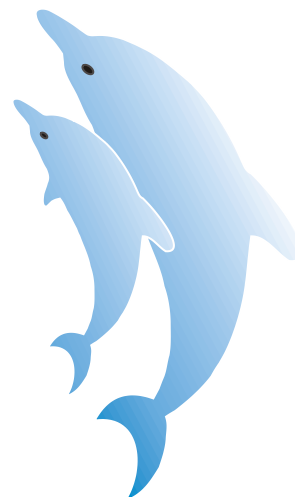


Since 1861...



HAVELOCK SCHOOL

TE WHARE KURA O TE HOIERE

Learning for Life
Mauri Ora na Akoranga



P R O S P E C T U S

2010

Prospectus

Kā nui mihi kia koutou kotoa.
Greetings to you all.

The students, fellow parents, trustees and staff hope your association with Havelock School will be a rewarding and pleasant experience.

The coming years will provide many interesting opportunities for you as a parent, to play an active part in both the life of your son or daughter and the school. It is only through involving ourselves in the corporate life of the school and its activities that the school is better able to serve the community for which it was established.

The beginnings of a new millennium will continue to bring many changes that could concern you. Major changes in the administration of schools has already taken effect and further developments concerning the curriculum are also well under way and will have an increasing effect on teaching and learning in schools.

Havelock School has enjoyed significant gains from the efforts of parents and the community in general. The ideal environment and facilities available today reflect the great commitment and stewardship dating from 1861.

We trust you will continue to be actively concerned about the quality of learning and demonstrate this by identifying yourself as closely as possible with your school.

Chris Duckworth
Principal

Gary Brown
Board of Trustees Chairperson

GENERAL

From time to time parents and caregivers have questions on a variety of matters relating to school policy that we feel should receive greater publicity and be generally available to all. This *Prospectus* sets out to fill the gap and is designed to help parents and caregivers new to a school, in two ways.

- 1 To share its mission, general objectives and philosophy.
- 2 To give an explanation to some of the more specific points that help our school to run more smoothly and remain a worthwhile learning environment for all who work there.

However, the information listed here is necessarily limited. If you ever require information about school life, expectations, your child's progress or *house-keeping* matters, you are most welcome to contact the principal or appropriate staff member.

NB Please visit our web site www.havelock.school.nz (home page) for information re trustees, staff, newsletters, the calendar and further links.

A SPECIAL NOTE ABOUT ABSENCES

The school community has adopted a policy which places an expectation on parents and caregivers to phone the school by **9.15am (0915)** on any/every school day their child will not be attending. By 9.30am (09:30) staff will have correlated this information with the morning's roll call. Any unexplained absences will, in the first instance, be checked with a call to parents. If further immediate information about the child's whereabouts remains unknown, the school will contact the local Police.

PLEASE CONTACT THE OFFICE ABOUT AN ABSENCE BEFORE 09:15. LEAVE A MESSAGE IF SO PROMPTED.

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Community Description

The school district is composed of two generally distinct parts - the Havelock township and the Kaituna Valley, often called Havelock Suburban. The school also draws students from time to time from the fringe areas of Moenui, Linkwater, Blackball and Okaramio due to the availability of a bus service, transport allowances or parental desire to send their children to a bigger school.

Most families in the area gain income from aquaculture, agriculture and tourism or the related service industries. Mussel farming/processing contributes most to the local economy and provides full employment opportunities for families and young school leavers alike. Many young families are attracted to the area by the industry. Housing stock remains at a premium although increasing. Expansion at Sanfords and growth in tourism continues to give buoyancy to the local economy. Port Marlborough has invested significant capital in its expansion of the marina/port complex and this will in turn support future confidence and growth. Approximately 50% of the population is retired or semi-retired people who play an important part in the demography of the area. Continuing town developments - marina extensions, industry expansion, town sewerage scheme, land rezonings, new business ventures etc, all point to future progress for the town. The steady number of new homes being built each year reflects this confidence.

The community is supportive of the school and follows all events with interest and in return the school is supportive of community activities.

The area has a number of sports clubs - rugby, netball and bowling clubs being particularly well supported. Service organisations such as the Havelock Community Association, Lions, St Johns, museum society, mobile kindergarten and several churches all reflect the interests and nature of the wider community. The services of local police, ambulance, fire brigade and doctor make for a safe and caring place in which to live.

The majority of families are of European descent, some with long New Zealand ancestry. There are few families of Māori descent and these are represented through the Runanga a Rangitane o Kaituna and more generally Ngati Kuia who are recognised as tangata whenua with a local marae situated at Te Hora (Canvastown). Those from both iwi living locally have been willing to share their skills and knowledge with the school from time to time.

A high proportion of students come from two parent families that have full employment and regular family income. Given this relatively stable platform, a broad cross-section of life's challenges still confront students. The children are well provided for and most have little difficulty finding money for school activities and trips etc. School fundraising activities are equally well supported. While modern communications delivers the outside world to Havelock, many folk have not lived very far afield before settling in the local area and pupils generally have not traveled very much beyond Nelson and Christchurch.

