

Wednesday 27 March 2024

Ngā mihi nui kia koutou

One of the joys of working at Ilminster is the strength of the staff when it comes to organising events like our noho. They simply swing into action. Ka nui te mihi ki o matou kaiako. It was very special for us to be able to return to Poho o Rawiri and to wananga (learn) in such a special place. Thank you to those of you who popped in for the day or the evening meal.

## Our 2024- 2026 Strategic Plan

The school vision of Simply the Best has now evolved into a living vision that aligns with the aspirations of our community - for our rangatahi. Te Taumata o Angitu - Simply the Best.

The 2024-2025 strategic plan sits firmly alongside Ko te Korero Paetahi- the Graduate Profile - this foundation document has been developed over the past four years alongside our key stakeholders and clearly identifies what the aspirations are for our rangatahi beyond their two years at our kura. In 2023, a culturally responsive practice framework was co-constructed by staff as a result of intensive PLD with Core Education. It is relevant, purposeful, and has been developed in particular to meet the needs of our setting and location. This underpins the strategic plan for the next two years. It clearly identifies expectations and actions in our kura around Culturally Responsive Practice (CRP) Curriculum teams also set targets for achievement and learning in their respective areas, and these are a focus throughout the year.

The Strategic Plan prioritizes three areas for development. These are the three dimensions of the Graduate Profile that have been identified as having the greatest impact on teaching, learning and ultimately improved achievement for our rangatahi..



1. Whakaakoranga- Education- Strengthen teacher practice
2. Hei Oranga - Wellbeing - Nurture the wellbeing of our tamariki
3. Whakawhanaungatanga- Walk alongside whanau

What does success look like?

1. Our rangatahi are engaged and actively experiencing success across Te Mātaiaho ( NZ curriculum)
2. Rangatahi will thrive in their journey towards independence: they will feel valued, connected and safe. *(Te Whare Tapa Wha is an embedded model of practice)*
3. In our kura, ākonga and whānau are always welcome, always acknowledged and feel a sense of belonging and agency with the kura, community and place.

**IRIMINITA**  
TE KURA Ō

## Strategic Plan 2024-2026

**Our Mission** *simply the best* Te Taumata o Angitu

Whainga rautaki (Our students will meet the attributes of Ko te Korero Paetahi)	HEI WHAKAAKORANGA Strengthen teaching practices	HEI ORANGA Nurture the wellbeing of our rangatahi	WHAKAWHANAUNGATANGA Walk alongside whānau
<b>Kaupapa</b>	<ul style="list-style-type: none"> <li>Embed our CRF (Te Kaupapa o Iriminta) across all areas of our kura</li> <li>Crow collaborative practice</li> </ul>	<ul style="list-style-type: none"> <li>Develop student centered learning that promotes taha hinengaro</li> <li>Develop student centered environments that supports all students and promotes Hei Oranga</li> </ul>	<ul style="list-style-type: none"> <li>Whānau are well engaged in the learning process</li> </ul>
<b>Te Taumata o Angitu</b>	<ul style="list-style-type: none"> <li>Rangatahi will be engaged and actively experiencing success across Te Mātaiaho</li> </ul>	<ul style="list-style-type: none"> <li>Rangatahi will thrive in an environment where they will feel valued, connected and safe in their journey towards independence</li> <li><i>(Te Whare Tapa Wha is an embedded model of practice)</i></li> </ul>	<ul style="list-style-type: none"> <li>Ākonga and whānau are always welcome, always acknowledged and feel a sense of belonging and agency with our kura, community and place.</li> </ul>

**Values**

- POSITIVE** Kia tū huanga
- RESPECTFUL** Kia tū whakakoha
- RESPONSIBLE** Kia tū kawenga
- INCLUSIVE** He whakaaro nui he ngātahi
- SAFE** Kia Haumarū

With our new student management system Hero, we are currently developing how we will share achievement information and progress with whanau. Hero allows for a broader system of engagement for students and whanau. We know that when reporting to caregivers, learning has often moved on by the time reports are sent home. Hero serves to capture timely and regular updates of learning, to provide an accurate snapshot of progress across the years they are at Ilminster.

