

Teaching Programmes to Enhance  
Teaching and Learning at West End School.



English		Maths	Science	The Arts	Soc. Science	Health / PE	Technology
<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>-A.L.L.</li> <li>-Phonics.</li> <li>-Explode the Code.</li> <li>-Targetted Students as part of Annual Teacher Inquiry.</li> <li>-RT Lit—Chris White in to work with specific targeted students with Low Reading Achievement.</li> <li>-Rainbow Reading –TSB Literacy Funding.</li> <li>-HPP—TSB Literacy Funding.</li> <li>-Rotary Reading</li> <li>-Reading Together</li> <li>-Lexia Core Reading.</li> <li>-In class support—Michelle / Janet</li> <li>-Early Words</li> <li>-Alphabet Cave</li> <li>-Targeted Groups –AP Junior / Senior Syndicate.</li> </ul>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>-A.L.L.</li> <li>-Phonics.</li> <li>-Explode the Code.</li> <li>-Responsive Writing</li> <li>-Literacy Enhancement with ICT focus.</li> <li>-Withdrawal Groups—Part time Teachers across Junior &amp; Senior Syndicates.</li> <li>-In class support—Part time Teachers across Junior &amp; Senior Syndicates.</li> <li>-Targeted Students on an annual basis.</li> <li>-AP—withdrawal groups for extension/ remediation or to reduce class size</li> </ul>	<ul style="list-style-type: none"> <li>-Withdrawal Groups—Part time Teachers across Junior &amp; Senior Syndicates.</li> <li>-Cognition Maths MLC Leaderships and development</li> <li>-Targeted students—on an annual basis.</li> </ul>	<ul style="list-style-type: none"> <li>-Teaching programmes in the core subject areas of Literacy &amp; Numeracy support the Knowledge, Comprehension and Understanding in the other main Curriculum areas.</li> <li>-Inquiry topics with opportunities for Cross-Grouping &amp; mixing of students to encourage caring relationships &amp; shared responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>-Jump Jam</li> <li>-Choir</li> <li>-Kids for Kids</li> <li>-Guitar Lessons</li> <li>-Ukulele Lessons</li> <li>-Recorder Lessons</li> <li>-Music Festival</li> <li>-Biennial School Production</li> <li>-Rad Rhythm Yr 3/4</li> <li>-Fancy Dress</li> <li>-Inquiry topics with opportunities for Cross-Grouping &amp; mixing of students to encourage caring relationships &amp; shared responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>-Kapahaka—Matua Peter Taylor on a weekly basis during school time.</li> <li>-Teaching programmes in the core subject areas of Literacy &amp; Numeracy support the Knowledge, Comprehension and Understanding in the other main Curriculum areas.</li> <li>-Inquiry topics with opportunities for Cross-Grouping &amp; mixing of students to encourage caring relationships &amp; shared responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>-Jump Jam</li> <li>-CRT—Gary Bruckner Health focus during CRT time in Senior Syndicate.</li> <li>-Lets Go Cycle Safety</li> <li>-Lets Go Scooter Safety</li> <li>-Yr 3/4 In-School Camp</li> <li>-Yr 5/6 EOTC Eltham Camp</li> <li>-Teaching programmes in the core subject areas of Literacy &amp; Numeracy support the Knowledge, Comprehension and Understanding in the other main Curriculum areas.</li> <li>-Swimming –Snr/Jnr</li> </ul>	<ul style="list-style-type: none"> <li>Technobitz—Yr 5/6 at Devon Intermediate.</li> <li>-Teaching programmes in the core subject areas of Literacy &amp; Numeracy support the Knowledge, Comprehension and Understanding in the other main Curriculum areas.</li> </ul>
<p><b><u>Children are chosen for programmes depending on where they are according to Teacher Assessment, Observable Teacher Judgements and National Standards ie Above / At / Below / Well Below.</u></b></p>							

**Pastoral Care / Social :** Weekly meeting for specific children, Resource Teacher Learning & Behaviour( RTLb) involvement from Teacher referral, Close liaison with Public Health Nurse, SENCO ( Special Needs Co-ordinator), Weekly Pastoral Care Meetings, Friendship Club, Reward Day/ Red Book/Reflection Room, Close liaison with Special Education/Children, Young Persons & Families (C YF) , Senior Leadership team, Year 6 Leadership Programme.

