

# Parent Information Booklet



We value a positive home-school partnership and look forward to getting to know you and your child

**Manaia School**

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**dream believe achieve**



# Introduction



Tēnā koutou, Welcome to Manaia School.

This booklet is designed to provide you with the information you need to get your child started at our school. We hope that it contains the answers to any questions you may have.

If you are unsure about anything related to school please feel free to contact any of our staff who will be able to help you or point you in the right direction.

We hope your time with us is enriching and allows you to grow and deepen your understanding about responsive education.

At Manaia School we consider ourselves to be a forward thinking and innovative team. As a team, we aim to inspire our children to follow their dreams and believe in their ability to achieve and find success in life.

To support our wonderful community of learners, a strong emphasis is placed on the idea of mutual respect. We work together as a team to make the right choices for ourselves.

Everyone at Manaia School is a special individual who brings with them a wealth of knowledge that is just waiting to be shared, explored and extended further.

Our classrooms are full of fishermen, scientists, netballers, writers, explorers, readers, pet lovers, farmers and so much more!

We are all looking forward to getting to know you and your family.



# Our Team



## Leadership/Management



**Lavinia (Laila) Kivell**  
*Principal/Teacher*



**Bronwyn Wesley**  
*Deputy Principal/  
Senior Teacher  
Within School Teacher for  
South Taranaki Kahui Ako*



**Sandra Savenye**  
*Administration Manager*

## Teaching and Support Staff



**Rachael Boulton**  
*Junior Learning Hub Teacher*



**Kefa Grindlay**  
*Senior Teacher*



**Lizzie van Rooyen**  
*Reading Recovery Teacher  
Release Teacher*



**Nadine Meynell**  
*Learning Assistant/Librarian  
Relief Teacher (LAT)*



**Shelley Craig**  
*Learning Assistant  
Relief Teacher (LAT)*



**Teela Crawford**  
*Learning Assistant*



**Mahia Cooper**  
*Ka Ora / Ka Ako -  
Healthy School Lunches*



**Nadia Pollock**  
*Cleaner*



**Russell Hockley**  
*Kapa Haka Mentor*



# About Us



The unique way in which Manaia School approaches learning has been developed through consultation with children, parents and our community. Our philosophy is scientifically proven to be the most innovative, engaging and future focused approach towards learning and brain development for Year 1-8 students.

Our forward thinking approach, along with our whānau like context provides a rich and friendly environment for children to nurture their curiosity in.

The team at Manaia School work in collaboration to develop hearty children who find success in challenge and have a belief in their ability to achieve anything they put their mind to. Our children are encouraged to have respect for themselves, others and the environment. We also support them to see the value and need for equality and equity in the world.

We genuinely care and invest in the success of all our children and always look forward to new members joining our school family.

**Our Motto:      *Dream - Believe - Achieve***

**Our Vision Statement :** Nurturing learners to grow, develop and blossom in a changing world

***Our Whakatauki:***

***Ka whangaia, Ka tupu, Ka puawai***

***That which is nurtured grows, develops and then blossoms***

**Our Mission Statement :** To create a safe and supportive learning community that nurtures children to blossom and grow into lifelong learners, who dream big and have strong belief in their ability to achieve anything they put their minds to.

***Our aim is to support the development of empathetic, culturally aware, global citizens who are able to confidently connect to and make an impact on our ever changing world.***



# Our Values



## Student Profile & School Values

**Our student profile is built around our school values**

Through consultation with our local community we identified the values that are most important for our children. These B.R.E.A.D values have now become our student profile and underpin everything we aim to achieve.

### **Brave**

*Being Brave means believing in yourself and having the courage to step up to challenges*

### **Resilient**

*Getting up and trying again. Overcoming obstacles, persevering when problems arise, and bouncing back from adversity.*

### **Empathetic**

*Seeing things from another point of view. Demonstrating kindness and understanding and accepting differences.*

### **Achieving**

*Striving towards excellence.  
Setting goals and successfully reaching them.*

### **Dreamers**

*Having ambition, resilience and the right mindset to work towards the big ideas.*

# PB4L - Values and Expectations



Every school needs a consistent, positive approach to addressing behaviour. The PB4L-SW approach is based on the results of research into the conditions necessary for learning (see, for example, Alberto & Troutman 2012). This research tells us that:

- All social behaviour, both appropriate and inappropriate, is learned
- Students do not learn better ways of behaving when given aversive consequences
- To learn better ways of behaving, students must be directly taught replacement behaviours
- To retain new behaviours, students must be given specific, positive feedback and opportunities to practise in a variety of school settings.

