The Hororata Flyer
Hororata Primary School’s Official Newsletter

Wednesday 14 September 2011

Diary Alert

- SCHOOL SKI DAY (Porter Heights)
  Wednesday 14 September 2011

- NEW ZEALAND vs JAPAN
  Friday 16 September 2011

- PARENT TEACHER ASSN. MTG
  Wednesday 21 September 2011

- ENGLAND vs ROMANIA (Dunedin)
  Saturday 24 September 2011

- HORORATA DISTRICT CITIZENS ASSN. MTG. (Hororata Hall)
  Tuesday 27 September 2011

- BOARD OF TRUSTEES MTG
  Thursday 29 September 2011

- WINTER ADVENTURE DAY
  Wednesday 28 September 2011

- CELEBRATION ASSEMBLY
  Monday 3 October 2011 (6.00PM)

- HORORATA SWIMMING CLUB MTG
  Tuesday 4 October 2011

- HORORATA RESERVE BOARD MTG
  Wednesday 5 October 2011

- TERM THREE (ENDS)
  Friday 7 October 2011

- TERM FOUR (BEGINS)
  Tuesday 25 October 2011

Principal’s Corner

Kia ora

Quote of the week… “Rugby is a good occasion for keeping thirty bullies far from the center of the city” - Oscar Wilde

Active Schools: Hororata Primary School participated in the 2011 Jump Jam Challenge, which involved submitting a video entry into the National Competition. I am pleased to report that our team finished 15th in the Novice section and will compete in the Final National to be held in Christchurch on Saturday 5 November 2011. Way to go team and well done Miss Parsons!

Winter Tournament… The Malvern Winter Tournament was held in Darfield on Thursday 25 August 2011. I would like to extend a big thanks to Steve Purvis, Relda Oakley, Tim Cookson, Russ Smith, and Dee Oliver, our crew of adult volunteers who coached our teams this year. The results were as follows: Senior Soccer - Darfield United, Sheffield Smashers, Hororata Black Sox; Junior Soccer - Kirwee City Rovers, Sheffield Strikers, Sheffield Sharks; Senior Netball - Kirwee Krushers, Darfield Sting, Darfield Tactix/Hororata Gold Ferns; Junior Netball - Hororata Unicorns, Hororata Black Ferns, Darfield Dragons; Premier Hockey - Black Diamonds, Darfield Force, Springfield; Junior Hockey - Glentunnel Blue, Springfield Green; Senior Rugby - Darfield Takeouts, Kirwee Sharks; Junior Rugby - Kirwee Bulls, Darfield Small Blacks, Hororata Gold Rush.

Academic Success… Students from Hororata Primary School won University of New South Wales awards for their academic achievement in the recent International Competitions and Assessment for Schools (ICAS). The following children achieved notable success: Writing - Michelle Bruce (Distinction), Abbey-Lee Dunlop (Credit), English – Michelle Bruce, Hanako Wilson, Abbey Thornley (Credit).

Self-Review… The Board of Trustees is seeking parental input into Religious Instruction at our school. The information gained from this review will enable the Board to make informed decisions about the future direction of Religious Instruction at our school.

The Religious Instruction Programme is provided by a voluntary team of Bible in Schools’ instructors from our local area. Currently the school closes for 30 minutes/wk in Terms 1 and 4 for Religious Instruction. Parents are invited to complete a survey online via http://www.surveymonkey.com/s/CGGWQLF or on paper. The closing date for this survey has been set at Friday 23 September 2011, with results made available to the school community by the end of the term.

Winter Adventure Day… To celebrate the success the school ski team at the recent Canterbury Inter-Schools Ski Competition, I would like to make the last ski day for the term, scheduled for Wednesday 28 September 2011 a Winter Adventure Day. Staff are working on providing three options for children with varied costs e.g., Sking at Porter Heights, Ice Skating at Alpine Ice and Mountain Biking at McLeans Island. Details of the days programme will be included in next week’s newsletter.

