



From the Principal...

Dear All

Here we are half way through the last term already. With spring finally arriving it's great to see the children outside, running around, playing and really enjoying all of the PTA provided equipment. We are so fortunate to have so much space and that huge playing field.

Congratulations:

1. Principal Awards

The following children were awarded Principal Certificates at our last hui.

Rm	Yr		Rm	Yr	
1	7 & 8	Ngaere Jenkins – improvement in time management & organisation	10	3 & 4	Abigail Lemmon – great thinking & focus
2	7 & 8	Marcus Jackson – perseverance and positive attitude	11	3 & 4	Joshua Rowan – reliable, hardworking
3	7 & 8	Carrick Nisbet – excellent work and enthusiasm for learning	12	3 & 4	Isaac Leniston-Hong – sharing some great thinking
4	2	Madison Farrelly – focussed learning in maths	13	3 & 4	Harrison Smith – focus & perseverance – achieving personal goals
5	2	Cody Croucher – great work & progress in reading	14	5 & 6	Owen Mackenzie- enthusiastic, honest attitude
6	1	Waverly Saindon- kind caring attitude	15	5 & 6	Peter Juriss - getting on with the job, making no fuss
7	0	Lucy Stewart – enthusiasm for learning, sharing ideas	16	5 & 6	Haidyn Reynolds - working really hard in English
8	1	Davide Lubich – staying focussed and making good choices	17	5 & 6	Grace Wynne – positive, diligent attitude and effort
9	1	Jack Whitehead – outstanding commitment to learning ‘Ladder Words’			

Thank You: Recently we were fortunate enough to have Kyle Pontifex, complete with Bronze Medal, pop in and share some of his experiences of the Commonwealth Games with many of the children. Kyle is the goal keeper of the successful NZ Hockey Team and has attended the last 2 Commonwealth Games and Olympic Games. He is now enjoying a well earned break, much to Michelle’s relief; she is most pleased to have her husband back for a while!

Property: We still have nothing new to report on the remedial building work. It is very frustrating to have moved the Y5&6 children out to the prefabs as agreed in the schedule of works, to then have the programme held up by the various contracting parties. Such action pays lip service to the rhetoric of getting the job done as quickly as possible with minimum disruption to the normal operation of the school.

TRUMP Challenge:

A few weeks ago another review of our TRUMP Home Learning was undertaken. This followed up on the review undertaken in June which was published in Steeple Rock. Below is summary of the review outcomes. The full version is available on the school website.

TRUMP Home Learning Review Summary - October 2010

- The high level of Y3-8 student participation (92% boys & 93% girls)
- Student feedback is positive and relates directly to key objectives; teacher and parent feedback reinforces these points, i.e.
 - ◇ it is fun and challenging, it provides choice, recognises what they are already doing and provides opportunities for new learning and experiences
- The most popular challenge was the cooking option
- At the time of the review 22% of children had finished the required number of challenges, however this may not tell the whole story i.e.
 - ◇ the number of children that have completed the required number of challenges but are yet to share and/or have them signed off
 - ◇ With about 7 weeks of this term remaining, the 49% of children that have done more than 4 challenges could complete the programme
- The consistency of feedback from the three groups highlighting the positives of the programme is also evident in the minuses i.e.
 - ◇ motivation is an issue for some children, consistency, quality and effort varies between students, not everyone is giving their personal best - this links to motivation. Syndicate and/or teacher involvement/support also varies e.g. time allocated to sharing, recognition in syndicate hui's, display space in classrooms, giving out completion badges. Management issues for some teachers, parents and students still need to be ironed out. Apart from completion badges, all of these issues are present in a traditional homework programme
- Of the 264 students that responded, 86% indicated they wanted to retain TRUMP. More boys than girls wanted to revert back to the old 'home study,' with 7 out of 12 (58%) of Y8 boys indicating this preference. Breaking this result down further shows that all 5 Y8 boys in one class voted for the change back, and only 1 from the other two classes. Interestingly, the comments from the boys included, TRUMP was harder and they had to take much greater personal responsibility to complete the tasks - in fact this is an endorsement of why TRUMP was set up.
- Some senior students and parents still believe that TRUMP is not preparing them for secondary school and the increased homework demands that might entail. Work is still required to communicate that TRUMP achieves this through the key competencies, in particular Managing Self and Thinking. In reality the children that opt into TRUMP, and can manage themselves to complete quality work, are doing more 'homework' than they were under the previous system. There is also ample opportunity for children to do 'academic' challenges; it's just that it's not the teachers that are setting the tasks.

