

# *HUNTLY PRIMARY SCHOOL*

## *Charter 2015*



# Huntly Primary School



Huntly Primary School is a full primary school, which has a mix of town and country children, with the main ethnic groups being New Zealand Maori and European. To reflect this mix, the school is committed to the Treaty of Waitangi principles and parents and whanau are represented in school's structures.

The school is well equipped and maintained - a roomy hall, two learner pools, plenty of shade areas and newly upgraded Junior block of classrooms. A number of computers are spread amongst the classrooms, integrating information technology with everyday classroom activities. The attached manual technology centre serves pupils from surrounding schools as well as our own.

An enthusiastic, supportive and competent staff, lead by an experienced and child focussed principal, work hard to ensure effective curriculum delivery. The principal, as financial leader in the school, is ably supported by a finance team, which deals with day-to-day financial matters. The grounds and classroom spaces are kept maintained and in good order by a hard working caretaking and cleaning team.



# Huntly Primary School Charter

## Knowledge is Power

**MISSION STATEMENT:** To develop in our children the right attitude, beliefs and virtues to succeed in whatever they want to do.

At Huntly Primary School we believe that education will provide our children with a successful future.

Huntly Primary School is obligated and committed to:

1. Fulfilling the requirements of the National Education Goals.
2. Administering the school according to the National Administration Guidelines.
3. Delivering the curriculum to all students in a balanced programme as outlined in the New Zealand Curriculum document.
4. The Treaty of Waitangi and the articles of protection, participation and partnership.
5. Developing a deep understanding of the Virtues Project ideals by living and practising them everyday.
6. Ensuring that everyone in our school community feels listened to, valued and supported.

### GOALS

1. We expect our children to excel in all core curriculum subjects, and to learn about their special place in the world.
2. To encourage our children to plan for their future by taking increasing responsibility for their own learning.
3. To promote strong partnerships between home and school.
4. To promote their resilience to meet difficult challenges, learn from mistakes and make sensible decisions

# HUNTLY PRIMARY SCHOOL

## VISION

Huntly Primary School students and staff are successful learners who develop a full range of learning tools to take with them throughout their life. They develop critical and creative thinking, they are able to make wise decisions and solve problems. Huntly Primary School is a people place where we give service to each other, our school and our community.

## TEACHERS

Teachers deliver the National Curriculum competently, they are enthusiastic about their student's and their own learning. They have consistently high standards, their professional practice is inclusive and designed to positively intervene in children's lives. They provide a needs based programme for each student. Teachers critique their own practice on an individual and collegial basis regularly. Teachers demonstrate caring and supportive interpersonal skills. They develop strong partnerships with parents and whanau.

## CURRICULUM PROGRAMMES

The curriculum is delivered in a balanced and interesting manner. There is an emphasis on literacy and numeracy. Programmes are designed to meet the learning needs of all the students. Curriculum programmes are regularly reviewed and updated, they fulfil National Curriculum requirements and prepare our students for tomorrow's world.

## STUDENTS

The students are encouraged and supported to respect and care for themselves and each other. They take an increasing responsibility for their own learning. They are encouraged and challenged to succeed.

Students take pride in their achievements and feel safe and well cared for while at school.

## SUPPORT STAFF

The Huntly Primary School support staff are loyal to the school and its aims. They feel valued and an integral part of the school family. They care about our students and are positive and professional in all of their dealings.

## SENIOR MANAGEMENT

The senior management team strives for productive change management in the interests of continuous improvement. They ensure that high quality teaching and learning is prioritised. The team thinks, acts and plans strategically. They are proactive in monitoring both student and teacher progress towards achieving their learning goals.

## **PARENTS**

Parents feel welcome and included. They are listened to, consulted and informed about their children's progress. Parents are supportive of the Board of Trustees, staff and school community. They work in a close partnership with school staff.

## **BOARD OF TRUSTEES**

The Huntly Primary School Board of Trustees (BOT) consults effectively with the school community. It meets the requirements of the national Education Goals and the National Administration Guidelines. The BOT is well informed and is a good employer. The BOT ensures effective people and material resource management. The BOT thinks, plans and acts strategically.

## **POLICIES AND PROCEDURES**

These are developed through extensive consultation. They are designed to facilitate school organization, they are clearly stated and understood.