Before staff can teach replacement behaviours - what they want students to do instead of misbehaviour - the school community (staff, students and whānau) must agree on three to five broad school-wide common expectations. From these, the school develops its school-wide expectation matrix - a comprehensive table of agreed, expected behaviours for each school setting (e.g. classroom, playground, hall). When expected behaviours are clearly identified, everyone can be consistent in the behaviours that are taught, recognised and corrected when necessary.

At Manaia School we focus on our overarching value of respect. This includes respect for ourselves, others and our Environment. We know we are successful when we can follow our three expectations in all spaces: whakarongo - listening, Kupu pai - kind words and hohenga pai - kind actions.



# Our Logo



Our school logo represents the beauty that can come from working together as a community. It is a symbol of growth and positive change and encourages all members of our community to embrace and take ownership of the powerful vision that will guide us towards a flourishing future:

## DREAM - BELIEVE - ACHIEVE

**The Mountain-** Grounds us and acts as a symbol of strength, unity and belonging. It links us to our wider community and offers a beautiful backdrop for thoughts of inspirations and hope.

**"Whāia te iti kahurangi**

**Ki te tūohu koe, me he maunga teitei"**

*Pursue excellence – should you stumble, let it be to a lofty mountain*

**Pohutukawa blossom-** Through consultation with the community, it was noted that a pohutukawa tree can be found on every street in our town. Pohutukawa trees are evergreen trees that can grow and thrive even in the most precarious situations. The flowering bursts of red remind us of the amazing beauty and power that comes from being cared for and nurtured in ways that support us in our development.

The journey our students make at Manaia School is very much like that of a tree. They need to be deeply rooted, to learn how to adapt to the world around them and to form a sense of independence which allows them to continue to grow and endure through the many unknown challenges on their journey.

The bloom in our school logo represents the many achievements that come from 'living' our vision. When our students believe in their dreams, they can indeed continue to bloom and grow a stronger belief in their ability and thereby achieve. We encourage our students to be bright and like the bloom to share their gifts with the world.

**"Ka Whangaia Ka Tupu Ka Puawai"**

*That which is nurtured grows, develops and blossoms*

**Circle/Joining Koru-** Represents the partnership between home and school. A secure partnership provides stability and safety to our precious tamariki. It allows us to provide responsive learning opportunities for our children and creates an atmosphere that encourages children to take a risk and to dream big.

**"Ehara taku toa i te toa takitahi engari he toa takitini".**

*It is not my strength alone, but the strength of many that contribute to my success.*

***As lifelong learners, our achievements can be seen in our constant ability to react to new situations in a productive and forward thinking way.***

***Manaia School students will learn that true success comes from the ability to extend on our belief in ourselves and nurture the passion that drives our dreams to the point where they become our reality.***



# Transition to School



At Manaia School we believe that transition should be something that is done for and with a child not to a child. Research strongly highlights the importance of a successful transition process.

**"The way [transition] is managed sets the stage not only for children's success at school, but also their response to future transitions" (Dockett and Perry)**

The main aim of our transition process is to ensure that children are given the chance to become familiar with and feel safe and comfortable in their new learning environment before they start at a school. To support this belief we first gain student voice and assess the needs of our transitioning children before they start to transition into their new environment. Our children are then supported to develop the skills and knowledge needed to successfully engage with their new learning environment. Alongside our support for transitioning students we are also working collaboratively with contributing schools to ensure that the best transition practices are taking place for our children.

## Transition *to* School

Manaia School hosts regular visits for the four year olds attending Manaia Community Preschool. Children from Te Kohanga o Manaia have also started coming for visits. Our Junior School teachers provide learning opportunities that align with the learning in both Te Whariki and the New Zealand Curriculum. Children are given time to explore, form friendships, build confidence and enjoy taking part in our hands on learning experiences.

The educators at both Manaia Community Preschool and Te Kohanga Reo o Manaia play an integral role in our transition process. Their support allows us to build relationships with transitioning children and their whānau.

## Transition *from* School

Manaia School has recently placed a stronger emphasis on the needs that children have as they transition into High School. We acknowledge that this experience is different for every individual student and we are committed to providing children with the skills and knowledge that they require to successfully transition into the next stage of their educational journey.

