



Upon enrolment your child will be placed into a mainstream classroom and will be taught using the New Zealand Curriculum.

An overview of this Curriculum is outlined below:

Learning Areas: *English; The Arts; Health and Physical education; Mathematics and statistics; Science; Social sciences; Technology.*

Vision: *Young people who will be confident, connected, actively involved, life long learners.*

Values: *Excellence; innovation, inquiry and curiosity; Diversity; Equity; Communication and participation; Ecological sustainability; Integrity; Respect.*

Key Competencies: *Thinking; Using language, symbols and texts (e.g. Numeracy & literacy); Managing self; Relating to others; Participating and contributing.*

Principles: *High Expectations, Treaty of Waitangi, Cultural Diversity, Inclusion, Learning to Learn, Community Engagement, Coherence, Future Focus.*

Your child will receive a mid year and end of year report. This report is based on New Zealand National Standards. In addition to the mainstream report, ESOL students will also be issued with a report from their ESOL teacher based on their fluency and understanding of English.

NATIONAL STANDARDS:

There is no sliding scale or graph that indicates where your child is at (like in the old system). National Standards are broad *statements* about what students should know and be able to do in order to meet the demands of the N.Z Curriculum. The standards set out what can reasonably be expected of most students by the end of each year of their schooling, i.e. The NS for Y7 would be based around Level 3 / 4 of the curriculum.

OTJ (overall teacher judgement) is used to assess each student. This comprises summative data from various tests such as PATs, asTTle, Gloss, Probes and formative data (student's book work, conferencing, observations, general class work). When interpreting achievement teachers take into account the rate of progress as well as the expected standard for the year level.

No one test determines a student's met / not met the standard.

At the end of the school year we inform parents if their child has met or not met the standard. In the school report we will comment on how far above, or below the standard the student is.

For student's new to English then the school may decide to report to you using *The English Language Learning Progressions* (ELLP) for the first two or three years. The Progressions describe reading, writing, and the speaking and listening expectations for children who are new learners of English. They also help your child's teacher to provide an appropriate teaching and learning programme to help your child make fast progress in these areas. This is done in conjunction with the ESOL department/teachers.

As your child's achievement in reading and writing gets closer to their peers, the school will report progress in reading and writing in relation to the National Standards. Schools will use the Mathematics Standards to report on your child's maths progress and achievement.

For more information visit the NZ Education Government Website:

<https://parents.education.govt.nz/primary-school/learning-at-school/new-zealand-curriculum/>

English for Speakers of Other Languages (ESOL):

Assessments

Students complete an initial assessment test at the beginning of the year, or if arriving later in the year, on arrival at the school. This tests their English skills in listening, speaking, reading and writing. Students are tested again in June and in November. These testing results are used for their ESOL Mid Year and End of Year reports.

Curriculum

ESOL lessons follow the approach of 'Language across the curriculum', which supports the mainstream term topics. Students learn the necessary vocabulary and language structures needed for the term topic. 'Guided' and 'Shared' reading lessons also centre on the term topic. A supplementary reading programme, Rainbow Reading, is also used which promotes students' reading accuracy, pronunciation and information recall. Students practise their publishing skills using computers.

Students who are 'Beginner' English learners also learn everyday life skill vocabulary. (E.g.: telling the time, maths vocabulary, greetings, describing how they feel / illnesses, as well as focusing on the most used words necessary for basic communication.) They also practise the different grammatical structures in greater detail.

Advanced students focus on improving their writing skills through the use of appropriate punctuation, longer sentences and good paragraphing skills.

Lessons

Students attend lessons in similar ability groups where possible. Lessons range from three to four lessons per week at the beginner level, down to two lessons a week for the more advanced students.

There are two ESOL teachers and students follow a set timetable for the term.

The name and Email address of your child's classroom teacher and ESOL teacher (if applicable) will be forwarded to you. We welcome and encourage communication regarding your child's progress.

At Northcross Intermediate School we cater to all academic ability:

Extension Mathematics & English

Students who show above aptitude for mathematics and/or English are offered extension classes to ensure they are continually challenged to their full potential.

Students who may need help with these subjects are also given additional support to help them achieve National Standards by the end of Year 8.

ICAS EXAMINATIONS:

International Competitions and Assessments for Schools (ICAS) examinations were formerly known as the Australasian Schools Competitions. Over 1.7 million students from across Australia, NZ and the Pacific region participate in ICAS each year, with an additional 700,000 entries internationally from countries including Singapore, Hong Kong, Malaysia, China, South Africa, Indonesia and India.

- Science, Mathematics, English, Spelling, Writing and Computer Skills are offered
- All students are able to participate
- These examinations are *optional* and are marked by an independent body.
- They run from May through to August
- An entrance fee is charged by ICAS.

The New Zealand way of teaching may be quite different to what your child is used to. Students often work in groups and are encouraged to ask questions of the teacher and amongst their peers. The quantity of homework brought home may also be very different to what you and your child are familiar with.

Much of what your child will experience from being an International Student simply can't be learnt from a text book. They will experience valuable life skills that will further enable them to become young people who will be confident, connected, actively involved life-long learners of the 21st Century.