School Description

Havelock School is a co-educational state school that offers full primary education for students from Yr 1 to Yr 8 within the terms of *The New Zealand Curriculum Framework*.

Since the first school was established in Outram Street in 1861, across from the present school site, Havelock School has had a very historic association with its community. This original building is still preserved for the town as the Rutherford Youth Hostel.

The present school was built as a three-teacher block on the site of the historic Brownlee Park in 1961. Shortly after, the school roll grew to four-teacher status and a prefab was added. A new administration area was added in 1979 and extended again in 2000. A more permanent fourth classroom was added in 1982 and in 1983 the roll topped one hundred and a fifth teacher was employed. This roll peak was only short-lived and by 1985 the roll was below one hundred and the fifth teaching position lost. The fifth classroom never eventuated. Roll numbers since then have ranged from 62 - 96 and look likely to remain stable in the 60 - 70 range for the next few years.

Teaching staff comprises a teaching principal and two permanent full-time teachers. Part-time staff comprises a principal release teacher, executive officer/secretary, reading recovery position and part-time special needs positions.

At present the school has four full-size carpeted classrooms. There is a very good swimming pool, changing sheds and adjacent implement shed. The administration area comprises a staffroom, medical cum storeroom, school office, principal's office, art store, staff toilets, resource/workroom, janitor's store and reading recovery room. A new library built adjacent to the dental clinic was completed in 1991 and allowed the former library to become the resource and teachers' workroom. A new driveway off Lawrence St was completed in the mid-nineties and extensive new playground improvements with landscaped gardens make an attractive learning environment. At present a new multipurpose facility is being built and should open in mid 2009.

The classes are run as composite groups. Teachers' plans originate from the needs of the students themselves and link closely to *The New Zealand Curriculum Framework*, national curriculum statements and the school's policies and programmes. While there is good interaction between classes, aspects such as co-operative planning, excursions outside the school, teacher inter-change, periods of family/whanau grouping and peer tutoring are always seen as part of the wider learning environment on offer to students at different times.



Educational Purpose

Philosophy

We believe that our school should be an enjoyable place in which to work, where every person is valued and is shown respect. We encourage students to become responsibly involved in the activities of the school and develop an awareness of, and show consideration for, the needs and well being of others. Learning to think for themselves as independent learners is vital when options beyond the immediate are discovered. We recognise that learning is a life-long process and that Havelock School plays only a part in the development of our young people. Therefore, we seek to involve our students, their parents and the community in this process.

Vision

Providing a safe and nurturing primary learning community where trustees, parents, staff and pupils work together as a team, where equal opportunities are provided and success is enjoyed by all, where individuals are valued and learning for personal development as well as academic attainment is promoted, dual heritage celebrated and learning valued as a process that is life-long.

Values

Over the years through consultation, the following moral virtues have been echoed by Havelock's community as being the currency used to help guide the myriad interactions of its members.

They include...

honesty... truthfulness, trustworthiness, reliability, humility
pononga

consideration for others... fairness, kindness, politeness/tact, understanding, helpfulness, co-operation, compassion,
manaakitia concern, reasonableness, rights, property, respect, courtesy

responsibility... duty, obedience, , loyalty/allegiance, honour
kawenga

courage... best effort, self-discipline, enterprising, preparation, organisation, independence, positivity
toa

The *double dolphin* exemplifies the value of consideration for others promoted in our school - the *big*s nurturing the *little*s. This is further supported by the vision of a triangle representing the home and school at the base supporting the child/student at the summit. Students have the task early each year to examine these concepts as each, individually and collectively, determine how their behaviour can be based on values articulated by their community both within and beyond the school, and options chosen.

The following behaviours/values were recorded by senior students and underscore the philosophy contained in the school's discipline policy - *a compass still gives direction even in uncharted territory*.

Be fair, kind, tactful, trusting and trustworthy, be understanding, helpful and a good listener. Be exemplary, a role model and Tairā¹. Be polite, second, disciplined, prompt, of service and enterprising. Be co-operative, a team member, loyal and honest. Be productive. Be a leader/initiate, smile and be happy. Be prepared, organised, independent, positive/congratulate. Be unobtrusive, be reasonable and try to do your best.

The resultant challenge to the learning community of students, parents, staff and trustees, indeed the whole community in which it sits, is to *walk-the-talk*. While easily identified in discussion during consultation, it is the daily face value exposed that speaks volumes about the worth of the currency.

¹ role-model

Mission

Upon establishment in 1861, the school community identified the following as its mission; *To help our children learn for life.* This was modernised during the genesis of the school's charter under the reforms of *Tomorrow's Schools* in the late 80's. The school's mission nowadays is expressed as the logo...

Mauri Ora na Akoranga Learning for Life.

Goals

The school will, in consultation with the community, continue to promote the following outcomes for its youngsters.