Our two main feeder schools are currently Hawera High School and Opunake High School. Both of these high schools arrange yearly meetings with our Year 7 & 8 students to give them an overview of what their school has to offer and answer any questions that children may have. School Ambassadors also accompany the Principal or school staff where appropriate for these visits. Transition, orientation and open days also take place at each school.





# Approach to Learning



## Our Philosophy

A rich and balanced education for the 21st Century which will be delivered through the process of inquiry and encompass all learning areas as necessary

A key focus is placed on Literacy and Mathematics as these areas of learning are essential for learners to successfully explore, uncover and contribute to the ever-changing world around them

Our school Vision and Mission Statement reflect our school Values. These Values and the key competencies are developed through play and the process of inquiry which is student-led. Rich learning experiences are developed in contexts drawn from student interest and passion. These are back-mapped and linked to the New Zealand Curriculum.

## Our school commits to raising student achievement through...

- Effective teaching practice
- High expectation of achievement
- A consistent daily focus on Reading, Writing and Mathematics across the curriculum
- A consistent focus on the wider curriculum through play, inquiry and student-led learning
- The explicit teaching and social coaching of Key Competencies and Values
- Building strong, empowering school and community learning partnerships

## Teachers at Manaia School

- Ensure strong, trusting relationships form a foundation for learning
- Make learning visible
- Provide multiple opportunities for learners to learn
- Reflect daily on their teaching and the impact they are having
- Are Learners themselves and use internal inquiry and collaborative conversations to unpack practice to ensure a continuous cycle of improvement
- **Continually ask...What is the shift that has happened? What interventions caused the shift? Where to next?**

## Community Learning Partnership

- Hopes and dreams
- Regular reporting
- Informal and formal conversations
- Whanau empowered to share responsibility for learning
- Localised Curriculum - utilising experts in the community.

# Approach to Learning continued

## Learners at Manaia School

- Have control over their learning - they know how they learn best and have choice about the context in which they learn
- Know what they know and how to get better
- Learn in a safe and secure environment in which it is safe to have a go, safe to fall, safe to get back up and keep going
- Interact with others
- Are actively engaged
- Experience a balance of challenge and support
- Know that learning is more than finding the right answer (surface features), it is also about finding multiple approaches to solving a problem (deep structures)
- Are expected to achieve

## Student-Led Learning

The aim of student-led learning is for students to pursue their passions and wonderings

- Begins as play and develops into more structured inquiry-driven learning
- Gives authentic contexts for learners to use their developing Literacy and Mathematics expertise.
- Learners work both independently and alongside a range of people, in a range of ways, in a range of contexts
- Learners develop skills in communication, collaboration, critical thinking and creativity
- Allows learners to develop expertise in the key competencies (NZC)

## Play -Through free play children learn to... (Adapted from Free To Learn, Peter Gray p 157)

- make their own decisions
- control their emotions and impulses
- see from others' perspectives
- negotiate differences with others and make friends.
- Play is how children learn to take control of their lives

## Inquiry ...

- Includes all Learning Areas through an integrated approach
- A balanced curriculum will be achieved through rich and authentic learning design rather than arbitrary coverage of the curriculum
- Both students and teachers investigate ways to improve student achievement



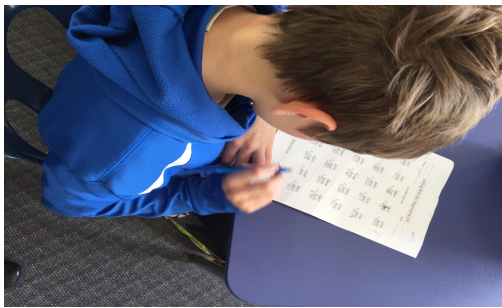


# Mathematics



The aim of our Mathematics programme is to develop students' mathematical knowledge, language and skills to enhance their understanding of, participation in, and contribution to, the world around them.

- There are different ways to help children become expert mathematicians.
- Mathematics begins as shared, exploratory, and enjoyable experiences in which learners notice patterns and relationships, solve problems and use the language of Mathematics.
- Through a variety of teaching and learning experiences, learners build their confidence, knowledge and use of Mathematical strategies to investigate and solve problems of increasing complexity.



## Assessment

- School Entry/Initial Mathematics Assessment
- PAT – Term 2 and 4.
- Reporting against the Curriculum level will occur twice yearly



# Community Skills Programme



**S - Social Sciences**  
**K - Key Competencies**  
**I - Inquiry**  
**L - Local Curriculum**  
**L - Life Skills**  
**S - School Themes**

The key aim of our Community S.K.I.L.L.S programme is to help children to develop the set of values that our community and school believe children need to be successful citizens both in their local community and the wider world that surrounds it.

