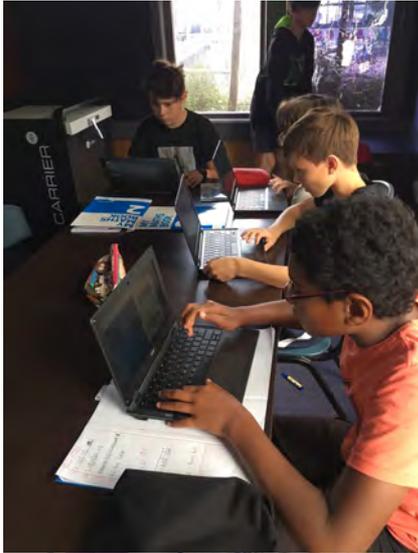




**CLYDE QUAY SCHOOL**  
Te Kura O Matairangi



## Year 7 and 8 Prospectus





# Welcome to Rimu, Year 7 and 8

Students at Clyde Quay School experience the full spectrum of activities, whilst maintaining a focus on core learning areas. Learning at a Full Primary School (Y1 - 8) provides an excellent opportunity for senior students to develop leadership skills within the 'whanau feel' of a school of our size. We pride ourselves on our celebration and inclusion of diversity, as well as the rich and challenging Clyde Quay School Curriculum that caters to all our learners.

The seniors capitalise on the added elements of the Intermediate Curriculum, creating an engaging and varied learning programme. Learning is achieved within our class culture which relies on the support of each person, learning together, taking on challenges, developing independence and self-managing skills, and striving for personal excellence.

Rimu currently shares two defined learning spaces, and works fluidly across both depending on the learning activity at the time. We operate as a single class with students taught by both teachers, getting the benefits of two distinct sets of expertise. Specialist teachers and tutors join the team at various times to add to the skill set.

Our CQS Leavers Profile states that:

*We want CQS leavers to be resilient to take on challenges and collaborate with a range of people in creative ways. We want our leavers to be inquisitive, confident and tenacious when facing challenges.*

Read on to find out about key aspects of our Year 7 and 8 programme at Clyde Quay School.

- Leadership
- Core Learning
- Technology at Mt Cook
- Digital Learning
- Languages and Culture
- The Arts
- Sports



# Senior Leadership

All seniors are part of leadership opportunities at CQS. There are set responsibilities that all students participate in and others that students opt in to. Being involved with a variety of leadership offers students a chance to work alongside a range of people; peers, staff and community members. It provides real world learning experiences where students can employ things they learn in class time, along with creative problem solving skills. Students grow a sense of pride and achievement through being a leader at CQS.

## Buddy Class

Students work in set teams to plan and run activities for the class of Year 3 and 4 students. The plans are highly detailed as they cover; equipment needed, set up process, location, alternative wet weather plan, instructions and problem solving strategies. Fortnightly, our teams gather their buddies and facilitate their planned activity. Following the activity, seniors reflect on the outcomes and look at how improvements can be made in subsequent sessions.

## Journalism

Four talented writers are responsible for the CQS Weekly, a publication which accompanies our school newsletter. The focus is on the learning happening within classes, as well as special events. A key feature of the CQS Weekly is the student voice which is garnered through interviews with students.

*As a Journalist I get to write a newsletter which is good because it tells others about what is happening and makes me feel more confident sharing my own writing with others.*

*~ Frank ~*

## Sports Coaching

Making the most of our talented sports people in Rimu, the senior room runs a sports rotation with 8 students taking on the role of expert coaches. Currently, this involves coaches delivering skills across four different codes (hockey, football, table tennis and miniball). Sports coaching will soon extend to coaching other codes, and eventually coaching younger students too.

*The thing I have really enjoyed about coaching, is watching people learn what I teach them, and seeing how happy it makes them when they get it. It's taught me to be more patient. I have a lot more respect for my hockey coach now!*

*~ Hugo ~*



*Anika giving pointers to Sadie*



*Ella demonstrating a good technique to Ruiying*



*Dylan and Liv leading a goal shooting drill*



### **Digital Tools and Tech Support**

Students are taught how to use the school sound system, chromecasts and data projectors. Leaders in this area provide support for all classes when these skills are needed, often contributing to set up time before school begins. A key part of this role is the problem solving and communication skills required in order to get the equipment to work how each class needs it.