Hero's online, real-time reporting functionality serves to foster collaboration in the classroom and strengthen partnerships between home and school. Hero supports teachers and caregivers alike by building a shared language and understanding around progress, allowing learning conversations to flow with ease.

Students can share their learning through posting media, documents and images to their profile, making learning visible for teachers and caregivers. Over their two years at Ilminster they are able to build a digital portfolio of their learning which, when woven with teacher feedback, creates learning stories that move with them.

The table below summarises the key differences between one-way reporting and this style of information sharing that informs student/ākonga learning across the curriculum.

One-way, accountability-focused reporting	Information sharing that informs learning
Teachers report to parents what their children have learnt or achieved.	Students/ākonga, parents, whānau, and teachers share and understand information and insights about children's progress and achievement.
Focused on describing successes and failures.	Focused on describing and supporting what learning and progress has occurred.
Accountability and compliance are the key drivers.	Ongoing learning (by students/ākonga, parents and teachers) is the key purpose. Accountability is the by-product.
Once or twice a year only.	Continuous and timely with key times for more formal evaluation.
Reporting is from school to parent, one direction only.	Multi-layered and multi-directional between students/ākonga, parents, whānau, teacher, community.
Essentially a one-way message. Take it or leave it.	Students/ākonga, parents, whānau, teacher and community collaborate and co-construct meaning and the way forward.
Reports are sent home on paper.	Technologies support two way information flows and the quality, timeliness and richness of the information.

## Senco - Travis Lapointe

### Read & Write

I wanted to take the opportunity to share a Literacy support tool that all our students have access to. It was initially looked at specifically to support students with learning challenges such as dyslexia, but it quickly became clear that it was valuable for all students.

It is a Google extension that allows students to access helpful tools. For reading, there is a text to speech reader, built in text and picture dictionaries and an overlay to help focus on one line at a time. For writing there are tools such as speech to text to allow students to dictate their ideas. They can also use the reader to hear it read back and make sure it is what they intended. There are also grammar tools and predictive words like typing on cell phones.

Read&Write is accessible to students at school or home when they log into their Ilminster Google account, look for the purple puzzle piece. I encourage you to sit alongside your tamariki and have a look. There is also a good overview of the tools on the video linked here - [Read&Write intro video](#)



texthelp®



read&write



## Kea, Kākāpō, Kiwi: *Miss Harvey*

WOW, What a start to Maturanga! I am super excited to see what this year has in store for us.

We spent our first two weeks in Maturanga developing positive working relationships within each Maturanga, learning our routines and expectations.

Brushing off any rust with our quick fire warm up games has been a great way to get us engaged and back to thinking about numeracy. Warm up games are an excellent way to get us working collaboratively in a competitive environment.

Our first big task has been our “Mathematically Me” project. Learning all the different ways numeracy is a part of our lives. Students had to design a poster that showed aspects about themselves in the form of numbers (names, ages, whanau, travel destinations etc).

Maths Buddy is one of our online learning tools that the school has made available to your child. We encourage students to spend some time at home learning and exploring all that [MathsBuddy](#) has to offer.

I’m keen to see what the rest of the term has to offer.

Nga Mihi, Matua Tom.

## Waihīrere, Whāngārā, Waka Huia – *Mrs Pohatu*

And we’re away!!!! Waihīrere, Whangara, Waka Huia Maturanga Numeracy groups are into it. Assessments have begun with students working positively to try to gain improvements in their results.

We have also been laying the foundations of learning in Numeracy by introducing and revising the values of numbers, understanding compact and expanded numerals and problem solving.

Maths Buddy is also an important part of our programme which is funded by the school and students can access this at home.....*“Ma te wa”*



# Numeracy

## Pohutukawa, Puriri, Puka - Miss Williams

It has been a positive start for my Matauranga groups this year. ALL students are learning the routines in our classroom and ALL students have shown a willingness to learn.