Next Steps:

- Teachers make a push to encourage children to complete the required number of challenges. This will require allocating time for worthwhile sharing.
- Distribute badges to all children that have completed TRUMP and follow-up that they have sewn them onto their hat/shirt
- Convene a meeting of the working group to consider the feedback and this report and make changes as required for next year
- Photograph all cohorts that have completed TRUMP for the 2011 booklet covers
- Have booklets printed and ready for distribution by no later than Week 2 of the first term next year

In conclusion, TRUMP has achieved much of what we set out to achieve. It provides a wonderful avenue for children to pursue their own interests and manage their own learning - perfect for 'gifted' and high ability students, and for children that may not enjoy school so much because their particular interest or expertise is not catered for as much as they would like.



Callum Hodson Y5, R15 designed, built and tested a model boat as a TRUMP Challenge. He really enjoyed the task and learnt much from the experience. This task involved mathematics, technology & design, art, communication & social interaction development (working with others), and lots of thinking and problem solving.

Next Steps for Callum could include:

Design another boat to improve on his original design- he thinks it needs more weight in the hull, design and build different types of boats to compare e.g. a multi-hull, use the skills he learnt to be more independent i.e. sew the sails himself, use the skills and knowledge he gained to teach/assist a friend to build a boat, research boat making, yacht racing etc, join a sailing club and learn how to sail and maintain a real boat

This was a great learning experience for Callum; he was engaged, motivated and rightly very proud of the end result.

November:

The shadow on my upper lip is taking on a little more form this week. I am a Café Polo 'MoBro,' supporting prostate cancer awareness month. A 'donation box' and documentation is available at the main office or contact me on principal@seatoun.school.nz if you are interested in sponsoring my efforts. Donations of \$5 or more can be used for tax purposes!

It's not a pretty sight, but it's a great cause!

Kind regards

A handwritten signature in black ink that reads "Peter Robinson".

NATIONAL STANDARDS

The aim of this is to:

- Keep you up-to-date with our perspective of the National Standards debate
- Reiterate some of our concerns about the implementation process
- Reassure you that the introduction of the Standards has had little impact on our current practice

As you may be aware, around 10% of school Boards of Trustees have refused to implement the National Standards. The action taken by this group (Boards Taking Action Coalition) may result in those boards of trustees and/or schools facing some form of sanctions.

It does not appear that all of these Boards are against the implementation of the National Standards for the same reasons. However, the overall theme is that these boards are expressing 'no confidence' in the Standards, want further 'engagement with the sector' and want the requirement to set student achievement targets against National Standards in 2011 deferred.

The opposition to the implementation of the Standards is interesting and varied. In addition to expressing concern about the manner in which the Standards have been introduced, some of those who have led the calls to oppose the Standards have a clear political agenda. Others are concerned about public accountability, and others still have a philosophical difficulty with the concept of standardisation.

As part of the school's strategic planning process, our teachers began thinking pragmatically about the implementation of National Standards prior to the last election, when the National Party announced its policy manifesto. On a number of occasions Peter has publicly expressed his belief that the implementation of NS has been rushed and is unlikely to achieve the aim of raising student achievement for the 20% 'tail' of students not achieving in NZ schools. He has also commented on the misalignment between some Standards with current standardised tests, and the negative implications should school league tables be generated on the basis of NS student outcomes (refer Steeple Rock 18 March & 01 July 2010 and 'Mid-Year Progress Conferences – Parent Information 01 June 2010).

The Board of Trustees at Seatoun School take the view that although the National Standards are not perfect they are workable and can be implemented by the School without too much difficulty. We say this because our teachers have always used a range of assessment tools, including standardised tests, to inform overall teacher judgements as to where individual students are achieving, and the progress that they are making, against National Curriculum expectations. Within a holistic curriculum, we have always placed a strong focus on the key foundation areas of literacy & numeracy. Setting school-wide achievement targets and publicly reporting (including to the MoE) the outcomes against these targets is well-established in our school. Also, our established reporting processes exceed the new NS requirements. Parents are regularly informed about their child's progress, and both parents and students are involved in the process.

