <p>Use repeated replication to solve simple problems involving ratios and rates, e.g. 2:3 → 4:6 → 8:12 etc.</p>
Early	<p>For addition or subtraction with 3-digit (or more) whole numbers can use the strategies of:</p> <ul style="list-style-type: none"> - rounding and compensating, and - partitioning 	<p>Can use at least 1 strategy for multiplication <u>and</u></p> <p>Can use at least 1 strategy for division</p>	<p>Can use at least 1 strategy for finding fractions of a set and renaming improper fractions <u>and</u></p> <p>Can use at least 1 strategy for division with remainders</p>
At	<p>For addition, subtraction and mixed operations with 3-digit (or more) whole numbers can use the strategies of:</p> <ul style="list-style-type: none"> - rounding and compensating, - partitioning, and - at least 1 of either reversibility and equal additions <p><u>and</u> can identify the most effective strategy.</p>	<p>Can use at least 2 strategies for multiplication <u>and</u></p> <p>Can use at least 2 strategies for division <u>and</u></p> <p>Can identify the most effective strategy.</p>	<p>Can use at least 2 strategies for finding fractions of a set and renaming improper fractions <u>and</u></p> <p>Can use at least 2 strategies for division with remainders <u>and</u></p> <p>Can identify the most effective strategy. <u>and</u></p> <p>Use repeated replication to solve simple problems involving ratios and rates, e.g. 2:3 → 4:6 → 8:12 etc.</p>

* NB: If a student has instant recall of X and + basic facts to 100, then move to stage 7 for this domain.



New Zealand Curriculum: **READING** Standards & Literacy Learning Progressions for Years 1–2

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	<ul style="list-style-type: none"> · identifying all letters by name and being able to produce an associated sound for each letter · automatically recognising many (100–200) of the high-frequency words in their instructional texts · decoding unfamiliar words by using their developing knowledge of grapheme–phoneme relationships, which enables them to: <ul style="list-style-type: none"> ○ identify common graphemes (for example, sh, ch, ow, ai, th, oy) and produce an associated sound for each one ○ apply the knowledge that letters can be pronounced in different ways (for example, about, and, apron) ○ apply strategies such as: sounding out words; using knowledge of graphemes (for example, sh, aw, t, p, or); and using analogy to read words that contain familiar chunks (for example, est, en, ump) · decoding unfamiliar words by using some knowledge of morphology (for example, the word endings -s, -ing, and -ed) · applying their knowledge of vocabulary in order to understand words as they decode them and to make meaning at the sentence and whole-text level · understanding the meaning of basic punctuation features (for example, full stops, speech marks, and exclamation marks). 	<ul style="list-style-type: none"> ○ using their developing knowledge of morphology (such as knowledge of prefixes and suffixes) · finding the meanings of unknown words by using strategies such as: <ul style="list-style-type: none"> ○ rereading text to gather more information ○ looking for definitions in the text ○ using prior and subsequent information in the sentences ○ inferring from the illustrations · understanding the meaning of punctuation features such as parentheses and of print features such as bold print and italics.
Text Characteristics	<p>Texts at Green level have:</p> <ul style="list-style-type: none"> · generally familiar contexts and settings · one text form, and one main storyline or topic, for each text · most content explicitly stated but also some implicit content · illustrations that support and extend the meaning but may not exactly match the words · sentences that run over more than one line but do not split phrases · many high-frequency words · topic words and interest words that are likely to be in a reader's oral vocabulary and that are strongly supported by the context and/or illustrations · some visual language features such as diagrams or speech bubbles · dialogue between easily identified speakers · a range of punctuation, including speech marks and commas, to support phrasing and meaning. 	<p>Texts at Turquoise level have:</p> <ul style="list-style-type: none"> · some settings and contexts that may be outside the students' prior knowledge but can easily be related to it · a mix of explicit and implicit content · illustrations that support the meaning and may suggest new ideas or viewpoints · a variety of sentence structures, including compound sentences and a few complex sentences · mostly familiar words, but some new topic words and descriptive language that are supported by the context and/or illustrations · some visual language features such as labelled diagrams, inset photographs, and bold text for topic words that are linked to a glossary · frequent use of dialogue and more than one character speaking on a page.