Haere mai… I would like to welcome Shimmi Aragus (Piwakawaka) to our school. I am confident that your time at Hororata will be both enjoyable and rewarding. Sadly, we farewell Bella Nakarat (Kea) from Hororata. Bella and her family are off to live in Fiji in pursuit of their dreams. I would like to thank Bella and her family for the contribution they made to our school and wish them every success in the future.

Finally, at Hororata we believe that for our children to achieve future success in schooling, to cope with the demands of modern society, and to engage in learning throughout life, they need to master the basic skills of literacy and numeracy; be confident, motivated and healthy and have a strong sense of identity. We believe that strong foundations in Literacy are important and that students need to become effective oral, written and visual communicators who are able to think critically and in depth, to be able to participate fully in all aspects of the school curriculum.

The teaching and learning of English at our school is about the study, use and enjoyment of the language, communicated orally, visually and in writing, for a range of purposes and audiences and in a variety of text forms.

Students learn to
- Make meaning of ideas and information they receive through Listening, Reading and Viewing, thinking critically about, respond to and understanding a variety of messages and text types
- Create meaning for themselves and others through Speaking, Writing and Presenting, and communicating ideas and opinions for a variety of purposes.

As part of our on-going commitment to improving teaching and enhancing student achievement we conduct an assessment stock-take of practice and student achievement in Reading, Writing and Mathematics each year. These stock-takes include an in-depth look at classroom programmes, planning and assessment practice and provide us with a good vantage point to improve curriculum delivery and the quantity, reliability and usefulness of assessment used in our school.

Attached to this newsletter is a copy of our latest Writing Review. If you have any questions regarding the information presented in this review, please do not hesitate to contact me.

Thanks for supporting our school

Marty Gameson (Principal)

Messages

SCHOOL TEA TOWELS
Children have drawn their own self-portrait along with all staff members’ profiles!
Good quality linen...
$10.00 (for one);
$18.00 (for two);
$24.00 (for three)

Samples may be seen at the School Office.

HORORATA SWIMMING CLUB AGM
We invite everyone to this important meeting. Please come along and show your support for keeping the pool open out of school hours.
When: Tuesday 4 October 2011 (7.30pm)
Where: Hororata Primary School Library

Bealey Road, Hororata R D 2 Darfield • Telephone (03) 3180 803 • Fax (03) 3180 682 • E-mail: office@hororata.schoolzone.net.nz
Community Noticeboard

PTA (Parent Teacher Association)

PTA Canteen
Please place your order on a named envelope and hand in with money enclosed to the school office prior to school on a Friday.
The menu is:
- Pie $2.00
- Frozen Juicie $1.00
- Snack Pack $2.00
Choice of popcorn or potato chips; apple or carrot; cookie or muesli bar

Next Meeting – WEDNESDAY 21 September 2011
AGENDA: Normal meeting procedure

Country Fair & Craft Market
The Malvern Anglican Parish are holding their annual 'Country Fair & Craft Market' at Trinity Church, Darfield on Saturday 8 October 2011 from 9.00am to 1.30pm. There will stalls in and around the Church laden with books, plants, crafts, hand dyed wool and spinning & sewing, linen, confectionary, fudges & toffee apples, cakes, wooden toys, clothing, a white elephant stall and much more. There's tea & coffee available and a morning tea, a yummy sausage sizzle and a raffle. Bring family & friends along to the 'Country Fair & Craft Market'.

Tawera Sports Club – DISCO
Friday 30th September 2011, Darfield High School Hall
Junior: 6.00pm to 8.00pm Age 5-11
Senior: 8.30pm to 10.30pm Age 12+
Adult Supervision Provided - $3 entry - Great Spot Prizes - Yummy refreshments for sale.
For tickets phone Anne Souter 318 7456 or Sue Stokes 318 8915

Choir
Friends and families of the School are invited to watch the Canterbury Primary School’s Choir Performance in Town on Wednesday 26th October 2011. Tickets are available through Ticketek.