They are regularly reviewed and accessible to everyone.

## **ENVIRONMENT**

The school external and internal environments are inviting and attractive.

They are safe and well maintained and support learning programmes.

# HUNTLY HERO

*Joyfulness*  
*Harikoa*

*Unity*  
*Kotahitanga*

*Kindness*  
*Ngakau Atawhai*

*Determination*  
*Hiringa*

*Excellence*  
*Tino Pai-rawa*

*Integrity*  
*Ngakau Tapatahi*

*Loyalty*  
*Pumau*



# Huntly Primary School And Cultural Diversity

## New Zealand Cultural Diversity

NZ Maori	73.82%
NZ Pakeha	17.17%
Cook Island Maori	3.43%
Indian	2.15%
Khmer/Kampuchean/Cambodian	0.86%
Australian	0.86%
Tongan	0.86%
Fijian	0.85%

All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture and values. Staff members will ensure that students from all cultures are treated with dignity and respect. They will actively work towards maximising the potential of each student while valuing and acknowledge their cultural background. The school counsellor combines an ESOL role with her counselling role to smooth the transition into our school of new immigrants.

## The Unique Position of Maori

New Zealand Maori 73.82%

Reasonable steps to incorporate Tikanga Maori:

- Daily programme will have a te reo dimension
- Integrated studies programmes will include a component of Te Ao Maori wherever possible
- Professional development and support of staff to understand fully their obligations under the Treaty of Waitangi
- Powhiri a routine feature of welcoming guests
- Whole school Kapahaka
- Performing arts programme to include a theme that celebrates the unique position of Maori at least once during each year.

Provide requested Te Reo Maori instructions for full time students.

Such requests will be given full consideration with regard to:

- Personnel with requisite skills and qualifications
- Overall school financial position
- Availability of accommodation
- Extent of on-going whanau support

Steps to discover views and concerns of school's Maori community

Encouraging parents of Maori students to become Board Members

Maori community consulted in various ways

- Newsletters
- School events involving students
- Informal dealings with families
- Principal readily available and constantly checking with families about how school is going for their whanau
- Three way conferences three times a year. Parents will come willingly if their children are involved in the reporting process.
- Performing arts events and music concerts will encourage more families to acknowledge their children's skills and talents.
- BOT consultation hui



