



School Motto - Mauri Tu Mauri Ora

Literal meaning:

Only dead trees lie on the forest floor - Live trees stand tall

Freely Translated: Life is for Living - Get up and Go!

Vision/Mission Statement:

Kia tipu ai te ngakau, te hinengaro me te wairua

Grow the heart, the mind and the spirit

**PARENT
INFORMATION
BOOKLET
2009**



A warm welcome to students, parents and caregivers.

Check out our website on:
www.greenbay.school.nz

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New to School?

ENROLMENTS

When enrolling your child for the first time in a NZ school you will need to show your child's birth certificate and immunisation certificate. (These certificates are not necessary for NZ children transferring from a school within NZ).

Please note that it is school policy that all New Entrants must have 3 visits before starting school. Other than the first week of the school, all students arriving unexpectedly to enrol will start the next day. This is to give the teacher adequate time to organise the best start to your child's school experience.

Please ring the school to make an appointment to meet with either the APs or the Principal and then enrol at the office. Be prepared to give us at least one emergency contact phone number in case of illness or accident.

Families from overseas will require passports showing entry criteria into New Zealand. Most students from overseas need to apply to the immigration dept for a student's study permit. For more information please ring the school.

Brief History

The school opened on Monday 5 September 1960 with a roll of 120 pupils. The building consisted of four classrooms and toilets, office and staffroom at a cost of 18,000 pounds. A further 4,000 pounds was spent on site development, and furnishings added another 690 pounds. At first, the school was a Year 1-6 school but in 1997 an Intermediate Department was added, to give parents a choice and to provide a continuous learning pathway within the local community.

The school has grown in popularity including the Intermediate Department which has since grown from one to several classrooms. Today the school comprises twenty-five classrooms, some of which are used for support programmes.

The school is very well equipped and has a well-stocked library and computerised Information Centre, a resource room, hall, networked computers throughout the school, a science room, a special needs centre and a swimming pool. A multi-purpose Technology Room is currently being planned.

School Charter

AIMS OF THE SCHOOL

The aim of this school is to educate your child to become a life-long learner. Emphasis is placed upon the need for each pupil to be helped to achieve their best within a positive atmosphere of stability, clear routines and a safe environment. Ours is a peaceful school.

These are the aims in our school Charter for the teachers (as learning leaders), and the children...

- to be literate and numerate
- to achieve
- to understand that success requires risk-taking, effort and perseverance
- to have, or provide, an academic, social and holistic education
- to learn Future skills. These will include ICT, critical and creative thinking skills, information and media literacy, and essential skills
- to be partners in the learning process
- to provide a safe emotional learning environment
- to agree that learning will be enjoyable and fun
- to reflect on and seek opportunities to grow, innovate and self-improve

By the time children leave our school they will have acquired the skills and values necessary to enable them to achieve their personal goals in life.

School Vision

“Grow the heart, the mind and the spirit”

Our Vision came out of a community consultation. The word 'Grow' reflects the developing child and conjures up images of the green of Green Bay and tender plants unfurling, hence our emblem, the koru. The 'Heart' represents caring for people, which is why it comes first. This also symbolizes caring for our land, and the importance Values has in raising a child. The 'Mind' represents academic achievement, including the power of thinking and creativity. Growing the 'Spirit' symbolizes all that is the essence of a child - their individuality, their self-belief and self-esteem, their talents and feeling of success, their aspirations and dreams.

The school motto is “Mauri Tu Mauri Ora” whose Literal meaning is 'Only dead trees lie on the forest floor - Live trees stand tall.' Freely Translated, it means 'Life is for Living - Get up and Go!'

School Values

- Respect for Others
- Achieve your Potential
- Aroha, caring, compassion
- Responsibility & Honesty
- Accountability
- Citizenship
- Self Worth, Self Esteem
- Good manners

SPECIAL FEATURES OF THE SCHOOL

Head Start Programme

All our five-year olds enter a Head Start class when they first begin school. Head Start is a specially designed programme to give children the best possible transition from pre-school to school. School can be quite daunting for children moving from a developmental pre-school environment. So, as well as providing a comprehensive literacy and numeracy programme, new entrants at our school are involved in a range of developmental play activities such as playdough, sand and puzzles, which enable children to develop relationships with others, and be involved in vital skills such as problem solving and taking turns.

As all five-year olds are at different developmental stages, the programme caters for their individual needs by varying the amount of time each child spends in this class before moving on to the next stage of their schooling. Ensuring this readiness for a formal programme is one of the features of our school's success.

An integral part of the success of Head Start is the importance of prior visits. Our school policy is that all New Entrants must attend these prior visits. These have been carefully planned to give maximum encouragement to children and give our littlies and their parents an opportunity to get to know the school and the teacher.

Please contact Pauline in the office to make arrangements. More information is also available in the enrolment packs or by making an appointment with the Team Leader of the Juniors.



Intermediate Department

Since 1997 we have been a full primary school catering for Year 7 and 8 students. This was to offer parents a choice of community education.

Intermediate students participate in all school-wide activities and some special activities just for them. All core subjects are taught within the classroom. Research into achievement in NZ schools by the National Education Monitoring Project (NEMP) has shown clearly that students in a full primary learn as well as - in some cases better than - students in Intermediate Schools. Another advantage of full primary schooling has been identified by researchers in that full primary students are not adversely affected by the 'dip in performance' caused by transition from one school to another. Our students are advantaged by our seamless continuance on to Year 8, and the opportunity for our students to become acquainted with a high school regime during their lessons at the adjacent high school.