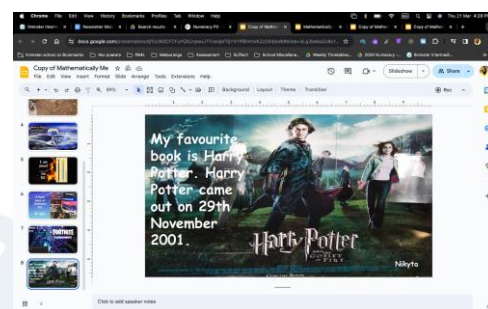
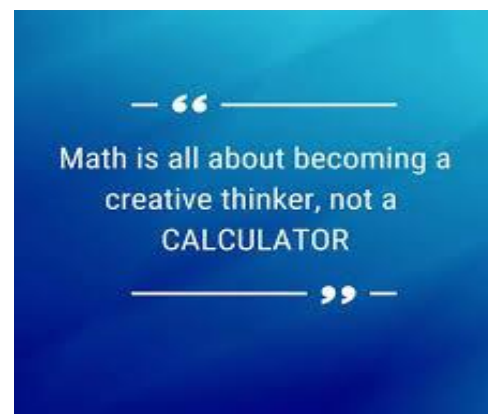
This term we have shared mathematical knowledge about ourselves through the creation of "Mathematically Me" slideshows - information related to who we are but looking at this through a Numeracy lens.

- Warm-up: Warming up our Numeracy brain with quick-fire activities that are presently based on the Number & Algebra strand. We use cards, dice, concrete materials, counting charts to help us improve our mental fluency. Last week Maths Buddy was introduced with a focus on Speed Skills. ALL students can access Maths Buddy at home through their school email account and I strongly encourage parents to ask your tamariki to spend time 15-20 minutes on it two to three times a week to support our Numeracy programme

- Whole Class: Learning specific numeracy knowledge or strategies as a whole class. We are also focusing on the Number & Algebra strand at this time - reading and writing numbers, face, place and total value, inverse operations

- Independent Learning: We are learning how to use Maths Buddy to find out what we know and what we need support with. We have only just begun using this learning tool and will continue to focus on this until students are able to manage it on their own.

- Problem Solving: We have yet to begin this part of our programme, but it will be introduced before the end of the term.



## *Hauata, Hautapu, Hauwhenua, - Mrs Ewe*

As we embark on a new journey of learning and growth, I am excited to welcome your child to our Maturanga Numeracy. I believe this term holds opportunities for our students to explore, learn, and thrive.

To ensure we have a smooth transition and successful start, I would like to outline some important information.

Your child has been assigned to one of three groups; Hauata, Hautapu, and Hauwhenua. These groups will serve as a supportive community throughout the term, fostering collaboration and friendship.

We have dedicated time during our initial weeks to help students become familiar with our classroom routines.

P.B.4.L - (Positive Behaviour for Learning) - Our school values positive behaviour and encourages a supportive and respectful atmosphere.

Each day we begin with energising warm-up activities designed to stimulate critical thinking and collaboration. Additionally, we have planned a variety of exciting activities throughout the term to keep learning engaging and enjoyable.

Maths Buddy and Problem Solving is a key focus area, and we will be utilising the Maths Buddy programme to support your child's development. Through problem-solving activities, we aim to nurture their analytical skills and mathematical reasoning.

I look forward to a fantastic term ahead!

## *Titi, Tieke, Takahe - Mrs Cummings*

Tieke, Takahe and Titi have hit the ground running.

We are focussing and starting our 2024 learning journey by refreshing and challenging ourselves with the four operations (+, -, x, division) basic facts and algorithms. Students are using their Maths Buddy tracking sheet to 1) Set their personal daily intention for Mathematics and 2) continue with their learning following whole class and individual/group tutoring.

Thank you for your support. Our next focus -- starting in Week 8 will be FRACTIONS.



# Literacy

## Waihirere, Whāngārā, Waka Huia - Mr Bull

It has been a fantastic start to my literacy Maturanga groups, Waka Huia, Whangārei, and Waihirere, where new relationships are being built and skills are being learned. The tamariki have settled quickly and the products of learning are starting to really flow.