We want our children to be the B.R.E.A.D of Manaia.

**B**rave **R**esilient **E**mpathetic  
**A**chieving **D**reamers

This programme offers engaging, practical and where possible, real life contexts for children to apply and extend on the formal knowledge and skills they gain during guided learning sessions.

Overall, this programme supports our children to develop into 'confident, connected, and actively involved lifelong learners'-New Zealand Curriculum

## Social Sciences

### Ministry of Education:

In the social sciences, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

### Local Curriculum:

Social Science is about how people interact with each other and their environment across time and around the world. Students explore how societies work, how they can participate and how they can take action as informed and responsible citizens.

# Community Skills continued

## Key Competencies

### Ministry of Education:

Key competencies are the capabilities people have, and need to develop, to live and learn today and in the future.

The New Zealand Curriculum identifies five key competencies:

- Thinking
- Relating to others
- Using language, symbols, and texts
- Managing self
- Participating and contributing

### Local Curriculum:

Manaia School acknowledges the Key Competencies by embedding them through school-wide practice and focusing on the following skills during goal setting sessions:

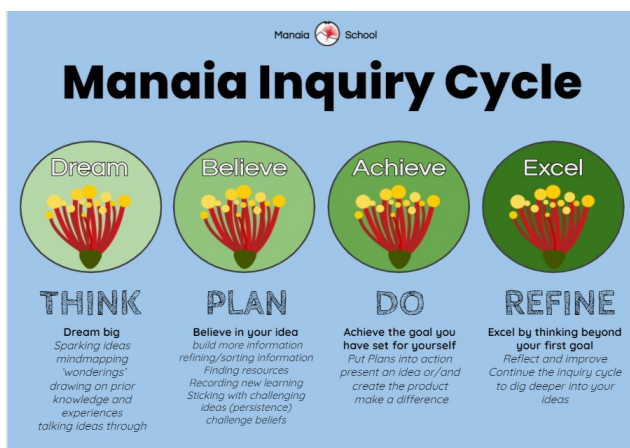
**Thinking:** Reflection, planning, metacognitive skills, drawing on prior knowledge, questioning and building on ideas/debating.

**Relating to others:** Active listening, sharing ideas, co-operation, empathy, honesty.

**Using language, symbols, and texts:** Research/inquiry, written, oral, and reading literacy, digital literacy, mathematical literacy, making connections.

**Managing self:** Goal setting, reflection, time management, responsibility, striving high, leadership, using initiative.