### **Robotics Experts**

Senior students with an interest in digital technologies, especially robotics, help lead the younger classes to build their skills. Our school has a set of Edison Robots which are primarily used in the senior class, however younger classes are introduced to them through our Senior Robotics Experts. The basics of coding and computer science are introduced to the juniors, and extension challenges provided for seniors with an advanced understanding.

*The thing I most enjoy about teaching Ngaio Robotics is being able to show other people how to code, which is something I love and try to do as much as possible in my Own Choice Learning time. I think the Ngaio students can get more out of the class (no offence teachers) because a fellow student is teaching them, offering more relatability and understanding to the person.*

*~ Huck ~*

### **School Events and Fundraising**

Teams of students participate in a wide range of leadership opportunities supporting school events and fundraisers. Events may be planned and run by the various student teams or in collaboration with the wider community. There is a growing contribution to our school's PTA, and this extends the students' experience with formal communication, advertising and event management.



*Atiria face painting students in support of Pink Shirt Day*



*Immanuel and Elliot helping on the Sausage Sizzle at the Book BBQ*



*Lillian, Zachary and Aaron run a stall at the Book BBQ*



# Core Learning

Rimu prides itself on the challenging and creative ways that the core areas are enhanced. Maths and English underpin the bulk of all inquiries. Developing science, technology and digital capabilities, health, well-being, and social sciences are also very important and provide rich contexts to engage this particular age group.

## **Teacher Led Workshops**

Students regularly attend workshops led by teachers in different curriculum areas. These are small group sessions focused on the specific needs of the students in the group. Groups change often according to needs. There is a high level of teacher-student collaboration that guides student choice with workshop selection. Students are held accountable for their learning choices; challenge is balanced with support.

*Learning in small workshops helps me to learn the topic more deeply. Instead of the teacher explaining the topic briefly to the whole class, they can explain individual pieces of information in detail.*

*~ Ashton ~*

## **Learning Together**

Learning with others and from others, is an incredibly valuable part of the learning process. Students in Rimu are supported to maximise this learning opportunity and it is seen as a core part of our learning programme. Students are arranged into groups in different ways - by student choice, by teacher choice, according to learning needs and by random selection. This ensures students gain the benefits of working alongside a wide range of people.

*When we are working in a team we learn to help other people, grow friendships and we learn about teamwork skills. This sets us up well for jobs when you have to work with different sorts of people.*

*~ Dylan ~*

## **Independent Learning**

Independent learning and self-managing skills are vital for students, especially in preparation for high school. At the senior end of the school, students often have a variety of projects they are working on at any one time. Being able to manage their time and focus on the task at hand are essential skills which students are encouraged to develop.

Many of the independent learning activities are based on the learning from their teacher led workshops. These are aimed to provide students an opportunity to practise skills and apply new knowledge gained.

Other independent learning opportunities are based on student's *Own Choice Learning*. This is where students decide for themselves something they would like to spend more time learning, or something new they want to find out about. Students have to consider what they are aiming to learn, how they can do this and what they will show throughout the learning process. Current *Own Choice Learning* projects include online game design, learning a new language, narrative writing, future problem solving scenario writing, and app development.



### **Digital Learning / 'Book Learning'**

In the 21st Century the need to be digitally literate is crucial. Our students learn to use digital tools to support their learning and share what they have created. Choosing the right tool for the job is a key part to this, and our programme introduces students to a wide range of digital technologies and online components. Digital Learning is balanced with the more traditional 'Book Learning' which is still very much an integral way to learn. Our aim is to always have a balanced programme.

### **Mathematics**

Students at all learning levels are well supported to make progress. SPRING continues to operate for students who need extra support to consolidate number knowledge. For those requiring extra challenge Problem Solving groups have been established where teams must operate collaboratively to solve challenging maths problems which are usually multi-step. The Otago Problem Solving Challenge is offered to all our Year 7 and 8 students. This provides an opportunity to test their skills against other students in New Zealand. Warm up and maintenance activities are levelled to ensure ongoing progress.

