



Kohia Terrace Intermediate

Parent Handbook 2020

Welcome to Kohia Terrace Intermediate! We are the senior team of a sought-after full primary school in the heart of Epsom. Our small size gives us the advantage of knowing your children very well as individuals and this enables us to cater for diverse learning needs.

Intermediate schooling is a time of transition for your child and as such it is different to both primary and secondary levels. Research has shown that learners in the "middle years" (aged 10 – 14) have specific learning needs and styles. We endeavour to expose our students to rich and diverse learning experiences different from their primary years and to discover learning passions which they can develop further at secondary level. Examples include technology, education outside the classroom, broader sporting opportunities such as water sports and gymnastics and increased use of information and communication technology to enhance learning. Our close community allows us to provide a supportive and friendly environment where students know their teachers and peers well. As a full primary, we already know most of our students' academic and learning needs on the first day of the year, which enables us to maximise learning time and target our teaching to individual needs.

We believe that parents and caregivers continue to play an important role in students' growth at intermediate. As such, we will have clear and open lines of communication with families in order to keep you abreast of important events as well as information regarding your child's achievements and next learning steps.

We look forward to an outstanding year of learning and strong ties between your family and the school.

Kohia Terrace School Vision and Values Our school vision "The power to dream, the passion to achieve" takes its inspiration from the kohia plant, a wild passionfruit vine that the tangata whenua used to carry a flame across distances. In turn, it is our purpose to ignite the passion for learning in the minds of our students so that they can carry it for the rest of their lives.



We aim to produce graduating Year 8 students who are strong in the attributes of the KTS Learner: empowered to take risks and seize the opportunities life has to offer; equipped and flexible to integrate new learning opportunities; connected to their learning, their peers, their families, their communities and to the wider world; and self-aware enabling them to reflect on and grow from their experiences.

We place high expectations on our students in both academic and social contexts. We aim for all students who are operating at or above the national expectancy to enrich and broaden their capabilities and for all those below to make accelerated progress. Our most recent Education Review Office (ERO) report certainly confirms this:

“The school has numerous strategies and interventions to accelerate target students' achievement in reading, writing and mathematics. These initiatives include in-class interventions and support programmes taught by specialist teachers. Teacher aides who speak languages other than English, are used very effectively to provide additional learning support in classrooms. These strategies contribute to high levels of student engagement in classrooms. This is further enhanced by teachers, who collaborate well and routinely share good practice in teams to support all learners.” (ERO, 2016)

Socially, we expect our students to be strong role models for the rest of the school, in both formal roles and informal contexts. In doing so, we provide numerous opportunities for our students to shine through their support and guidance of younger peers, thus reinforcing the strong community ties within and beyond the school. We believe that it is these expectations, our strong and intimate community, and the resilience, respect and responsibility of our students that sets us apart as an intermediate school and allows us to offer an education that brings out the best in individual excellence as well as all the richness of a warm and well-connected community.

Learning at Kohia Terrace Intermediate

Numeracy and Literacy form the core of our curriculum and underpin most other areas of teaching.

In literacy, students continue to develop the reading and writing skills they bring from primary school. At intermediate, there is a greater focus on non-fiction texts and opportunities to write using different publishing platforms including digital (blogs, wikis etc.) and alternative media (documentaries, audio recording etc.).

In numeracy, students are encouraged to develop a strong foundation of mathematical understanding in number and algebra. At this level, a greater focus is placed on applying numeracy skills in measurement, geometry and statistical contexts, in order to ensure students are well prepared for the increasing complexities of high school math. Students are streamed by ability in order to allow more targeted teaching to take place.

Inquiry encapsulates science, social sciences, health and the arts. Each term, one of these curriculum areas forms the main focus of our integrated studies learning with broad topics governing the content of the learning. Examples of previous years' topics include 'Sustainability' (Science/ Social Studies), 'Understanding the Adolescent Brain' (Science/ Health), 'Changing Places' (The Arts) and 'Forensics' (Science). The learning is structured into diverse teacher-guided inquiry learning for most of the term leading to an action.

This is usually undertaken individually or in groups at the end of the term.

These actions are a culmination of the learning that has taken place. Their purpose is to provide students with an opportunity to apply their learning from the term's inquiry in the context of an individual or small group-based real-life activity. Each inquiry is carefully planned to incorporate literacy and numeracy along with the curriculum focus for that term. Moreover, every inquiry is designed to make strong demands on our students' cross-curricular competencies such as thinking, relating



to others and communicating. Past examples have included creating a detailed web resource for the parent community, campaigning for change and designing and staging a performance. Research (Ministry of Education, 2010*) shows that this style of learning is strongly suited to middle school (11-14) aged students and is effective in engaging, motivating and challenging such learners.

Languages Te Reo Maori is taught fortnightly by our specialist teacher; language and tikanga are incorporated into daily learning. Students have the opportunity to learn Japanese or French, or to continue to expand their capability in English.

Technology is run in smaller groups on a seven week rotation. Students have weekly 90 minute sessions and can choose from options such as; food tech, 3D printing, and coding and robotics throughout the year. *See

<http://www.educationcounts.govt.nz/publications/schooling/75765> to download the full version of this research entitled “The Education of Years 7 to 10 Students: A Focus on their Teaching and Learning Needs.”



Science is taught by our specialist science teacher Carolyn Bowden, with students attending one ninety minute session per fortnight. Science also features in many areas of inquiry.



Education Outside the Classroom (EOTC) comes in many forms. This year, our trip to Totara Springs Camp will provide students with challenging mental and physical activities. We aim to take students on theme-related school trips to support their learning throughout the year.