**Participating and contributing:** Respect for others, communication, integrity and community investment/participation.



### Ministry of Education:

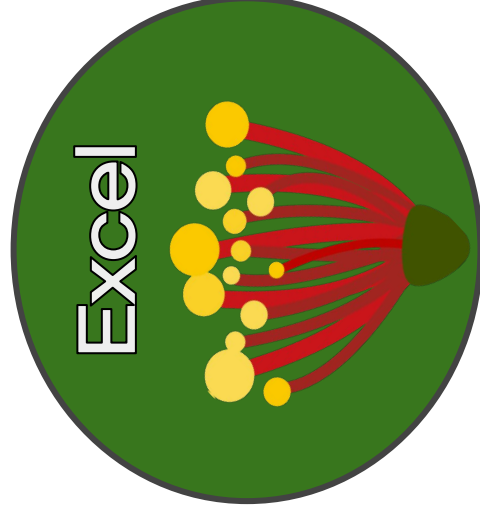
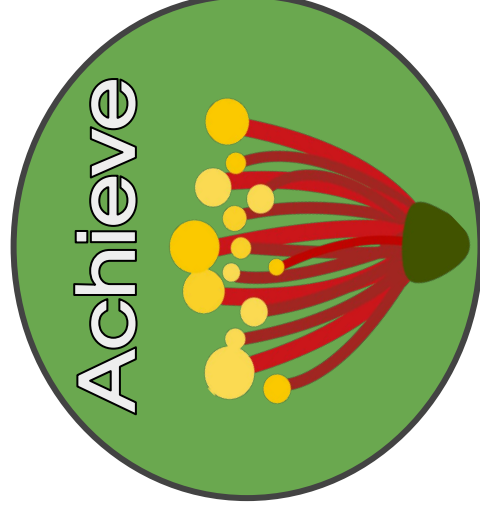
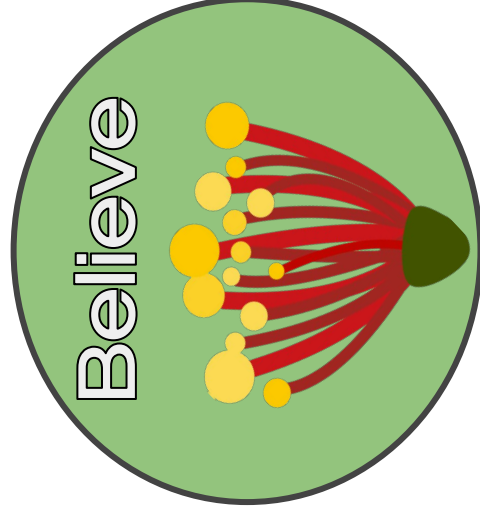
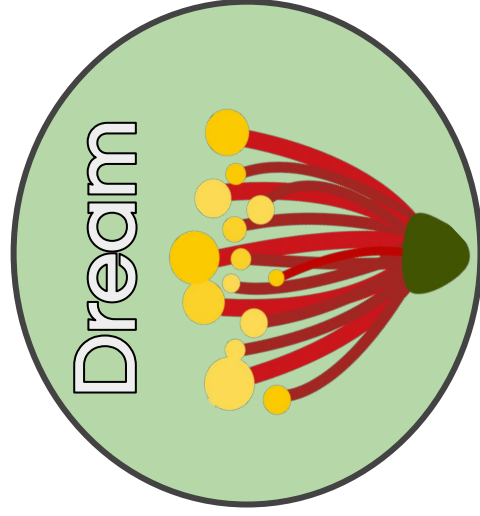
An inquiry based approach is driven by students' curiosity about the world around them. It encourages connection, co-operation, and collaboration by allowing students to pose and solve problems together and with their communities in shared, authentic learning experiences.

## Inquiry

### Local Curriculum:

We have recently developed our own inquiry cycle. This model is used across all curriculum areas and also guides the teaching and learning opportunities that are provided as part of our Community S.K.I.L.L.S programme.

# Manaiā Inquiry Cycle



## THINK

### **Dream big**

*Sparking ideas  
mindmapping  
'wonderings'  
drawing on prior  
knowledge and  
experiences  
talking ideas through*

### **Believe in your idea**

*build more information  
refining/sorting information  
Finding resources  
Recording new learning  
Sticking with challenging  
ideas (persistence)  
challenge beliefs*

## DO

### **Achieve the goal you have set for yourself**

*Put Plans into action  
present an idea or/and  
create the product  
make a difference*

## REFINE

### **Excel by thinking beyond your first goal**

*Reflect and improve  
Continue the inquiry cycle  
to dig deeper into your  
ideas*

# Community Skills continued

## Local Curriculum

### **Ministry of Education:**

The New Zealand Curriculum is a clear statement of what we deem important in education. It takes as its starting point a vision of our young people as lifelong learners who are confident, creative, connected, and actively involved, and includes a clear set of principles on which to base curriculum decision making.

Your local curriculum is the way you bring the New Zealand Curriculum to life in your school. It should:

- be responsive to the needs, identities, languages, cultures, interests, strengths, and aspirations of your learners and their families
- have a clear focus on what supports the progress of all learners
- help students understand Te Tiriti o Waitangi – its past, present, and future (you will also be planning learning that helps students live the Treaty as citizens of Aotearoa)
- help learners engage with the knowledge, values, and key competencies, so they can go on to be confident and connected lifelong learners.

The Manaia School curriculum is aspirational. It sets the direction for student learning. It recognises and values the needs of each individual learner.

It is living and constantly under review.

Our local curriculum outlines how we will bring to life the New Zealand Curriculum in the most relevant and meaningful way at Manaia School. It incorporates the Principles (foundations of curriculum decision making), Values (to be encouraged, modelled and explored) and Key Competencies (capabilities for living and lifelong learning) and the learning areas to ensure that our learners leave Manaia School at Year 8 as ‘confident, connected, actively involved, lifelong learners,’ who know what it means to be the ‘BREAD’ of Manaia and constantly strive to maintain this mindset.





# Community Skills continued

## Life Skills

### Ministry of Education

#### **Coherence**

“The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.” (p 9)

#### **Learning areas**

“All learning should make use of the natural connections that exist between learning areas and that link learning areas to the values and key competencies.” (p 16)

#### **Effective pedagogy**

“Teachers can help students to make connections across learning areas as well as to home practices and the wider world.” (p 34)

The aim of this area of our local curriculum is to provide children with the essential ‘life skills’ that will help them to perform the basic tasks that make life a little bit easier to navigate.