for Years 3–4

	CURRICULUM LEVEL 2	
	<p>After three years at school After three years at school, students will read, respond to, and think critically about fiction and non-fiction texts at the Gold level of Ready to Read.</p>	<p>By the end of Year 4 By the end of year 4, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 2.</p>
Task	Students will independently read texts at Gold level. They will begin to use texts to meet specific learning purposes across the curriculum.	Students will locate and evaluate information and ideas within texts appropriate to this level as they generate and answer questions to meet specific learning purposes across curriculum.
Process	<p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> · monitor their reading, drawing on a variety of strategies when their comprehension breaks down · integrate and confidently use comprehension strategies, including <ul style="list-style-type: none"> ○ making connections between ideas in the text and their prior knowledge in order to make simple inferences ○ identifying and keeping track of ideas and information across longer sections of text ○ evaluating information and ideas within a text in terms of their purpose for reading ○ identifying a writer's purpose for writing and explaining how they identified it, using evidence from the text. 	<p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> · have a strong sense of what they like to read as well as what they are able to read, and they know where to locate such materials; · select from a variety of strategies to monitor their reading and to use when meaning breaks down (e.g., cross-checking, rereading, using what they know about words and sentence structure, and looking for clues to confirm their predictions and inferences); · meet their purposes for reading by employing specific comprehension strategies, such as: <ul style="list-style-type: none"> ○ identifying and summarising main ideas (using their knowledge of text structure) ○ making and justifying inferences (using information that is close by in the text) ○ making connections between the text and their prior knowledge to interpret figurative language; · read for sustained periods and sustain meaning in longer texts over time (e.g., when reading junior novels over several days); · can discuss their responses to a variety of texts (e.g., by evaluating the effectiveness of a particular text for a particular purpose).
Knowledge and Skills	<p>Students draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> · automatically reading all high-frequency words; · articulating and using a variety of decoding strategies appropriately when they encounter unfamiliar words (e.g., by recognising syllables within words or by applying their knowledge of regular and irregular spelling patterns); · knowing the meanings of some common prefixes (e.g., un-, re-, in-, dis-) and suffixes 	<p>Students draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> · automatically reading all high-frequency words; · automatically selecting an appropriate decoding strategy when they encounter unknown words; · working out meanings of new words, using strategies such as: <ul style="list-style-type: none"> ○ applying knowledge of the meanings of most common prefixes (e.g., over-, mis-, sub-, pre-, inter-, semi-, mid-) and most common suffixes (e.g., -ist, -ity, -ty, -ion, -able/-ible,



	<p>(e.g., -s, -es, -ed, -ing, -ly, -er, -less, -ful) and understanding how they affect the meanings of words;</p> <ul style="list-style-type: none"> · knowing the synonyms for, and multiple meanings of, many common words (e.g., left, might, right, fine); · applying their knowledge of word families, collocations, and sentence or phrase structures to find the meanings of unknown words; · looking for information in visual language features (such as text boxes in non-fiction texts); · understanding the purpose of basic punctuation. 	<p>-ness, -ment)</p> <ul style="list-style-type: none"> ○ using reference sources (e.g., dictionaries and thesauruses) to find the meanings of new words ○ inferring word meanings from known roots and affixes (e.g., by using the known meaning of tele- and -port to infer the meaning of teleport); · working out the meanings of unfamiliar phrases and expressions (e.g., figures of speech) by drawing on their oral language and the context; · recognising the features and purposes of some common text types and using this knowledge to navigate and understand texts; · using visual language features to support their understanding of the ideas and information in the text.
Text Characteristics	<p>Texts at Gold level have:</p> <ul style="list-style-type: none"> · some unfamiliar contexts and settings as well as shifts in time and/or place · (in narrative texts) many characters and events and more than one storyline · a mix of explicit and implicit content · some pages with no illustrations · ideas and information organised in paragraphs · a variety of sentence structures, including complex sentences · some unfamiliar words and phrases, the meaning of which is supported by the context or illustrations · visual language features such as subheadings, text boxes, and diagrams that are clearly explained and linked to the body text · frequent use of dialogue, some of which is not explicitly attributed, and more than one character speaking on a page. 	<p>The texts that students use independently to meet the reading demands of the curriculum at this level (eg. Part 1 & 2 Journals) will often include:</p> <ul style="list-style-type: none"> · some abstract ideas that are clearly supported by concrete examples in the text or easily linked to the students' prior knowledge · some places where information and ideas are implicit but are easily inferred using information that is nearby in the text and where there is little or no information that is irrelevant to the reading purpose · a straightforward text structure, such as a structure that follows a recognisable and clear text form · some compound and complex sentences, which may consist of two or more clauses · some words and phrases that are ambiguous or unfamiliar to the students, the meaning of which is supported by the context or clarified by photographs, illustrations, diagrams, and/or written explanations · other visual language features that support the ideas and information, for example, text boxes or maps · figurative language, such as metaphors, similes, or personification.



New Zealand Curriculum: **READING** Standards & Literacy Learning Progressions for Years 5–6

	CURRICULUM LEVEL 3	
	<p>By the end of Year 5</p> <p>By the end of year 5, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at early level 3.</p>	<p>By the end of Year 6</p> <p>By the end of year 6, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 3.</p>

