



From the Head of Junior School

Dear Parents of Y1-8

We have had a wonderful start to the Junior School year, having been blessed with lovely weather, excellent new staff members in the Y3-4 team, welcoming buddies for our new girls, happy, smiling students, and fantastic parent support at the Y1-4 and Y7-8 picnics, the Y3-6 and Y7-8 swimming sports, the Meet the Teacher Evening and Parents & Friends' Cocktails, the Y7 Chapel services, and the Parents & Friends' Fun Day Out.

The girls' enthusiastic participation in the curriculum and co-curricular activities has been apparent to us all and I am greatly enjoying the sense of purpose and connectedness I find as I walk around the Junior School and visit the girls at their special events. House spirit is in exceptionally good health, as we saw with the girls' support for their houses at the swimming sports and Y7-8 picnic. On reviewing the past few weeks, I do have one request of a very small number of parents, which is to support the Sports and PE department staff in their desire to provide high-quality swimming sports that are fun for the girls. We would appreciate staff and student helpers being treated with respect at all times and parents kindly abiding by their requests.



8WL girls designing the furniture layout for their classroom at the start of this year.

We are now looking forward to the rest of Term 1, which will include the annual events associated with St Cuthbert's Day (20 March), starting with the Junior School St Cuthbert's Day Service on 19 March, to which parents of Y6 and Y8 House Captains and Y8 Leadership Team leaders will be invited. Many girls from Y1-8 will also be asked to attend school on Saturday 20 March to participate in Open Day activities in the afternoon. If your daughter does not have a significant prior commitment on 20 March, we would ask that you support her attendance if requested. Parents are most welcome to visit the College on Open Day and you are also most welcome to bring guests.

Mrs Elizabeth Battersby
Associate Principal
Head of Junior School

Y7-8 Swimming Sports



Dunblane, Melrose and Iona enjoying Jump Jam during the Y7-8 swimming sports.

A torrential downpour for the start of the Y7-8 swimming sports did not dampen the incredible house spirit throughout the day. The new House Captains, which had been announced in Week 3, managed to lead their houses in some of the noisiest and high spirited chants that have been heard in the St Cuthbert's swimming pool complex! The girls kept smiling the whole day and it was one of the most enjoyable swimming sports in a long time. We look forward to seeing what this energetic group of Y8 leaders has in store for us.

Melinda Crookenden, Junior School Student Leader Coordinator

A Y8 Science Lesson



8MS girls were shrunk down "magically" with Mr Torrie's Harry Potter wand to the size of particles such as an atom or molecule. They then performed a role play acting out the difference between a solid, liquid and gas so that Mr Torrie could gauge their level of understanding.



Student-led Conferences at St Cuthbert's College

"For the focus to be kept on the learning, and the ownership of learning with the child, then the best person to talk about the learning is the learner." Michael Absalom, *Clarity in the Classroom* (2006).

At St Cuthbert's College, students and their parents are significant partners in the learning journey. We expect our students to develop greater understanding of and insight into their ability to influence their own learning positively and to have a voice in the learning process.

Our teachers and students use the language of learning in the classroom. For example:

- Learning Intentions: "We are learning to ...", and
- Success Criteria: "How will we know we have learnt this...?"

A student-led conference (SLC) is a conversation between the parent, the teacher and the student, focused on recent learning. While the teacher sets up the conference, the student leads it. Student-led conferences are widely used in New Zealand schools, and have been proven to enable rich communication between all parties, and most importantly, strong motivation for the learner. The conferences provide opportunities for parents to support their daughter in her learning both actively and meaningfully, to help her set and achieve her numeracy, literacy and personal goals, and to be aware of how much responsibility their daughter is taking for her own learning. Your daughter will be involved in preparation work with her form teacher to enable her to conduct her student-led conference with confidence. Parent support for the conference as a serious conversation about learning is vital to its success.