Examples of the learning that might take place in this area are as follows:

- First Aid
- Financial Literacy
- Digital Fluency
- Food Tech - cooking/baking with basic ingredient
- Fishing/eeling
- Sewing - related to skills of sewing - sewing a button, mending
- Woodwork - School Improvement Projects
- Basic mechanics - change tyre and check oil/water
- Designing a product to fill a need or meet an opportunity
- Future-based problem solving

## School Themes

The ‘School Themes’ aspect of this programme allows teachers to provide learning experiences that link to a specific school-wide theme.

We use our essence statements for each of the curriculum areas to guide the cross curricular opportunities that children are given access to during these sessions.

Our main priority during these sessions is to encourage our children to be curious and communicate their ideas in creative and innovative ways.



# What is PB4L?



## The School-wide Framework

Positive Behaviour for Learning School-Wide (PB4LSW) is a long-term approach that supports schools to create a culture where positive behaviour and learning thrive. Students who are taught in very specific terms what behaviours are expected of them. There is a consistent response to these behaviours across the school. The framework has been adopted from the Positive Behavioural Interventions and Support (PBIS) framework in the United States.

## The Principles Behind PB4L

### *Our Positive Behaviour approach is based on the following concepts:*

- prevent:** make the challenging behaviour irrelevant (environmental redesign and focus on the relationships)
- model and teach:** make the challenging behaviour inefficient (teach new skills or reinforce existing skills)
- extinguish:** make the challenging behaviour ineffective (minimise reward for challenging behaviour)
- reinforce:** make the behaviour you want to see more rewarding (focus on things they are good at and continue to build relationships)
- ensure safety** of all: what to do in dangerous situations
- deliver consequences (if needed):** socially and culturally appropriate, delivered when the behaviour occurs and such that the child or young person will not like.

## The difference PB4L makes

- Children and young people will be more engaged and will achieve at school
- Teachers and leaders will spend more time teaching and be less stressed
- Staff will feel confident and well supported in addressing behavioural problems
- Parents and whanau will have more positive relationships with their children and home life will be more harmonious
- Staff, School leaders and BOT will celebrate the learning and achievement of all their students

## Further Reading

<http://pb4l.tki.org.nz/>

<http://www.pbis.org/>

# PB4L - Purpose Statement

The purpose of Manaia School's PB4L-SW plan is to create a safe and supportive learning community that nurtures children to blossom and grow into lifelong learners, who dream big and have a strong belief in their ability to achieve anything they put their mind to. Our aim is to support the creation of empathetic, culturally aware, global citizens who are able to confidently connect and make an impact on our ever changing world.

## We will know we have achieved this when...

### Children are able to:

- Demonstrate empathy for others and build trusting, positive and respectful relationships that support and improve both their academic and personal achievements.
- Show resilience and perseverance when faced with challenge.
- Express a strong sense of curiosity, innovation and creativity and share their ideas and needs in a positive and forward thinking way.
- Immerse themselves within a culturally diverse learning community.

### To support this, our learning community will:

- Use strategies such as modelling, teaching, and rewarding positive behaviours to build resilience and perseverance
- Be culturally responsive and have the ability to be able to listen, connect and understand.
- Build trusting relationships with children and their family/whanau that are **genuine** and acknowledge the diverse offerings and wealth of knowledge that they bring with them.

## As a staff we understand:

- Positive behaviour can be learnt and difficult and disruptive behaviour can be unlearnt.
- Individual children are not a 'problem'-we need to change the environment around them to support positive behaviour
- Punishing and isolating children does not bring about long-term and sustainable changes in behaviour
- We need to concentrate on a small number of evidence-based programmes (e.g. Incredible Years) and frameworks that we know work-there are no quick fixes. Behavioural changes take time.

# PB4L - Expectation of Staff

PB4L is most successful when all staff consistently teach, reinforce and reward appropriate behaviour and record behaviour systematically

## All staff are expected to:

- Explicitly teach 'social skills' a minimum of 40 minutes per week and follow up throughout the week through 'sharing circles' as part of their reflection time during the end of the day routine.
- Reinforce and reward appropriate behaviour verbally and using physical rewards.
- Use positive behaviour management practices
- Follow the agreed discipline procedure (as shown in the flow chart) when dealing with problem behaviour
- Complete incident forms fully and promptly
- Refer to Our Values (B.R.E.A.D) and behaviour expectation matrixes consistently when teaching, reinforcing and rewarding behaviour.
- Read, analyse and respond to the behaviour data with the guidance of the PB4L team
- Use the Active Supervision method while on duty.

