

Leabank Primary School



He akoranga mutunga kore

Prospectus



Leabank Primary School

*Dr. Pickering Avenue, Manurewa, Auckland
School Telephone: 267-6939 • School Fax: 267-3053
Email: admin@leabank.school.nz*

Dear Parents / Caregiver

Welcome, Kia Ora Koutou Katoa, Kia Orana, Talofa.

We hope your child settles in quickly and happily.

We extend a warm welcome to all parents and pupils and hope that we can all work together to make your children's experience at school a happy and successful one.

Parents are always welcome, not only to our numerous school events but also to discuss achievements, concerns or interests that they may have. This partnership will ensure that your child's abilities, aptitudes and interests are successfully developed.

We want parents to have an informed understanding of the school so that the children can gain happy and rewarding experience in their primary years.

I hope that this booklet will answer some of your questions but do not hesitate to contact me at the earliest opportunity should you need further information.

Yours sincerely

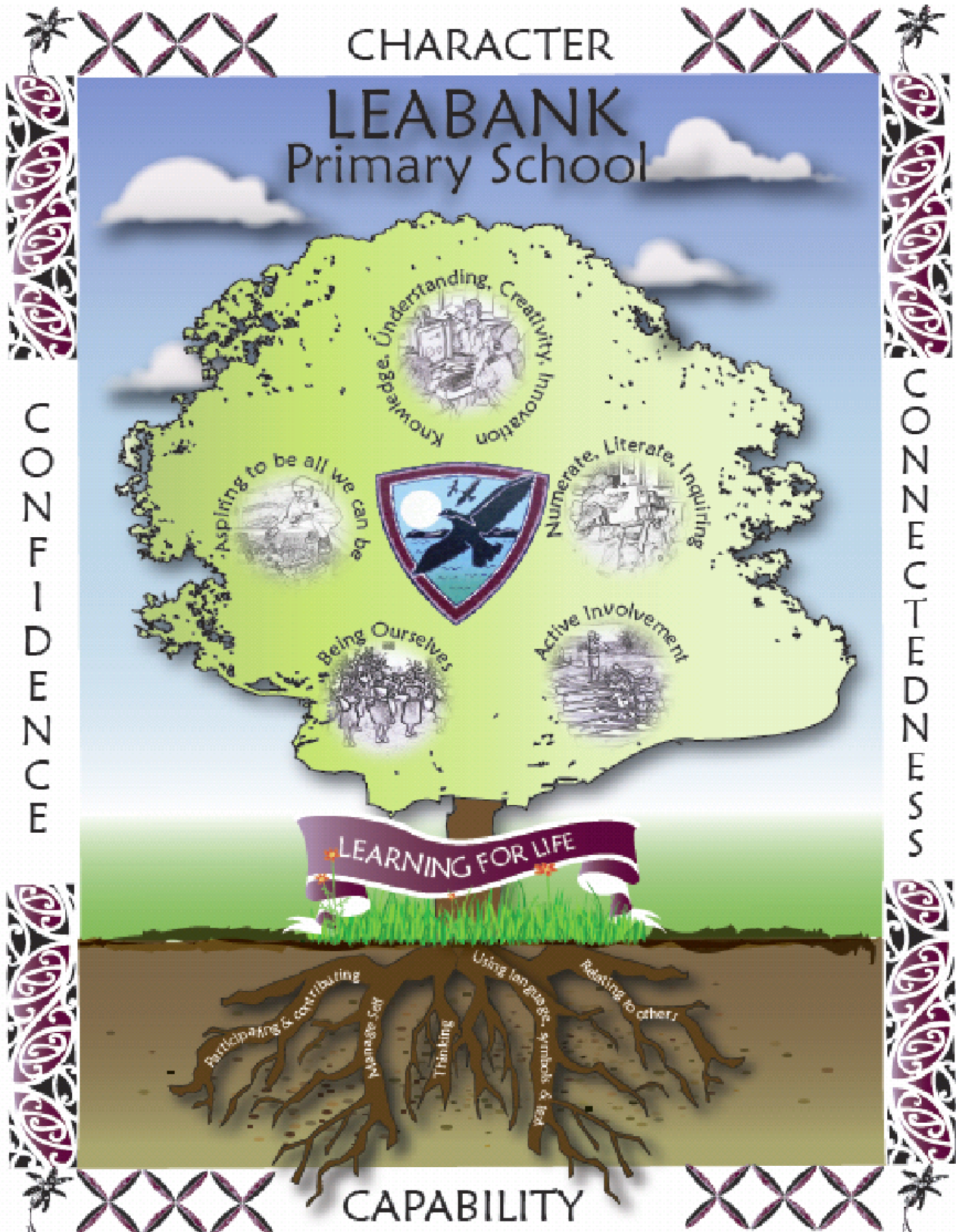
A handwritten signature in dark ink, appearing to read 'R W Maddren', written in a cursive style.