Task	<p>Students will locate, evaluate, and integrate information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.</p> <p>Years 5–6</p> <p><i>The text and task demands of the curriculum are similar for students in years 5 and 6. The following differences in the standard for year 6 will be evident as students respond to the increasing demands of the curriculum.</i></p> <p><i>Year 6 students are more independent in using their reading for a variety of purposes as they engage with more complex ideas and information across the curriculum at level 3.</i></p> <p><i>In year 6, students are required to read a wider range of texts, including longer texts.</i></p> <p><i>Year 6 students have more control in selecting strategies for using texts to support their learning and are more effective in selecting different strategies for different reading purposes.</i></p> <p><i>Year 6 students read more fluently, drawing on their reading-related knowledge and skills with greater efficiency.</i></p>
Process	<p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> · monitor their reading for accuracy and sense, demonstrating that they have the confidence to adjust their reading (e.g., by varying the speed of reading, by rereading, and by attending to the most important information) when they encounter difficulties; · understand how they select from and use their repertoire of comprehension strategies, which include: <ul style="list-style-type: none"> ○ making connections between their prior knowledge and the concrete examples in a text in order to understand abstract ideas in the text ○ locating and summarising ideas (e.g., by skimming or scanning, by identifying key words, topic sentences, and key questions, or by using subheadings) ○ drawing on several related items of information in order to infer ideas and information that are not directly stated in the text ○ evaluating and integrating ideas and information across a small range of texts; · regularly read for sustained periods and sustain meaning over many days in longer texts (such as novels) and across a variety of texts on the same topic; · identify and reflect on writers' purposes and on the ways in which writers use language and ideas to suit their purposes (e.g., by using vocabulary to set a scene or develop a mood).
Knowledge & Skills	<p>Students draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> · decoding texts fluently and accurately, using a range of reliable strategies; · finding and learning the meanings of unknown vocabulary by using strategies such as applying their knowledge of how words work or seeking explanations in the text or in illustrations; · understanding that words and phrases can have figurative as well as literal meanings and that some words have different meanings depending on the context; · recognising basic grammatical constructions and understanding how these affect meaning; · identifying the specific language features and structures of many common continuous and non-continuous text types (including mixed text types); <p>interpreting illustrations, photographs, text boxes, diagrams, maps, charts, and graphs.</p>



New Zealand Curriculum: **READING Standards & Literacy Learning Progressions
for Years 7–8**

<p>Task</p>	<p>Students will locate, evaluate, and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.</p> <p style="text-align: center;">Years 7–8</p> <p><i>The text and task demands of the curriculum are similar for students in years 7 and 8. The following differences in the standard for year 8 will be evident as students respond to the increasing demands of the curriculum.</i></p> <p><i>Year 8 students are more independent in selecting and using texts for a wider variety of purposes as they engage with more complex ideas and information across the curriculum at level 4.</i></p> <p style="text-align: center;"><i>In year 8, students are required to read a wider range of texts.</i></p> <p><i>Year 8 students have more confidence and control in choosing the most appropriate strategies to suit their purposes for reading in different learning areas. They use these strategies more flexibly, drawing on them when they know they are not comprehending fully, and deliberately reading at a rate that is appropriate to the text and the task.</i></p> <p><i>Year 8 students read more fluently, drawing on their reading-related knowledge and skills with greater efficiency.</i></p>
<p>Process</p>	<p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> · use appropriate skills and technologies to locate and use a range of texts for specific purposes; · increasingly control a repertoire of comprehension strategies that they can use flexibly and draw on when they know they are not comprehending fully, including such strategies as: <ul style="list-style-type: none"> ○ using their prior knowledge, along with information in the text, to interpret abstract ideas, complex plots, and sophisticated themes ○ identifying and resolving issues arising from competing information in texts ○ gathering, evaluating, and synthesising information across a small range of texts



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	<ul style="list-style-type: none"> identifying and evaluating writers' purposes and the ways in which writers use language and ideas to suit their purposes; apply some criteria to evaluate texts (e.g., accuracy of information; presence of bias).
Knowledge & Skills	<p>Students draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> decoding texts with such automaticity that they do not need to decode all words; working out more complex, irregular, and/or ambiguous words by using strategies such as inferring the unknown from the known; recognising and understanding the features and structures of a wide variety of continuous and non-continuous text types and text forms; recognising and understanding a variety of grammatical constructions and some rhetorical patterns (e.g., cause and effect; comparing and contrasting); <ul style="list-style-type: none"> making links across a text by recognising connectives or adverbial clauses; using their growing academic and content-specific vocabulary to understand texts; <ul style="list-style-type: none"> interpreting metaphor, analogy, and connotative language.
Text Characteristics	<p>The texts that students use independently to meet the reading demands of the curriculum at this level (eg. Part 4 Journals) will often include:</p> <ul style="list-style-type: none"> elements that require interpretation, such as complex plots, sophisticated themes, and abstract ideas complex layers of meaning and/or information that is irrelevant to the identified purpose for reading <ul style="list-style-type: none"> non-continuous text structures and mixed text types sentences that vary in length, including long, complicated sentences that contain a lot of information <ul style="list-style-type: none"> adverbial clauses or connectives that require students to make links across the whole text academic and content-specific vocabulary, as well as words and phrases with multiple meanings <ul style="list-style-type: none"> metaphor, analogy, and connotative language that is open to interpretation illustrations, photographs, text boxes, diagrams, maps, charts, and graphs, containing main ideas that relate to the text's content.