## Consequences vs. Punishment

At Manaia School, we don't see consequences as punishment, but rather as a process to help students reflect and learn the expected behaviour. These consequences help students develop self-control and self-discipline over their behaviour.

Consequence	Punishment
<i>Emphasises what a student should do</i>	<i>Emphasises what a student should not do</i>
<i>Is an ongoing process</i>	<i>Is a one-time occurrence</i>
<i>Sets an example</i>	<i>Insists on obedience</i>
<i>Leads to self-control</i>	<i>Undermines independence</i>
<i>Helps students change</i>	<i>Is an adult release</i>
<i>Is positive</i>	<i>Is negative</i>
<i>Accepts students need to assert self</i>	<i>Makes students behave</i>
<i>Fosters students ability to think</i>	<i>Thinks for students</i>
<i>Shapes behaviour</i>	<i>Condemns behaviour</i>

## E-Tap

E-tap is the school-wide student management system that the PB4L team uses to track data gathered by staff on problem behaviour incidents.

This system allows us to gather data and create a 'Big 5' report which highlights when problem behaviours are occurring, where and by whom.

With this type of specific data, we can target our interventions and social skills teaching to those behaviours, places or students that are causing the real issue.



# A-Z of our School



## Attendance:

- Children are expected to be at school, ready to start learning by 9:00am every day.
- Absences should be notified to the school office prior to the start of day
  - **Phone** 06 2748283 -OR-
  - **Text** to 027 555 6546 (remember to include your name and the reason why your child is away in your text)
- If you have not contacted the school by 9:15am we will ring you to confirm pupils' absences.
- If your child is late to school then it is important that they are signed in at the office.
- The school answer phone operates 7 days a week/24 hours a day and is cleared regularly. You can leave a message at any time.

## Breakfast Club:

- All students are welcome to have something to eat before starting their day of learning. Our teachers will prepare this on request.

## Bus:

- A school bus funded by the Ministry of Education is available to eligible children free of charge. Eligibility depends on the age of the child and the distance they live from their nearest school.
- The bus leaves from the front gate on Karaka Street.
- There is a no parking zone between the front gates
- Contact the school for further details

## Childhood Illnesses:

- Schools can be a breeding ground for infections and illnesses. We appreciate you letting us know if you are aware of a specific illness or infection.
- Please keep children away from school if they have diarrhoea, vomiting or a fever.
- If a child is sick at school parents are asked to come and collect them and keep them at home for at least 24 hours or until they are clear of any symptoms. If parents are not available the next point of contact as advised on the child's enrolment form will be phoned to come and collect the child.
- Head lice - Please check your child's hair regularly and treat if required. If we know of an outbreak we will send a note out to families. Treatment is available from our school office free of charge.

## Climbing Trees:

- Children are free to climb trees within the school grounds

## Communication:

- We have moved away from weekly newsletter and now share information via Facebook, Private Messages and phone calls.

## Dental Clinic:

- The school is serviced by the mobile dental clinic.
- If you have any dental concerns at a time when the mobile clinic is not on site please phone the Hawera Hospital on 278 9882.



# A-Z of our School



## Duffy Books in Schools:

- Each term every child receives new books as part of the Duffy Books in School programme.
- Children also receive books at assembly in recognition of great work or when they have shown our school values
- Pre-schoolers also receive a book for their birthday

## Enrolment:

- Children may legally be enrolled at school from the time they turn five. We encourage you to pre-enrol your pre-schooler when they turn four (we require a copy of their birth certificate and immunisation record). This allows us to plan for a successful transition to school.
- Once your child is enrolled the new entrant teacher will contact you approximately 6 months before they are due to start school and arrange for your child to start regular visits.
- We recognise that every child has different needs and look forward to getting to know you and your child.

## Education Outside the Classroom:

- Opportunities for activities outside the classroom are an important part of our programme. These programmes do sometimes incur a cost, please see the Principal if this is a concern for you and your family. We always endeavour to keep costs to our families to a minimum.
- We often rely on parent support for supervision and transport. This support is greatly appreciated as it allows our children to access a wider range of learning experiences. If students are travelling with another parent, they will be given a consent form for their parent to sign prior to the event.
- We follow safety guidelines and require that all vehicles are registered and warranted, that drivers have a current driver's license, all passengers use a seat-belt and younger children use a booster seat.