General Goals

- 1 Students will benefit from an environment where trustees, parents, staff form a positive **learning triangle** and team.
Achieved through...
 - a charter and prospectus in which expectations are clear
 - newsletters providing a strong link with families and the wider community
 - class newsletters helping the home and school work together
 - consultation with the parent community
 - curriculum meetings that support the learning triangle
 - open board meetings
 - an *open-door* policy
 - encouraging help from parents in classes as appropriate
 - adults modelling the school's core values

- 2 **Successful** opportunities will be enjoyed by all, achieving a sense of well-being (hauora).
 - students will be given opportunities to succeed and develop the knowledge and understanding, skills, attitudes and values of the New Zealand Curriculum (National Priority 1)
 - staff encouraged to further their expertise/skills - professionally and curriculum wise
 - parents encouraged to further their understanding and interaction with the curriculum
 - positive strategies will reinforce student behaviour and involve the home
 - the curriculum will be planned and in accordance with the national framework
 - classes will be purposeful with learning activities commensurate with expectations
 - the provision of a **safe** physical and emotional **environment** with modern facilities and excellent resourcing to support student success (National Priority 2)

- 3 Students will benefit from the promotion of **personal and academic development**.
 - the setting, achieving and evaluating personal goals by students will be encouraged
 - essential academic skills will form part the daily routine
 - social competence will be a normal expectation

- 4 Students will become **independent and life-long learners**.
 - home exercises/activities will form part of the normal learning pattern
 - the concept *life-long learning*, will be placed before students
 - learning independence will be promoted

Curriculum

The Board of Trustees accepts that every child in this school shall have the best possible learning opportunity. This involves the provision of a balanced programme that enables all learners to acquire existing knowledge and skills, while at the same time developing capabilities to create knowledge and practise new skills. Basic skills will be learnt. Physical abilities will be enhanced. Realistic personal standards of achievement will be set. Scholarship will be valued and encouraged at every level. Every child will be aware of the dual cultural heritage of New Zealand and the multi-cultural nature of our society.



KEY COMPETENCIES (NZ Curriculum 2007) are represented thus.

The New Zealand Curriculum recognises that all students should have the opportunity to undertake study in essential areas of learning and to develop essential skills. Such learning will enable them to develop their potential, to continue learning throughout life, and to participate effectively and productively in New Zealand's democratic society and in a competitive world economy.

The very wide and constantly changing nature of the curriculum places heavy demands on the staff and resources of a small school. The staff, through a school-wide professional development programme work hard to remain abreast of modern trends, practices and initiatives. The school encourages parents to be involved in curriculum matters whenever the opportunities present themselves.

Curriculum Goals

- 1 Students will have a *better understanding of*, and be able to *make confident and safe use of both our local environment and those further afield (top of the South & Wellington)* and gain some *perspective of life beyond Aotearoa*. (Education Outside the Classroom)
- 2 Students will gain both confidence and competence in both pool and more open water environments. (*LOTTO SwimSafe*)
- 3 That children leaving Havelock School will have been exposed to and become familiar with the *modern technologies associated with information processing*. (Information Communication Technologies)

Strategic Goals

The Board through its professional staff has identified the following objectives for student achievement over the next 3 to 5 years.

- 1 **Increase levels of literacy (reading/writing) and numeracy across the school.** (National Priority 3)
- 2 **Students from Year 7 are better prepared for their future through the provision of career education and guidance.** (National Priority 7)
- 3 **Māori students will achieve improved outcomes through the school working with its Māori community in planning and setting targets.** (National Priority 6)
- 4 **Students will benefit from prioritised teaching and learning programmes based on sufficiently comprehensive assessment evidence in order that progress and achievement are evaluated (National Priority 4) and on the basis of good quality assessment information, identify students and groups of students who are not achieving, are at risk of not achieving, who have special needs (including gifted and talented students) and identify aspects of the curriculum which require particular attention.** (NAG 1 iii)

Responding to New Zealand's Cultural Diversity, Tikanga me Te Reo Māori










In recognising our nation in the 21st century the school, as appropriate to its community, will develop understandings, procedures and practices that reflect New Zealand's cultural diversity.

In determining *the best* applicant when filling professional positions, the school will include in its appointment criteria the ability to korero in te Reo.

In any and all assessment data gathered across the school, due diligence will be observed with a view to identifying tamariki who fall outside their respective peer expectations. This will be reported within the analysis of variance and perhaps form part of the dialogue the school has with whanau individually or collectively.

Further to the above, in recognising the unique position of Māori culture the school will take all reasonable steps to provide instruction in te Reo me Tikanga Māori for students whose parents request it.