New Zealand Curriculum: **WRITING** Standards & Literacy Learning Progressions for Years 1–2

	CURRICULUM LEVEL 1	
	<p>After one year at school</p> <p>Students will create texts as they learn in a range of contexts across the New Zealand Curriculum within level 1. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p>	<p>After two years at school</p> <p>students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 1. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p>
Task	Students will independently write simple texts.	Students will understand their purpose for writing and will independently write simple texts.
Text	<p>The texts that students create will include, when appropriate:</p> <ul style="list-style-type: none"> an idea, response, opinion, or question several sentences (including some compound sentences with simple conjunctions such as "and") some key personal vocabulary and high- 	<p>The texts that students create will include, when appropriate:</p> <ul style="list-style-type: none"> experiences, information, and/or ideas that relate to a curriculum topic, supported by some (mostly relevant) detail and/or personal comment mainly simple and compound sentences that have some variation in their beginnings

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	<ul style="list-style-type: none"> · forming all upper-case and lower-case letters and numerals correctly · understanding simple text types (for example, personal recounts and simple descriptions) and using them to meet their writing purpose · composing simple sentences and composing some compound sentences using conjunctions such as and or but; · using capital letters and full stops to begin and end sentences. 	<ul style="list-style-type: none"> · correctly with increasing speed and automaticity · using appropriate text structures for text types such as simple recounts, descriptions, and reports · composing mainly simple and compound sentences, with some variation in their beginnings · using simple conjunctions correctly, with subject–verb agreement and noun–pronoun agreement · using full stops, question marks, or exclamation marks to end sentences and using capital letters correctly to begin sentences (and for familiar proper nouns).
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New Zealand Curriculum: **WRITING** Standards & Literacy Learning Progressions for Years 3–4

	CURRICULUM LEVEL 2	
	<p>After three years at school</p> <p>students will create texts in order to meet the writing demands of the New Zealand Curriculum at early level 2. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p>	<p>By the end of Year 4</p> <p>students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 2. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p>
Task	Students will independently write texts for a range of different purposes linked to the curriculum.	Students will independently write texts for a range of purposes across the curriculum that include recounting, describing, narrating, reporting, or explaining ideas and information.
Text	<p>The texts that students create will include, when appropriate:</p> <ul style="list-style-type: none"> · content, mostly relevant, that conveys several experiences, items of information, and/or ideas relating to a curriculum topic and that sometimes includes detail and/or comment · a basic structure that meets their purpose for writing · mainly simple and compound sentences that vary in their beginnings and lengths and in the simple conjunctions used · attempts at some complex sentences <p>some specific vocabulary that is appropriate to the content of the text.</p>	<p>The texts that students create will include, when appropriate:</p> <ul style="list-style-type: none"> · content that is mostly relevant to the curriculum task, covers a range of ideas, experiences, or items of information, and often includes detail and/or comment supporting the main points · language and a simple text structure that suit their purpose and audience · mainly simple and compound sentences that vary in their beginnings, structures, and lengths and are mostly correct grammatically · attempts at complex sentences <p>words and phrases, in particular, nouns, verbs, adjectives, and adverbs, that clearly convey ideas, experiences, or information.</p>
Process	<p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> · use planning strategies to organise their ideas and to generate language for writing · where appropriate, direct their text to a 	<p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> · select and use tools and strategies to plan and organise ideas and information to meet their purposes for writing · demonstrate an understanding of their purpose and an

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	<p>their text effectively for its purpose (e.g., a story with a beginning, a middle, and an end);</p> <ul style="list-style-type: none"> · using both simple and compound sentences that vary in their beginnings and lengths (and in the simple conjunctions used) and that are usually grammatically correct; · attempting to write complex sentences; · constructing sentences in which the tenses are mostly consistent; · using capital letters, full stops, question marks, and exclamation marks correctly. 	<p>exclamation marks correctly and using speech marks, commas for lists, and apostrophes for contractions correctly most of the time.</p>
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New Zealand Curriculum: **WRITING** Standards & Literacy Learning Progressions for Years 5–6

	CURRICULUM LEVEL 3	
	<p>By the end of Year 5</p> <p>students will create texts in order to meet the writing demands of the New Zealand Curriculum at early level 3. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p>	<p>By the end of Year 6</p> <p>students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 3. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p>