The implementation of National Standards means two things: first, teachers will be using a new assessment tool (the Standards) in conjunction with the other tools used currently, and the school will be reporting data to the Ministry against the Standards, rather than against their own targets.

The Government has said that this is a "bedding down" year in a 3 year implementation programme, and it is expected that if the Standards are too aspirational they will be amended.

The Ministry has provided us with information for parents about National Standards. We will put up some of the Ministry's posters on one of the display boards outside the library and make pamphlets available on the desk at the office. It is important to note that the examples provided are simply examples. They are intended to provide a general idea of the type of skills and knowledge children at each level could be expected to know. They are not an actual specified task provided to all children.

In conclusion, perhaps the most important thing to remember is that the Vision of The NZ National Curriculum is 'Young people who will be confident, connected, actively involved, lifelong learners.' Competency in reading, writing & mathematics is important, but so too are the arts, social sciences, technology, physical education & health and the social and personal skills needed to get on with others and positively contribute to society. Previous parent and staff surveys strongly endorse our current approach to teaching and learning, which also align really well with the NZ Curriculum. At least for us at Seatoun School, the Standards still means pretty much business as usual.

School Vision Statement

At our recent Planning Day there was unanimous agreement to change our school Vision Statement from:

"Seatoun School is a dynamic, quality school that empowers learners to fulfil their potential"

to

"To be the best we can be"

The rationale behind the change is that we wanted something that is short, easy to remember, easy to refer to and child friendly.

Should anyone have any concerns about this change, please email your thoughts to a Board member.

Sarah Bacon

Pete Pointon

Community Notices (printed as space permits)

Seatoun Kindergarten Wheelathon

Sunday 28 November 10-1pm .

"RE-LIVE THE WORLD CUP FEVER"

AN EXCLUSIVE EVENING WITH WYNTON RUFER

With Special Guest

All WHITES PLAYER LEO BERTOS

25 November 2010, 7.30pm, Four Kings, Dixon Street, Wellington. Tickets are limited at \$70.00 per person, which covers the Three Course Dinner and Wine/Beer RSVP: wynrs.rongotai@gmail.com by 21 November



Community Patrol for Wellington's Eastern Suburbs

A new initiative is on its way to Wellington's Eastern Suburbs, to help keep the community safer.

A Community Patrol is being established for the Eastern Suburbs. A meeting is being held on the 16th of November, between 7pm and 8pm at Evans Bay Intermediate for community members interested in becoming part of it.

Come along to the meeting on Tuesday 16 November, between 7pm and 8pm to find out how you can be part of a local Community Patrol. Further information about community patrols can be found at: www.communitypatrols.org.nz

International Food Festival

Holy Cross School, 2 Athens Street, Miramar on 21st November 2010 at 11am.

Bring on Summer Gala,

Miramar North School, 23 Weka Street, Miramar, Sunday 21 November, 11am - 2pm.

Term 1 2011

Term 1		4 February to 15 April	
1	Feb 3	Thu	Meet the Teacher
	4	Fri	School Starts. Welcome Back Hui House Sports (pm).
10	Apr 15	Fri	Last day of Term

How to Contact Us

Answerphone		
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Term 4, 11 October—17 December 2010

	11	Thur	Steeple Rock
	12	Fri	Hui
6	17	Wed	BOT Meeting
	18	Thur	Y3-8 School Athletics Day
7	22	Mon	Y3-8 School Athletics Day pp
	24	Wed	Wellington Zone Athletics
	25	Thur	Enviro Group Day Steeple Rock
	26	Fri	Hui
8	29 Nov-03 Dec		Y5/6 EOTC Week
	1 Dec	Wed	Wellington Zone Athletics pp
9	6 - 10		Y7/8 EOTC Week
	8	Wed	Y1 and 2 Athletics Day
	9	Thur	Steeple Rock
	10	Fri	Y1 and 2 Athletics Day pp Hui Class Lists Home
10	13	Mon	Reports Home
	14	Tues	Parent Helper Morning Tea
	15	Wed	Y8 Formal
	16 Dec	Thur	Prizegiving
	17	Fri	Farewell Hui. Last Day of Term 4, 1pm finish.

Newsletter

Newsletter contributions and feedback to Anne McLellan at admin@seatoun.school.nz.

Contributions for next issue by **Monday 22nd November, 2pm.**