R W Maddren
Principal

MISSION STATEMENT

Leabank Primary School – CHARTER

Leabank Primary School aims to develop in children the confidence, character and capabilities to be successful in life and to be actively involved as lifelong learners



VISION

We want a school that:

- Develops in its students the values, knowledge and competencies to live full and satisfying lives.
- Values the cultural identity of its students and community and actively recognises the principles of the Treaty of Waitangi.
- Is welcoming, inclusive and endeavours to ensure success for all students.
- Seeks to create 21st Century learners who use all the available knowledge and technologies to seek, use and create new knowledge.
- Encourages students to value learning, learn how to learn and become lifelong learners.
- Provides a safe and attractive physical, emotional and social environment where children feel free to challenge themselves academically.

In order to achieve this vision the Board of Trustees will:

- Endeavour to attract, develop and retain high quality teachers who provide broad, rich and child-centred learning programmes for students.
- Ensure that adequate resources are available to provide focused professional development for teachers which promotes student achievement.
- Maintain the school environment and resources to a high standard by budgeting appropriately, reviewing policies and programmes and maintaining a future focus.
- Provide extra support that may be needed in order to engage with the community and ensure that all students are able to achieve to the best of their ability.
- Consult with the community in order to reflect the hopes, needs and aspirations of the diverse cultures within our school.
- Ensure that the unique place of Maori and the principles of the Treaty of Waitangi are an integral part of the school's operation.



VALUES

Leabank Primary School aims to develop core values in children by explicit actions and by exemplifying these values.

Relationships		
Personal	Interpersonal	Educational/Learning
Honesty Independence Excellence Reliability Perseverance Responsibility Pride Confidence	Co-operation Active participation Fairness Trust Respect Tolerance Equity Resilience	Creativity and innovation Effort and commitment Challenge and perseverance Curiosity and passion Cooperation and teamwork Self-management and independence

PRINCIPLES

	Statement	Documentation	Programmes/Initiatives	
High Expectations	Children will achieve personal excellence socially, academically and in attitudes	Expectation Grids Learning Progressions Monitoring Books	Peer Mediators Sport Teams Prize-Giving	Young Leaders
Treaty of Waitangi	The unique position of Maori culture is evident in practices of Te Reo Maori and tikanga into the operation of the school.	Maori Achievement Plan Policy – Treaty of Waitangi Te Reo Scheme Ka Hikitia Tataiako	Powhiri Group Te Roopu Atawhai (Kaphaka) Te Reo Programme Joint programme with JCHS. Working with facilitator in Maori Achievement Collaborative.	
Cultural Diversity	The cultural background of all students is valued and reflected in everyday practices.	Pacific Island Achievement Plan	Pasifika Education Plan	
Inclusion	All children will be able to access the curriculum and reach their potential regardless of any social, economic, cultural, physical or intellectual barriers.	ESOL Programmes Collaborative Action Plans Pastoral records	SENCO Social Worker 13 Teacher Aides Support Agencies e.g. SE, RTLB Itinerant Teacher	
Learning to Learn	Children will develop skills to reflect upon their own learning, and learn how to learn.	Success Criteria Student Self- Assessment	Goal Setting Interviews	
Community Engagement	The community is informed, consulted and contributes to the school curriculum, programmes and planning.	School Liaison Officer contract Attendance Service	3 Way Interviews Focus Groups Informal discussions	School Liaison Officer Community Centre
Coherence	A broad curriculum makes links within and across learning areas and opens up pathways to future learning.	Pictorial Charter School Scheme Planning templates School policies	Curriculum Teams operating.	
Future Focus	Students will be encouraged to be future focused and take an active interest in issues such as sustainability, citizenship, enterprise and globalisation.		On-going PD in Digital Technology via KiwiSchools and the Manurewa ICT Cluster from 2016 to the present.	