Our students have the advantage of attending Green Bay High School for their design technology subjects. Students also benefit from our exciting in-school Science Specialist programme. Second languages, currently in German and Te Reo, and Careers Education are provided.

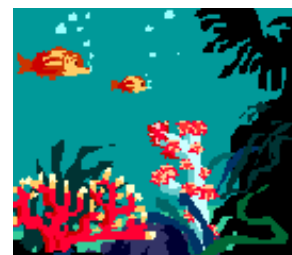
Throughout the year, the Year 7/8 students participate in many interschool events with other local Intermediates, as well as entering Zone Competitions. Our Intermediate students also have a number of wonderful Outdoor Education events, camp, adventurous and creative electives, triathlon, etc.

Our Intermediate students are expected to behave as role models for the younger children. As school leaders, they are given extra responsibilities and privileges. We are proud to have a Head Boy and Head Girl, and Deputy Heads, as well as School Councillors, roles which build leadership. Responsible Intermediate students assist by doing playground duties, wearing fluoro jackets like the Duty Teachers. Our Department, being smaller than Intermediate Schools, offers other unique advantages. Students do not get 'lost in the crowd' and develop positive peer and adult relationships. Bullying and anti-social behaviour is infrequent; individuality is encouraged, all within a positive discipline environment.

Science Specialist

SCIENCE SPECIALIST

Another unique feature of our school is a specialist science programme. Our science teacher, Nick Taylor, is passionate about his subject and delivers an exciting, 'hands-on' programme inside a classroom inhabited by tanks of exotic marine creatures with wiggly appendages and boggle eyes. All students in Years 2-8 have a minimum of one timetabled session of 1 hour each week. This class is worth a visit!



Academic Programmes

Our school prides itself on academic student achievement. We focus on literacy and numeracy, first and foremost. Every year, our staff and Board of Trustees monitor assessment data and use it to plan where emphasis might be needed in the year's strategic plan. Targets to raise student achievement are carefully thought out to give all students the best opportunities for success. The results of these targets are reported to the Board of the Trustees and the community at the end of each year.

Our strategic goals for academic achievement are:

Reading: By the end of Year 2 all students will be reading at Level 18, and all Years 3 to 8 students will be reading at or above their chronological age, with understanding.

Writing: All students, Year 3 to 8 will be writing at or above the national aSTTle/Junior Exemplar Sublevel (national benchmarks) for their age group.

Numeracy: All students, Year 2 to 8 will be working at a numeracy level at or above nationally defined benchmarks.

We also recognise that all children are different and not everyone's strengths naturally lie in literacy and numeracy. We must cater for all talents and needs. Our community consultation process identified that our school community values a holistic education, so we value other education subjects, too. We aim to help every child to achieve to their best potential in a wide range of subjects.

LITERACY

We focus a lot of programme time on reading, writing and spelling. Instructional reading and writing, where the teacher teaches children how to read and write, is still fundamental to a good education. Don't be surprised if at first your child may read and say the words but may not necessarily understand the meaning and a child who can't read the words well out loud may actually still understand the story. The teacher's job is directed at both decoding *and* comprehending.



We also encourage reading for enjoyment. As children become successful readers, the emphasis is on using their reading to learn, so we teach research and critical thinking skills, and use reading to help students learn about other subjects, e.g. science, famous events.

Spelling is an area that often concerns parents. Our school teaches a systematic phonics programme called Chunk, Check, Cheer which looks at words in chunks and patterns. Praising the quality of the message before making suggestions about spelling will help your child have a positive attitude to a subject which boys, in particular, find hard.

Parents can be anxious about the quality of their children's writing. Parents may sometimes judge this on the quality of the *handwriting* and *spelling*, technical surface features, rather than on the deeper feature, the message. We do keep working on improving handwriting and spelling, but

it is also important to teach students that writing is about communicating a message to an audience, which means teaching various structures of writing (genres). Our participation in a Ministry writing contract has seen our student achievement in writing dramatically rise to that of the national expectation.

MATHS

Our school teaches using the Ministry-developed Numeracy Project. This involves teaching a developmental range of mental strategies. Students work out answers using a wide range of mental strategies, rather than a 'one correct answer' approach. Children are grouped according to their strategy level in Number (Addition and Subtraction, Multiplication and Division, and Proportions and Ratios) and must meet the learning outcomes for that level before being promoted to the next level. Teachers can give you information about which level your child is on and where this sits in relation to the national expectations for their age-group.

A lot of time is spent teaching Addition and Subtraction, particularly in the Yrs 1-4, because without success in this area, success in the others is hampered. Yes, times tables are still taught!


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Another noticeable difference in the way Maths is now taught compared to previous generations of students is that 'hands-on' activities using concrete equipment and even games are considered to be best practice. So don't fret if you ask your child what did you learn in Maths today and they say 'we just played games!' Ask them to explain the game - you could most likely play it with them at home! They might even beat you!

LEARNING PATHWAYS - INQUIRY LEARNING

The aim of our Learning Pathways programme is to produce an independent GBS learner who is equipped with essential skills and competencies to enable them to cope with a future that hasn't even been invented yet. The only thing we can guarantee about the future is that change is inevitable. Knowledge is trebling - the latest theory is every 6 months - how else can we prepare our children to flourish in the future unless we develop flexible thinkers who know how to go about new learning and how to apply their learning to new or practical situations.

Learning Pathways is about the way we plan a whole-school approach to Unit Studies (Health, Science, Technology, The Arts, Social Studies). Maths and Literacy are planned for separately (although a teacher may choose to integrate them if appropriate). In the Junior School, Literacy and Maths will still continue to dominate the learning programme. LP focuses on two major curriculum areas - or one major and a minor - a term, with the emphasis on in-depth teaching and learning of skills, competencies and values which teachers identify as fundamental knowledge for citizens of the future.