At our center, we've been delving deeper into the diverse dimensions of literacy, extending beyond traditional reading and writing. Just a few of our early lessons has been explicit teaching and exploration of the vital skills of listening and speaking. By nurturing these foundational literacy abilities, we aim to empower our tamariki with well-rounded communication skills that serve them in all facets of life.

Throughout our sessions, we've dedicated time to assess and reflect on our current writing abilities. This assessment process allows us to understand where each tamariki is on their writing journey, identifying strengths and areas for growth. With this insight, we can tailor our teaching approaches to best support the individual needs of each child, fostering their confidence and proficiency in written expression.

Moreover, we've been emphasizing the profound significance of reading in expanding our horizons and understanding of the world around us. Through the exploration of diverse texts and stories, we aim to ignite a love for reading within our tamariki, opening doors to new ideas, perspectives, and experiences.

Mā whero, mā pango ka oti ai te mahi



## Pohutukawa, Puriri, Puka - Mrs Phillips

Pohutukawa, Puriri and Puka have been enjoying learning more about what we do and learn in literacy at Ilminster.

Building new relationships and getting to know each other better. We have learnt the importance of using descriptive words and how authors "paint a picture", using words.

We have had frogs come into our classroom and are looking forward to working on a short play.





## Kea, Kākāpō, Kiwi - Miss Harvey

Kiwi, Kakapo and Keas - What a strong team of learners throughout our Matauranga!

Our students are showing commitment to improving their writing this term. The process of planning, developing our ideas and selecting vocabulary to enhance our writing, is well underway. We are taking the time to consider our audience as young writers.

Adding detail will continue to be a focus as we narrow in to looking for the writer's purpose. Our reading time has connected closely to the writing focus - 'Finding detail.' I strongly encourage each of our ākonga to share their ideas within the class.

Our voices are there to be heard. Kia Maia!

## Tītī, Tieke, Takahē - Matua Nik

E rere ana ngā roopu 'Manu Tī,' 'T-Manu' groups are flying!

Our first learning focus has been planning writing for different text types. We are writing short explanations, comparisons and biographies among others, connected to the Māori story of creation, Rangi and Papa and other cultural origin stories.

We've also researched our tohu, the Tītī/Muttonbird, Tīeke/Saddleback and Takahē.

Tihei mauri ora!

## Hautapu, Hauata, Hauwhenua - Miss Simmons

It's been a fabulous start to Matauranga in Hautapu, Hauata, Hauwhenua.

We have been getting to know each other through oral and written activities; showing our creativity through creating an alien from the shape of our names and putting our best efforts into assessments.



# The Food Room

## Cooking connections with Mrs Gaskin

As students get to know each other in their new Cooking Connections group they have been focusing on our Key Competency - Relating to others and PB4L focus of taking care of our school - property and environment.

Year 8 students who are familiar with the routines in the Food Room and understand what is needed to produce food safely, have been doing an outstanding job of tuakana teina.

By revisiting familiar recipes students can focus on relationships and routines before we move into more challenging Cooking.

This rotation students have been making Vegetable Curry, Apple and Rhubarb Crumble and Oaty Pancakes.



## Cooking Extensions with Mrs Gaskin

It is exciting to be able offer a range of cooking opportunities this term.

The popular Vege MasterChef class which is supported by the Heart Foundation of NZ starts our Monday morning lessons. Students investigate ways to insert extra vegetables, colors and food groups into their favourite recipes.

Monday afternoons are set aside for the home cooks amongst us who are eager to share their go-to recipes with the group. Students will leave with a folder of recipes to add to their repertoire. Here are Maika's very popular dumplings.

Tuesday afternoons is the beginner's class. Keen students who are willing to learn the basics to help at home in the kitchen. The baked bean muffins went down a treat.

Wednesday and Thursday are filled up with extension students who are confident and capable and want to learn extra techniques. Muesli and banana icecream being an example of our extension lessons.



## Art with Ms Jarratt

### Stomp (Sculpture based) Thursday/Friday

Working with wire, wood and plaster it's time to bend, stretch, wrap and slap, as you sculpt your own extremely tall and slender figurines.