SCHOOL DESCRIPTION

Opened in 1969

First Principal	-	Mr W Porter	1969	-	1984
Second Principal	-	Mr J Tunnell	1985	-	June 2000
Present Principal	-	Mr R Maddren	July 2000	-	

The school is a contributing primary school.

The Intermediate School in our zone is Manurewa Intermediate. Other Intermediates in our area are Greenmeadows and Waimahia Intermediate.

Leabank School is of conventional single classroom design but operates some cross grouping between classes in selected subject areas such as Reading and Mathematics. Children are grouped within classes to ensure special needs are catered for.

There are 18 classes ranging from New Entrants through to Year 6. Although most of our classes are composite classes, children are taught at the level they are at – not the class level.

Children are placed in their classes after staff have given careful consideration to age, academic ability and maturity.

The Board of Trustees

The school's governing body is the Board of Trustees and as such has an important role to play in the organisation and running of the school. The Board is composed of five elected members, an elected staff representative, the Principal and co-opted members.

The Board holds 8 meetings per year and when required may call special meetings. Dates for all meetings are circulated in newsletters.

Parents are invited to attend these meetings at any time.

The Board of Trustees elections are now held every eighteen months, rotating the members who each stand for a three year term.

Support Services

The school utilises a wide range of support services including:

Public Health Nurse	Dental Nurse
Manurewa Reading Clinic Teacher	Kelston School Hearing Impairment
Road Safety Officer	Youth Aid Office (Police)
Special Education Services	Truancy Officer
Resource Teachers Learning and Behaviour	
Home / School Liaison person	

OTHER PARENT COMMITTEES

SWiS Worker

The school is fortunate in having a social worker, employed by IOSIS. Parents are welcome to seek help from the SWiS worker directly either by visiting or by telephone. The SWiS worker may also be in contact to follow up on attendance issues and offer support.

The school also employs a school liaison officer based in the Community Centre. The school liaison officer provides support for individuals and families across a wide range of areas.

GENERAL INFORMATION

Absences and Lateness of Pupils

The regulations require parents to write a note, send an email via the school website or ring the office explaining the reasons for a pupil's absence or lateness. Where there is obviously going to be a prolonged absence of more than two days, the school should be contacted and a message left with the School Secretary. A note is still necessary when the pupils return to school. If children are away or continually late without explanation from home, parents will be contacted by letter or Truancy Officer.

Options of reporting your child's absence

If your child is away you now have the following options to contact the school –

Phone	267 6939 Ext 205
Fax	267 3053
Email	admin@leabank.school.nz
Text	027 273 4487

or Report Absence on the school website

Bell Times

8.30 am	Children may enter classrooms provided a teacher is present. Teachers should be in their classrooms by 8:30.
8.55 am	Children assemble outside classrooms or move into room according to routine
11.00 am	Break One – Lunch eating
11.15 am	Break One – children dismissed to play
11.40 am	Break One ends – children return to class
1.00 pm	Break Two – Lunch eating
1.15 pm	Break Two – children dismissed to play
1.40 pm	Break Two ends – children return to class
2.55 pm	Final of school day. Clearance bell.

Community Involvement

Parental involvement has always been an essential part of New Zealand schooling in general and Leabank Primary School in particular. School staff welcome parents as important partners in the teaching process. Assistance from parents may be requested or parents may volunteer their time and expertise. A police vet is required for working in the school.

Areas of assistance are varied including, for example, supervision on class trips, sports team management, organisational assistance with school activities, in class assistance, Maori and Polynesian Club involvement.

Classrooms are busy complex working environments. Time is not available for 'drop in' visits or casual volunteers. Consequently parents would not be expected in classrooms without a specified prearranged purpose.

Observation visits must be pre-arranged with team leaders and will be granted for specific purposes only. These visits will be relatively rare as classroom observations by parents, or school visitors, may detract from the effective working environment.

Parental observation or assistance at school will be:

1. approved by team leader and Principal
2. for a specific, specified task
3. for a set period of time

Appropriate in class assistance will be built into class programmes as arranged. If necessary it is appropriate for teachers to redirect, postpone or turn down offers of assistance.

As always children's learning is the paramount aim of this policy and this aim will determine decisions made regarding parental involvement at school.