SLCs reflect the pedagogical approach we work hard to follow in the Junior School: that of Reggio Emilia, which has a clear image of the child as strong and resilient, as she strives towards self-actualisation. At St Cuthbert's our image of the child is exactly that. Hence, we believe our girls should be listened to intently and supported appropriately towards becoming autonomous individuals, confident using their own "voice" to discuss their personal learning journey with parents and teachers.

In her research about student-led conferences. *How effective are they as an alternative reporting method?* (2009), Taylor Patel notes that, "In reporting, there is a need to consider how to create 'student voice' because students, as learners, know the most about their learning. Effective reporting systems will be ones where 'student voice' is an integral part of the reporting process." Professor John Hattie's book, *Visible Learning, Tomorrow's Schools. The Mindsets that make the difference in Education*, (2009) is a 'revised list of the most effective influences on student achievement', in which he identifies student self-reporting as the most significant indicator linked to raised student achievement.

The James Beane Integrative approach that we draw upon in planning programmes for Y5-8 students comprises four key aspects. New experience becomes part of the child's existing knowledge and ways of seeing the world around her. Then learners apply the ideas and understandings they have developed to their daily lives and to the lives of others, and they learn by interacting with others. Through this process of interaction and communication they begin to see that knowledge, skills and values are connected, and they also begin to see the "big picture" of learning. They can then more easily and readily make new connections and apply their knowledge. This finally encourages students and teachers alike to explore, gather, process, refine and present information about the topics they wish or need to investigate.

Students' learning is one of the greatest investigations they are involved in at school. It is critical that the learning process has a student voice and that it is heard and valued by parents, teachers and peers alike. Student-led conferences provide a powerful forum for students to communicate their learning goals and achievements. They give our students a voice. SLCs were introduced for our Y5-8 girls in 2008 and have replaced the more traditional parent-teacher conference, with which many parents may be more familiar. This year, in July and August, Y3-4 girls will participate in student-led conferences for the first time.

We fully understand that there are times when parents have concerns about their daughter that they wish to speak to her teacher about without her being present. It is not our intention to replace parent-teacher dialogue with student-led conferences, and it is important that you contact your daughter's teacher with any concerns when they arise, and likewise, your daughter's form teacher will contact you if she has any concerns. If you do require time with your daughter's form teacher aside from the SLC, this can easily be arranged. However, this would be in addition to the usual SLC programme, as the educational value your daughter derives from participating in her own student-led conference cannot be compromised.

Highly respected educator, Professor Guy Claxton is very focused on helping children to be the best learners possible, and postulates the notion of 'Building Learning Power' (BLP). Claxton has documented the process of cultivating good learners, and the profile of what a good learner looks like. His research stresses that, "Good learners are self-aware, interested in contemplating their own habits, strengths and weaknesses as they go about learning, and able to think strategically about how they can become even stronger and well-rounded in their approach. They have a rich vocabulary for talking about the process of learning – for example, when and how they learn different kinds of things best – and also about themselves as developing learners." *What's the Point of School? Rediscovering the Heart of Education*, (2008). We are obliged to give these learners a voice if we truly value the process of learning.

In *Hare Brain, Tortoise Mind: How Intelligence Increases When You Think Less*, (2000), Claxton talks of the 'learning curriculum' and the need for educators "To be committed to the strengthening of resilience, and this requires conveying to young people an accurate view of the many faces of learning, of the mind and of themselves... as one learns, so one can also be learning how to learn; becoming a better learner."

In *Horizons and Whirlpools: The well travelled pathway of national standards*, (2009), Hattie notes that, "If students are to be successful in their learning, in their self-regulation of their learning, and in their own interpretations of assessments, it is optimal that they are involved in this communication to their parents of their achievement and progress."

Reggio, Beane and Claxton's approaches connect with Hattie's recent research that indicates the crucial role in children's learning of the quality of the teacher and the feedback children receive from the teacher. Our student-led conferences are based upon high-quality teacher feedback, which provides girls with rich learning opportunities. Parent support for this well-researched, evidence-based approach is essential and we do expect this support.