*The problem solving maths inspires thinking as a group and we have to be good at communicating our mathematical ideas. It provides a good level of challenge for me.  
~ Frank ~*

### **Reading**

Reading at this level is heavily linked into other learning that is happening - reading for a real purpose. Literature Circles are used as a way to delve deeply into novels with a number of learning tasks completed throughout, which broaden student's understanding of language features, character and plot development, and themes. To ensure a diverse range of reading texts are covered, students are engaged in reading song lyrics, scientific texts, instructions, poetry, and a lot more!

*I think doing all these different types of work for different types of reading means that we learn a lot more ways of thinking about what we read and see.  
~ Hazel ~*

### **Writing**

Like reading, writing is often part of other aspects of our learning. Over the course of their time in the senior room students will have covered a wide range of styles, revisiting writing to make use of feedback in improving their writing skills. Where possible an authentic audience and context is at the heart of the writing process. Students who enjoy creative writing are introduced to the Future Problem Solving Scenario Writing competition. Students need to use futurist thinking with a science and technology focus.



*Brian, Frank and Cristo doing their Maths Problem Solving Challenge*



*Sadie and AJ rally coaching - helping each other with their learning*



*Independent digital learning in action*



# Technology

Each week our senior class is hosted at Mt Cook Technology Centre. They have a rotation of five subjects; Food Technology, Fabric Technology, Electronics & Design Technology, Digital Technology and Woodwork. Students are split by year group in a programme that builds on skills over the 2 years.

## Food Technology

Year 7 students are introduced to how a kitchen runs. Safety and hygiene are explained before the cooking can begin. Fruit crumble, Mac 'n' Cheese and Risotto are three of the dishes that students learn to make. In Year 8, they are further extended with Samosas and Chicken Curry on the menu. Each cooking pair get to make a sweet treat which is shared between them, then packaged up in a collection of goodies to go home. Masterchef finishes off their time, with students making a savoury dish of their choice.

*Food technology helps us know the basics of how to cook things. We try things so when we are older and flattng we have to know how to make our own food.*  
~ Krishna ~

## Fabric Technology

Rice hacky sacks and tote bags are the starting projects for Year 7 students. Skills learnt here set them up for the different choices offered the following year. Designer cube cushions, sports bags, and computer satchels are the products produced by Year 8s.

## Woodwork

To begin their learning with wood working skills, students learn how to use the poker machine for adding images, and make their own pencil case. There are many choices in Year 8 which build on these basic skills. Skateboard deck, money box, footstool, jewellery box with mirror (vanity), and model battleships are some of the projects students create.



Ashton sewing his Watermelon Cube Cushion



Liv and Ella measuring carefully before cutting



Aaron and Keizo clean up after cooking



Zachary sawing his skateboard board.



### **Electronics and Design Technology**

Year 7 students design and build a bedside lamp, putting together the electronic components required to make it work. The following year they make something to be a prop in a movie they have written. Fimo puppets, 3D printing, wooden props and remote control cars are examples of products produced.

*In design, seeing my creation come to life is a happy moment because I've been able to make something and this always gives me a sense of pride.  
~ Sadie ~*

### **Digital Technology**

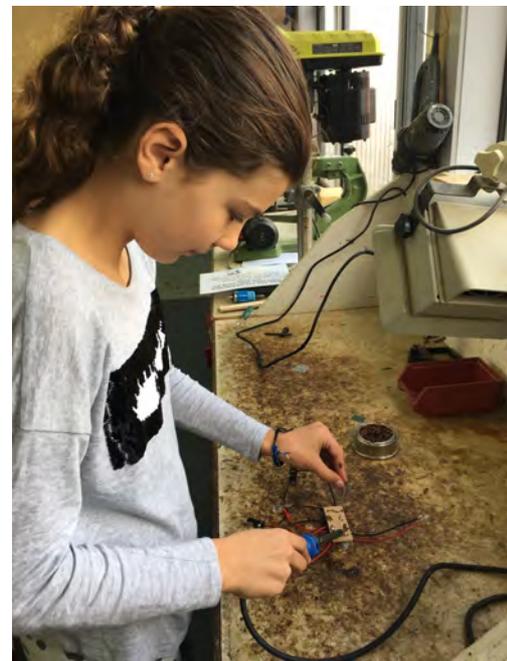
Coding skills are combined with lego robotics in Year 7. Block coding skills are used to programme the robots to follow certain paths avoiding objects. Year 8 is movie making time, utilising the props they have designed and made themselves.