An important aspect of Learning Pathways is the idea of 'authenticity.' The topic must be relevant to children's lives and is couched in terms of a 'Big Question' so that children are made aware that learning is about seeking answers to powerful questions, a learning theory based on the work of Yoram Harpez.

Learning Pathways involves teaching children the steps of how to go about learning new information (Inquiry Learning) and how to make use of that information. Teaching Thinking Skills and the use of Digital Technologies, including searching and evaluating information on the

Internet, are key components, all designed to prepare children to access information that hasn't even been discovered yet. Exciting times!

ICT

Yes, we love using computers for learning at Green Bay. We have a computer room into which all students are timetabled at least once a week. Students learn how to use a computer as a tool to help their other learning. So they learn to use word processing and spellchecking to help them write better, and they learn to use various software to help with other subjects like Maths. However, they also learn to use a computer to access information and how to process and evaluate that information, as well as how to present that information using technology. Children are also taught to use other digital technology such as cameras and video cameras. Every classroom has at least one computer as well. Computers are networked so that all classes have access to the school software, email and the internet. Students may only use the latter if supervised. A Computer Usage Agreement must be signed by students and parents before students are permitted access to any networked computer.

LIBRARY

We are very fortunate to have a full-time librarian to assist students and teachers. All students are able to borrow books from the school library. All classes have a timetabled library session each week and the library is open during the lunch hour. We ask all students to care for books that are taken home. Students will be required to pay the replacement cost of any books that are lost or damaged. The library is also open on selected afternoons for children who have parental permission, to do homework, reading or study.



SPECIAL NEEDS PROGRAMMES

For children who need help because of a physical, emotional, behavioural or learning difficulty, there is a range of ways we can assist. We have two Special Needs Coordinators who coordinate these programmes in the school, Linda Allen and Gill Abernethy. They also liaise with outside agencies, including our Resource Teacher of Learning & Behaviour (RTL) and the Public Health Nurse.

Special programmes and services available in the school include: two part-time Reading Recovery teachers, Teacher Aides, small group withdrawal, in-class ability-grouping, across-syndicate ability grouping, Rainbow Reading, ESOL (teaching English to children who speak other languages) and Ihlrens Screening.

If you have concerns about your child's special needs, please discuss this with your classroom teacher in the first instance.

GIFTED AND TALENTED EDUCATION (G.A.T.E.)

At GBS our definition of a gifted and talented child is *"one who performs or who has the ability to perform at a level significantly beyond his or her chronologically aged peers and whose unique abilities and characteristics require special provisions and social and emotional support from the family, community and educational context."* (Harrison, 1995)

For children who are gifted or talented, there is a range of ways we can enrich or accelerate them. G.A.T.E. Coordinators, Linda Allen and Phil Spriggs, oversee these programmes and liaise with helpful outside services.

G.A.T.E. programmes and services available in the school include: differentiated classroom planning, teacher aides, small group withdrawal, in-class ability-grouping, across-syndicate ability grouping, a science specialist, various leadership, cultural, art, and sporting opportunities, and other activities and programmes running from time to time dependent on needs of children and teacher availability.

If you wish to discuss your child's special talents, please address these in the first instance to your classroom teacher.

If any parent (or community member) has an area of talent or specialist ability and could offer some time to coach or mentor individual students, or work with small groups, we would like to know. Areas you might be able to offer could be as varied as foreign languages, design, landscaping, electronics, robotics, astronomy, photography, and many more. Times could range from day workshops to one afternoon a week with a time-limit. Contact Linda or Phil or the office, if this is something you can offer.

OUTDOOR EDUCATION

Our school runs a dynamic Outdoor Education programme. Annual events include the Yr 7/8 camp and their programme of electives, including exciting activities such as abseiling, high ropes, rock climbing, skiing, etc. The Yr 5/6 team runs an adventure camp and Waterwise, a sailing programme. The Middle Syndicate holds a 2-day - one night Yr 3/4 camp at Motu Moana, while the Juniors do a variety of outdoor activities at school or at local parks.

To assist parents with hardship in paying for our camps, we offer our automatic payment system. Please set this up well before the event.

We do try our best to ensure that every child can go on these outdoor programmes, and we urge families with hardship to contact us early.



PHYSICAL EDUCATION / SPORTS

A brief fitness session of about 15 minutes takes place daily (weather and programme permitting) or a programme of high-quality physical activity is provided. Syndicates organize a variety of sporting skill sessions and games on a regular basis. Children are expected to wear suitable clothing for fitness and sports, Year 7/8 students have a compulsory uniform. All children will participate unless a note is provided by parents stating a medical reason for non-participation.

The school has a pool which is open during the warmer months. Swimming is part of the Health and Physical Education curriculum, also water survival skills are vital in our island nation, therefore, all students are expected to participate. See p.22 for further details.

At various times and levels throughout the school a variety of sporting codes are offered to the students. These may include Cross Country, Cricket, Netball, Hockey, Soccer, Rugby, Touch, Flippa Ball, T-Ball, Volleyball, etc. If you, or any other community member, have an interest or expertise in a particular sport, we welcome assistance with coaching or managing teams. This enables us to extend the number and type of sporting codes on offer. Please contact Maria Leaity and Anja Hennig, our Sports Coordinators.