Should a whanau request a higher level of tikanga and/or te reo than available at the time of such a request, the staff and family will discuss the following options:

-  further explain existing programmes
-  further extension/enhancement of existing programmes if and as appropriate
-  combine with neighbouring school/s and/or providers for aspects of the day/programme
-  dual enrolment with Correspondence School
-  seek assistance from the local Adviser Māori re support and resources to further enhance inclusion of te Reo me Tikanga within the child's classroom
-  liaise with Pouwhakataki MoE
-  liaise with local iwi, hapu, marae and whanau to seek support/guidance/resources
-  explore other schools who may offer programmes closer to their expectations
-  other negotiated actions






Expectations

The expectations below form the basis for the development of a worthy learning climate and a culture of responsibility towards others and self - *others* coming first and *self* coming second. The school operates like a whanau/family where students, teachers and parents have responsibilities, rights and expectations.

Students have the right to:

-  equal learning opportunity
-  an appropriate and challenging curriculum
-  freedom from physical and verbal harassment
-  a pleasant school atmosphere
-  help in making decisions
-  education without being disturbed
-  guidance and assistance from teachers with their personal, social and academic development
-  appropriate expression of their opinions and ideas

It is expected that **students** will:

-  attend classes regularly and on time
-  bring a note signed by a parent/caregiver explaining any absence
-  be prepared for each class with necessary books and materials
-  develop good work habits
-  complete assigned work and take part co-operatively and conscientiously in class

- 👍 show respect for the rights of others, for property, facilities and equipment
- 👍 use equipment in the manner for which it is intended
- 👍 show consideration and tolerance for all students, staff and visitors to the school
- 👍 seek help when thought necessary
- 👍 be neat and clean in their appearance and wear appropriate clothing
- 👍 show self-discipline both in and out of the classroom
- 👍 strive to achieve excellence by trying their best

Teachers have the right to:

- 👍 expect co-operative behaviour
- 👍 exclude from class any student who is disruptive or unco-operative
- 👍 receive support from their colleagues and principal

It is expected that **teachers** will:

- 👍 be fair, firm and friendly in dealing with students
- 👍 respect the rights of students, parents, staff and trustees
- 👍 reward good citizenship
- 👍 plan and implement an effective instructional programme
- 👍 provide effective assessment, evaluation and reporting
- 👍 have a commitment to their own professional development
- 👍 communicate with parents
- 👍 model expectations of appropriate behaviour
- 👍 encourage students to set and reach suitable personal standards

Parents have the right to:

- 👍 expect a meaningful education programme
- 👍 receive regular communication from the school
- 👍 confer with teachers regarding any concerns for their child
- 👍 expect that classes will be conducted in an orderly manner

It is expected that **parents** will:

- 👍 take an active interest in their child's school endeavours
- 👍 encourage their child to become involved in school and inter-school activities
- 👍 assume responsibility for the supervision of their child's regular attendance and promptness
- 👍 provide appropriate support for work given to do at home or with parents
- 👍 support the school in its mission to help students learn for life

Absences

The Education Act requires that when a child is absent from school, a signed, dated explanatory note stating the cause and date(s) of the absence, should be forwarded to the class teacher. Most do this by way of a phone call on the actual day of the absence. This information is recorded on the electronic attendance register and lets us know not to expect your child.

In the interests of the pupil's progress regular attendance is required and nothing but sickness or other unavoidable cause should be allowed to interfere with a student's presence in school.

In order to assist with the prompt tracking of your child when an unforeseen absence occurs, refer to the front page of the Admin Page on the web site. The note should follow on the first day your child returns to school.

Bicycles

The school actively encourages the children to become safe and defensive road users, be they cyclists or pedestrians. The use of helmets is reinforced and in itself, highlights awareness in the user, of the road as a place of potential disaster. Bikes must be parked in the spaces provided and are not generally to be ridden in the school grounds during school hours.

Bus Transport - School Transport Assistance

A student meeting certain distance and age criteria is entitled to school transport assistance. *Pupils 10 yrs and over who live more than 4.8km from their nearest school and those under 10yrs living more than 3.2km from their nearest school are entitled to some form of transport.* The actual form of transport could be by contracted bus service, taxi (special needs) or conveyance allowance to parents. On enrolment the above can be discussed where appropriate. Travelling by bus is a privilege and where a student's behaviour causes consistent concern, parents will be asked to seek alternative arrangements.

Modules

During some terms the school seeks help from parents and the wider community to run a series of 90 min sessions that offers vertical groups of students the chance to try a new activity. Any help, expertise and interest you may have would be very much appreciated. Communication about these activities is usually done via the newsletter.

Documents Available

Schools store large volumes of information and sometimes as parents we think that access is not easy, perhaps sometimes with-held. Below we have listed documents to which the public has access by right. In all cases they are available through the school office but may not be taken off the premises.

School Charter - Policies/Programmes - National Curriculum Documents - Annual Reports

Minutes from the *Friends of Havelock School (FoHS)*, Board of Trustees & Library Committee

Enrolment Information

Children are entitled to start school the day they have their fifth birthday. Although children may be enrolled prior to this, regulations forbid them attending school before they have reached the age of five. They must generally enter a school by the time they are six or have parents who have met the Ministry's criteria for an exemption.