Inspired by the work of one of the great artists of the twentieth century. Sculptor, painter, draftsman and printmaker, Alberto Giacometti.

### Fresh n' fruity (Observational drawing/pastels/collage)

#### **Tuesday/Wednesday**

A new year bringing new ways of seeing and piecing things together. Guaranteed to walk away loving your fruit and veggies, as we keep our eyes on nature.

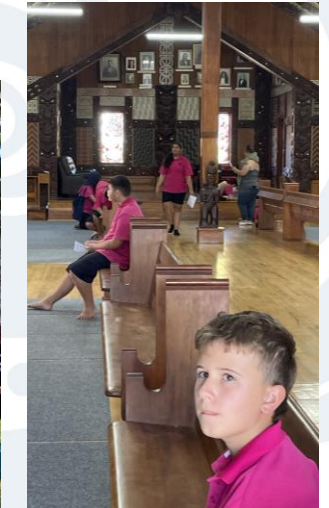
Inspired by the Italian artist Arcimboldo, time to get back to seeing as we create soft pastel work with a double meaning.

### Monday Murals 'Place I fit' Monday

Work as part of a team to design, develop and construct site specific artwork for in and around our Kura.



# Marae Noho ki Te Poho-o-Rawiri



# Calendar of Events for Term 1, 2024

<p><b>Week 1:</b> 7-9 February</p> <p><b>Wed 7 Feb</b></p> <ul style="list-style-type: none"> <li>Year 7's only</li> </ul> <p><b>Thur 8 Feb</b></p> <ul style="list-style-type: none"> <li>Year 8's only</li> </ul> <p><b>Fri 9 Feb</b></p> <ul style="list-style-type: none"> <li>Whole school</li> <li>Powhiri</li> </ul>	<p><b>Week 2:</b> 12 – 16 February</p>	<p><b>Week 3:</b> 19 - 23 February</p> <p><b>Wed 21 Feb</b></p> <ul style="list-style-type: none"> <li>Whanau Night</li> </ul>	<p><b>Week 4:</b> 26 February – 1 March</p> <p><b>Wed 28 Feb</b></p> <ul style="list-style-type: none"> <li>Xcel Wild Lab Trip</li> </ul> <p><b>Thur 29 Feb</b></p> <ul style="list-style-type: none"> <li>* Xcel Wild Lab Trip</li> </ul>
<p><b>Week 5:</b> 4 March – 8 March</p> <p><b>Tues 5 Mar</b></p> <ul style="list-style-type: none"> <li>Matauranga Begins</li> </ul> <p><b>Thur 7 – Fri 8 Mar</b></p> <ul style="list-style-type: none"> <li>* Surfing Trip (Tauranga)</li> </ul>	<p><b>Week 6:</b> 11 March - 15 March</p> <p><b>Mon 11 Mar</b></p> <ul style="list-style-type: none"> <li>Netball Trials</li> </ul> <p><b>Tues 12 Mar</b></p> <ul style="list-style-type: none"> <li>Annual Lockdown Practice</li> <li>Informed and Empowered Digital Safety Program</li> <li>(7pm – 9pm)</li> </ul>	<p><b>Week 7:</b> 18 March– 22 March</p> <p><b>Mon 18 Mar</b></p> <ul style="list-style-type: none"> <li>* Netball Trials</li> </ul>	<p><b>Week 8:</b> 25 March – 29 March</p> <p><b>Fri 29 Mar</b></p> <ul style="list-style-type: none"> <li>Easter (No school)</li> </ul>
<p><b>Week 9:</b> 1 April - 5 April</p> <p><b>Mon 1 - 2 Apr</b></p> <ul style="list-style-type: none"> <li>Easter (No school)</li> </ul> <p><b>Thur 4 – Fri 5 Apr</b></p> <ul style="list-style-type: none"> <li>Touch Rugby (Rotorua)</li> </ul>	<p><b>Week 10:</b> 7 April – 12 April</p> <p><b>Sun 7 - 9 April</b></p> <ul style="list-style-type: none"> <li>Northcross Student Leaders</li> <li>Taradale exchange</li> </ul>		