REPORTS AND INTERVIEWS

In Term 1, there is an opportunity for parents to meet the teacher and review a child's achievement in relation to the end of year school benchmark. Goals are set with the interaction of pupil, teacher and parents. In addition, a portfolio of assessment records/samples is kept of the year's work. Each year parents/caregivers are given the opportunity to view this portfolio and to discuss their child's progress/achievements at formal interviews held in Term 3. Written reports are issued at the end of the year. At any time during the year an appointment can be made with the student's classroom teacher to discuss concerns/progress. Teachers will contact you during the year if they have issues they wish to discuss. Our school philosophy is based on the importance of strong school-home partnerships.

TIKANGA MAORI AND TE REO

Tikanga Maori is part of the learning programme within classes. The BOT has a commitment to acquire staff with skills in delivering Te Reo to our Maori students. Our Multicultural and Kapahaka Groups are open to any keen students. We welcome whanau support with all of these initiatives.

Discipline

SCHOOL DISCIPLINE

The school has a strong discipline system.

SCHOOL RULES

- Rule One:** Treat myself and others with respect. I will not harm myself or others.
- Rule Two:** Think before I speak. Is it kind, is it true, is it fair? If not, don't say it.
- Rule Three:** Treat my property and the property of others with respect
- Rule Four:** Respect adults. Follow all instructions given by staff and parent helpers at school and on trips.

CONSEQUENCES FOR MISBEHAVIOUR

1. *In-Class Misbehaviour*

- *A Yellow Card - First Warning.*
Child sent to a thinking space/ thinking chair and fills out a Thinking Sheet. Time spent must be made up in own time in Time-Out Room.
- *A Red Card - Final Warning*
If child re-offends, child is removed to another classroom within the syndicate

2. *Buddy Class - Second Chance*

- *The Yellow and Red Card system as above operates in the Buddy Class. If the child re-offends they are sent to Senior Management along with the Thinking Sheets. The offense is recorded.*

3. *Senior Management Supervision*

- *The child is removed from all classes for the day. Senior Management will confer with teacher and decide on consequences. Discussion about school expectations and written apologies to the parties involved will ensue. Child will come up with a plan. Parents will be notified and asked to support a restitution plan.*

4. *Playground Misbehavior*

- *Yellow and Red Card system as above*
- *Yellow Card - child is taken to Time Out Room. Child fills out a Thinking Sheet and discusses it with Time-Out Teacher. Child may be sent back into playground.*
- *Red Card - if they re-offend, the Time-Out Teacher takes the child to Senior Management, as above. Parents will be notified and asked to support a restitution plan. The offense is recorded.*

5. *Fast Track for Serious Offenses*

- *A student can be fast tracked if their behaviour is 'extreme.'*
- *Serious issues of non-compliance will be dealt with by the school phoning a parent immediately to come to school to deal with the situation. If parents are unable to come to school, they are expected to support us by sending another family member or representative.*
- *After discussion with the Syndicate Leader and an Associate Principal a student may be referred to Principal for Stand down or Suspension.*
- *Gross misconduct or continued disobedience, which is a harmful or a dangerous example to other students, may lead to a Stand-down or a Board meeting and suspension as stated in the Education Act 1989.*

Acceptance of these rules and consequences is a condition of enrolment.

Bullying

We have a 'Zero Tolerance to Bullying' policy. Bullying is inappropriate behaviour of a repetitive nature that causes harm and/or humiliation. We can only deal with bullying if we know it is happening. It is vitally important that the victim tells someone as soon as an incident happens so it can be dealt with immediately. Parents who have a concern about bullying are asked to report it immediately to your child's teacher; the teacher will investigate and report back to you. If bullying is occurring, the bully will be dealt with as a serious offense according to school discipline procedures. Counseling will be provided. Victims of bullying are likely to need support in developing strategies for dealing with bullying.

Text Harassment and Cellphones

Reports in the media advise that use of cellphones to harass is increasing. Any text harassment occurring on-site during school hours will be considered bullying and will be dealt with as a serious matter through our discipline procedures. Cellphones are only allowed at school if they are handed in to the office; they are not allowed to be used by students while at school. If found they will be confiscated and only returned to a parent. Any concerns about usage of cellphones or text-bullying out of school hours we recommend parents take to the authorities or their cellphone provider. It is advised for parents to monitor children's cellphone usage to ensure safety for all.

Vandalism or theft

Offenders must pay for damage that is intentional or caused through inappropriate behaviour. This includes breakage of glass windows. As required by the Ministry, all windows are now fitted with safety glass, which is more expensive than ordinary glass. You will be advised of any incident by your child's teacher. An invoice will follow.

General

Students are **not allowed to bring chewing gum/bubble gum or fizzy drinks to school**. These items will be confiscated if found.

There are certain parts of the school where children are not allowed including being inside a classroom unsupervised at break and lunchtimes. These areas will be pointed out to children on a regular basis.

Students riding bikes to school **MUST wear a safety helmet**. They must walk their bikes on the pavement along the length of the school frontage.

Acceptance of these rules is also a condition of enrolment.

Our Philosophy about Behaviour:

We discipline not punish children. We are here to educate. Everyone makes mistakes. Everyone is expected to learn from their mistakes and work together to find ways of solving the problem and ensuring it doesn't happen again.

The way we achieve a peaceful school is, first and foremost, to have a good relationship with the student, to be fair and listen to all sides of a problem.

- We talk to students who've made a mistake, expect them to own the problem, fix it and learn from it. OWN IT - FIX IT - LEARN FROM IT
- We sometimes use 'tough love,' reciprocal justice, or mediation, and sometimes we just simply lay down the law.
- We teach children about taking ownership, acceptance and responsibility for their actions, rather than blaming, excusing and denying problems.