Task	<p>Students will independently write texts for a range of purposes across the curriculum that include recounting, describing, narrating, reporting, arguing, and explaining ideas and information.</p> <p>Years 5–6</p> <p><i>The text and task demands of the curriculum are similar for students in years 5 and 6. The following differences in the standard for year 6 will be evident as students respond to the increasing demands of the curriculum.</i></p> <p><i>Year 6 students are more independent in using their writing for a variety of purposes as they engage with more complex ideas and information across the curriculum at level 3. In year 6, students are required to write a wider range of texts and to create texts that are longer and more complex.</i></p> <p><i>Their texts are more accurate in terms of the spelling, grammar, and punctuation.</i></p> <p><i>Year 6 students have more control over the processes and strategies they select and use for writing for different purposes.</i></p> <p><i>Year 6 students write more fluently, drawing on their writing-related knowledge and skills with greater efficiency.</i></p>
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Text	<p>The texts that students create will include, when appropriate:</p> <ul style="list-style-type: none"> · content that is usually relevant to the curriculum task and often includes detail and/or comment supporting the main points · language and overall text structures that are appropriate for their purpose and audience <ul style="list-style-type: none"> · paragraphs that group ideas · simple and compound sentences that are correct grammatically and some complex sentences that are mostly correct grammatically · words and phrases appropriate to the topic, register, and purpose, including subject-specific vocabulary.
Process	<p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> · understand their purposes for writing and select and apply processes appropriate for those purposes · use a variety of planning activities, such as constructing flow charts, for tasks that need to be planned · independently revise and edit their text to clarify its meaning and add impact, often in response to feedback · proofread to check the spelling, grammar, and punctuation, using appropriate computer-based or print tools.
Knowledge & Skills	<p>Students draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> · using an overall text structure that is appropriate for their purpose, e.g., an orientation, a problem, a climax, and a satisfying resolution (for a narrative) and an introduction, a series of main points, and a logical conclusion (for a report); · selecting vocabulary that is appropriate to the topic, register, and purpose (e.g., academic and subject-specific vocabulary appropriate for specific learning areas or precise and descriptive words to create a mental image); · using written language features (such as emotive vocabulary) and visual language features (such as headings, charts, or maps) to extend or clarify meaning and to engage their audience; <ul style="list-style-type: none"> · using their knowledge of how words work (e.g., knowledge of diverse phoneme–grapheme relationships, of common, reliable spelling rules and conventions, and of the meanings and spellings of morphemes), along with their knowledge of word derivations, to fluently and correctly encode most unfamiliar words, including words of many syllables; · correctly spelling all high-frequency words¹ used in their writing; · organising related ideas into paragraphs (e.g., paragraphs comprising a topic sentence with supporting detail) and beginning to use cohesive devices to link paragraphs; · using simple and compound sentences that are correct grammatically and have a variety of structures, beginnings, and lengths and using some complex sentences that are mostly correct grammatically; · using basic punctuation that is mostly correct (e.g., when punctuating dialogue); · attempting some complex punctuation (e.g., using apostrophes for possession, commas for clauses, or semicolons).



New Zealand Curriculum: **WRITING** Standards & Literacy Learning Progressions for Years 7–8

	CURRICULUM LEVEL 4	
	<p>By the end of Year 7</p> <p>students will create texts in order to meet the writing demands of the New Zealand Curriculum at early level 4. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p>	<p>By the end of Year 8</p> <p>students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 4. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p>

Task	<p>Students will independently write texts for a range of purposes on topics and themes across the curriculum.</p> <p>Years 7–8</p> <p><i>The text and task demands of the curriculum are similar for students in years 7 and 8. The following differences in the standard for year 8 will be evident as students respond to the increasing demands of the curriculum.</i></p> <p><i>Year 8 students use their writing to meet a wider variety of purposes as they engage with more complex ideas and information across the curriculum at level 4. They are able to respond to these tasks with greater independence.</i></p> <p><i>In year 8, students are required to write a wider range of texts, drawing on their knowledge of appropriate text structures and features, and to create texts that have more concise and relevant content.</i></p> <p><i>Their texts are more accurate in terms of the spelling, grammar, and punctuation.</i></p> <p><i>Year 8 students have more control over the processes and strategies they select and use for writing in different learning areas.</i></p> <p><i>Year 8 students write more fluently, drawing on their writing-related knowledge and skills with greater efficiency.</i></p>
Text	<p>The texts that students create will include personal narratives, poems, arguments, feature articles, character profiles, research reports, essays, responses to literature, and short answers. These texts will include, when appropriate:</p> <ul style="list-style-type: none"> · content that is concise and relevant to the curriculum task and that often includes detail and/ or comment supporting or elaborating on the main points · language and a clear and logical text structure that meet the requirements of the task <ul style="list-style-type: none"> · paragraphs within which the ideas are clearly related · links within and between paragraphs · grammatically correct sentences · words and phrases appropriate to the topic, register, and purpose, including expressive, academic, and subject-specific vocabulary.



Process	<p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> · understand their purposes for writing and how to achieve those purposes · plan effectively, where appropriate, by using strategies such as mind mapping or skills such as information-literacy skills to find and record the information they need for their writing · craft and recraft text by revising and editing, checking that the text meets its purpose and is likely to engage the intended audience, and proofreading the text to check the spelling, grammar, and punctuation · actively seek and respond to feedback on their writing.
Knowledge & Skills	<p>Students draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> · deliberately choosing a clear and logical text structure to suit their purpose and audience, sometimes innovating in order to achieve this; · using language that is appropriate to the topic, audience, and purpose (e.g., expressive, academic, or subject-specific vocabulary) and discussing these language choices using appropriate terms, such as register and tone; · deliberately using written language features (e.g., rhetorical questions and metaphors) and visual language features to engage the audience and/or convey meaning; · fluently and correctly encoding most unfamiliar words (including words of many syllables) by drawing on their knowledge of how words work (e.g., in terms of diverse phoneme– grapheme relationships, common and reliable spelling rules and conventions, and the meanings and spellings of morphemes) and their knowledge of word derivations; · organising their writing into paragraphs in which the ideas are clearly related and linking these paragraphs; <ul style="list-style-type: none"> · using a variety of sentence structures, beginnings, and lengths for effect; · using complex sentences that are grammatically correct; · using basic punctuation correctly and attempting some complex punctuation (e.g., using semicolons, colons, and parentheses).

