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Panaga School Newsletter

Issue One

October 2008



Message from the Principal

Dear All,

Welcome to the 'new-look' school newsletter, which we intend to publish every month. In addition to useful school information, the newsletter will help to convey the fun and learning that take place at Panaga School on a daily basis.

As the newsletter evolves, we will be encouraging the children to actively contribute their ideas, articles, photographs and examples of work.

Plans are already underway to launch a brand new school web-site which again will be a vehicle for information and celebration with plenty of input from the children themselves.

I have now been at Panaga for six weeks. In this time I have been impressed by a number of things. The positive attitude displayed by the children in all aspects of school life and the caring manner they show towards each other. The calm, purposeful atmosphere that prevails each day. The number of parents who give freely of their time to help both in class and in extra-curricular activities. The enthusiasm and commitment of the teaching and support staff. These are special qualities in a school and Mr Craig, Mr Meino and I are very pleased to be here to work with the children, staff and parents in building on Panaga's successes and leading it into the next stage of its development.

I wish you all a safe and relaxing half term break and look forward to welcoming everyone back on Monday 27th October.

With kind regards,

Richard White

Inside this month's issue:

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- The New Early Years
- Celebration Assembly
- Pupil's Report.. Ramadan
- A New Face at Panaga
- P2 Artwork
- Snack Time!

Another 'Super' Day of Learning

What makes 'Super Learning Day' different from any other day on the school calendar? Shouldn't children's learning at Panaga School always be superb? Well, it is. However, 'Super Learning Day' provides an opportunity for students to learn more about how they learn; what styles of learning best suit them; and for Teraja children, a unique insight into the relationship between teaching and learning.

The day began with an assembly, conducted by Mr Richard, where he explained how different parts of our brain perform different functions. For example, which areas control our senses. Jamal (P8) proved to be a very brave participant as Mr Richard wielded a saw, blindfolded him and made him juggle brain-resembling sponges and a melting ice lolly to illustrate these points. Mr Richard also explained that some of us learn best visually, aurally, kinesthetically, or through a combination of any of these.

"Visual learners respond best to pictures, images and colours. Students who like working with computers are usually good at learning visually," he explained. The excitement at the mention of computers and a slide of the Nintendo DS 'Big Brain Academy' game clearly indicated there are many visual learners at Panaga as well as excellent listeners.

"Aural learners like to use sound, rhyme, and music in their learning. Those who quickly learn how to play an instrument are strong aural learners," he said. Finally, Mr Richard explained that 'kinesthetic' is to do with the body and that kinesthetic learners learn best through movement, notably in drama or sport activities.

After the assembly, the Teraja children paired up with children from Rampoyah and were involved in activities concerning the above three main learning areas as well as other tasks involving multiple

intelligences. It was a great opportunity for the older children to reminisce about when they were half their current size.

Across both sites, the Teraja students lead 'brain friendly' activities and in doing so had to consider the needs of a younger learner. They had to adapt their language choices when giving instructions, carefully plan a progression of steps to their lesson and give positive reinforcement to encourage their pupils not to give up. Plus, on some occasions, they had to develop strategies to ensure their smaller peers kept on-task and were not misbehaving.

The children from Rampoyah responded wonderfully to their older peers' facilitation and equally gained a lot of learning and confidence from the day. Cries of "Well done!" or "That's excellent, you've got it!" from the Teraja students made them feel as tall as their counterparts, gave them extra motivation and heightened their resilience. Plus, by participating in activities encompassing a range of different learning styles, they gained further insight into where their talents lie and how they may learn best.

By the end of the day, the now exhausted Teraja children gained an interesting insight too – that teaching pupils with varying needs, favoured learning styles and abilities is very hard work. Hard, but as all 'adult' teachers at Panaga agree, an enjoyable challenge. 'Super Learning Day' once again proved very successful and its biggest triumph was the positive interactions between children from both sites. Perhaps it should be viewed as a benchmark for even more inter-campus learning exchanges as no matter if you are small, taller, or even a little old, the best way to learn is from one other.

By: Damian Brady



The New Early Years

An initial evaluation of the Early Years provision established the teaching and learning to be of a very high standard in all three areas: Crèche, Kindergarten and Nursery. However, the evaluation also identified the need to achieve some key objectives including removing the waiting list.

A very detailed action plan has been devised to achieve these objectives. The action plan focuses on the transfer of all Nursery education into the Mandaram building, the continuity of the IPC curriculum and the allocation of Key Contacts and Key Workers.

Thank you to all parents for attending the information evening. The opportunity to discuss with parents this important stage of the education journey was extremely valuable. We are looking forward to the exciting changes and continuing to work with your children.

- Craig Heaton & Meino Meines

"Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world." - Albert Einstein

Art Attack!

IP2G with some fabulous impressions of Pablo Picasso's paintings. Muy bien!



Cheeky Snacks

It's a busy day, but children are really enjoying the new break times.



Let's Celebrate!

Last Friday, the school held the first of our new 'Celebration Assemblies'. These assemblies will be held on a regular basis to mark the special academic, creative, sporting, personal and social achievements of children across the school.

Pictured are the Rampoyah and Teraja children proudly holding their achievement certificates!



Ramadan Assembly



By:
Aisha Khan
IP6DB

During Ramadan we had an assembly at Panaga School to show everyone our Muslim tradition. Nearly every Muslim fasts together for this month. People fast for Allah as a sacrifice. Fasting makes us feel like the poor people so we can realise their pain. The fathers in the early morning go to the Mosque with lots of food to give to charity before prayer. Ramadan is the holy month the Qran was revealed. Ramadan ends the day the moon is sighted. This year, it was sighted on Wednesday, 1st October.

Selamat Hari Raya!



The Student Council Presents: A New Face at Panaga - Mr Smon!



Where have you come from to join us here at Panaga School?

Jordan (in the Middle East)

How long were you there?

3 Years.

Who are you here with in Panaga?

My wife Delilah and daughter Emily (10 months old.)

What do you think of Panaga School so far?

I like it. It is lovely looking. It's very green everywhere.

What do you like to do in your time off?

I like swimming and reading and playing football.

(Interviewed by Teraja Student Councillor, Zachariah Craddock)

Next edition, the Student Council will speak to another new face, Miss Liza.


Panaga School Standard Assessment Tests (SATs) in P7 2007/2008

Panaga School has achieved another set of excellent End of Key Stage 2 SATs results. The P7 students once again out-performed their UK counterparts in the National Curriculum core subjects.

The results reflect the high quality teaching and learning that takes place across the Panaga School year groups.

Standard Assessment Tests – Comparative Report

This table shows a summary of the National Curriculum results of pupils in the school (2008) and in the UK nationally (2008) at the end of Primary 7 (UK Year 6), as a percentage of those eligible for assessment.

Panaga School Test Results and UK National Test Results 2008			
		Percentage at each level	
		Level 4 +	Level 5
English	Panaga School	100%	63%
	National	81%	29%
Mathematics	Panaga School	100%	66%
	National	78%	31%

Information Source: <http://news.bbc.co.uk/1/hi/education/7542176.stm>