'Concerns, Complaints and Disciplinary Procedures Policy' is printed here:

Leabank Primary School

CONCERNS, COMPLAINTS AND DISCIPLINARY PROCEDURES POLICY
available to all members of the school community

The school responds to complaints in a fair and consistent manner and in accordance with the relevant Employment Contracts, legislation and ideals expressed in the school's Charter.

Purpose

1. To enable consistency of process when dealing with complaints concerning school staff or students.
2. To deal with complaints in accordance with procedures established by BOT and staff.
3. To put in place disciplinary and corrective action as required.

Procedures

1. Complaint procedures are detailed on pages A and B.
2. The Principal or Board Chair may, on receipt of a written complaint, discuss the most appropriate course of action to be followed with the complainant as outlined in the attached flow charts.
3. This procedure involves 4 stages:
Stage One: Complainant discusses the complaint with the teacher concerned.
Stage Two: When a complaint is unresolved or it is regarding the teacher then the complainant, discusses the complaint with the Principal. (Principal may seek external guidance)
Stage Three: When a complaint is unresolved or it is regarding the Principal/Board member then the complainant will forward their complaint in writing to the Board of Trustees. (Board may seek external guidance)
Stage Four: When a complaint is unresolved, the complainant will be advised to refer their complaint to the Teachers Council.

4. At stages two, three and four, a written record detailing the complaint and any actions taken will be kept on a confidential file. Additional information will be added to the written record if the complaint goes through more than one stage.
5. All parties to a complaint may bring a support person to any meeting where the complaint is to be discussed.
6. The person who is the subject of the complaint must be made aware of the complaint as soon as possible. Details of the complaint must be provided and this person will be given an opportunity to comment.
7. If the complaint is about the conduct/actions of the Principal, Staff Representative or any other Board Member, that person cannot be part of the investigating Committee for this complaint.
8. The complainant is informed by the Board of Trustees Chairperson of the outcomes.
9. In dealing with all complaints the Board must act in accordance with conditions of the relevant and current employment contract(s).

Discipline

Our school recognises that developing self control in behaviour is an important goal for students. It is accomplished by school and parents/caregivers working together in partnership.

The school follows a discipline policy. We firmly believe in and carry out positive reinforcement and actively encourage students to take responsibility for their own behaviour actions.

Good behaviour is rewarded in many ways, while we try to make punishment meaningful to the student.

Our school rules are:-

- We speak nicely to other people
- We follow instructions
- We care for each other
- We look after school and other people's property

The students are constantly reminded of the school rules and they are referred to if any incidents of misbehaviour occur.

We have set procedures and guidelines for dealing with unacceptable behaviour in the playground or classroom.

Parent/Caregiver contact will be made in the early stages by the classroom teacher if there are concerns about your child's behaviour.

We ask parents if they have any worries about bullying that they contact the school as soon as possible. Bullying is not tolerated in any form.

Time Out

The school operates a time out programme. This is used mostly for unacceptable behaviour in the playground and disruptive behaviour that interferes with other students' learning in the classroom.

When misbehaviour occurs, duty teachers record the incident which is referred to the Associate Principals and Deputy Principal

Students spend three days from 11.15 am – 11.40 am and 1.15 pm – 1.40 pm in time out. Students will write a letter to their parents and accompanying that, a letter from the school will be posted home. Parents/Caregivers are requested to discuss the problem, sign and return the students letter to school.

If a student is put in time out 3 times or more in one term, an interview with the Associate Principals, Deputy Principal or Principal and parents/caregivers will be made.

Our aim is to have a school where students feel happy, safe and secure.

Dogs at School

Dogs must not be brought into the school grounds in the interests of safety and health for all children.

Educational Visits / Camps

Most classes have one or two educational visits a year. These are day trips and visits are always related to topics under study in the classrooms. We are always grateful for any parents who can assist on these trips. Trips and shows etc. are funded by the Board of Trustees.

Excursions and extra mural activities are kept to a minimum however as the emphasis is on regular orderly work, free of all distractions.

Enrolment

When enrolling your child we need to sight and retain copies of the following documents:

1. Proof of date of Birth – Birth Certificate
2. If child born in another country – **Proof of NZ Residency (Visa)**
3. Proof of Immunisation for 5 years olds

Parents and New Entrants are able to visit the school on a set day each week from 10 am until 12 for pre-school visits for the three weeks prior to beginning school. This will be discussed at the time of enrolment.