3.14 Making Judgements

To assist teachers with making OTJ's that are consistent across the school the following teams have created their own 'Assessment Pyramids' to help get a balanced overview of where children are so that judgments are consistent. Moderation happens within and across teams to help ensure a level of consistency.

3.15 Other Assessments done at CAS

- Schonell Spelling
- Running Records
- Essential Spelling Lists
- easTTLe writing - Terms 2 and 4)
- STAR - (Years 3-6, start of Term 1)
- easTTLe reading - (Years 3-6, Terms 1 and 3)



- Maths PAT - (Years 3-6, start of Term 1)
- JAM
- IKAN
- GLOSS
- Numeracy Snapshots

Teams will have their own assessment calendar that maps out when these are done.
Assessment is only useful if it is meaningful and useful to us.

3.16 Reporting to Parents

The school values regular reporting to parents as a way to keep parents informed of their children's progress and to build home-school relationships. The reports include judgements against Curriculum level expectations.

Written reports are done on etap and we have created report banks of comments in google docs for the levels/ year groups in Reading, Writing and Maths.

[See reporting to Parents procedure](#)

Year Overview of Reporting

Term 1	Term 2	Term 3	Term 4
Wk 2: Information Sharing Evenings Wks 2-5: Completion of 'Getting to Know Your Child' form by parents Wks 5-9: 10min reporting and reflection talks: Assessment findings to date & Developing goals from 'Getting to Know Your Child' form	Wk 9: Mid-Year Written Progress Report Wk 9: Mid-year evaluation of 'Getting to Know Your Child' form Wk 10: 15 min Interviews: Written report data & parent feedback on 'Getting to Know Your Child' form	Wk 5,6,or 7: Student-led Conferences	Weeks 9-10: End of Year Written Report

4. CAS Extracurricular/Enrichment Programmes

4.1 Extra/Enrichment Programmes

The following list of programmes support the CAS curriculum. Many involve our local community and provide exciting opportunities to learn through a diverse range of experiences. They cover all subject areas. The Arts, Social Sciences, PE and Health, Technology, Science, English. Many allow the students to have involvement with other curriculum areas as they have input into how the programmes will run, timings, creation of



props e.g in the production. So technology and maths are also covered. These Enrichment programmes are well supported by our students.

Kapa Haka:

Our Kapa Haka group is an important part of the CAS culture. This year the whole school will be taking part. Learning the school song, Waiata for our termly Powhiri and the Poroporoaki, and learning the protocols and what to do at these two important events is a priority. The staff and Whanau group feel it is important to include everyone in these special events in our school calendar.

We also have a Junior (Yr1&2) and Middle/Senior Kapa Haka group, that practise weekly to perform at Cashmere Catch Ups and at the St Brigid's festival. They do a mixture of poi, rakau and waiata. Over the years our Kapa Haka have been invited to perform at many functions outside of school and it is highly regarded by both our student and parent community.

Ako:

This is an enrichment programme that started in 2014. It is an opportunity for teachers and students to learn about Maori culture together and provides opportunities to learn through experiences and by inquiring into language (Te Reo), and Maori customs and values (Tikanga). It has been designed to complement the Kapa Haka and runs for 8 rotations across the year of 2 x 45 minute sessions.

We will be using a concept called Tuakana-Teina to provide these experiences for learners and teachers. The tuakana-teina relationship, is an integral part of traditional Māori society. It provides a model for buddy systems. An older or more expert tuakana (brother, sister or cousin) helps and guides a younger or less expert teina (originally a younger sibling or cousin of the same gender). In a learning environment that recognises the value of ako (to learn), the tuakana-teina roles may be reversed at any time. The teacher is now the student. Our children will be organised into whānau groups. Family members will be grouped together and rotate around different learning experiences every two weeks.

Choir:

Choir runs all year with an emphasis on getting ready for the ARTSPLASH festival in the 3rd term. Children from Year 2-6 can be involved. The choir also get to perform at Cashmere Catchups and in the wider community.

Dance:

Each year a dedicated group of about 30 middle and senior students learn a dance routine to perform at the DanceSplash city festival. They help with the choreography and costuming and put together a fabulous routine. This occurs (if there is a staff member to do so) in years there is not a Middle/ Senior production.



Leadership - in the Senior School:

Service is an important part of the CAS values and vision. Contributing and participating and giving back and providing leadership, help us in ‘equipping learners to explore and thrive together’. All Senior students take part in at least one service activity. These include things like road patrollers, sandpit and recycling helpers, PE shed monitors, peer mediators and mentors, librarians, wet day junior helpers and organising and running school catchups (assemblies) etc. They are highly valued and respected by all.