In conclusion, the purpose of the student-led conference is for the student to discuss her goals, progress and achievement with her parents and teacher. Social or behavioural issues are addressed as they arise during the year; parents and teachers simply need contact one another to discuss the matter causing concern.



Term 3 Class and Games Captains

	<u>Class Captain</u>	<u>Games Captain</u>
7IR	Sophie Barrell	Ellie Morris
7KE	Neve Doak	Ruby Harrison
7MA	Veronica Gregan	Isabella Lewis
7ST	Natasha Eady	Hannah Williams
7WO	Gabriele Hawkins	Ella Morrison
6CL	Rosalee Blanch	Hannah Cross
6LS	Alice Bowden	Selena Bellingham
5AR	Emily Dale	Isobella Ng
5SK	Lily McLean	Holly Rikard-Bell
4BA	Jemima Hodgson	Mia Horton
4TY	Evangeline Clatworthy	Amanda Lieu
3BW	Fredrika Rose-Zondag	Hannah Stewart
3CU	Phoebe Klink	Brianna Hyland

Deputy Class and Games Captains

	<u>Deputy Class Captain</u>	<u>Deputy Games Captain</u>
7IR	Arabella Poulsen	Miriama Wilson & Harriet Cory-Wright
7KE	Mia Haysom	Olivia Jackson
7MA	Corina Hall	Antonia Young
7ST	Dasha Wood	Ailsa Connolly
7WO	Amy Boroevich	Amelia Marshall
6CL	Ali Harris	Ruby George
6LS	Harriet Wren	Monique Pitt
5AR	Laura Brockie	Madison Don
5SK	Alessandra Yan	Ava Morrow
4BA	Isabella Gill	Olivia Scantlebury
4TY	Gabriele Innes	Charlotte Ryan

Values Representatives

7IR	Julia Fraser	4BA	Mollie McCagney
7KE	Madeline Hill	4TY	Nico Penny
7MA	Lauren Sheed	3BW	Eva Matheson
7ST	Sabina Hawkins	3CU	Giulliana Winter
7WO	Anna Hall-Taylor	2HL	Amy Huxford
6CL	Alexandra Scarlet	2LE	Kathryn Budge
6LS	Libby Millar	1GE	Zara Stewart
5AR	Jessie Graham	1KA	Anysha Rees-Webbe
5SK	Emelia Legget		

Road Patrol 6LS

Road Patrol monitors:

Alice Bowden, Madeleine Caughey, Phoebe Ellis, Alexandra Fowler, Bianca Hawkins, Irina Katsoulis, Grace Kenny, Annabelle Lindberg, Libby Millar, Georgia Noland, Angela Pan, Monique Pitt, Alexandra Quigley, Samantha Ramage, Caroline Sherratt, Rebecca Thomson, Lucy Todd, Harriet Wren.

COLLEGIATE CENTRE NEWS

After School Care

After School Care now has swimming! - each day in the Junior Pool from 3.30-4.00pm weather permitting so bring swimsuits. ASC with Sandy and Tash is a very cool place to be. Afternoon tea is ready as the children arrive as are clever creative activities. Once the bus girls leave the others swim for half an hour then begin their homework.

Fees are just \$6.00 for ½ hr or \$18.50 until 5.30pm

For parents rushing through traffic or struggling to leave work or collect other children, After School Care provides a safe, happy environment with friendly staff. Girls love it and many go before and/or after music, drama or sports practice. They are welcome on a casual or regular basis. Messages relating to booking changes should be left on the After School Care line Ph 520 8250 ext 7692 which is cleared at 2.30pm daily.

For Enrolment forms see below.

Tennis Coaching

Tennis coaching with Goran Marsic: Monday - seniors 3.30pm and Thursday - juniors 3.00pm.