Equal Opportunities

The Board and Staff firmly believe in equal opportunities and this is evident throughout the school's policies. Whether recruiting staff, admitting pupils, giving children responsibilities and opportunities and assigning tasks all members of the school are given equal status and consideration. We firmly believe that any disadvantages that children experience at school are acknowledged and addressed.

Fire, Earthquake and Lockdown Drills

In the interest of safety for the students of our school, practice drills are held once a term.

When evacuation drills take place cloakrooms and toilet blocks are checked by teachers to see that no children are left behind. Teachers take their attendance registers with them to check that all children are out of the building.

Children are regularly briefed by teachers on what to do in the event of a fire, earthquake or other disaster.

Good Work Cards / Achievement Awards / Books In Homes Scheme

Good Work cards are given to children to reward improved work, effort, helpfulness, sporting and cultural achievements and good behaviour. When a child gains five Good Work cards they are presented with an Achievement Award at assembly. We find these awards have a positive effect on children's work and behavioural standards.

In 1996 we joined the Alan Duff Books in Homes Scheme and this still continues. All children are given four books to keep throughout the year. We feel this scheme has a very positive effect on reading attitudes. The BOT has made a significant financial commitment to this scheme and will continue to do so.

Leaving School Grounds

Once children enter the school grounds after 8.20 am they become our responsibility. Children may leave the grounds for lunch or messages only if parents have written a note or contacted the school. Children will not be allowed to leave the school grounds unless they are collected by an adult. The adult needs to complete a leave form that can be obtained from the office. The form is then taken to the classroom teacher before the child can be released from our care. A vistab is located at the school office for safety purposes and must be used by visitors.

Lost Property

Please name all clothing, books, bags, stationery etc so that an owner can be found quickly. Many items of clothing are often never claimed just because they are never named. It is difficult to get many children to claim their belongings from the Lost Property Box. Money and toys should not be brought to school unless specifically required.

With the introduction of the School Uniform the need for your children's clothing to be named is essential.

ProCARE



Hello from your Health Team (Mana Kidz)

We are a nurse-led clinic and work closely with the school to provide support for your child/family/whanau. We are in school five afternoons a week and provide a free service. Some of the services we provide are:

- Throat swabbing and treatment for the Strep A bug
- Checking and treating skin infections
- Follow up on hearing and vision problems/referrals
- Health education on conditions such as head lice, hygiene
- Referral to other health and social agencies

Please feel free to contact us, should you have any queries or need help with anything.\)

Medication

We prefer parents to administer medicines at home but if children require medication during the day it may be given to their teacher with clear instructions regarding dose etc.

Children who require any medication for emergency use (e.g. asthma) can keep this in a cupboard in the sick bay.

Parents should also inform us of any major / minor medical conditions that are likely to affect children.

Parent Teacher Conferences / Children Reports

Parent/Teacher conferences are held in March/April. We believe that having the interviews early in the school year makes the interviews more valuable to both parents and teachers.

Children's portfolios and mid-year reports are sent home in the mid year. These will be the basis of mid year Parent/Teacher Conferences held at the end of Term 2.

Parents are welcome to arrange an interview with their child's class teacher or Principal at other times if there are any areas of concern.

Every child who has been at school for a term or more receives a written report at the end of the year.

Parent Vehicles / Parking

Parents are requested to please drive carefully at all times in the vicinity of the school. We have extremely limited space in our staff parking area and we are most concerned for the safety of our pupils. We ask that you do not drop off or pick up children from the car park except in emergency situations. **PLEASE PARK ON THE ROADSIDE**. The car park is **OUT OF BOUNDS** for children.

Parents are also requested not to park on the yellow lines close to the pedestrian crossings as this obscures vision for the patrol monitors and puts the children crossing at risk.

Parking Wardens from Auckland City Council make regular checks.

Procedures for Pupils

Children are expected to keep the rules of our school which have been made for their safety and welfare and to aid their development as good citizens.