STRATEGIC GOALS 2015-2017	2015-16	2017	2018
<b>GOAL ONE:</b> All students accessing the New Zealand Curriculum and achieving success in relation to the National Standards. All students will be supported in their learning. Pacifica students will be identified and supported appropriately in their learning.	<ul style="list-style-type: none"> <li>Curriculum areas reviewed: Reading/OTJs</li> <li>Implementation of 'Reading Together' programme.</li> <li>Review integrated programme and make adjustments according to information gathered.</li> <li>Continue to monitor carefully the progress of Pacifica students.</li> <li>Create a Year 5 target that helps to monitor the Junior/Senior transition point.</li> </ul>	<ul style="list-style-type: none"> <li>Review and implement any changes identified with the 'Reading Together' programme.</li> <li>Focus on what we would like our Y8 Graduating student to be (character and virtues) and know (knowledge and skills) - including community consultation.</li> <li>Create a target for this group to again assess whether we achieved a strengthening across the school for every student.</li> <li>Transition to high school is to become the focus for this target group.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum areas reviewed: Maths/OTJs</li> <li>Implement changes identified in Year 8 profile review.</li> <li>Monitor changes made based upon the work on successful transitioning to high school.</li> </ul>
<b>GOAL TWO:</b> Maori students fully engaged and achieving educational success and have pride in their unique identity, language and culture as Maori	<ul style="list-style-type: none"> <li>Maori student achievement data collected and measured against NS.</li> <li>Professional journals to contain reflection about teaching practice relating to Maori achievement and engagement. Teachers will examine and review their classroom practice in terms of meeting Maori students needs specifically.</li> <li>Run a formal Maori Language programme for the whole school.</li> </ul>	<ul style="list-style-type: none"> <li>Extensive review on the revised teaching and learning approach for Maori students. Reset learning and achievement goals. Check that all students are achieving at the same enhanced pace regardless of social factors.</li> </ul>	<ul style="list-style-type: none"> <li>Maori student achievement data collected and measured against NS.</li> <li>Review changes that have been implemented based upon the resetting of learning and achievement goals.</li> </ul>
<b>GOAL THREE:</b> Students with special needs and abilities are supported in their learning.	<ul style="list-style-type: none"> <li>Students below and well below identified and referred to SENCO (DP).</li> <li>Continue to develop a specialised senior school class programme.</li> <li>Reading Recovery will be undertaken for the Junior school.</li> </ul>	<ul style="list-style-type: none"> <li>Students below and well below identified and referred to SENCO.</li> <li>Implement the improved senior school programme. Year 8 as the target group - graduate profile.</li> </ul>	<ul style="list-style-type: none"> <li>Students below and well below identified and referred to SENCO.</li> <li>Review changes implemented to improve senior school programme.</li> </ul>
<b>GOAL FOUR:</b> Teachers are supported to improve pedagogy, teaching, learning and assessment which will support increase student achievement.	<ul style="list-style-type: none"> <li>Action Research PD for staff to improve classroom, learning and teaching practices.</li> <li>January inhouse PD conference based upon the needs of staff.</li> <li>Professional journals to contain evidence of professional conversations regarding pedagogy, teaching practice and student achievement, evidence of adaptation as well as self and peer review.</li> </ul>	<ul style="list-style-type: none"> <li>Review the use of Appraisal Connector for staff appraisal.</li> <li>Choose a conference for staff to attend that best suits the professional development needs of the staff at the time.</li> </ul>	<ul style="list-style-type: none"> <li>Choose a conference for staff to attend that best suits the professional development needs of the staff at the time.</li> </ul>
<b>GOAL FIVE:</b> Develop a culture of critical reflective practice in all aspects of Huntly Primary School operations	<ul style="list-style-type: none"> <li>BOT regularly reviews policies and procedures.</li> <li>BOT consults with Maori community.</li> <li>In depth review of current services provided to HPS students and contributing school students</li> </ul>	<ul style="list-style-type: none"> <li>BOT review and update knowledge of governance policies.</li> <li>BOT regular school review of local curriculum and student achievement progress.</li> <li>Formulate a plan to carry out the updated changes to student services from 2015 review</li> </ul>	<ul style="list-style-type: none"> <li>BOT regular school review of policies and procedures.</li> <li>BOT consults with Maori community</li> <li>Carry out planned service changes.</li> </ul>
<b>GOAL SIX:</b> Huntly Primary school actively develops and maintains a culture of respect.	<ul style="list-style-type: none"> <li>Carry out the Happiness (Bully) Survey. Collate the data to identify bullying behaviours and students.</li> <li>Reduce name calling incidents.</li> <li>Encourage a culture of "telling a teacher" when children are unhappy or upset.</li> <li>Engage with parents to enhance the culture of respect and further extend the virtues programme into the outside lives of our chn</li> </ul>	<ul style="list-style-type: none"> <li>Carry out the Happiness (Bully) survey. Collate the data to identify bullying behaviours and students.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out the Happiness (Bully) survey. Collate the data to identify bullying behaviours and students.</li> </ul>



# Huntly Primary School Annual Plan 2015 Overview

<p><b>GOAL ONE:</b> All students accessing the New Zealand Curriculum and achieving success in relation to the National Standards. All students will be supported in their learning. This includes Pacifica students.</p>	<ul style="list-style-type: none"> <li>• To increase the number of students achieving at or above the National Standards for Writing.</li> <li>• To increase the number of students achieving at or above the National Standards for Reading</li> <li>• To increase the number of students achieving at or above the National Standards for Mathematics</li> </ul>
<p><b>GOAL TWO:</b> Maori students fully engaged and achieving educational success and have pride in their unique identity, language and culture as Maori</p>	<ul style="list-style-type: none"> <li>• To increase the number of Maori students achieving at or above the National Standards for Writing.</li> <li>• To increase the number of Maori students achieving at or above the National Standards for Reading.</li> <li>• To increase the number of Maori students achieving at or above the National Standards for Mathematics.</li> </ul>
<p><b>GOAL THREE:</b> Students with special needs and abilities are supported in their learning.</p>	<ul style="list-style-type: none"> <li>• Students to make progress against the goals developed in their Individual Education Plans.</li> <li>• Develop sound communication with home so that students are supported in their learning.</li> </ul>
<p><b>GOAL FOUR:</b> Teachers are supported to improve pedagogy, teaching, learning and assessment which will support increased student achievement.</p>	<ul style="list-style-type: none"> <li>• Teachers to use National Standards to support improvements in student outcomes.</li> <li>• Teachers will attend all required professional development opportunities and engage in professional reading discussions.</li> <li>• Teachers will take an active part in the appraisal process.</li> </ul>
<p><b>GOAL FIVE:</b> Develop a culture of critical reflective practice in all aspects of Huntly Primary School operations</p>	<ul style="list-style-type: none"> <li>• Students will take increasing responsibility for setting and evaluating learning goals.</li> <li>• Staff and BOT will develop reflective practices that will ensure the school is operating at a high quality level.</li> </ul>
<p><b>GOAL SIX:</b> Huntly Primary School actively develops and maintains a culture of respect.</p>	<ul style="list-style-type: none"> <li>• The Behaviour Curriculum based on the ideals and strategies of the Virtues Project applies to the whole Huntly Primary School community.</li> </ul>