Any approach to discipline is particularly powerful where we have a good relationship with families. Parents coming to school immediately when there is a problem and working with us to support their child and the school through a problem-solving process, sends a powerful message to children that they are expected to change their behaviour.

We are endeavouring to be a peaceful school. Most of our students know the right way to behave. We focus on the positives with praise, positive statements such as "I like the way...", extrinsic rewards such as stickers, certificates at syndicate and whole-school assemblies, and whole class rewards. We reinforce desired behaviours through our school Values programme. Our aim is to make good behaviour an intrinsic part of a child's values.



School Organisation

SCHOOL HOURS

7.00am	Before School Care open
8.30am	School grounds are open for students.
8.25am	Road patrol begins under teacher supervision.
8.45am	Morning Road patrol finishes.
8.50am	School commences
10.50-11.15am	Morning break
1.15pm-1.55pm	Lunch (children sit supervised for 10 minutes while eating)
1.55pm	Rubbish, drink, toilet
2.00pm	Afternoon school commences
2.55pm	School closes. Road patrol under teacher supervision.
3.10pm	Afternoon Road Patrol finishes



Safety Before School:

The school does not accept responsibility for students arriving at school before 8.30am. Children's attendance before this is at parent's own risk. Students coming early must *stay* in the Quiet Area outside the Principal's office, behind R11 and must not play on the playground equipment. A Before School Service is being operated in the hall (contact Julie Adams on 817 5413 or 027 223 8386). Please support this in the interests of children's safety.

Safety After School:

All students must go home straight after school. Enquiries about After School Service can be directed to the contact above. All students must be picked up by 3.15pm. **All students who are waiting for parents or siblings to pick them up must wait in front of the office.** Students must **NOT** play on the playground after school where they are unsupervised.

When picking up/dropping off students, all drivers must park on the roadside. **For safety reasons, the school car parks are for staff parking only.**

STAFF

We have a very dedicated, skilled staff, characterised by diversity. This makes for an interesting mix of backgrounds, skills and talents, all to benefit our children.

Leadership Team

Jude Black	Principal	Office
Linda Allen	Associate Principal	Office
	Associate Principal	Office
Natalie Williamson	Kauri Syndicate Leader	Room 13
Diane Wiechern	Rimu Syndicate Leader	Room 1
Vivienne Berger	Kowhai Syndicate Leader	Room 8
Kathy Chandler	Totara Syndicate Leader	Room 22
Kyra Rusten	Pohutukawa Syndicate Leader	Room 18

Administration Staff

Mary Thornber	Admin Manager	Office
Pauline Paterson	School Secretary	Office
Jo Draisey	Resources, Office Assistant	InfoCentre/ Office

Teaching Staff:

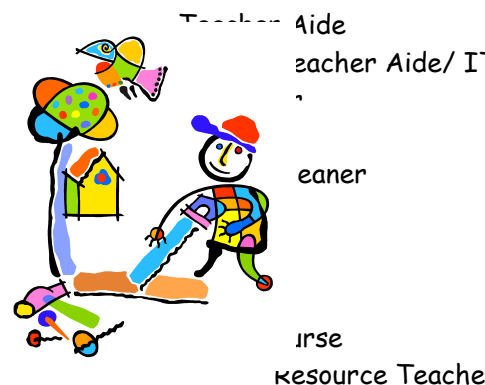
Rimu (Yr 5/6) <i>Green</i>	Diane Wiechern Anja Hennig Maria Leaity Stephanie Pye	Room 1 Room 2 Room 3 Room 4
Kowhai (Yr 3/4) <i>Yellow</i>	Gill Abernethy (Special Needs Coordinator) Hayley Woolrich Daphne van Deventer Vivienne Berger	Room 5 Room 6 Room 7 Room 8
Kauri (Yr 7/8) <i>Sky Blue</i>	(Whaea) Jo Byrne Natalie Williamson Frederick van Niekerk	Room 12 Room 13 Room 14
Pohutukawa (Yr 0/1) <i>Red</i>	Adrienne Ackerman Kyra Rusten (Head Start) Jill Harper Belinda Ryder	Room 17 Room 18 Room 19 Room 20
Totara (Yr 1/2) <i>Purple</i>	Diana Comp Kathy Chandler Maxine McClenaghan	Room 21 Room 22 Room 23
Support Teachers:		
Nick Taylor	Science Specialist/ Room 5 Support	Room 16
Diana Ekren	Reading Recovery	Room 23 Office
Erica Koves	Reading Recovery/ESOL	Room 17 Office
Cara Gilkison	Specialist Teacher	Room 9

Support Staff

Sharon Giacon	Librarian
Cherie Mason	Teacher Aide
Jo Draisey	Teacher Aide/ Office Assistant
Teuila Lasika-Chitty	
Jackie Heaven	
Murray Emerson	
Ellen MacPherson	
Meena Dahya	
Ann & John McNaughton	

Support Services

Sharon Haldane	Dental Nurse
Deirdre Noel	RTL
Ruth Noel	Visiting Health Nurse



We are lucky to have such wonderful people working in our school!

RESPECT FOR STAFF

The reason that we permit students to address staff by their first names is historical as a result of staff professional development to study ways of removing barriers to learning. Other strategies to enhance student learning involved removing some of our recess bells so teachers could retain control over the end of the lesson and the timing of recess. The effectiveness of these strategies was backed by academic research. Our staff are highly qualified professionals, many of whom have worked elsewhere, yet this form of address is one of choice by all staff. From long experience with it, we believe the more personal form of address does not diminish the level of respect in the adult-child relationship; in fact, our experience has shown that relationships are enhanced by this.