*Laura-Rose creating her puppet from Fimo in Design Technology*



*Immanuel and Lucian collaboratively problem solving a coding challenge*



*Lillian soldering her electronics components together*



# Languages and Culture

As a school with plenty of cultural diversity, we promote the learning of other languages and being involved in experiences which help us understand other cultures.

At a Year 7 and 8 level, it is expected that students are exposed to the learning of a language other than English. There is also an expectation that students continue to develop their understanding of Te Reo Māori.

## Te Reo and Tikanga Māori

All students continue to develop their bank of words and phrases in Te Reo Māori. This is done through general use of Māori language in our day to day programme, as well as specific learning workshops. To broaden the knowledge that students have about the Māori culture are made through some inquiry topics, the Arts, as well as units focusing specifically on learning more about the culture.

*I think it's important for us to be learning Te Reo and Tikanga Maori because it's part of our country's history. We should know about our country.  
~ Immanuel ~*

## Kapahaka

Kapahaka is participated in by all students at CQS, with Hemi coming in for weekly sessions to provide expert tutoring. The seniors increase their repertoire of waiata and haka, and also learn about the use of patu, taiaha and poi. There are performances throughout the year for Rimu to showcase their talents. For those with a passion for Kapahaka, there is the opportunity to be part of a performance Kapahaka group. This extension group learn more complicated items, honing them to a high level. We regularly compete in a regional Kapahaka competition.

*I like it because of the singing and learning actions for the waiata. It's important to me because it's my culture.  
~ Atiria ~*



*Learning about Māori cultural significance on a class trip.*



*Performance Kapahaka learning poi with Hemi.*



### **French and Mandarin**

CQS employs two specialist teachers to implement our second language learning programme: Year 7 students currently learn French which is taught by Julianna, and Lily teaches Mandarin to our Year 8 students. Lessons are weekly. They focus on both language and culture. For students who already speak these languages, our expert tutors are able to extend them further in their language.

### **English as a Second Language**

For students who arrive at CQS with another language as their first language, they are provided with specialist teaching workshops with Amanda. It is important that these students continue to use and learn their mother tongue, and opportunities are provided for students to showcase this in their class learning.

**I think my English is ok, and I can write words I didn't know before. I have learned more words by reading, and at home I can share new words. It really helps me that there are others who can speak mandarin and translate for me.**

**~ Qiqi ~**

### **Duolingo**

As part of 'Own Choice Learning' in Rimu, students can choose to learn another language of their choice. They do this through the app 'Duolingo' which ensures students learn to listen, read, write and speak in the language they are learning. Students choose to learn a language which is either part of their family heritage, or to support a future dream of travel or employment.

### **Cultural Experiences**

From time to time there are extra opportunities that are provided through our language teachers, or other agencies in our community. This year we have had students work with local artist Terence Turner to create light sculptures for the Wellington Matariki parade. Other students joined with a contingent of Chinese visitors to create some Chinese Silk and NZ Wool Scarves which were designed and created especially for the visit. Our Year 8 students have also learned to make dumplings with our Mandarin tutor, Lily.