Production:

This is for all middle and senior school students and happens every second year (even years). The students write the script, choreograph the dances, create props, backdrops etc. and everyone gets to perform on stage, dancing with their class, singing with the choir and for a few children as an actor or actress. It is especially loved by our parent community and the children perform to packed houses each night. We are also very fortunate to have the expert support and assistance of the Khandallah Arts.

Jiggle and Jive:

This afternoon concert showcases the Junior School’s dance moves. It is a highlight of their year and is particularly loved by the children and their parents. In all classes, dances are a part of our programmes and are performed daily, often several times a day. The concert is made up of their favourite dances. Parents get to see how dances are ‘up’ and ‘down’ skilled for the different levels and also get to join in as well. The students write the script, MC the event and produce the advertising posters. The dances help students develop coordination, cooperation, memory and rhythm skills.

Camp:

At the beginning of the school year the Senior School goes away to Camp for 3 or 4 action packed days. The experience allows the children to push their personal boundaries in a supportive and fun way. They get to apply the essence of our school vision and values in practical and real ways. Camp also allows the students to discover new things about themselves as learners which they can apply when they return.

Noho Marae:

Our Middle School get to experience Noho Marae for two days during Term 4 each year. This is held at Maraeroa in Waitangirua, an urban marae that the school has had a long standing association with. In fact their Waharoa which is now at the entrance to our school was gifted to us. The Year 4’s get to sleep over which also prepares them well for Senior School camp while the Year 3’s visit. During the visit they are welcomed formally in a Powhiri and spend their time learning all about the marae and it’s kawa, as well as a variety of Maori arts, games and other related activities.



CASE (Cashmere Avenue School Environment Group):

We have had a dedicated group of students involved in enhancing the CAS environment. This sits under our approach of being Kaitiaki. They have created a large vegetable garden which they tend year round and have been involved in beautifying the school. A highlight was them leading the school wide planting of hundreds of native plants in the 'swamp'. They created an environment to entice native birds and insects back into CAS while learning about conservation. They have also had relevant speakers which has engaged the students further. CASE is open to **all** students and has 'a come as you please' philosophy. No compulsory attendance is required. The vegetable garden can be visited at any time and all classes are welcome to use it for inquiry etc.

The **Green Team** is part of CASE. This group was started by a group of Senior Students in 2017. They are focused on taking Pride in our School and caring for Papatūānuku by being Kaitiaki. They are involved in recycling of sushi packets and Colgate products. They also maintain the School worm farm.



Student Councillors:

Each class gets to elect one or two student counsellors. Classes are encouraged to elect a student(s) who is

- a green hat thinker i.e. they have creative ideas, are innovative and can think outside the square;
- someone who is a red hat thinker i.e. they are interested in making school a better place and want to support community organisations;
- someone who will come up with and share their ideas in a group and someone who is reliable;

These are all qualities we push in our students at CAS. The councillors organise many fun events to raise money for worthy causes. Events like wheels day, rainbow day (autism), Jump Rope for Heart Day etc.

Peer Mentors:

These are a trained group of students who are buddied up with some younger students to



support them at playtimes and lunchtimes. This is organised by the staff member with Awhina responsibility and the SENCO.

Sports:

At CAS we offer a large range of sports that students from Year 3 to Year 6 can opt into, coordinated by several staff with Unit responsibilities. There are flippaball, miniball and netball that are available after school and at the weekend, coached and managed predominantly by parents. We are also part of the Northern Zone Sports Association and support Interschool cross country, swimming, athletics, cricket, football, netball and hockey competitions with our neighbouring schools. There is also wider interzone and regional events for some students for swimming, cross country and athletics. Finally, we also take part in rippa and tackle rugby tournaments run by the WRFU and from time to time are invited to Sports Festivals etc. run by Sport Wellington.

4.2 Extra Support Programmes We Provide

Accessing the curriculum for some of our students can be a struggle and so we have provided additional programmes and support for them. It is important we remain up to date with the best and most effective ways to ensure all students can access the curriculum so we are ‘equipping learners to explore and thrive together’ . These support programmes help our priority students to work towards their Personal Learning Goals.

Steps to Literacy: This is a course which is highly structured, multi-sensory and suitable for learners from Years 1-6. We use it with learners who have processing difficulties such as dyslexia. The activities develop processing skills involved in literacy, including phonological awareness, visual discrimination, visual and auditory memory and tracking. Students use this as part of their literacy programme.

Early Words: Early Words targets our younger students who are having difficulties to learn their sight vocabulary. It involves 1-1 systematic 5-10 minute word focussed lessons run by the T.Aides or parents 4 x a week. The student is taught a high frequency word at both word and sentence level. The emphasis is on accuracy and fluency. There is follow up revision for the child at home.

Reading Recovery:

CAS has had Reading Recovery in the school for between 10-20 years. We have found it to be highly effective in reducing the number of children with literacy difficulties in our school. It provides daily 1-1 teaching with a specifically trained teacher for children making the slowest progress in literacy learning after a year at school. It is extra to the classroom



instruction. The children who go onto the programme are closely monitored for three or more years after they have been discontinued.