# Huntly Primary School Annual Plan 2015

## GOAL ONE

All students accessing the New Zealand Curriculum and achieving success in relation to the National Standards. All students will be supported in their learning. Pacifica students will be identified and supported appropriately in their learning.

NAG 1: Curriculum

NAG 2: Review

NAG: National Standards

<p>Reading:</p> <p><b>Cohort Target:</b></p> <p>Year 3 and 4 Maori Boys and Year 7 Maori students are underachieving in Reading.</p>	<p>Revisit First Steps Reading programme with whole staff.</p> <p>Review assessment data with staff to determine learning needs. Team and staff meetings to analyse the data and plan to answers to the "so what?" and "what next?" questions.</p> <p>Collect school wide data each term.</p>	<p>Deputy Principal</p>
<p>Writing:</p> <p><b>Cohort Target:</b></p> <p>Year 7 and 8 Maori students are underachieving in Writing.</p>	<p>Revisit First Steps Writing programme with whole staff. Constant review of assessment data with staff to determine learning needs. Team and staff meetings to analyse data and planning of next steps.</p> <p>Collect school wide data 3 times per term.</p> <p>Implement new approach to the teaching of spelling and grammar based upon the trial of the PA Test Punctuation and Grammar.</p>	<p>Deputy Principal</p>
<p>Mathematics:</p> <p><b>Cohort Target:</b></p> <p>Year 7 Maori students are underachieving in Mathematics.</p>	<p>Continue to implement a whole staff professional development plan to target teachers' knowledge and content across the areas of weakness.</p> <p>Develop a plan to overcome areas that the children find more difficult (stage based) and devise a programme to strengthen the children's abilities at these stages.</p>	<p>Sam Ellery</p>
<p>Review:</p> <p>Year 5 transition between junior and senior school.</p>	<p>Monitoring of achievement data during Year 5 and compare to the children's Year 4 data. Identify areas that show lower/slower levels of progress and make adjustments according to the information.</p> <p>Monitoring of incidents occurring during Year 5 and develop a way of supporting any deterioration through the Virtues programme.</p>	<p>Principal</p> <p>Deputy Principals</p> <p>Syndicate Leader</p>

# Year Overview 2015

## Term 1 Overview

	Week 1	Week 2	Week 3	Week4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Intergrated Topic	"Change is inevitable, how we manage it is the key to success."										
	Personal Change - Managing My Emotions			The Living World and It's Changes - Captian Planet							
	Production Throughout the Term										
Virtues	Unity	Tolerance	Thankfulness	Patience	Understanding	Kindness	Integrity	Helpfulness	Diligence		
Assessment	Measurement Writing Sample	IKAN GLOSS JAM Schonell Running Records Writing Sample	Writing Sample PATesting Basic Facts (stages) Topic Rubric	Reports	Strategy Groups	Writing Sample	IKAN Swimming Rubric Reading Ages	Measurement Science Rubric	Writing Sample Basic Facts		