**West End School is committed to developing responsible citizens who are Creative, Confident, Life Long Learners.**

## English

### Reading

**-A.L.L.** Accelerated Literacy Learning—Reading—a 2 year plus Language Enhancement Programme funded by the MOE for Targeted Students overseen by Nicky Sturgeon from The University of Auckland . Target groups (below standard) seen daily over a 15 week period with a Reading Focus. ( Yrs 2/3 students with Yr 6 following the teina / tuakana model of teaching—older student reading & reinforcing good reading behaviours as well as letter / blend knowledge to younger student). \*Changes yearly

**-Phonics.** Year 1-4 programme concentrating on Sounds, Blends and Alphabet to help decode text when Reading. ( All Yrs 1-4 / Whole Year )

**-Explode the Code.** A senior school programme implemented by the RTLit (Resource Teacher of Literacy) to capture Year 3-6 students who need help with decoding skills . This occurs daily for selected students and is run by a trained Teacher Aide. (Year 3-6 word / blend / reinforcement as identified by teacher class assessment).

**-Targeted Students as part of Annual Teacher Inquiry.** A yearly targeted Teacher Inquiry around a targeted group of students based on research topic chosen as part of the Teacher Appraisal process. 2015—Responsive Writing in collaboration with Spotswood College and Devon Intermediate (Students Below / Well Below Standard for specific Targeted areas as informed by previous years assessment data).

**-RT Lit (Resource Teacher Literacy)** Chris White . Teacher Identification of students Well Below on the National Standard in Reading where other interventions have not worked. RTLit (Resource Teacher of Literacy) comes in on a regular basis for one on one reading instruction—2015 focus on Lexia with recently purchased iPads as well as Teacher support and one /one work. (Year long intervention monitored by class teacher with oversight from RTLit management committee).

**-Rainbow Reading.** Specific small group instruction with students who are struggling with reading. Specific Teacher Aide instruction builds on previous texts in the Rainbow Reading programme. Run by a trained Teacher Aide who has had instruction in the teaching of this programme. It is researched and designed to make readers more capable and confident and increase reading levels dramatically. This is funded annually by the TSB Literacy grant. (Year 3/4/5/6—Identified students from in class assessment at below chronological reading age).

**-HPP (Hei Awhiawhi Tamariki ki te Panui Pukapuka).** TSB Literacy Funding. An oral language programme based around picture books. (Junior Year 1/2 children with Language delay which impacts on their ability to read).

**-Rotary Reading .** One on one reading practice with Rotarian ladies to give selected children extra Reading Mileage once a week. (Teacher selected children over Term 2/3/4 once a week / Whole School)

**-Reading Together.** Ministry of Education funded initiative targeting specific students following the Read together programme which is a training programme for parents to support their children. (4 Session Programme / 1 hr duration—can apply to any age group).

**-Lexia Core Reading.** RTLit( Resource Teacher of Literacy) initiative for students with identified dyslexia used on Apple iPads daily. Children working at own pace with support from teachers. (Senior Syndicate children identified through in RT Lit assessment—Whole Year).

**-In class support—Michelle / Janet.** In class support for senior & junior syndicate—working with groups on extension / remedial or release of teacher to take targeted students / groups. (Used across Junior / Senior Syndicate for extension/extra—Whole Year)

**-Early Words.** Yolanda Soryl -one to one programme for memorising high frequency words to assist with learning to read. (Yr 0/1/2— 10 mins / day with T Aide until words known.)

**-Alphabet Cave .** Small group work with teacher aide to learn letter names and sounds. (Yr 1/2 Junior children 3 day/ week to increase Alphabet letter and sound identification).

**-Targeted Groups—AP Junior / Senior Syndicate.** - As part of the on going yearly Teacher Inquiry in Literacy. (Children chosen on previous year data and priorities—a responsive approach).

## English

### Writing

**-A.L.L.**—Accelerated Literacy Learning— Writing—a 2year plus Language Enhancement Programme funded by the Ministry of Education for Targeted Students overseen by Nicky Sturgeon from The University of Auckland . Target groups seen daily over a 15 week period. ( Children selected as Below / Well Below and focussing on Poetry Writing / Memoir and Responsive Writing)

**-Phonics—**Years 1-4 programme concentrating on Sounds, Blends and Alphabet to help decode text when Writing in conjunction with Phonics Reading. ( All Yrs 1-4 / Whole Year )

**-Explode the Code—**A senior school programme implemented by the Resource Teacher Literacy to capture Year 4-6 students who need help with decoding skills . This occurs daily for selected students and is run by a trained Teacher Aide. (Year 3-6 word / blend reinforcement as identified by teacher class assessment).

