



# Kohia Terrace Intermediate

# Parent Handbook 2021

**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. 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 and 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 whānau 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 future ready learners and who embrace the Kohia Values: 'Care & Respect', 'Persevere to Achieve' and 'Lead with Integrity'. This is alongside their mastery of our new competencies: Mōhio (self-awareness), Whanaungatanga (relating to others), Whakaaro (thinking) and Whakatutukitanga (taking action).

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.

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.

We believe that these expectations, our strong and intimate community, and the resilience, respect and responsibility of our students set us apart as an intermediate school and allow 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 (e.g. blogs) 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. Examples of previous years' topics include 'Changing Places' (The Arts) and 'Forensics' (Science) and 'The New Normal' (Social Studies).



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 each 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 a writers festival and participating in the Student Climate Change Strike.

**Languages** Te Reo Maori is incorporated into daily learning, with this being our primary language focus for Term 1. Students also have the opportunity to learn Spanish 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; food tech, 3D design, film making, horticulture, soft tech and visual arts throughout the year.



**Digital Technology** is also taught through multiple different platforms and is integrated into each curriculum area. Students

are equipped to use a variety of technologies in the ever-changing digital landscape. We are using Google Classroom to streamline our distance and classroom learning. The platform enables us to assign, review and give feedback in a timely manner.

**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, we are going on a variety of day trips as part of an Urban Camp culminating in an overnight bush experience. 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 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 on Google Classroom and focuses on core skills supporting literacy and numeracy (reading, spelling, maths practice); or tasks that reflect the key competencies. 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 Home Learning, four nights per week. As a guideline we suggest that 20 minutes a night should be dedicated to reading for pleasure. We encourage students to contact teachers in a timely manner if queries around home learning arise. Students are also welcome to work on their Home

Learning from 8:30 - 8:50 in class each morning if they wish to.

**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, library leaders and house captains, students can also represent their house and act as student coaches to their peers. As the eldest members of the school, our students are expected to be strong role-models for our primary children.

### Intermediate Timetable- Term Two 2021

|              | <b>Monday</b><br><i>Home Learning due in<br/>Wear Fitness top</i> | <b>Tuesday</b><br><i>Science CRT<br/>Non CRT weeks include Math<br/>Wear fitness top</i> | <b>Wednesday</b><br><i>Inquiry even<br/>Te Reo odd<br/>Wear fitness top</i> | <b>Thursday</b><br><i>Wear fitness top</i> | <b>Friday</b><br><i>Assembly/ Admin even<br/>Quiz/ Literacy odd</i> |
|--------------|---|--|---|--|---|
| <b>8:50</b>  | Hui   | Fitness  | Hui   | Fitness                                    | Hui   |
|              | Fitness   | Kohia Korero/ Student Coaching<br><br>Library<br>Literacy/Science/ Te Reo                | Fitness   | Literacy/ Inquiry                          | Assembly/Literacy   |
| <b>9:00</b>  | Literacy/ Inquiry   |  | Literacy/ Inquiry   |  | Quiz/ Sophisticated Picture Book                                    |
| <b>10:30</b> | Morning tea   | Morning tea  | Morning tea   | Morning tea                                | Morning tea   |
| <b>11:00</b> | Mathematics   | Library<br>Science/ Literacy/ Te Reo   | Mathematics   | Languages                                  | Languages   |
| <b>12:00</b> | Literacy/ Inquiry   |  | Literacy/ Inquiry   | Mathematics                                | Mathematics   |
| <b>12:40</b> | Lunch   | Lunch  | Lunch   | Lunch                                      | Lunch   |
| <b>1:30</b>  | Literacy/ Inquiry   | Science/ Literacy/ Math  | Technology  | Sport- Skill                               | Music/ Digital Technology   |
| <b>2:15</b>  |   |  |   | Sport- Game                                |   |

## Our Staff

**Kelly Daji**- [kellyd@kts.school.nz](mailto:kellyd@kts.school.nz) This will be my third 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 have one daughter called Olive who recently turned one. I enjoy playing indoor netball, travelling and am an avid reader. As a lifelong learner, I enjoy being challenged. Over the last eight 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 have returned from maternity leave in Term 2. I am excited to resume my role as Pohutukawa team leader and classroom teacher of Room 15.

**Nicola Zimmerman** – [nicola@kts.school.nz](mailto:nicola@kts.school.nz) Heading into my fourth year in the intermediate and seventh at Kohia Terrace, I am excited about all the learning opportunities that lie ahead for our students.

I am passionate about art and incorporate it across many learning areas to make lessons creative and unique. In a previous life I worked as an architect and this discipline is another influencing factor in the design and execution of my lessons.

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, road trips on the motorbike and anything that will expand my mind.

Last year I completed further studies in digital and collaborative learning and cannot wait to delve deeper into the digital curriculum in the classroom. 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.

Bring on 2021!

**Laura Clack-** [laura@kts.school.nz](mailto:laura@kts.school.nz)

I am delighted to be working with the Intermediate students and the Pohutukawa team again this year. I was born and raised in the U.K county of Somerset, where I worked as a Teacher Aide. I went to Birmingham to train to become a teacher and taught there before moving to Aotearoa New Zealand. Since moving here I have dedicated much of my spare time to exploring this fantastic country and discovered a new love of tramping. Some of my other passions are reading, arts and crafts and learning new skills. This year I want to challenge myself to get outdoors more and spend more time doing my favourite exercise: running. I look forward to an exciting year working with the students in the Intermediate and getting to know their families.