## Term 2 Overview

Intergrated Topic	Transportation - How culture has changed with world exploration							Myths and Legends across the World			
Virtues	Compassion	Respect	Cleanliness	Creativity	Consideration	Courage	Flexibility	Orderliness	Reliability	Honour	Moderation
Assessment	Algebra Pre-Test	Running Records GLOSS JAM IKAN	Writing Sample Topic Rubric	Schonell Writing Sample	Topic Rubric	Writing Sample GLOSS JAM	National Standards on Etap	Basic Facts	Topic Rubric Reports	Writing Sample	Algebra Post Test

## Term 3 Overview

Intergrated Topic	Communication						Literacy Unit				
Virtues	Commitment	Confidence	Co-operation	Justice	Loyalty	Service	Modesty	Detachment	Caring	Idealism	
Assessment	Statistics Pre-Test	Running Record GLOSS JAM IKAN	Writing Sample Schonell		Topic Rubric		IKAN		Topic Rubric Basic Facts	Writing Sample Statistics Post test	

## Term 4 Overview

Intergrated Topic	Technology developments over time						Financial Literacy				
Virtues	Love	Courtesy	Peacefulness	Trust	Self-Discipline	Joy	Tact	Assertiveness	Trust	Unity	
Assessment	Geometry Pre Test	GLOSS JAM IKAN	Writing Sample	Running Records	Topic Rubric	Writing Sample	Reports		Writing Sample Topic Rubric	Geometry Post Test	

# Reading Overview 2015

Week	Term 1	Term 2	Term 3	Term 4
1	Group Strategy Major Focus: <b>PREDICTING</b>	Group Strategy Major Focus: <b>PREDICTING</b>	Group Strategy Major Focus: <b>PREDICTING</b>	Group Strategy Major Focus: <b>PREDICTING</b>
2	Refer to Reading Resource Book pg 123, 133	<b>Connecting</b> Reading Resource Book pg 115, 137	<b>Self Questioning</b> Resource Book pg 123, 133	Refer to Reading Resource Book pg 123, 133
3	Group Strategy Major Focus: <b>CLARIFYING</b>	Group Strategy Major Focus: <b>CLARIFYING</b>	Group Strategy Major Focus: <b>CLARIFYING</b>	Group Strategy Major Focus: <b>CLARIFYING</b>
4	Refer to Reading Resource Book pg 118, 169	<b>Creating Images</b> Reading Resource Book pg 118, 151	Refer to Reading Resource Book pg 118, 169	Refer to Reading Resource Book pg 118, 169
5	Group Strategy Major Focus: <b>QUESTIONING</b>	Group Strategy Major Focus: <b>QUESTIONING</b>	Group Strategy Major Focus: <b>QUESTIONING</b>	Group Strategy Major Focus: <b>QUESTIONING</b>
6	Refer to Reading Resource Book pg 116, 155	<b>Comparing</b> Reading Resource Book pg 116, 141	Refer to Reading Resource Book pg 116, 155	Refer to Reading Resource Book pg 116, 155
7	Group Strategy Major Focus: <b>SUMMARISING</b>	Group Strategy Major Focus: <b>SUMMARISING</b>	Group Strategy Major Focus: <b>SUMMARISING</b>	Group Strategy Major Focus: <b>SUMMARISING</b>
8	Refer to Reading Resource Book pg 121, 166	<b>Determining Importance</b> Reading Resource pg 120, 163	Refer to Reading Resource Book pg 121, 166	Refer to Reading Resource Book pg 121, 166
9	<u>Group Strategy Major Focus:</u> Combine the strategies together	<u>Group Strategy Major Focus:</u> Combine the strategies together in whole group review getting the students to record and articulate how to use them. Apply these throughout the reading process.	<u>Group Strategy Major Focus:</u> Combine the strategies together in whole group review getting the students to record and articulate how to use them. Apply these throughout the reading process.	<u>Group Strategy Major Focus:</u> Combine the strategies together in whole group review getting the students to record and articulate how to use them. Apply these throughout the reading process.
10				
11				

## CONTINUALLY THROUGHOUT THE TERMS - 2015

TEACHER READ TO: both fiction and non-fiction, topic and non-topic related, variety of sources

BUDDY READING: (with your own class - refer to Reading Resource Book)

WHOLE CLASS/GROUP BASED READING: using **Reciprocal Reading Process**- predicting, clarifying, questioning, summarising

Using a range of texts including: magazines, school journals, library books, poetry, exemplars, myths and legends, lyrics, newspaper, letters, web searches, (information), children's writing, speeches, editorials, explanations, expositions, fairy tales, novels, author studies, picture books