**-Responsive Writing –** 2015 Teacher Inquiry around improving children writing using an authentic context as a result of a research project run by Mere Berryman Associate Professor—University of Waikato involving senior classes and Spotswood College / Devon Intermediate as responders. (Years 3/4/5 Responding to adults to improve writing quality)

**-Literacy Enhancement with ICT focus—** Associate Principal—Senior Syndicate in Information & Communication Technology suite to use digital technology to enhance language skills across Year 3-6 senior classes. (Language extension using a variety of software to improve writing quality)

**-Withdrawal Groups—Part time Teachers across Junior & Senior Syndicates** In class support for senior & junior syndicate—working with groups on Extension / Remedial or Release of teacher to take targeted students / groups. (On-going as needs and priorities arise—Whole Year)

**-In class support—** In class support for senior & junior syndicate—working with groups on Extension / Remedial or Release of teacher to take targeted students / groups. (Used across Junior / Senior Syndicate for extension/extra—Whole Year)

**-Targeted Groups –AP Junior / Senior Syndicate.** - As part of the on going yearly Teacher Inquiry in Literacy. (Children chosen on previous year data).

## Maths

**-Withdrawal Groups**—Use of Extra Senior / Junior School teacher to work with children on Maths group consolidation, enrichment, extension throughout the year. (Whole School / Yearly as need arises from Teacher Data Analysis)

**-Cognition Maths MLC Leadership and Development**—attendance at Mathematics workshops run by Cognition Education for school maths leaders centred around improving teacher capability that will directly relate to enhanced in school maths programmes. (Year long Maths Leadership Development to Enhance Teaching and Learning of mathematics schoolwide).

**-Targeted students**—Children who are identified at the end of the previous year who are below standard form Targeted groups that focus on Maths enrichment and improvement through a focussed programme using class teacher or Extra Teacher. These targeted students form part of the Teacher Inquiry / Appraisal process (Students Below / Well Below Standard for specific targeted areas as informed by previous years assessment data).

## Science

-Teaching programmes in the core subject areas of Literacy & Numeracy support the Knowledge, Comprehension and Understanding in the other main Curriculum areas. (Literacy & Numeracy extension and enhancement programmes support the teaching of Science for all students)

-Inquiry topics with opportunities for Cross-Grouping & mixing of students to encourage caring relationships & shared responsibility. (Yearly across all Year levels of the Junior & Senior Syndicates)

## The Arts

**-Jump Jam** —(All Years—In class & Lunchtime rec-reations)

**-Choir** ( Years 3/4/5/6 Lunchtime recreation activity)

**-Kids for Kids** ( Every 2 years — Choir lunchtime recreation)

**-Guitar Lessons** (Year 5/6 - Weekly)

**-Ukulele Lessons** (Year 4/5/6— Weekly)

**-Recorder Lessons** (Year 3/4 in class lessons Room 5)

**-Music Festival** ( Every 2 years —Choir Lunchtime Recreation)

**-Biennial School Production** (Whole School—Every 2 years)

**-Rad Rhythm Yr 3/4** (In class drumming lessons —Yearly)

**-Fancy Dress** (Whole School— Every 2 years)

-Inquiry topics with opportunities for Cross-Grouping & mixing of students to encourage caring relationships & shared responsibility. ( Yearly across all Year levels of the Junior & Senior Syndicates)

## Soc. Science

**-Kahahaka**—Matua Peter Taylor on a weekly basis during school time. (Year 1/2/3/4/5/6 weekly kahahaka in hall after lunch)

-Teaching programmes in the core subject areas of Literacy & Numeracy support the Knowledge, Comprehension and Understanding in the other main Curriculum areas. (Literacy & Numeracy extension and enhancement programmes support the teaching of Social Science for all students)

-Inquiry topics with opportunities for cross grouping & mixing of students to encourage caring relationships & shared responsibility. ( Yearly across all Year levels of the Junior & Senior Syndicates)

## Health / PE

**-Jump Jam** - The JUMP JAM aerobic program is a 'Kidz Aerobix' resource kit for schools, created by 2x World Aerobic Champion Brett Fairweather, specifically for primary and intermediate students and teachers. Designed to challenge fundamental movement skills, increase fitness, develop student leadership & motivate students to move and enjoy exercise. ( School wide in-class instruction along with weekly lunchtime recreation activity in school hall).