1. Pupils are to arrive at school no earlier than 8 am and no later than 8.50 am and leave immediately the clearance bell rings at 2.55 pm.
2. Pupils may not leave the grounds during the day without a teacher's permission. The office must be informed of any child going home. A check must be made to see if someone is at home to receive a child before he or she is sent.
3. Pupils may not enter their classrooms in the morning till after the 8.30 am bell and until their teacher is in the room.
4. At playtime or lunchtime children are not permitted in the classroom. This is for fine days. In wet weather however, they may remain in their classrooms, but must occupy themselves quietly. Monitors may be placed in rooms on wet days to assist duty teachers. Playing with balls inside is forbidden. Monitors are not teachers. They must inform duty teachers if they are having problems with children, not attempt to deal with these themselves.
5. When the bell rings at 8.55 am children must proceed to their classrooms and line up at the outside door or enter room if that is the normal procedure.
6. Pupils are expected to recognise and greet teachers or visitors in the correct manner at all times (respect for adults). Children visiting classrooms and the staffroom are expected to be polite and courteous.
7. The riding of bicycles in the school ground is prohibited at all times.
8. All paper and food must be put into the bins provided and not dropped on the school grounds.
9. Any damage to school property must be reported immediately to a teacher.
10. All games must cease immediately the second bell rings in the morning and at the end of each break.
11. Large balls must **not** be kicked on the concrete in the vicinity of windows. Football, soccer or rugby, must be kicked only on the large grassed area and not near the windows or under the COLA.
12. Children must not play in the rain.

13. The junior school playground can only be used by the Year 0 – 2 children.
14. During the wet periods children must keep to the paths and concrete areas.
15. Children to keep out of other class cloakrooms.

Pupils Records

Please notify the school office of any changes to:

- Address
- Telephone number at home or work
- Emergency contact number
- Medical condition
- Custody and Access issues.

School Hours

All children should be at school by 8.45 am so that they are ready to go into class at 8.55 am when the first bell rings.

Although we allow children into the school ground from 8am onwards, the school does not accept responsibility for pupils who arrive before 8.20 am.

Our first break is from 11.00 am to 11.40 am.

The second break is from 1.00 pm to 1.40 pm.

We do not shorten the school day on wet days. **School closes at 2.55 pm**, regardless of weather conditions.

School Patrol Crossing Times

Two school patrols operate. One in Friedlanders Road and one in Dr Pickering Avenue, and are on duty from 8.20 am till 8.40 am and 2.55 pm to 3.10 pm. We would like parents, for the safety of their children, to see they arrive ready to cross the road between these times.

Jewellery

Ideally children should not wear jewellery to school. However, if parents allow items of jewellery to be worn there are strict rules governing the physical Education curriculum. **No jewellery**, whatsoever, can be worn during Games, Gym, Dance or Swimming lessons. **Hooped earrings** are extremely dangerous and should be forbidden. Indeed the only suitable style of earrings would be stud earrings. Parents' co-operation in applying Health & Safety Regulations is vitally important

Sick Children

No sick children are sent home unless accompanied by a staff member or adult. The Teachers will consult with the Principal, or Deputy Principal and **always** ascertain if the parent is at home. Injuries in the playground must always be recorded in the book in the Medical Room. If it warrants medical attention a report must be furnished to the Board of Trustees. The teacher on sickbay duty is responsible for supplying this information to the Principal. In cases of accident the procedure is as follows:

1. Check on injury – if in doubt send for a Medical Resource Teacher.
2. Contact parents – if unable to do this, seek medical aid through Principal, or Deputy Principal, who will transport the child to an emergency doctor.
3. An ambulance to be called at Senior Teacher's or Sickbay Supervisor's discretion.

Family doctors when given by parents are recorded on children's records. Parents need to inform the office if children have wasp or bee sting allergies. Teachers use their discretion in sending children to the sick bay, as our facility is limited. Accident Compensation forms are to be completed where necessary.

Teachers **must not** dispense medication to children.

All class trips must have a first aid box, these are in the medical room.

Smoking, Drugs and Alcohol

Smoking, drugs and alcohol all have no place in school where young children can be exposed to the ill effects of these. They are banned either by law or BOT bylaw. Adults will be asked to leave the premises if any of these situations occur. Should an issue arise from this, the Principal should be called and if necessary the police will be asked to intervene. Children who bring any of these substances to school will have their parents notified of the occurrence and they may in serious circumstances face stand-down, suspension or the notification also going to the police.