# Writing Overview 2015

Wk	Term 1		Term 2		Term 3		Term 4	
1	Purpose: <b>To Describe</b> strengths and weakness, white pages, reflections	<b>Grammar</b> Parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions,	Purpose: <b>To Socialise</b> Presentation skills Writing Resource pg 229	<b>Grammar</b> Paragraphing topic sentence, linking ideas through language	Purpose: <b>To Explain</b> Oral Report (speech writing)	<b>Grammar</b> Dialogue using speech in texts, relationship between parts of speech Writing Resource Book pg 187-189	Purpose: <b>To Entertain</b> Poetry	<b>Grammar</b> Linguistic and Print Devices Simile, metaphor, personification, idiom, hyperbole, alliteration, onomatopoeia, exaggeration
2								
3								
4	Purpose: <b>To Explain</b> Report Writing, Life cycle explanations, description	<b>Punctuation</b> Full stops, exclamation marks, question marks, capital letters	Purpose: <b>To Describe</b> Factual Text-report, description	<b>Punctuation</b> Commas, apostrophes, brackets, hyphen	Purpose: <b>To Inquire</b> questioning and interviewing		Purpose: <b>To Describe</b> Report using descriptive text	<b>Punctuation</b> colons, semi-colon
5								
6			Purpose: <b>To Inquire</b> questioning and interviewing				Purpose: <b>To Explain</b> explanations, reflections	
7								
8								
9								
10								
11								

## CONTINUALLY THROUGHOUT THE TERMS - 2015

**PURPOSE:** To entertain (prose)

Narrative writing plot, setting, characters. Introduce aspects of the writing process explicitly teaching these through Narrative.

### WRITING PROCESS:

explicitly taught throughout the term

Planning, drafting, conferring, refining (revising, editing and proofreading), publishing (refer First Steps - writing resource books)

Using a range of Procedures to teach writing - modelling writing, language experience, shared and interactive writing, guided writing, independent writing.  
(refer to First Steps Writing Resource Book pg 7)

2015

[illegible]

# Maths Overview 2015

	Term 1	Knowledge  Number Identification  Number Sequence  Grouping and Place Value  Basic Facts  Mathematical Vocabulary Teaching specific topic vocabulary in relation to the strategies and the strand domains.	Term 2	Knowledge  Number Identification  Number Sequence  Grouping and Place Value  Basic Facts  Mathematical Vocabulary Teaching specific topic vocabulary in relation to the strategies and the strand domains.	Term 3	Knowledge  Number Identification  Number Sequence  Grouping and Place Value  Basic Facts  Mathematical Vocabulary Teaching specific topic vocabulary in relation to the strategies and the strand domains.	Term 4	Knowledge  Number Identification  Number Sequence  Grouping and Place Value  Basic Facts  Mathematical Vocabulary Teaching specific topic vocabulary in relation to the strategies and the strand domains.	
Week 1	Addition and Subtraction Group based teaching in strategy group		Division and Multiplication Group based teaching in strategy groups		Proportions and Ratios Group based teaching in strategy groups		Multiplication and Division Group based teaching in strategy groups		Division and Multiplication Group based teaching in strategy groups
Week 2									
Week 3									
Week 4	Multiplication and Division Group based teaching in strategy groups		Proportions and Ratios Group based teaching in strategy groups		Subtraction and Addition Group based teaching in strategy group		Addition and Subtraction Group based teaching in strategy group		Proportions and Ratios Group based teaching in strategy groups
Week 5									
Week 6									
Week 7	Proportions and Ratios Group based teaching in strategy groups		Subtraction and Addition Group based teaching in strategy group		Addition and Subtraction Group based teaching in strategy group		Subtraction and Addition Group based teaching in strategy group		
Week 8									
Week 9									
Week 10			Revision of all domains		Revision of all domains		Revision of all domains		
Week 11									
	Strand	Strand	Strand	Strand					
	Measurement <ul style="list-style-type: none"><li>- Length</li><li>- Area</li><li>- Volume and Capacity</li><li>- Angle</li><li>- Temperature</li><li>- Time</li></ul>	Number and Algebra <ul style="list-style-type: none"><li>- Number Strategies</li><li>- Number</li><li>- Knowledge</li><li>- Equations and Expressions</li><li>- Patterns and relations</li></ul>	Statistics <ul style="list-style-type: none"><li>- Statistical Literacy</li><li>- Probability</li><li>- Statistical Investigation</li></ul>	Geometry <ul style="list-style-type: none"><li>- Shape</li><li>- Position and Orientation</li><li>- Transformation</li></ul> Revision Algebra, Measurement, Geometry, Statistics					
	Strand is taught separately from the number domain. Number domains are taught 5 days per week and strand is added in.								