Physical Education lessons are weekly sessions focusing on skill development, practice and application in the context of a competitive game. The goal of our fitness programme, twice



weekly, is to improve cardiovascular fitness, strength and stamina building. Students are encouraged to apply to represent the school in various inter-zone competitions. We also offer a rich range of sports that children may not yet have tried – examples might include tennis, table tennis, badminton and basketball.

Home Learning is set weekly and posted on Google Classroom. They are usually focused on core skills supporting literacy and numeracy (reading, spelling, maths practice); or tasks that reflect the key competencies (thinking, relating to others, using language, symbols and texts, managing self, participating and contributing). We recognise the important partnership between home and school. We also acknowledge the importance of extracurricular activities such as cultural, service or physical activities that many children participate in. With this in mind, our policy, designed in consultation with our community, is to set a maximum of 40 minutes of homework, four nights per week. Parents and students are encouraged to contact teachers in a timely manner if queries around home learning arise.

The Arts are incorporated into inquiry and are also learnt as part of a rotation. We cover each of the four arts disciplines (visual art, music, dance and drama) across the year.



Leadership: There are many different opportunities for our students to lead across the school. As well as the formal positions of school leaders and house captains, students can also represent their house, be sports leaders for younger students and lead single initiatives. As the eldest members of the school, our students are expected to be strong role-models for our primary children.

Intermediate Timetable- Term One 2020

	Monday	Tuesday <i>Science CRT(Nic always last block) Non CRT weeks include Math</i>	Wednesday <i>Inquiry even Te Reo odd</i>	Thursday	Friday <i>Assembly/ Admin even Quiz/ Literacy odd</i>
8:50	Hui	Fitness - Cardio/ Strength	Hui	Fitness - Cardio/ Strength	Hui
9:00	Literacy	Literacy/Science/ Te Reo	Literacy	Literacy	Assembly/ Quiz Literacy
10:30	Morning tea	Morning tea	Morning tea	Morning tea	Morning tea
11:00	Mathematics	Science/ Literacy/ Te Reo	Mathematics	Languages	Languages
12:00	Inquiry		Inquiry	Mathematics	Mathematics
12:40	Lunch	Lunch	Lunch	Lunch	Lunch
1:30	Arts	Science/ Literacy	Technology	Inquiry	Inquiry
2:15				Sport- 2- 3pm	

Our Staff

Kelly Daji- kellyd@kts.school.nz This will be my second year here at Kohia Terrace School. I have been teaching intermediate students for the majority of my teaching career and have a passion for learning alongside this age group. I see my role as preparing students for further education by ensuring they are equipped with the tools, independence and resilience required for their future.

I was born in Whangarei and have lived in Auckland for the last 15 years. I was recently married in the beautiful Rarotonga. I enjoy playing indoor netball, travelling and am an avid reader. As a lifelong learner, I enjoy being challenged. Over the last seven years I have been learning Mandarin, and completed a postgraduate certificate in effective teaching of additional languages. I was lucky enough to travel to Beijing on a short scholarship in 2015 where my cultural knowledge and language ability was expanded and strengthened.

This year I am taking on the role of Pohutukawa team leader and delivering the digital

technologies curriculum across the school. I am very excited to be going on maternity leave from the end of Term 1 for the remainder of the year where I look forward to my next adventure as a parent.

Nicola Zimmerman – nicola@kts.school.nz

Heading into my 3rd year in the intermediate and sixth at Kohia Terrace, I am excited about all the learning opportunities that lie ahead for our students.

I am passionate about art. I paint to unwind and have an exciting new project ahead designing my new studio. I incorporate art and the skills from my previous career as an architect to make lessons creative and unique.

I have family in Switzerland but was born here in NZ. My travels have taught me that we live in the best place on earth! I am mad about fishing, film festivals, travel (this year Vietnam) and road trips on the motorbike.

This year I will also be working as an In-School Leader as part of an initiative supporting English language learners and the staff that teach them. I look forward to meeting you and working together to ensure the best learning possible in the intermediate.

Laura Clack- laura@kts.school.nz

I am extremely excited to be joining Kohia Terrace School and the Pohutukawa team this year.

I have recently moved to New Zealand from the U.K where I was born and brought up in a little known place called Somerset. I have since been teaching in Birmingham where I most recently taught in Year 6.

My passion for travelling has taken me all over Europe and I was fortunate enough to enjoy some time in Australia before achieving my goal of relocating to this wonderful country.

Any spare time I have will find me reading, experimenting with arts and crafts or learning a new skill.

I look forward to teaching in such a vibrant school and getting to know the intermediate pupils and their families.

Joseph Harper - joseph@kts.school.nz

2020 will be my third year at Kohia Terrace School and my first as part of the Pohutukawa team. I previously taught year five, and am looking forward to working with our fabulous intermediate students.

I grew up in Te Wai Pounamu, but moved north to study performing arts ten years ago. I worked as a playwright, director and performer in a wide variety of productions, with a particular interest in comedy, clown and improvisation. I was lucky enough to perform and tour shows throughout New Zealand and in Australia. I believe drama is a powerful tool in the classroom and enjoy using it as a key part of my teaching philosophy.

I now live in Ōwairaka and though I enjoy reading books, and listening to very quiet music, I spend most of my free time playing, watching and thinking about football.

I'm excited to be moving into the most senior portion of our school, especially because it means I get to meet a talented new group of students, as well as work with and teach some wonderful faces I already know well.