SYNDICATES

The school is divided into 5 syndicates:

Year 0/1	Year 1/2	Year 3/4	Year 5/6	Year 7/8
Pohutukawa	Totara	Kowhai	Rimu	Kauri

Parents may be concerned if their child is in a composite class as opposed to a single-age class. However, research has shown that composite classes have the same learning as single-age classes. New Zealand teachers the world over are famous for their prowess in teaching to ability groups. It is 'stages not ages' that are the most important feature of academic success. We have more information available if requested.

CLASS PLACEMENTS

Placement of children in respective classes is the prerogative of the Principal, based on the professional judgement of the teachers and made only after careful consideration of many, complex factors. We try to ensure a child has at least one close friend in the class. Part of a child's learning is to adapt to change and broaden their social base. We ask you to support your child and the school by giving change time to work, and by good communication with the teacher to ensure a smooth settling in to a new class.

CLASSROOM RELEASE TIME

Your child's classroom teacher will be released from class for one hour per week. This is an obligation the school has under the teachers' collective employment contract. In addition, some teachers who have important roles and responsibilities in the school may be released to carry out these duties. The teacher who takes over the class during these times will become well-known to the children. In bringing their own set of talents and expertise, they will enhance our children's learning, and also help children learn to be adaptable, an important life skill.

Community Involvement & Services

AFTER and BEFORE SCHOOL CARE

An independent after-school care programme operates from our school hall. Hours are 3.00 - 5.30pm. A Before School service is being trialled in 2006. An information sheet is available from the office or phone Julie Adams on 817 5413 or 027 223 8386.

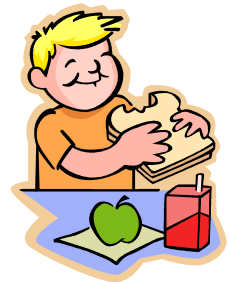
BOARD OF TRUSTEES

As with other New Zealand schools our Board of Trustees comprises elected representatives from the community and staff along with the Principal. The Board of Trustees is responsible for the Governance and Policies of the school. In particular the Board of Trustees is responsible for the charter and strategic plan for the school. It is also particularly interested in reviewing the academic achievement data to measure the performance of the school. Parents are welcome to attend any meetings and are encouraged to stand at the Board elections held every 3 years. The Board of Trustees reports to parents on a regular basis and welcomes parental interest.

The current trustees are: Ross Porter (Chairman), Jude Black (Principal), Treasa Dunworth, Eddie Mei, Janet Gibb, Meeta Streefkerk, Richard Westerman, Bruce Crossan and Phil Spriggs (Staff Trustee).

LUNCH ROOM

An independent caterer operates a lunch service. Students are able to order their lunch from the hall kitchen on Wednesday, Thursday and Friday between 8.30 and 8.50am. To speed the process, please write your child's name, room number and order on the front of an envelope with the correct money inside. Lunches are delivered to class at lunch time by monitors. A current menu can be obtained from the school office. Our menu is modeled on recommendations by the Heart Foundation and the Ministry of Education's new Healthy Food Guidelines.



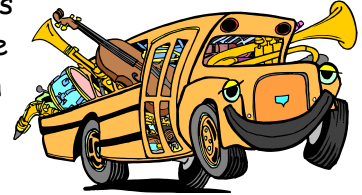
On Tuesdays, students can purchase a sausage wrapped in a piece of bread for \$1.00 to help with fundraising. We rely on **parent volunteers** to cook every week so if you would like to help please contact Pauline in the office.

NEWSLETTERS

The school newsletter comes out every second Thursday. Please ensure your child is bringing it home. It contains important information about school events.

SCHOOL TRIPS AND VISITORS

Throughout the year, classes organise a variety of educational visits and visitors which enhance the teaching-learning programme. We encourage all pupils to be involved. Trips, often termed "Education Outside the Classroom (EOTC)", are to enrich the curriculum and provide further opportunities for learning, personal growth and social development. Consideration will always be given to the number of events in a term/year and costs involved. We also have trips away to sports tournaments and Waterwise programmes.



An EOTC programme is not possible without parental support, both financially and in terms of parents giving up time to accompany or transport children. Parental time becomes increasingly difficult as children get older. We put out a yearly calendar of events to give parents as much warning as is practicable. We promise you will find it a rewarding experience.

STATIONERY

At the beginning of the school year, or when a new entrant is enrolled, they are given their relevant stationery list. Parents are then asked for a sum of money to cover the bulk stationery requirements to start the year. Stationery can be added to an Automatic Payment. Providing stationery is a service to the community and a way of overseeing quality and consistency. During the year further stationery requirements may be purchased by children from the resource room (at the front of the library) between 8.30am—8.50am.

VOLUNTEER SUPPORT SOUGHT

The school welcomes the support and involvement of interested parents, caregivers and residents. We have parents helping with:-

- In class programmes reading/writing/mathematics, in particular
- Library work - book sorting and repair.
- Sausage sizzles (Tuesdays)
- Making resources
- Gardening
- Fundraising Team
- Sports coaching or managing a team
- Helping with Technology (e.g. carpentry, cooking etc)



If you can contribute in any way, please let us know.

General Information

ATTENDANCE AND PUNCTUALITY

If a student is going to be **absent** from the school, the school must be notified. Failing that, the school office should be rung between 7.00am and 8.50am. Please ensure you leave your child's name and class and the expected length of their absence. This would assist us greatly to ensure the safety of our students. If the school is not notified, we will make contact with the parent/guardian on the day of absence; however, this measure does tie up office staff from other duties so early communication from parents will be much appreciated.