## Maths Assessment 2015

	Term 1		Term 2		Term 3		Term 4	
Week 1	<b>Measurement</b> Pre Test Yr 1-3 Use Jam component Yr 4-8 Use Written test	Weekly Basic facts are tracked on class spread sheet through- out the term.	<b>Algebra</b> Pre Test Yr 1-3 Use Jam component Yr 4-8 Use Written test	Weekly Basic facts are tracked on class spread sheet through- out the term.	<b>Statistics</b> Pre Test Yr 1-3 Use Jam component Yr 4-8 Use Written test	Weekly Basic facts are tracked on class spread sheet through- out the term.	<b>Geometry</b> Pre Test Yr 1-3 Use Jam component Yr 4-8 Use Written test	Weekly Basic facts are tracked on class spread sheet through- out the term.
Week 2	Start <b>GLOSS</b> Testing (Test 1) <b>JAM</b> Testing <b>IKAN</b> Testing (Interview 1) and analysis		Start <b>GLOSS</b> Testing (Test 2) <b>JAM</b> Testing <b>IKAN</b> Testing (Interview 3) and analysis		Start <b>GLOSS</b> Testing (Test 3) <b>JAM</b> Testing <b>IKAN</b> Testing (Interview 1) and analysis		Start <b>GLOSS</b> Testing (Test 4) <b>JAM</b> Testing <b>IKAN</b> Testing (Interview 3) and analysis	
Week 3	<b>PA</b> Testing and results <b>Planning</b> for this week <b>Basic Facts</b> (Stages) Results due on Etap		<b>Planning</b> for this week <b>Basic Facts</b> (Stages) Results due on Etap		<b>Planning</b> for this week <b>Basic Facts</b> (Stages) Results due on Etap		<b>Planning</b> for this week <b>Basic Facts</b> (Stages) Results due on Etap	
Week 4	<b>Planning</b> for this week		<b>Planning</b> for this week		<b>Planning</b> for this week		<b>Planning</b> for this week	
Week 5	<b>Strategy Groups</b> due on grouping sheets <b>Gloss</b> whole class data analysis <b>Jam</b> whole class analysis <b>Planning</b> for this week		<b>Planning</b> for this week		<b>Planning</b> for this week		<b>Planning</b> for this week	
Week 6			<b>Strategy Groups</b> due on grouping sheets <b>Gloss</b> whole class data analysis <b>Jam</b> whole class analysis		<b>Strategy Groups</b> due on grouping sheets <b>Gloss</b> whole class data analysis <b>Jam</b> whole class analysis		<b>Strategy Groups</b> due on grouping sheets <b>Gloss</b> whole class data analysis <b>Jam</b> whole class analysis	
Week 7	<b>IKAN</b> Testing (Interview 2) and analysis		<b>IKAN</b> Testing (Interview 4) and analysis		<b>IKAN</b> Testing (Interview 2) and analysis		<b>IKAN</b> Testing (Interview 4) and analysis	
Week 8	<b>Measurement</b> Post test Pre and Post Test Results due Yr 1-3 Use Jam component Yr 4-8 Use Written test							
Week 9	<b>Basic Facts</b> Weekly results due (Full Term)				<b>Basic Facts</b> Weekly results due (Full Term)		<b>Basic Facts</b> Weekly results due (Full Term)	
Week 10			<b>Basic Facts</b> Weekly results due (Full Term)		<b>Statistics</b> Post test Pre and Post test results due		<b>Geometry</b> Post test Pre and Post Test Results due Yr 1-3 Use Jam component Yr 4-8 Use Written test	
Week 11			<b>Algebra</b> Pre and Post Test Results due Yr 1-3 Use Jam component Yr 4-8 Use Written test					

*HUNTLY PRIMARY SCHOOL*  
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