As a child approaches the age of five, parents are expected to complete formal enrolment documentation. Following this they are encouraged to attend the school three or four times to help the child settle in. This means that the child can come along on their fifth birthday and join in the classroom activities with the other children when they begin at 9:00am. These procedures are outlined more fully in the section *Pre-School Liaison*.

When you enrol your child you will be asked to fill in one or two forms supplying various types of information as follows:

- 1 **Enrolment Form** - for school records - details such as name, parents, home address, legal guardians, emergency contacts, early childhood education, special education needs etc.
- 2 **Health Form** - for Public Health Nurse - to be filled in at the time of the fifth birthday only.
- 3 **Immunisation Certificate** - New Entrants, those starting school for the first time in New Zealand, will need a certificate showing their immunisation status. Please arrange with your GP/Medical Centre and furnish the school with a photocopy.
- 4 **Birth Certificate** - to verify age. Children may not attend school as a student before their fifth birthday. Schools are legally required to record verification that they have sighted the child's birth certificate.

Your child's *CERTIFICATE OF DATE OF BIRTH* is only available now from....

*The Registrar of Births, Deaths & Marriages
Central Registry
P O 3115
Lower Hutt*

Phone 0800 225 252

(They will accept payment (\$21) on your credit card for phone orders.)

Educational Visits & EOTC

The school has a very comprehensive Outdoor Student Management System (OSMS) in order that it can meet the aim of making the outside world part of the classroom. This is a most important part of the educative process. From time to time we need to call on parents for assistance and remains a vital aspect of being able to provide experiences beyond the classroom. Parents are usually informed via newsletter and the relevant forms. Please complete forms accurately, fully and return when requested as this helps the event manager greatly. If costs are substantial a charge is levied per child. Any assistance you can give is always very much appreciated.

Health and Welfare

Major Disaster/Emergency Procedures

Full procedures are contained in relevant school policies. The following points will be of greater assistance if they are acted upon immediately and referred to from time to time.

- 1 In the event of an emergency occurring the staff will initially care for your child/ren if you are unable to reach the school. Should telephone systems be viable a telephone tree/grapevine will be activated and used to pass on general messages. Should telephone systems not be possible then information will be released through civil defence authorities and broadcast through Marlborough and/or Wellington radio stations.
- 2 In a major emergency no child will be released from the school unless a parent (or person designated or authorised by the parent) comes for him/her. A list showing the students that have been released and to, whom will be kept by the staff.
- 3 Should telephone confirmation/contact prove impossible the names of persons authorised to pick up a child in the case of the parents' inability to do so, will be deemed to be those listed as *emergency contacts* on the enrolment form or subsequent advice of same.
- 4 Please ensure you have made your own arrangements for the on-going care of your child/ren, if it is likely that you will be unable to collect them within the first two to three hours following an emergency - ie where and with whom would they go within the immediate Havelock area.
- 5 In order to provide the necessary support to those children and staff remaining after a three hour period, it may be necessary to *close the school* and report with the remaining students to our local Civil Defence Headquarters which is the main teaching block of the school, and place them under their protection.
- 6 If for any reason it is necessary to move to another location, a notice will be left on the front door advising of the new location.

Minor Sickness/Injury

Facilities for temporary rest are available at school. A good stock of first aid material is maintained and usually the teacher on duty will deal with bumps and scratches. At least one member of staff is trained in first aid. In case of sprains, head injuries or anything else that may deteriorate later the parents will be informed by phone, or a note sent explaining the injury and any action taken. If contact is unable to be made we will act on your behalf.

Medicines

Where children are required to have some medication at school on either a long term or short term basis, parents are asked to liaise with the class teacher and ensure that medication is at the school and has not

expired. The school office should be advised of any specific medical conditions and correct treatment/medication.

Dental Treatment

Children, commencing at the age of two and a half years, are currently treated once a year at the school dental clinic, Witherlea school in Blenheim. It is important that parents train their children in regular and thorough dental hygiene. The clinic phone number is 577 5261. Should you require information outside the times when the clinic is staffed, contact can be made via the normal number above as calls are diverted to wherever the dental therapists are working.

Public Health Nurse

The Public Health Nurse visits the school regularly for consultation on the health of individual children. If you have any concerns at any time about the health of your child, especially as it relates to his or her school work, please do not hesitate to contact us, thus enabling us to utilise the Public Health Nurse and/or doctor or any of the other specialist services offered to our school.

Vision & Hearing Testing

Periodically the officers from the Regional Health Authority come to the school to test and diagnose children's vision and hearing. If any problems occur the children's parents are informed and the child referred to the family doctor/specialist. Currently every child is tested twice within the primary years, generally in Yr 1 and Yr 7. Specific tests and/or retests can occur at the request of the parent or teacher.

The Medical Officer, Public Health Nurse and Dental Health Therapists also assist and advise teachers on health problems and health education in school.