**Being involved in these experiences is good because it helps kids to know about another country and to have a bigger understanding through experiences rather than just learning about it through texts. I liked that it was unique - not something we can do everyday. I also liked the product.**

**~ Tim ~**



*French Tutor Julianna with Ella and Liv*



*The Chinese Silk and NZ Wool Cultural Connections group, led by our Mandarin tutor Lily*



*Our CQS representatives with our artwork in the Wellington Ahi Ka parade*



# Sports

## Learning Sports with Rimu, including Student Coaching

As a regular part of our class programme, Rimu participates in sports. This is often based at school, but also capitalises on our central location making the most of areas such as the Green Belt, Pirie Street Park, Waitangi Park and Kilbirnie pools.

## Term 1: Water Sports

To begin each year we go to Kilbirnie pools where qualified instructors take groups according to their abilities, whether they are learning to float or develop stroke technique. For seniors who are proficient swimmers, diving, water safety (life saving skills), snorkelling, water polo and flipper ball are some of the extension classes available.

*It was great being in diving because it was really challenging. I tried things I normally wouldn't try which opened up my mind to new opportunities. If I was just part of a swimming group I wouldn't be learning new things.*

*~ Cristo ~*

## Term 2 and 3: A variety of codes

The middle terms are an opportunity to try different sporting codes. This year we have begun using our own in class experts as coaches for different sports. Table Tennis, Hockey, Miniball and Football are taught weekly. Coaches plan and lead a variety of drills to increase the skills of their peers.

*I enjoy being able to try different sports. It's good to have variety so we don't get bored. I've learnt a lot more about sports I've never tried before.*

*~ Lucian ~*

## Term 4: Gymnastics

Experienced tutors from Big Air come to CQS to take our students for gymnastics skills. They build on skills learned in previous years.



*Lessons for learners who are new to swimming*



*Cristo having diving coaching*



### **School, Zone and Regional Sporting Events**

Athletics, Cross Country, Swimming Sports are annual events where we begin at a school level for all. Those who excel then carry on to represent CQS at Zone and then Regional level.

Winter Festival is a special event held in Term 2. This primarily caters for students who don't often get the chance to participate in Zone and Regional events. The day involves a variety of games students play in a rotation, competing against other schools. The day is run by Wellington East Girls College Year 12 students.

### **School Teams**

Netball, miniball, floorball and touch teams are established each year, where students play together for a season in a local tournament. Various other codes are offered as and when parent coaches are available.

Each year different opportunities are offered to schools, and where appropriate we will join in. Examples are the table tennis and girls futsal tournaments that our students have joined in with.

Students also have the opportunity to train as Motu Kairangi Kiwi Whistlers (Netball refereeing). These students receive formal training and provide referee services to the junior Saturday Teams.

*It makes me proud to represent CQS in sporting events. It's a chance to show what kind of school we are. Our collaboration is really good because we are part of a team with our friends.*

*~ Minnie ~*



*The CQS Green Ferns for 2018*



*Our Winter Festival participants among the throng of other school students*



*Anika representing CQS at the Zone Cross Country on a very muddy course*



# Digital Learning

Increasing digital literacy is a newly identified core area of the NZ Curriculum, recognising its importance in the future of our children. Students are involved in learning about online citizenship and the responsibilities that go along with living in a digital world. Our students incorporate digital skills in most aspects of their day to day learning, while coding and robotics are focused on specific learning tasks or through student choice learning. At the senior level we have a 1:2 ratio for chromebooks, plus the use of iPads when they are the correct tool for the job. Using digital devices together fosters collaboration.

## Coding

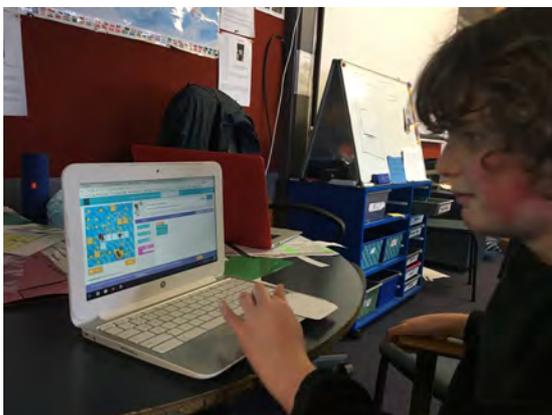
We use different online programmes to begin developing coding knowledge. *Code.org*, *codingforlife* and *Lightbot* are the main programmes. Students can also use Scratch when developing games, and Thunkable for app development. Coding is also part of using robots.