Special Needs

It is our aim to provide for children with special needs. Careful screening and monitoring of progress is carried out so that any difficulties are detected as early as possible. If necessary extra help is given by the class teachers, Special Needs Part Time Teacher, or by Teacher Aides who support and assist in areas of difficulty. Alternatively children may have particular strengths that are identified and suitable challenging tasks are provided or a change of placement by promotion is discussed with parents. Parents are informed of the progress the children make. If the school feels that it cannot provide sufficient resources in a regular classroom to accommodate the child's needs, parents will be informed and an individual Educational Plan will be drawn up for that child, that would be supported with Teacher Aide time.

Close liaison with the Special Education support services (e.g. Psychologist, Speech Therapist etc) will be utilised in putting this plan into action.

Stationery

Lists of requirements for the year are supplied in the first week of school. These are issued to children when money is received.

All stationery that your child requires can be bought through the school in special packs appropriate to their class level. Waste is discouraged. We ask children to finish any of last year's books before beginning new books.

Uniform

From the year 2005 our school uniform became compulsory.

SCHOOL UNIFORM POLICY

Purposes

1. To help raise the tone of the school and foster pride in the school.
2. To comply with the wishes of parents.
3. For the children to be readily identifiable on trips and at inter school events.
4. To enhance equity for all students.

Guidelines

1. The Board of Trustees will decide upon the colours, style and suppliers of the uniform after consultation with staff and parents of the school.
2. In accordance with the Human Rights Act, there will be provision for parents objecting to appeal in writing to the Board of Trustees. The decision of the Board of Trustees will be final.
3. At enrolment parents will be advised that the uniform is compulsory and provided with a price list.
4. Procedures will be put in place to assist parents who cannot afford the cost of the uniform to purchase through alternative means.
5. Each child should wear a school hat during the summer months when outdoors.
6. Parents of children leaving will be encouraged to either donate used uniforms for distribution to needy children or to sell them second hand through the school newsletter.
7. Children on school trips or representing the school must be in uniform or they cannot take part.

We encourage pride in appearance and personal grooming. The correct school uniform should be worn at all times during the school day. The uniform should be neat, tidy, clean and smart.

The school colours are maroon, black and white.

Leabank Primary School is proud of its students and their excellent performance.

The following is a general uniform requirement:

Polo Shirt	-	Maroon
Polar Fleece Sweatshirt	-	Maroon/Black
Shorts	-	Black
Skorts	-	Black
Track Pants (Winter)	-	Black
Hat	-	Maroon

All regulation clothing should be clearly and indelibly marked with the student's name. Every effort will be made to trace lost items which are so marked.

Stockists of School Uniform

Global Velocity

-

info@globalvelocity.co.nz

Visiting Performers to School

From time to time the school has visiting performances. This is usually in the form of a play, puppet show, dance or musical performance that is considered to have both educational and entertainment value for the children. Usually follow up educational activities after the shows are undertaken in the classrooms.

Visitors to the School

Visitors to the school need to sign in and out at the school office using the Vistab so that we are aware of who is in the school. This is for the protection of the children and staff from potential threats from unknown persons and it is necessary for us to know of all people on-site in the event of an emergency.

THE CURRICULUM

The Curriculum of our school has been carefully developed and undergoes continuous evaluation and revision as new and proven information is made available. It is designed to provide a coordinated sequence of study in the area of oral and written language, reading, mathematics, science, social studies, health and safety, the arts and physical education. The teaching staff has the responsibility of determining the scope of the curriculum as it relates to the ability and capacity of each student. The school's curriculum policies and procedures meet all the requirements of the National Curriculum.

Art and Cultural

The School encourages all children to participate in and develop their abilities in a wide range of cultural activities, including singing (choir), school band (guitar, drums and keyboard), art and craft activities, folk dance and creative dance, drama and Maori and Pacific Island Group activities.

Computer Education

All pupils must have parents consent before they are allowed to use the internet. Parents are to complete an internet permission form when enrolling.

Pupils are given the opportunity to develop skills in using digital technology and applying these skills in all areas of the curriculum.

English

Language more than any subject is cross curricular and is an essential key to the process of learning.

With English we aim to develop pupil's abilities to communicate effectively in speech and writing and enable them to be enthusiastic, responsive and knowledgeable readers. This includes specific skills in spelling, handwriting, English grammar and usage, reporting and research and the enjoyment and appreciation of literature. Opportunities for speaking and listening are given in a variety of situations through group work, drama and classroom learning activities.

