



SPECIAL INFORMATION

SPECIAL NEEDS - Supporting students with specific needs

At TIS we have a commitment to providing programmes that assist students with special needs, in making their time here a positive one. Being a large school we have students who experience a wide range of academic, social, and behavioural difficulties. Through a close working relationship with teaching and support staff, our Pastoral Care team, the Resource Teachers of Learning and Behaviour and outside agencies we are able to offer a number of programmes that address the needs of our students. Early identification and communication by parents and previous schools is important.

We are a 4D registered school which means we are committed to incorporating dyslexic friendly goals into our school's programmes of work and to support identified students with dyslexia. We run the Toe by Toe programme for identified students which have proven to be very successful in teaching students to decode.

We run small support groups, targeted to meet the literacy and numeracy needs of identified students. This includes a variety of computer-assisted learning programmes.

PASTORAL CARE - Holistic support when needed.

Shelley McLeod and Brenda Fulton provide pastoral support for all our students and their families. This service is offered because research tells us students struggle with learning if their social, emotional and physical needs are not met. We understand the challenges your pre-adolescent child faces and the demands they can put on an already very busy and at times stressed family.

We urge parents/caregivers to contact us to discuss any concerns they may have about the wellbeing of their child. Pastoral care is a very varied job and for those unfamiliar with this service these are examples of the issues we deal with: physical and mental health concerns, friendships, puberty, bullying, parental separation and bereavement. As required we also facilitate social skills and anger management sessions. If we can't help directly we can point you in the right direction. If your child has any special needs we encourage you to contact us to discuss how we can best support your child during time at our school. Shelley and Brenda can be contacted by phone via the school office or by email: pastoral@taradaleint.school.nz

Spiritual Support

To complement our Pastoral Care service we have a visiting church pastor, Steve Demetrius. He makes himself available in the playground to students during lunch and break times and runs a Bible Study group if and when there is enough demand and parental agreement. He can be contacted by email via pastoral@taradaleint.school.nz

OUTDOOR EDUCATION CHALLENGE

Education outside the classroom is a means of curriculum expansion and enrichment in all subjects through outdoor experiences. These experiences offer opportunities for students to acquire knowledge, skills, attitudes and values with which to be active, safe and skilled in the outdoors and to protect and care for the environment. Each Taradale Intermediate School student has the opportunity to experience the same outdoor opportunity with an environmental focus based at a special site near the Lake Opouahi Scenic Reserve, Tutira for 2 nights (3 days). Both Year 7 and Year 8 students will be participating in this outdoor experience. Three classes at a time will be camping in tents on 3 different sites on farmland, each with outdoor toilets, potable water and a wooden shelter which will provide shade and shelter in case of inclement weather. The students will be fully involved in the preparation for this outdoor experience and the experience will provide the basis for Inquiry learning back in the school classroom,

Exact dates for your child will be notified in the first week of the new school year. The cost per student will be \$100.00. Arrangements can be made with the office to "drip feed" by automatic payment or you might like to make other arrangements. Students will need suitable gear: sleeping bag, polyprop/thermal under garments, raincoat. It is expected that all students will participate as this experience fulfills a vital part of our Health and PE curriculum as well as providing an important role in self-management and building class culture.

See over for latest ERO Report

Context

What are the important features of this school's context that have an impact on student learning?

Students ...purposeful leadership roles. ...many opportunities.academic, cultural, sporting, outdoor education and service areas that impact positively on student learning. Positive relationships between teachers and students and community. Emotional and physical safety is considered paramount by trustees and staff. Pastoral care teamservice is integral to supporting the needs of the emerging adolescent.

Learning

How well are students learning – engaging, progressing and achieving?

*Overall, student achievement in reading, writing, mathematics and numeracy is good. The majority of students are achieving at or above provide **high quality** provisions for students requiring extension or additional support.*

Use of assessment information

Achievement data is well used school-wide and in classrooms. Information about student needs, identified from analysis of target group data, feeds into classroom programme planning for the next year. Teachers also reflect on and analyse student achievement data to inform classroom planning for groups and individuals.

Student engagement

Students are actively engaged in their learning. They:

- *respectfully and confidently talk about, and take responsibility for their own learning;*
- *use reflective journals to identify their own strengths and next learning steps; and*
- *contribute well, being prepared to take risks in offering information to in-depth learning conversations. Teachers acknowledge and build on these contributions.*

Students are empowered as learners through:

- *student led, three-way conferences with parents and teachers;*
- *teachers sharing data with students;*
- *access to a strong information and communication technologies infrastructure to support inquiry learning; and*
- *goal setting arising from shared data in reflective journals.*

How well are Māori students learning – engaging, progressing and achieving?

The majority of Māori students achieve at or above national expectations in reading, writing, mathematics and numeracy. Overall however, Māori student achievement is below that of the whole school population. Most Māori students are making good progress over time. A range of appropriate strategies to engage Māori students enables them to experience success as Māori through: choosing appropriate Māori content in classroom programmes and curriculum documents; a wide range of cooperative learning opportunities; and singing the school song in te reo Māori and participating in the well-implemented and led kapa haka programme.

Students requiring support and extension are well provided for.

Curriculum How effectively does this school's curriculum promote and support student learning?

Taradale Intermediate's curriculum is well designed and responsive to the strengths, interests and needs of all students. It promotes their progress and achievement. Strong links are made between the community's needs and aspirations and The New Zealand Curriculum. Student learning is strongly and appropriately linked to a range of community contexts.

Quality of teaching

Sequential development of learning within curriculum programmes is planned for by teachers, who regularly reflect on their practice in order to improve learning outcomes for students. *Teachers maximise classroom learning time and include focus on individual students' interests, strengths and needs. They have high expectations for learning and behaviour, and provide relevant and appropriate inquiry learning activities.*

High quality teaching strategies to support learning include:

- *appropriate independent and cooperative activities;*
- *building on students' prior learning;*
- *providing good verbal and written feedback to students; and*
- *questioning to promote thinking and discussion.*

Leadership

Distributed leadership uses teachers' strengths effectively. The principal empowers and enables staff to take leadership roles. This allows them to develop to their potential. Team leaders are a collaborative and effective group. They provide high levels of professional support for teachers. Leaders reflect on their own practice.

Governance

Well-informed and experienced trustees support student achievement through their resourcing decisions.

Professional development

A range of effective, targeted professional development is linked to school and teachers' personal goals. Internal and external facilitators have led professional learning appropriately based on personal reflection and development. A collaborative learning culture is apparent. Teachers seek to improve their practice and report regularly about progress on meeting annual student achievement targets. *This results in positive outcomes for teaching practice and student learning.*

Community partnership

There is a strong focus on building relationships with parents and getting to know students. Parents are well informed about school and community events, student achievement and school expectations. They assist in school activities and provide in-class assistance. Transition to and from Taradale Intermediate School is being strengthened through consultation with local contributing and secondary schools.

(No areas for review and development were noted for this report)