Contact details:

Phone 377 9393, mobile 021 167 7460, tennispro@clear.net.nz

KidZone

Mrs Kerry Hales has planned great activities for each day of the Easter KidZone Holiday Programme:

- Tuesday - Friday, 6-9 April, 8.00am - 5.30pm
- Monday - Friday, 12-16 April, 8.00am - 5.30pm

Families value the care provided and the mix of planned activities with free play. Based in the Junior Technology room, the activities flow to the break-out space, the playground, tennis courts, junior gym and, of course, the swimming pools.

Enrolment forms are available on the College website

www.stcuthberts.school.co.nz/Collegiate_Centre, **After School Care or Holiday Programmes** or at **Reception, After School Care or the Collegiate Centre.**

Collegiate Centre Contacts

Mrs Heather Foy, DDI 520 8470, Fax 520 8379

heather.foy@stcuthberts.school.nz

Mrs Sally Lawrence, DDI 520 8378, Fax 520 8379

sally.lawrence@stcuthberts.school.nz

Uniform Length

Some Junior School girls' skirts are longer than is safe in a school environment. Some girls have tripped on the playground or when walking up stairs.

Please ensure that skirts are no longer than approximately 5 centimetres below the middle of the knee.

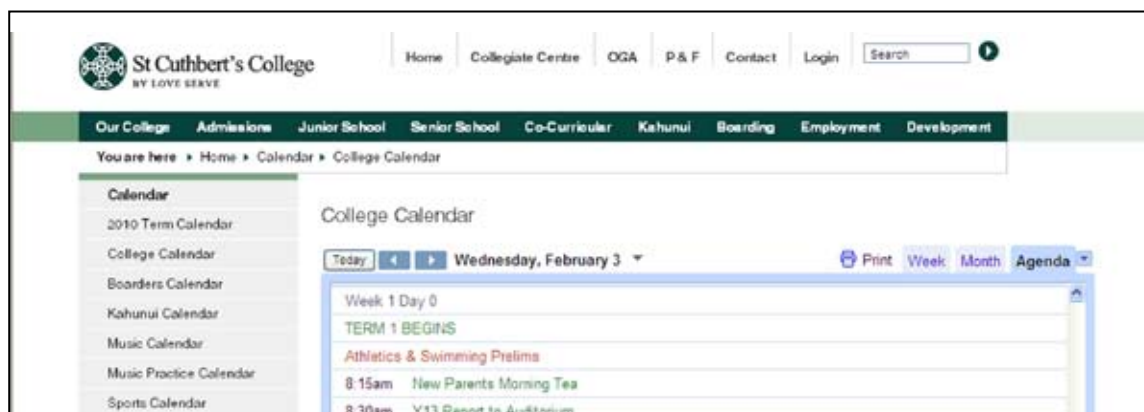


How to Access the Calendars on the St Cuthbert's College Website

- Go to www.stcuthberts.school.nz
- Click on one of the calendar buttons as indicated below



- You will be taken to the main College Calendar page as shown below



FORTHCOMING DATES

Sunday 7 March	Fun Day Out	Wednesday 25 March	Interzone Swimming
Tuesday 9 March	Y7-8 Central Zone Swimming	Friday 26 March	Y8 Pacifica Day
Wednesday 10 March	Catch up day for HPV immunisations	Friday 26 March	Y1-2 Exchange with King's School
Thursday 11 March	Muffi Day	Monday 29 March	Y5-8 Student-led Conferences
Friday 19 March,		Wednesday 31 March	Y5-8 Student-led Conferences
11.15am	Junior School St Cuthbert's Day Service	Thursday 1 April	Last day of Term 1
Saturday 20 March	Open Day	Friday 2 April	Good Friday
Tuesday 22-		Monday 19 April	Staff Only Day
Thursday 24 March	Y6 Wellington Trip	Tuesday 20 April	First day of Term 2
Wednesday 24 March	Foodbank	Wednesday 28 April	Y1-4 Numeracy Evening
Wednesday 24 March,		Thursday 29 April	Y5-8 Numeracy Evening
10.15am	Junior School Final and Sports Assembly, Clouston Hall		