The children are taught to write for many different reasons and for many different audiences e.g. letters, reports, information and research, story writing etc.

Health

The main aim of health education in our school is to enable pupils to understand the basic requirements of good health and to develop a sense of responsibility for their own health and safety. Seven major themes are covered in the health Programme throughout the school.

They are:

1. Mental Health
2. Sexuality Education
3. Food and Nutrition
4. Body Care and Physical Safety
5. Physical Activity
6. Outdoor Education

Our school places great value on Health Education but feels Health Education is likely to be most effective when children, teachers and parents are aware of the importance and value of a sound health background.

Homework

The development of homework routine is desirable especially in the senior classes. All homework set will be an extension of the classroom programme.

Home readers in the Junior Classes are an integral part of our homework policy also. All home readers will be enclosed in a book bag with book titles and date entered by teachers on a sheet attached to the inside cover. Parents are asked to sign this when they have heard their child read.

In Middle and Senior classes children will be encouraged to read widely from supplementary readers and library books, learn spelling words, basic mathematical facts and occasional written work and research will be assigned.

Mathematics

Mathematics programmes in our school involve the children in 3 mathematical themes, number, and algebra, geometry and measurement and statistics and 3 math's processes – problems solving, logic and reasoning and communicating mathematical ideas. The National Curriculum prescribes attainment targets to be achieved in these areas and our school mathematics scheme has been designed to ensure that progression takes place. We still place major importance on children learning their multiplication and addition tables and mastering of the computation processes of addition, subtraction, multiplication and division.

Physical Education

Our large playground space, playing fields and swimming pool provide us with excellent facilities to develop all aspects of Physical Education. Children swim regularly in the summer, and all teachers are qualified to take their own swimming periods. The Hall is available for a range of indoor pursuits.

We ask parents' co-operation by ensuring children bring their togs and towels on swimming days.

Our main aim with our PE and Sports programme is to encourage enjoyment, sportsmanship, skills development and fitness while introducing at times an element of competitiveness. The following sports are taken at various stages of the year:

Athletics, Cross Country Running, Gymnastics, Netball, Softball, Soccer, Touch and New Image Rugby League, Swimming, Padder Tennis, Kiwi Cricket, Ki O Rahi and Orienteering. Jump Rope for Heart is also featured (skipping) in alternate years.

The school has a fitness programme which all children are expected to take part in.

We believe that regular physical activity not only improves health, reduces stress, and improves concentration and behaviour but also promotes physical growth and development.

If for any reason you wish your child to be excused from swimming or physical activity a note is required.

Reading

Reading is a skill which requires a teaching approach that is carefully structured and monitored to ensure steady development through success and encouragement. We aim to identify needs early so that any difficulties can be monitored and extra provision made where necessary.

Special Needs Teacher Aides also support children during reading time to help with any difficulties. Special programmes to support children are put in place each year, on a needs basis. Parents can play a vital role in developing children's reading skills by helping them read at home, giving them positive support and encouragement. Together we can assure that they become competent and avid readers.

Science

The school's science programmes are based on four strands from the new Science Syllabus - Living World, Physical World, Material World, Planet Earth and Beyond. All children work through this programme at different stages or levels.

Children are naturally inquisitive about the world around them and our programmes build on this inherent curiosity and enthusiasm for Science.

The aim is to develop concepts and awareness through inquiry and guided investigation.

Social Science

Social Science is the study of people. Through Social Sciences we aim to develop in our children a better understanding of themselves and others and of their involvement in Society. We also help children to think clearly and critically about human behaviour and values so that they can make reasoned choices. We hope that this will also foster their participation in later life in the affairs of the community and promote tolerance and understanding of different cultures. Social Studies still includes history, geography and current affairs but the focus at all times is on people. Class visits often form a part of this programme as do Cultural Days for various ethnic groups.

Te reo (Maori Language)

The school recognises that an awareness and knowledge of Maori values (tikanga) and Maori language (te reo) is an essential part of our New Zealand heritage and also an important part of our nationhood.

It is our policy to develop awareness of tikanga Maori and a basic knowledge of te reo and pronunciation. This will not be treated as a separate subject but will be developed or taught at the appropriate times across the whole curriculum.