Special Education

Much has been restructured under *Spec Ed 2000*. The school has access to Resource Teachers of Learning and Behaviour. These *RTLBs* are specialised members of the education system whose training and experience enables them to play a supporting roll in supporting teachers with issues relating to special needs. They will be consulted by the school. Assistance might also be sought from *Group Special Education (MoE)*. Collectively then, resources are gathered/tailored for students who are having difficulties in learning and/or personal or social maladjustment including those who persistently disrupt their own or others' normal progress at school. The *RTLB* will work with teachers, parents and child/ren concerned to help evaluate, understand and resolve the difficulties. Often an Individual Education or Behaviour Programme is devised to help set and achieve objectives. The parents/caregiver/s of significant users of the school's *Special Education Grant* will be asked to discuss and formally support the school in achieving the aims agreed to on the above IEP or IBP.

Homework

Generally homework is an exercise that reinforces work done during the day. Juniors are expected to share and read their book at home virtually every school day. Through the middle classes children might well be expected to have in addition to regular reading, other unit or theme based work. Tables, basic facts, spelling, maths and current events may also be added as a child develops. Senior students are expected to spend a minimum of 45 minutes on average per school day actively pursuing the more usual tasks and assignments. A policy has been developed for the guidance of senior students and is fully discussed at the beginning of each year. Your support is a very necessary ingredient to help implant the ethos of sound study skills and work habits - skills and attitudes that are very beneficial at any stage of life. Homework could be described as *learning for life*.

Inter-School Sports

Summer sports activities can include cricket, tennis, gymnastics, athletics, softball, swimming, table tennis and volleyball. Winter sports activities include basketball, netball, rugby, soccer and cross-country. All activities are constantly under review with the intention that as wide a range as possible is offered.

Lost Property

A lost property box is kept. Parents are welcome to inspect this from time to time - just call at the office. Staff endeavour to match clothing with students and any articles that remain unclaimed at the end of each term are given to charity. Please help us to help you by ensuring that all clothing is clearly named.

Lunches & Lunchtimes

A lunch break is taken between 12:30pm (12.30) and 1.30pm (13:20).

School lunch hours are carefully supervised. A reasonable but not infallible check is made to ensure that children do eat their lunches. If a child brings a drink to school we ask that it be contained in a plastic bottle as a safety precaution.

Students take home all food wrapping, packaging and containers etc. Leftovers too, apart from very mucky skins and yoghurt containers which are disposed of in the recycling bins, are also taken home. Waste from bought lunches is disposed of as per the recycling regime. The reasons are primarily to lessen the volume of waste the school needs to handle and also to let parents monitor more closely the consumption of the daily fare provided from home. Our bins in the past were too often full of lunches that remained wrapped. The implications for taking all the material home again are negligible if sandwiches and the like are brought. A sturdy lunch box and perhaps small plastic bag may be the answer to help transport home the messier bits. Students take their bags with them when they are seated to have their lunch.

Students are able to order lunches before school on Fridays throughout the school terms. Orders need to be placed in the boxes outside Room 4 prior to 09:15. Menus/pricelists are published from time to time in the newsletter and are also available from the school office.

We would respectfully suggest to parents that fruit wraps, Burger Rings, Chezels, Rashuns and the like do not make good alternatives for a healthy balanced lunch. Likewise energy and soft-drinks are actively discouraged. Some schools have banished these items entirely. We prefer to let good sense prevail. Nutrition education is taught in all classes.

Open-door Policy

We have an unwritten *Open-door Policy* that simply encourages staff to be available to parents in order that communication can be easily established. Likewise our staffroom is very much the place where parents can come and have a cuppa and a chat. For conferences and the like however, an appointment would be appreciated. It must also be remembered that staff have a right to some non-contact time during the day. Appointments also avoid taking valuable teaching/learning time from classes. Mondays and/or Thursdays are set aside for staff meetings although other meetings occur through the week either at the school or further a field. A *Grumbles* policy is available on request.

Pre-School Liaison

Six weeks prior to a child's fifth birthday it is expected that enrolment formalities will have been completed during an interview with the principal. An appointment for an interview can be arranged through the office and will generally occur after 15:15. Following enrolment, about a month before the child's fifth birthday, the reception teacher organises several pre-school familiarisation visits. These could be planned for either the morning and/or the afternoon.

Parents are welcome to be with their child to watch them settle down and should feel free to stay/leave as they like.

With all the formalities out of the way the special first day at school is free to be enjoyed by parents and child.

Items discussed at Enrolment

- 1 Enrolment form.
- 2 Your child's Immunisation Certificate.
- 3 Date of birth verified - Certificate of Date of Birth.
- 4 Pre-school experience(s).
- 5 Whenever a child is identified by the parents as Māori, the Ministry of Education requires that the relevant iwi affiliation be recorded.
- 6 Referrals to Public Health Nurse, Speech Therapist etc. may be made.
- 7 Any further points requiring clarification - ie buses or conveyance allowance; stationery; expectations generally; parental involvement in school activities; reporting etc.

