



Kohia Terrace Intermediate



Parent Handbook 2017

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 (movies, 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 maths. Students are streamed by ability in order to allow more targeted teaching to take place.



Integrated Studies 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 'Leading Change' (Social Studies), 'Understanding the Adolescent Brain' (Science/Health), 'Changing Places' (The Arts) and 'Smart Moves' (Science). The learning is structured into diverse teacher-guided inquiry learning for most of the term leading to a culminating task which is undertaken individually or in groups at the end of the term.

These rich tasks are a culmination of the learning that take place at the end of each term. Their purpose is to provide students with an opportunity to apply their learning from the term's integrated studies in the context of an individual or small group-based real-life activity. Each culminating task is carefully planned to incorporate literacy and numeracy along with the curriculum focus for that term. Moreover, culminating tasks are 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. French and Te Reo Maori are taught twice a week by our specialist teachers.

Technology is run in smaller groups on a seven week rotation. Students have weekly sessions and can choose from Food Tech, Hard Materials, Soft Materials 3D printing, Science Technology and Art 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 with students attending one ninety minute session per fortnight, science also features in many areas of Integrated Studies.

Education Outside the Classroom (EOTC) comes in many forms. This year, our urban camp, visiting facilities in the Auckland area will provide students with challenging mental and physical activities outside their usual realm of experience. Students will also take part in a two day Waterwise course. We aim to take students on regular theme-related school trips to support their learning.

PE and Sports are taught twice a week with sessions focusing on skill development, practice and application in the context of a competitive game. The goal of our daily 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 and posted on our website. There are usually two components: core skills supporting literacy and numeracy (reading, spelling, maths practice); and 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 the 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 integrated studies. 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 sit on the school council, 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

*subject to change

Intermediate Timetable Term 1 2017					
	MONDAY <i>Rotates in Literacy groups</i>	TUESDAY <i>PRT day (BZ)</i>	WEDNESDAY <i>Catherine release LC</i>	THURSDAY <i>Erynn release on LC</i>	FRIDAY <i>BZ PRT 2 x term</i>
8.50	Roll & Hui	Roll & Hui	Roll & Hui	Roll & Hui	Roll & Hui
9.05	Literacy	Maths	Maths	Maths	Assembly
9.45		10.00 Literacy			Maths
10.15	Fitness		Fitness	Fitness - Strength	Maths
10.30	10.30: MORNING TEA	10.30: MORNING TEA	10.30: MORNING TEA	10.30: MORNING TEA	10.30: MORNING TEA
10.50	Science*	Literacy	Literacy	Literacy	French Te Reo Enrichment Grp
		PE			
12.30	LUNCH	LUNCH	LUNCH <i>Homework Club</i>	LUNCH	LUNCH
1.30	Class novel	Class novel	Class novel	Tech	Integrated Studies
1.50	Arts	Integrated studies	Sport		

*Science with specialist teacher

Our Staff

Erynn Riesterer – erynn@kts.school.nz

The last 9 years have seen me teaching intermediate students. I do enjoy teaching this age group and watching them blossom into young teenagers. My particular passion is finding opportunities for the diverse learner to succeed, whether it be academically or socially.

I have two sons in their twenties, Dillon is a musician, and Declan a computer engineer. When the boys were young we went to live in Papua New Guinea for 5 years. Known as the “Land of the unexpected” it has left us with many memorable moments.

As a life-long learner I am constantly dabbling in new projects, ukulele lessons have been part of the lighter side of my learning. Recent papers include Mathematical Investigations in the Classroom and a certificate in Tikanga Maori. In my spare time I love to work in the garden, draw and go to pilates.

In 2016 I secured a position as one of the ‘In School Leaders’ for the Auckland Central Community of Schools. This has provided me with the opportunity to continue to work within our School on our focus in the acceleration of literacy and building parent engagement through our learners.

Working in collaboration with the other primary, intermediate and high schools that are in our ACCOS group provides us with a wealth of new knowledge and experiences.

This year my inquiry focuses will be around literacy achievement with diverse learners and equipping students with the skills and tools to map their own learning. I am looking forward to all the challenges and rewards the year will bring.

Catherine Palmer – catherine@kts.school.nz

I have been at Kohia for almost 7 years, beginning as a French teacher working across the school and moving to the intermediate area in 2012. Past educational roles include being a museum educator at MOTAT, running One Day School classes for the Gifted Education Centre and teaching at Three Kings School in the 90s.

Born and bred in the UK, I have been living in New Zealand for 25 years. My kiwi husband and I have three children: our two girls are studying at The University of Auckland and our son is in year 12 at St Peters College. It is great to have had wide experience of the education system here from more than one perspective.

Alongside teaching Room 14 this year, I have a role as an Across Schools Leader in the Auckland Central Community of Schools. This means that I am out of the classroom a day a week, however there is huge benefit in seeing what other schools are doing and encouraging the sharing of ideas within the community. Over the last few months I have built connections within Epsom Girls Grammar with whom we are working to ease transition for our female students moving through.

I am looking forward to working with another fabulous cohort of intermediate students this year and welcome your support and involvement.

Bridie Zarifeh - bridie@kts.school.nz

I am new to KTS and am very excited to be working in the intermediate.

I am originally from Christchurch and moved up to Auckland in 2015. I am from a big family and am lucky to have my two sisters living close by - one works in textile company and the other in Tauranga hospital. I am loving making the most of the opportunities that this city provides.

My undergraduate degree is in zoology and marine biology from Otago University; I am passionate about the environment and sea life. It didn't take long for me to realise I should be teaching, which led me to complete my Graduate Diploma in teaching in 2016 at Auckland University. I really enjoyed this course and developed my skills and knowledge of the New Zealand curriculum.

I have many passions that I love to share with my students. I have spent 6 months travelling overseas and worked at a summer camp in America as a counsellor and waterski instructor. My sporting knowledge is extensive and I have competed at a high level in both hockey and rowing; I will definitely be taking the students out for hockey soon!

I am looking forward to working collaboratively with Erynn and Catherine and encourage parental involvement throughout the year.