If a student is absent on a regular basis without a justified reason, the school is required to notify the Waitakere District Truancy Office. If there is still a problem we must notify the Ministry of Education who may wish the school to prosecute the parents. The Waitakere Area has a commitment to ensuring zero truancy in West Auckland schools.

If a student is going to be **late** the school must also be notified, for safety reasons. Once the student arrives at school they must go to the office and sign the Lateness Book. Parents are reminded that lessons start promptly - even missing 15 minutes may hinder your child's learning.

BICYCLES & SKATEBOARDS

The Traffic Department does not recommend that children under 9 years ride on the roads. Therefore only Year 5, 6, 7 and 8 children may ride bicycles, skateboards or scooters to school. The Board of Trustees policy is that children who ride their bike to school must wear a safety helmet. **Bicycles may not be ridden on school grounds before school or between 2:55 and 3:15. Skateboards may not be ridden on school grounds (other than on our official charity fund-raising 'Wheels Day').**



CELLPHONES

These are a hassle for us. They are only permitted if they are handed in to the office, all care and no responsibility! If a student does not hand their cellphone in it will be confiscated and only be handed back to a parent. This policy may change if it becomes problematic.

CHANGE OF ADDRESS OR HOME CIRCUMSTANCES

To be able to best care for your child please inform the classroom teacher/school office of any changes which could affect your child's performance at school e.g. poor health, parents separate, death of a relative etc. **It is important for you to update the school office with change of address, or home and work phone numbers in case we need to get hold of you in the event of an emergency.**

CIVIL DEFENCE PROCEDURE

In the case of a civil defence emergency, we will KEEP ALL CHILDREN AT SCHOOL.

The principal becomes the official welfare officer. In the event that the school is required to evacuate on advice from Police or Civil Defence a sign will be left on the front door of the office advising where children can be collected from. **CHILDREN WILL BE RELEASED FROM SCHOOL, OR AN ALTERNATIVE VENUE, ONLY IF COLLECTED BY THEIR PARENT/GUARDIAN.**

COMPLAINTS PROCEDURE

In accordance with school policy, any complaint or concern that a student, parent or caregiver has should be directed in the first instance to the student's classroom teacher or the appropriate person concerned. Failing resolution, the complaint or concern should be directed to the Syndicate Leader or an Associate Principal. Unresolved problems can finally be referred to the Principal. The Principal will consult with all parties concerned. Any complaints directed to the Board of Trustees will be dealt with according to Board procedures.

We urge all parents/caregivers to develop a strong, positive relationship with their child's classroom teacher. Problems or concerns are much more effectively sorted out by having a good partnership between home and school.

CUSTODY AND ACCESS

Unless we have been notified by a Court Order, both parents have right of access to school. In order to protect children from the consequences of custody disputes, the school must be provided with copies of legal documentation. Such information given to the school is kept in strictest confidence.

All adults wishing to contact a child during school hours must first make their request to the office. This is for your child's and other children's protection.

DENTAL CLINIC

The school hosts a Dental Clinic under the auspices of the Ministry of Health. All students (with parental consent) can receive treatment from our Dental Therapist. She also treats pre-school children from the age of two and a half years. If you have any pre-schoolers in this category, our Therapist would be pleased to enrol them. Please phone for an appointment on 817-0202



DRESS CODE

The school does not have a compulsory uniform, other than the Intermediate P.E. uniform, which is compulsory. However, we do have a standard of dress. Students are not permitted to wear clothing that contains offensive slogans or graphics, no see-through, low-cut or string tops and no midriffs showing. All clothing and footwear must be appropriate for the season and the classroom programme, eg daily fitness, gluing, crafts, sports etc.

FIRE & EARTHQUAKE DRILLS

These are held once a term under the auspices of the Titirangi Fire Station. The assembly point is on the field behind the Information Centre. If you are visiting the school at the time you must have signed in at the office and will need to report to Pauline, the school secretary, to be accounted for. In the event of an Earthquake Drill, please follow the instructions of the nearest staff member.

HEALTH CHECKS

At various stages through a pupil's life at school, where parents give consent, checks are made on eyesight, hearing and general health. When new entrants are enrolled, we would ask parents to bring with them their child's health card, entitled "To the Public Health Nurse at Primary School" (H619), which can be found in their Plunket book. The Health Nurse will use this card as part of her records.

Our Health Nurse checks all new entrant children at the first opportunity. If you have any doubts about your child's health, see your teacher and this will be noted and the Health Nurse contacted. Poor health can affect a child's progress at school.

HOMEWORK

All classes have homework. Homework is based around the learning programmes in class. As homework is designed to be appropriate for the age level, each syndicate has different age-appropriate homework expectations and you will be informed of these, e.g. Juniors' homework is regular reading. We encourage your support of homework, but homework is your child's responsibility. Homework should not be stressful for your family. If this is occurring, please seek advice from your teacher.

HYGIENE AND HAND TOWELS

We have received advice from the Ministry of Health reminding us about the importance of simple hygiene in avoiding 'bugs.' In particular, vigorous washing of hands (recommended duration: for the length of time it takes to hum 'Happy Birthday') and the importance of drying hands afterwards, has been stressed. Teachers reinforce hygiene measures but families providing a hand towel in school bags will assist this safety measure.



ILLNESS/INJURY

In the case of illness/injury/accident that cannot be catered for in the school sickbay, or if students are distressed, we will contact you or your nominated emergency person. Teachers cannot leave their classes during school hours so we expect parents to transport children to the doctor or hospital. If we are unable to make contact with anyone we would naturally ensure the student received medical attention. If we suspect broken bones or more serious injuries we will seek **immediate** medical attention.