Emergency Contact Numbers
Please contact the school office to update your emergency contact numbers… House points will be awarded!!

Payment of Accounts
Any monies owing to the school e.g. Donations/Levies etc, may be paid directly into our school bank account which is: ASB Hororata School Board of Trustees 12-3441-0019878-00 (everyday account)
Reminder... School donations are $25.00 per term per family ($100.00 pa), and an Activity fee of $7.50 per term ($30.00 pa) per child.
Thanks for your support...

School Photographs
School Photographs will be taken by Des Ellery Photography on Wednesday 5 October 2011, from 9:00am onwards.
Information leaflets have been attached to this newsletter.

Waihi School
Waihi School Preparatory School for Boys (Independent Boy’s Boarding & Day School) is holding an
OPEN DAY on Sunday 18 September 1.30pm
Headmaster’s address to parents 1.45pm following by a tour of the school 3.30pm Afternoon tea and question time with Headmaster and Staff.
Waihi is a small family orientated school set in a spacious rural environment catering for both boarding and day boys from Year 4 to Year 8. Waihi has a strong academic curriculum with both small class sizes and caring supportive staff.

Darfield High School
OPEN EVENING - Thursday 15 September - 6.30pm
Is your child enrolling for 2012? Come to the Open Evening and find out more about our school.
NB: Enrolments for in-zone students close on 16 September. www.darfield.school.nz

Work Wanted
Please contact Jo Thompson on 318 6522 027 82600 78
Newly moved into the area, qualified Nanny but prepared to take on work of any kind.
References available.
Interim Student Achievement Report

Writing

Authors: Marty Gameson (Principal)
Date: Friday 29 July 2011

Introduction

As per our annual review cycle, we have conducted an assessment stock-take of practice and student achievement in writing. This stock-take includes an in-depth look at classroom programmes, planning and assessment practice. It provides us with a good vantage point to improve curriculum delivery and the quantity, reliability and usefulness of assessment used in our school.

Responding to low student achievement, relative to Reading and Mathematics, Writing has been a strong focus in our school in terms of professional development, classroom practice and assessment for past two years. This report demonstrates progress and achievement towards lifting student achievement in this area of the curriculum.

Background Information

Student achievement detailed in this report includes all full time students and exempts only students who have been in attendance at the school for less than six weeks.

- Student chronological range: 5.0 – 11.01 yrs.
- Assessment tools used to determine writing levels: Recount writing samples are collected once a term. The recount is usually based around a school event which all students have participated in so they all have the same topic that they have experienced. Students are given a chance to discuss the topic and then five minutes to plan their writing. After this the class is given a maximum of 35 minutes to write and edit their work. The samples are then compared with the Hororata Writing Rubric; AsTTle Writing – AsTTle is used to test the students understanding of grammar and spelling at the senior level of the school (Yrs 4-6).
- Staff expectations for writing achievement are consistent with school and National Standards. Achievement expectations focus heavily on achievement level indicators.
- Writing is integrated into the Literacy programme, which generally operates between 9.00 – 11.30 daily, five days a week. The writing programme is based around PM writing. This programme focuses on different genres of writing and how to create a piece of writing that communicates ideas clearly. Lessons are generally a mixture of whole class and group based work depending on the needs of the class. Modeled, shared and independent writing are features of most classroom programmes.

Programmes include a range of pre-writing, drafting, editing, conferencing and publishing strategies. Spelling, handwriting and digital media are integrated within these strategies. Aspects of the PM Writing, Words Alive Writing and Sounds Alive Spelling programmes are evident in most classroom programmes.