**-CRT (Classroom Release Time)** - Focussed Health and PE instruction in addition to classroom teaching programme. ( Yrs 3/4/5/6 - 2 days per term above normal classroom curriculum instruction)

**-Lets Go Cycle Safety** In school Cycle Safety centred around detailed Grade 1/2/3 cycle training for Year 5/6 students funded by the NPDC and organised by Sport Taranaki. (Years 5/6—Yearly instruction)

**-Lets Go Scooter Safety** In school Scooter Training for Year 3/4 children focussing on safe scooter attitudes and behaviours to and from school funded by the NPDC and organised by Sport Taranaki. (Years 3/4—Yearly instruction)

**-Yr 3/4 In-School Camp** "In school" camp for Yr 3/4 children focussed on school environs such as stream and local nearby resources such as rock pools, Kawaroa Reef etc (Years 3/4 annual "in school" camp— Term 1).

**-Yr 5/6 Education Outside The Classroom EOTC — Eltham Camp** Senior Syndicate classes Yr 5/6 to Eltham involved in 3 days of learning activities involving team work and challenge. (Years 5/6 Annually—Term 1)

Swimming—Aquatic Skills teaching at Devon Intermediate School pool / NPDC Aquatic Centre. ( Term 2 Years 1/2 Aquatic Centre. Term 1 Years 3/4/5/6—Devon Intermediate Pool—Yearly)

## Technology

Technobitz—Yr 5/6 at Devon Intermediate. ( Introduction / Practical Sessions to Technology options at Devon Intermediate School —Yearly

-Teaching programmes in the core subject areas of Literacy & Numeracy support the Knowledge, Comprehension and Understanding in the other main Curriculum areas. (Literacy & Numeracy extension and enhancement programmes support the teaching of Technology for all students)

## ICT—Technology

**ICT Literacy Enhancement—Rm 14 / School wide.** - Associate Principal—Senior Syndicate in Information & Communication Technology suite to use digital technology to enhance language skills through animation / Movie making / Written Language using a range of presentation options / www inquiry research etc (Language extension using a variety of software to improve writing quality—Year 3-6 senior classes.)

**Use of a wide variety of ICT devices**—iPads / Netbooks / Chromebooks/ Desktop computers to improve and enhance written language across the school. (Years 1-6—Junior & Senior Syndicate)

**West End School**  
**Curriculum Achievement Plan**



**Tier One**

Effective Classroom Teaching

- What does this look like at West End School?**
- Differentiated teaching—groups and individuals
  - Individual needs addressed
  - Explicit teaching
  - Building quality relationships
  - Reflective practice
  - Teachers engaged in ongoing development

Supports available to Teachers

- Part-time teachers
- Associate Principals
- Teacher Aide support for classroom programmes
- Targeted students monitored
- Information recorded on E-tap
- Parent workshops when need is identified
- P.L.C's in syndicates

**Tier Two**

Learning Support Programmes

- What triggers support?**
- Identified students—below or well below National Standards
  - Little or no progress over time
  - Identified students who are gifted
  - Parent/Teacher conversations
  - Class teacher concerns
  - Lack of engagement and motivation
  - Health and well being issues

Supports available

- Specific support programmes for identified students provided by part-time teachers, Associate Principals, Teacher Aides, E.S.O.L , Teacher Aides
- Pastoral care meeting, held weekly with SENCO, senior staff and R.T.L.B.
- ALL addition intervention with small groups
- Professional Development

**Tier Three**

Specialist Support

- What triggers specialist support?**
- Limited progress, despite learning support programmes provided by school
  - Information gathered from outside agencies
    - Special Education services
    - Paediatricians
    - C.Y.F.S.
    - Health Nurse

Supports available

- Special Education Service
  - Speech Therapist
  - Itinerant Teacher of the Deaf
  - Itinerant Teacher of the Blind
  - Educational Psychologists
  - O.R.R's support
- I.E.P. process
- Health Nurse
- Paediatrician (Child & Adolescent Centre)
- R.T.L.B.
- High Learning Needs Support
- R.T.Lit
- Occupational Therapist
- Northern Health School
- Gifted and Talented One Day School

OTJ's are informed by observation , sample books, in classwork, formative and summative assessment data, student voice, conferencing, Teacher Inquiry into practice.

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