## Robotics

We have just purchased a set of Edison robots. The benefits of Edisons is that the programme they operate includes 3 different coding choices to suit learners at all levels. They are a basic drag and drop block model, more complex blocks which contain many variables, and writing codes using python. Teamwork, problem solving and creative thinking are key elements of both coding and robotics.

***At school we get the chance to do robotics with the edison robots. As well as coding, the skills you learn and develop are solving problems and teamwork. The skills are important because they can help later on in life.***

***~ Zachary ~***



*Keizo problem solving on code.org*



*Mihir, Chuanyan and Brian testing what obstacles the Edison robot will detect with its sensors*



### Day to Day Programme

Our day to day programme utilises many online and digital components. It varies greatly from regular research and word processing learning tasks, to creating interactive websites and musical composition. Students learn the basics of operating Google Apps for Education (drive, mail, docs etc). Online collaboration is an integral part of our programme. Working together, providing meaningful feedback, and seeking support can be seen throughout our digital learning.

Seesaw is used in our regular programme as a simple and timely way for students to share their learning with their whanau. Sharing can be written, drawn, oral, a video, or a combination of these. For our learners whose family speak another language, they can incorporate both languages into their sharing process.

### Special Projects

We are offered many different projects and competitions that students can choose to be part of. One of the opportunities offered to our students this year that is digitally based, is Tahi Rua Toru Tech. For this groups of 3 - 4 students found a problem in the local school community which they could solve using digital technology; primarily through invention of an App or Website. We had 4 groups complete this project, supported by a local mentor in the technology industry. Projects such as this offer our students a real world context for their learning.

***By joining in with 123Tech I learned to contribute more with people. It has helped me to get better at using new technology. I like knowing that my contribution can actually help the school community.***

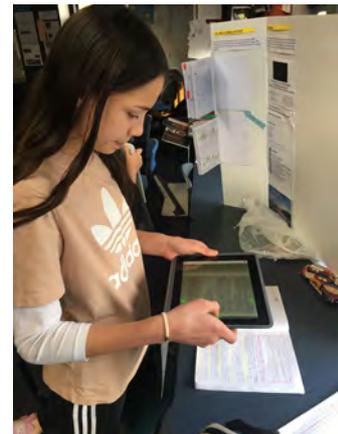
***~ Maya ~***



*Hazel using an online site to practise her maths learning goal*



*Ruiying and Maya working together on their 123Tech website design*



*Anika sharing her learning via Seesaw*



# The Arts

In all Arts areas, we look to use outside experts and experiences when they are relevant to our students. This may be done through visiting different places, or having visiting artists come into our school. These vary from year to year and are always a highlight for students.

## Visual Art

Our senior students participate in a wide variety of Visual Art experiences. As a whole class, our focus is on creating art works requiring more challenging multi-step processes, utilising tools, techniques and materials which are new to them. Examples from this year include our 3D Manaia and the wood carving and printmaking.

Extension opportunities this year so far include our light sculpture for the Wellington Matariki Parade with local artist Terence Turner, and our Chinese Silk and NZ Wool Scarves. These examples are indicative of the opportunities we look for.

*Learning something new and being creative, in my opinion, is really fun.  
When we had to carve small patterns with our carving tool it was  
challenging.  
~ Anika ~*

## Dance and Drama

Our biannual school production is a chance to celebrate dance and drama. Movie making is used as a way of presenting learning in other areas. Drama skills in particular are part of this process.

## Music

Digital music compositions, singing and senior productions are the main areas in which our students experience musical learning in the senior school. Many students learn instruments outside of school, and there are plans to utilise these skills. Choir continues to be an option for senior students. Our school choir practises weekly, learning songs for the Artsplash Festival in September.



*Collaboratively working on ur Manaia light sculpture, created with the help of local artist Terence Turner, for the Ahi Ka Parade*



*Sadie sketching her tapa inspired carving*



*Peter adding ink to his carving board in preparation for printing*