Parents can assist by keeping contact details up-to-date and by having a pre-thought-out plan if the school rings, so that your family can immediately assist us.

INTERNET USE

All students have supervised access to the Internet through classroom computers and a pod of computers in our Library / Information Centre. Upon enrolment you will be asked to sign our Computer and Internet Usage Agreement. Students who have not had this form signed will be prohibited from accessing a networked computer. Our Internet Usage Policy is displayed on our school website and our agreed rules for use are discussed with students each year. A "Wise Use" notice is also on display beside each computer. Every year, we teach students about 'cybersafety' and sensible internet usage appropriate to their age.

LEGAL MATTERS

If there are any legal matters such as court orders restricting access to your child please provide a copy to the school. The information is stored in a confidential place. If you do not provide this then the school must allow access to both parents equally.

LOST PROPERTY

This is collected and placed in one of our storage sheds. Parents enquiring after items should first contact the Caretaker or the office staff. Please name all clothing and footwear to assist us in finding the owner. At the end of each term, lost property is displayed. Parents are invited to view lost property. Unclaimed lost property is deposited in local clothing bins.

MEDICATION

The school must be informed if a student has any medical condition eg allergies, asthma, or requires medication during the school day. All medication must be kept in the school sick bay. We will require authorisation in writing to dispense medication, please ask Pauline in the office.

PARKING

The Police patrol school areas regularly. It is illegal to double park in the parking bays as this obscures the vision of road patrols and creates a safety hazard. We suggest parking further down the road and getting out and meeting your child.



Parents must not park in the school car park as this is unsafe for students.

PEDESTRIANS

Road patrols operate the crossing outside school between 8.25am and 8.45am and 2.55pm and 3.10pm. During this time, a teacher supervises the crossing. We expect children to use the supervised crossing. Please parents, do **NOT** cross at the council bay opposite our school hall. **Parents/Caregivers are expected to support safety by modeling the safe use of the pedestrian crossing.**

Entry to school is up the path by the main car park or up the path by the school hall. It is Board policy that pedestrians are **NOT** allowed to walk through either car park - **even if you are with your child, your child may come to think it is safe to walk that way alone.** Our back driveway, in particular, is too steep for safe spotting of little people walking alone.

PRIVACY

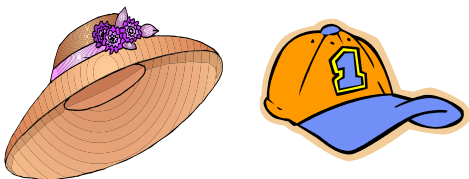
Upon enrolment, parents/caregivers are asked to complete a Privacy form acknowledging the use of student information for school use, whether students in school photos may be used for publicity, and ensuring parents / caregivers are aware of the procedure for photos/work published in the newsletter or on the web site.

RUBBISH

To promote a healthy, clean environment children have to take all rubbish from their morning teas and lunches, home with them. Food scraps are collected daily to feed our worm farm



SUN SAFETY (Terms 1 & 4)



Students must wear a sun hat and sun block during the summer months. Sunhats can be purchased at the school office for a reasonable cost. If a child forgets their hat they will be asked to have time out in a shady spot.

SWIMMING

Our school has a pool. Swimming is a compulsory part of our Physical Education curriculum. Please ensure that in the summer months your child brings togs and towel in a plastic bag. Children are not allowed to swim if they have sticking plasters, injuries or a serious health issue, or if wearing the same clothes they wear to school. Students may be excused with a note but, parents, please be aware of the need in our island nation, for all children to learn water confidence and survival skills. We look to you for support in ensuring all healthy children take part.



VALUABLES / MONEY

Students should not bring money to school unless specifically required for lunch orders, trips, and stationery. Please put money in a sealed envelope with your child's name and room number on. Students should not bring toys, radios, walkmans, cellphones and electronic items to school. The school accepts no responsibility for such possessions.

VISITORS

All visitors to the school (including parents visiting their children) must go through the office first and sign in the visitor's book. This is a safety requirement. In case of fire or other disaster, it is necessary for the school to be able to account for all personnel on site. It helps everyone to know who is who in the school.

Finance

AUTOMATIC PAYMENTS

We have an automatic payment scheme available for hardship situations. This must be set up at the beginning of the year. APs can be set up for school donations and levies. For further information or to set up an AP see Mary in the office.

SCHOOL 'FEES' (DONATION)

The school operates a voluntary family levy scheme (donation). Each year parents are asked to contribute an amount per family, which is shown on each child's stationery list at the beginning of the year. You may pay this by Automatic Payment or term instalments, ask at the office.

This scheme is essential. It helps to provide the school with additional educational equipment that we cannot afford through the Government operational funding



You are invited to participate in this important effort. Further information on how the money is spent will come to you through newsletters. Some common uses of the levy are: sports gear, library books, class reading material, music equipment.

This year's levy: one child \$100.00, family (more than one child) \$150.00



FUNDRAISING

There is always a shortfall between Government funding and our school community expectations. To provide for more opportunities and resources to support learning and development, a Fundraising Team (a BOT sub-committee) organises regular activities for which we ask your support. The team meets regularly usually in the evenings on a Monday. The team is always open to suggestions and new ideas. Do come along. It's a great way of meeting people, especially if you are new to Green Bay or to the school. Ask at the office for the date of the next meeting.

Help Us

LEAVING SCHOOL

If your child is leaving Green Bay School please notify the class teacher or office staff in advance. Your child needs to have a leaving form completed. It is important to remember to return all readers and library books. Please settle any outstanding monies before you move.

MAP OF GREEN BAY SCHOOL

(Not to Scale)