First Day Requirements

A new entrant requires;

- school bag, lunch and named clothing/handkerchief
- plastic bottle if a drink is provided.
- please wait for advice re further stationery requirements

Preparing your Child For School

From the time of your child's birth you have been;

- looking after their basic needs of food, sleep, warmth and shelter
- accepting your child as he/she is, as an important member of your family
- providing plenty of chances to mix with other children and adults
- providing a wide range of experiences and talking about them
- involved with local early childhood providers supporting your child
- reading to the child often
- talking to him/her about every experience
- your child's first and most significant teacher.

Development of positive attitudes towards school is most important. Parents have a tremendous responsibility in the establishment of these because children at this stage do not have the ability to make their own and so mimic those of their parents.

If a parent is positive, the child will be relaxed and happy about attending school; ie explain to children that school is a happy place where there are friends and lots of exciting things to do and try.

Before your child starts school, help him/her to keep safe and become familiar with:

- 1 On the way to and from school - bus stop
 - a) Basic road rules
 - b) Talking to strangers and accepting rides
 - c) What the routines are - expectations re driveway etc
 - d) What to do if you are late picking them up
- 2 Knowing his/her name, address and phone number
- 3 Dressing and undressing although help is given with zips, ties and laces
- 4 Toileting, hand washing/drying and boys may need to be familiarised with urinals
- 5 Bringing and using a handkerchief

Skills such as colours, counting to 10, ability to manage crayons, pencils, scissors, paints etc will usually have been developed naturally through home and pre-school experiences. Specific mathematical and reading skills will develop naturally with exposure to school activities and routines. Children with varied and rich language, number and social experiences start their formal education with a tremendous advantage. Refer also to the *Four Year-Old Birthday Pack* from your EC provider and discuss the *Five Transition Bridges* a year out from enrolment at school.

Mathematics

Mathematics is a social requirement of life, not a regurgitation of number facts. We require mathematics in daily life, from setting the table to catching a plane on time, from building a house to peeling potatoes.

Early mathematics involves the initial development of awareness through comparison, seriation, matching, joining and separating. There are many opportunities for giving children these experiences at home in live situations eg.

- recognition of colours
- counting objects such as knives for the table, potatoes for the pot, toothbrushes etc
- cooking provides an abundance of measuring experiences
- telling the time, digital and analogue
- shopping
- days of the week and calendars etc

Reading

Reading nowadays is not just a daily lesson taken with graded readers. At school, teachers read books to children, children read books to teachers; children read their own stories to one another, they read stories the class has written about their visits. Some sit in the library corner at times during the day with their noses in a fresh lot of library books. The whole class sings songs and say poems together as they read the words. Teachers give particular attention to one child at a time, writing down his/her story or helping him/her to find words he/she needs, and listening closely as the child reads it back. Each day they work with groups discussing their new book.

Teachers also take groups of children who have similar needs or who are at a similar stage in reading, and teach them together. Children learn a lot through discussion in a group and through working individually with a teacher.

At home, when your child brings a reader from school, he/she can usually read it to you by him/himself. Sometimes though, they may need help. If they have difficulty with the occasional word, give them enough time to work out the word. Perhaps you could discuss the picture or suggest that they read on, or back, to see if he/she can find the right words. Otherwise you could tell him/her the word, or you might read the sentence, page or story to him/her. Try not to make the attempt so painful that they will get fed up. If there are many words they don't know, tell them to him/her. If you think the book is too difficult for your child you should talk this over with the teacher.

Sometimes your child may bring home other books from the class library. These are for you to read to your child, as they may be too difficult for him/her to manage alone. Don't expect your child to be able to read all the books that he/she brings home.

Religious Instruction

The school's policy relating to Religious Education makes provision for one period a week although in practice this of course is totally reliant on the availability of volunteers (board approved) from within the community. The programme is that of the Churches' Education Commission called *Religion in Life*. Freedom to participate or withdraw is recognised. Sessions may take place over several weeks each term and then usually from 09:00 (0900) to 09:30 (0930) on Fridays.

Reporting to Parents

Following some discussion over the latter few years, an informal opportunity for teachers and parents to meet has met with good success. This occurs early in the year. Towards the end of Term 1 and opportunity will be given for parents to meet formally with teachers to discuss possible Learning Expectations for the year. Towards the end of the Term 2 *Learning Logs/Portfolios* and conference notes are issued. These help the triangular discussion (prior to the mid-year break) that is both retrospective and also forward-looking. Learning

Expectations are revisited and all three parties look at working toward achieving them. At the end of Term 3 children are given the opportunity to take their parents on a Learning Journey of their achievements and skills or just to show interesting aspects of their school life. A written report is issued at the end of Term 4 in December. The updated *Learning Logs/Portfolios* will also come home and this time and do not need to be returned to school. More informal communication is welcomed at any time with staff generally being available after school. Some modification to the above is likely in the medium term. Details will be notified via the school's newsletter once in place.