## First Aid:

- First aid is attended to by staff with first aid qualifications.
- Minor injuries are looked at and treated as appropriate (usually a plaster or ice pack)
- You will be contacted immediately if we are concerned about an injury.
- If we are unable to make contact with family or emergency contacts the child's doctor is contacted.
- If your child is on any medication or has any allergies, please notify the office and complete the medication register (usually done at the time of enrolment).

## Hats:

- Bucket hats/wide brimmed hats are a compulsory uniform item that must be worn in Terms 1 & 4.
- Hats can have your child's name embroidered onto them when ordering for a small extra cost.
- Sunscreen may also be applied at school. Please advise us if your child is allergic to sunscreen.
- Children must play in the shade if they do not have a hat.



# A-Z of our School



## Health Nurse Visits:

If you are at all concerned about your child's health please contact the office or your child's teacher so an appointment can be made to discuss your concerns.

## Healthy Eating / Brain Food Breaks:

- The school has two 'Brain Food Breaks' each day where children are strongly encouraged to eat healthy foods. Lollies are not allowed at our school.
- **We only drink water and milk at school.**
- We are very proactive in supporting healthy eating within the school.

## ICT:

- A variety of technology are used as tools for learning in our senior classes.
- Your child is welcome to bring their own device to school but please talk with their teacher first.

## Kapa Haka/Te Reo Maaori:

Kapa Haka is a big part of our school. We have a chance to take part in kapa haka every Friday. We are also developing our fluency in Te Reo Maaori

## Library:

- We have a well-stocked library and children visit the library with their teacher every week. Please enjoy reading library books with your child and support them to return their books to school each week.

## Lunches at school:

- **Our school is part of the government's Ka ora, Ka ako - healthy school lunches programme.**
- **This means every student at our school receives a school made, healthy lunch every day**
- If you choose, you can still pack a lunch for your child. Please ensure it is healthy to meet our Healthy School criteria.

## PTA

- The Manaia School PTA is a parent group supporting the school by fundraising.
- Regular meetings are advertised on our school Facebook page.
- New members are welcomed.

## Pre-School:

- We value the relationship we have with the Manaia Community Pre-School.
- If you have a pre-schooler we encourage you to enrol them at the pre-school.
- The pre-school visit us regularly and we invite them to key events at our school.

## Reporting to Parents:

- Teachers are available for interviews throughout the year. Please talk to your child's teacher to make a time to meet with them.
- In Term 1 we meet with each family to talk about their child's interests, hopes and dreams for the year. The purpose of this meeting is to get to know your child better. At the end of Term 2 and 4 you will receive a written reporting if your child has been with us for more than a term.
- We also plan informal events which allow whanau and staff to get to know each other in a less formal setting.



# A-Z of our School



## Senior Technology / Community S.K.I.L.L.S Programme

- This programme offers engaging, practical and where possible, real life contexts for children to apply and extend on the formal knowledge and skills they gain during guided learning sessions.
- Alongside the Community SKILLS Programme we also have STREAM (Science/Technology/Robotics/Engineering/Art/Mathematics) based learning sessions. These sessions allow us to utilise the expertise within our staff across all three classrooms in our senior school.

## Stationery:

- Stationery is provided for all of our children

## Swimming:

- During Term 1 the whole school swims at the Manaia Town Pool until it closes on Taranaki Anniversary Weekend.
- Swimming is part of the curriculum and all children are expected to take part.
- All swimming groups are accompanied by a lifeguard.

## Uniforms:

- Every child receives a free school shirt when they start school.
- Uniform orders for new students must be completed at the time of enrolment.
- Uniform orders are made regularly. Dates will be advertised in the school newsletter.
- Second-hand items will be offered for sale when available.

## Whanau Groups:

- Each child is allocated to one of three whanau groups: Kotahitanga, Awhina or Kaha.
- Each whanau group elects student leaders at the beginning of the year.
- Children compete at sports days in their whanau groups and earn points for activities throughout the year.
- The whanau groups compete for the Whanau Toa Trophy which is presented at the final assembly.

## Wheels at School:

- Children are very welcome to bring their bikes or scooters to school.
- All children are expected to wear a helmet when riding their bike.
- All children are expected to wear shoes when biking or scootering.