Quick 60:

This is an intervention that supports Literacy acquisition. In 2019 several teachers inquired into how this can be used in conjunction with Reading Recovery. It is a well researched and highly effective small group intervention to accelerate Reading/ Writing skills. It runs for 40 minutes for 4 days a week. This allows more students who haven't initially picked up these skills to access additional support. From 2020 we will look to see how this programme can be used across the school.

Mathseeds:

Mathseeds is an e-learning resource, which includes live fluency maths activities. It allows these activities to be targeted to individual students needs. It includes great resources, diagnostic testing, assessments and teaching seminars. Mathseeds helps support number knowledge especially, and gives students a chance to repeatedly practise a skill or piece of knowledge. In 2019 the Junior School only are using this tool, as part of our self review showed older children were not using it effectively enough to support the cost.

Studyladder:

Studyladder is another online english and maths learning tool. It includes activity games, worksheets and lesson plans for teachers. It is used in classrooms and at home for extra practise.

LLI (Language Learning Intervention): We have a few students (aged 5-8) with severe communication difficulties on this programme. Over the week they get 4 sessions with a T.Aide. The programme is tailored to their individual language acquisition needs and is closely monitored by their classroom teacher and the Speech Language Therapists from Special Education. Teachers are required to create the programme in conjunction with the Speech Language Therapists and the parent. They are also required to reflect on their own teaching and learning practice and learn how to make changes to their own communicative behaviours in the classroom.

Teacher Aides:

We have a team of Teacher Aides working across the school at CAS. They support classroom teachers with priority students and work either with the students individually, in small groups and/or with other students in the class so that the teacher can work with the priority student(s). They work closely with the SENCO and classroom teachers. There is flexibility with how support is implemented. Teacher aides work with the plans teachers



have created and regularly inform teachers of strategies that are successful, progress, and/or difficulties students encounter. We prefer them to work predominantly within the classroom and only if necessary do they withdraw them for a session. However some interventions e.g. SPRING work best out of the class.

SPRING:

SPRING is a maths intervention programme for our Priority National Standard students. The programme is over and above the normal maths class programme. Initial and post student assessments are done and the SENCO upskills the T.Aides, models lessons, and observes the T.Aides, giving positive feedback and feed forward. The T.Aides work with small groups of students, for 30 minutes, three or four days a week and provide feedback to the classroom teachers. The programme is knowledge and strategy based.

PUNK (Powering Up Numeracy Knowledge):

The PUNK programme started Term 2 of 2013 after diagnostic results showed lower than expected Basic Fact knowledge across the school. Teachers are asked to provide 10 minutes of time devoted to Basic Facts drills each day in their classrooms. Children use a range of e-Learning tools and laminated worksheets to practice from.

5. Others that help support us to deliver the curriculum

Whānau Group - This is a group of parents that provide support for the school Kapa Haka and learning programmes relating to Te Reo and Tikanga Maori. They advise us on protocol, bring together our Maori families and are used to float ideas with e.g. they guided us on the Values we should include in our Vision.

Home and School - This is an enthusiastic group of parents that meet regularly to provide a parent vehicle for school community involvement. They organise fundraising and social events. The main one being the School Fair which is held in March each year. Funds raised have provided, creating the lower hard court area, providing ICT equipment, creating our three playgrounds and the sandpit.

Individual Parents - We have a very supportive multicultural parent community who are happy to help families of other ethnicities with how and why we do things. They help with interpreting and so break down any language barriers etc.

Speech Language Therapists from Special Education - A referral is made to SE&S and therapists support individual students, classroom teachers and families with programmes and strategies in speech and or communication.



SE&S behaviour services - supporting students with programmes to support students more severe behaviour needs.

OT's and Physiotherapists for moderate needs - Kimi Ora, Children's Therapy Clinic, Child Development Team - Specialist teachers support individual children, classroom teachers and families with programmes and strategies - especially those children with Developmental Coordination disorder.

Educational Psychologists e.g. Wendy Pearce, Shirley Corkill, Sally Britton, Paula Gilbert - Educational assessments for specific learning difficulties and or giftedness.

Learning Support e.g. Kim Anderson and Kirsty Ferguson and their team of tutors. This is a private tutoring programme that supports specific learning difficulties in Literacy and Numeracy support. Parents pay privately. This organisation works well in partnership with classroom teachers to support learning needs.

RTLB (Resource Teachers of Learning & Behaviours): For students requiring specialised learning and behaviour support at a moderate needs level.

RLIT (Resource Teachers for Literacy Support): For students requiring specialised Literacy support - Athena London

RTLB (Maori): A Maori liaison can be accessed for families of maori students requiring learning and behaviour support

CAMHS: Child and mental health services, supporting families in the home

Skylight: An organisation that support families coping with change, loss, grief or trauma etc

BLENNZ: Low vision needs.

Public Health Nurse: The hearing and vision nurse comes each term. Most children are tested at preschool. The visits test the new entrants and new arrivals who have not been tested previously. Teachers can advise the office if they wish to have a child retested. The public health nurse is available on request. The office has contact details.

Police Education Officer: Aaron Dann