Leaving Safely After School

It is expected that virtually all students will use the Main Road driveway at the end of the day. Supervision is provided for bus students, cyclists and walkers. Parents using the car park are expected to supervise the children in their care as they exit. When exiting onto SH6 students must be under the direct supervision of a parent/teacher/adult. No biking is allowed in the grounds during school hours unless within a directed school activity.

SCHOOL HOURS

Morning:	8.55am (0855) to 12:30pm (1230)
	20 minute break from 10:30am (1030) - 10:50am (1050)
Afternoon:	1.25pm (1325) to 3pm (1500)

The school asks that children arrive by about 8.45am (08:45) as daily routines can get off to a good start and no disruption occurs to the best learning part of the day. Classrooms are open from 8.30am (08:30).

The playground is unsupervised before 8.30am (0830) and after 3.30pm (1530).

For their first month or so new entrants may go home at 2.00pm (1400) as they generally find the adjustment to school routines tiring. This is a flexible arrangement designed to meet the needs of individual children.

School Newsletters

School newsletters are distributed every second week to the wider Havelock community. The website allows newsletters to be downloaded as a .pdf file and viewed/printed at will. Advertising and copy should be emailed to admin@havelock.school.nz by the Thursday of each odd school week in the term.

School Photos

A professional company is employed annually to visit the school and take class, family and individual photos. Parents are advised prior to his visit to enable bookings for family photos to be made. There is no obligation to purchase.

Sports Uniform

An excerpt from the current policy relating to the wearing of a sports uniform is as follows...

A blue polo/t-shirt with the school logo and black shorts are required to be worn by all students attending inter-school sports days/functions.

A school polo-fleece sweatshirt is available and is a popular option for students. Shorts are not to show any other colour. Polo shirts are priced at under \$20 and sweatshirts under \$30. Contact the office for further enquiries and/or ordering.

Stationery

At the start of the year all bulk stationery requirements are available through the school office and are administered/issued through class teachers. Actual requirements for particular rooms/years are issued in the form of stationery lists within the first week. Incidental requirements during the year are also available at

school. A paper levy is included as is a materials fee for Year 7 & 8 students attending the Marlborough Technology Centre at Bohally Intermediate.

Sweets, Chewing-Gum, Jewellery, Valuables incl Cell Phones

With respect, these items should not become major issues. As a general rule of thumb we do not encourage any of the above at school. Jewellery, if worn at all, should not in any way become a danger in the natural course of a day's events. Cell phones are discouraged. Should they be at school for a particular reason they are best left with a class teacher and must be switched-off during normal class hours. In particular, whilst in transit to and from school, or on a school excursion, sports or cultural activity, no child would be expected to have, buy or consume either sweets or chewing-gum in any form.

Swimming

Swimming lessons form part of the Health and Physical Well-being curriculum and students are required to take part unless medically excused. Parents are asked to ensure that togs and towels are supplied accordingly, usually every day. The inter-school swimming sports are usually held early in Term 1.

Parents of younger children are encouraged to give their children as many opportunities as possible to develop water confidence in a natural and happy manner. If the children have a positive relaxed attitude to water then it makes the teaching of skills, so much easier. Water confidence is caught - not taught.

Season key fees for the pool are \$40 and are only available by application from the school office. A \$10 refund is given for the return of the key after the season. Clearly defined rules are agreed to by keyholders who must be at least 20 years of age. Casual keys can be negotiated via the pool custodian/operator - view notice at entrance.

SunSmart Policy

School policy strongly encourages all pupils (and staff) to wear clothing that is SunSmart ie brimmed hat and a top that protects shoulders. Students are encouraged to use a SPF 30+ broad-spectrum sunscreen before going outside into the sun. Each class has its own supply. Students are encouraged to use shade as and where possible. The school curriculum also includes SunSmart education. Staff are expected to act as role models and parents too are asked to show by example and expect SunSmart behaviour from their child/ren.

Smoke-Free

All schools in New Zealand are by law Smoke-Free at all times. Please respect this and leave the habit beyond the bounds of the school.

Technology

Year 7 & 8 students attend the Marlborough Technology Centre in Blenheim in blocks each term for practical aspects of the Technology Curriculum. A materials fee is charged at the beginning of each year and payable to our school office (included in stationery list). Parents are asked to ensure that their children prepare in adequate time any requirements necessary. This preparation should be seen as an integral part of homework. Closed-in shoes must be worn.

Use Of The School Phone

The school phone is a business line and as such attracts a business rental and a cost per local call. Children are not generally allowed access to the phone unless some serious emergency arises. Forgotten things may have to remain forgotten. We regard preparation the night before as homework.

The school has a call minder service which will record messages in the event of the office being unattended or overloaded and teachers are in class or at meetings etc. Should you leave a message we will attend to it as soon as possible.