- The consistent use of ability grouping strategies within the writing programme is not evident. Where groupings are used they are generally static groups relating to the learning and behavioral needs of students rather than skill specific needs. This is indicative of how pre-writing assessment is used to shape teaching programmes across the school. Targeted support for students in writing is provided mainly by the one-on-one Teacher, Teacher Aide and Parent helper support.
- There is no consistent means of storing writing data, with data stored in a variety of forms e.g., Swipe sheets, spreadsheets, individual files and writing samples. At the time of this review there was no evidence of longitudinal recording of student achievement.
- The use of learning intentions relative to the literacy learning progressions and school exemplars is evident in some classes. There is little or no evidence however of success criteria being used by teachers.
- Most teachers reported feeling confident about administering writing assessment tasks to monitor the progress and achievement of children i.e., Area of Development – O.K. One staff member identified assessment as an area of development.
- Teachers identified the following points as the greatest barriers to performing quality, reliable and useful assessment in writing: variable performance of children (day-to-day); Teacher knowledge and understanding of writing learning progressions; performing Overall Teacher Judgements (OTJ) relative to the National Standards.

Achievement Summary

- Student achievement range in Writing: Level 1b – 4a (Graph 1)
- Achievement data shows that 49 (71%) of students across the school are achieving at or above age expectation, while 20 (29%) of students are achieving below expectation.
- Of those students identified as achieving at or above expectation 2 (3%) were identified as area of strength.
- Of those students identified as achieving below expectation 5 (7%) were identified as requiring remedial interventions beyond that available in the classroom.
- Maori students represent 4 (20%) of those students identified achieving below expectation. These students represent 29% of those students identified as Maori in the school.
- There are no significant gender trends in this data.

Graph 1. School-wide Writing Level distribution

<table>
<thead>
<tr>
<th>Level</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b</td>
<td>31</td>
<td>45%</td>
</tr>
<tr>
<td>2a</td>
<td>6</td>
<td>9%</td>
</tr>
<tr>
<td>3a</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>4a</td>
<td>24</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>12%</td>
</tr>
</tbody>
</table>
Summary

A majority of students at Hororata Primary School are achieving at or above school and national expectations. It is important to note that this data includes all full time students and that the inclusion of students with special needs significantly skews the achievement data.

The achievement data and break down of teaching programmes shows a consistent approach to the teaching of Writing across the school. The PM Writing Programme is the foundation document for the teaching of writing at all levels. Teaching programmes are level appropriate with a good blend of genre and the surface and deeper features of writing.

The use of ability grouping strategies in teaching programmes is inconsistent, compared to what would be seen in Reading and Mathematics. Where groupings are evident they are very static and tend not to change during the course of a unit. Programmes would benefit from more fluid groupings, with groups formed from the emerging needs of the class as the unit progresses. To achieve this, teachers will need to use more diagnostic strategies as unit’s progress.

Student achievement is still monitored against the level indicators and does not include the achievement criteria at each level. Although most classes are using Learning Intensions, there is little or no reference to the success criteria students will need to achieve their next steps in learning. Improvements in this area should assist students to better track their progress and self-manage their learning. It will also strengthen the school report format, providing parents with more information about what a child has achieved, is working on and their next steps in learning.

Teachers indicate and demonstrate a good to very good understanding of the learning progressions in Writing. There is a need for a more robust moderation to ensure that teachers collect and analyse assessment data consistently and accurately. This can be achieved with the use of national writing exemplars, pair-share strategies between teachers and more opportunities for teachers to observe good practice in other classrooms.

Recommendations

- Teachers need to explore and apply different diagnostic and ability grouping strategies to better meet the emerging needs of writers in their classes.
- Success criteria at each level of the curriculum need to be introduced to strengthen programme learning intentions.
- Writing achievement expectations need to be broadened to include not only level indicators but also other achievement criteria in the Literacy Progressions/National Standards.
- A more robust moderation strategy/process needs to be developed to monitor assessment practice, consistent with school and national expectations.
- A standard school format for the storage of writing assessment data needs to be developed incl. individual tracking, year level data and National Standards milestone monitoring.