

## MANAGEMENT STAFF – 2018

PRINCIPAL

Iain Taylor

ASSOCIATE PRINCIPAL

Sam Holt – Operations

DEPUTY PRINCIPALS

(NOTE: names and portfolios below)

Thomas Bartlett – E-Learning

Tanya Brook – Guidance and Support

Greer Doidge – Pastoral Care

Tom Clarkson – Professional Learning Leader

Ben Hutchings – Learning and Teaching

The full staff list with all teachers and support staff will be distributed at the start of 2018.

**STAY  
IN  
TOUCH**

## MANUREWA INTERMEDIATE SCHOOL PARENT CALENDAR 2018

The full calendar will be sent home at the beginning of the year. However for now please diary in Wednesday 7<sup>th</sup> February 2018, 9am – 3.00pm for Day 1 Whanau Day. Refer to separate flier! See you here at 9am or whenever you can get here!

### 2018 TERM DATES

	DATES	Holidays/Others
<b>TERM 1</b>	Wednesday 7 <sup>th</sup> February – Friday 13 <sup>th</sup> April	<b>Monday 29 Jan</b> – Auckland Anniversary Holiday <b>Tuesday 6 February</b> – Waitangi Day  <b>Thursday 29 March</b> – Staff Only Day  <b>EASTER: Friday 30 March – Tuesday 3 April</b> – Good Friday; Easter Monday + Tuesday.  <b>Wednesday 25 April</b> - ANZAC Day (during holidays)
<b>TERM 2</b>	Monday 30 <sup>th</sup> April – Friday 6 <sup>th</sup> July	<b>Monday 4 June</b> – Queens Birthday Holiday
<b>TERM 3</b>	Monday 23 <sup>rd</sup> July – Friday 28 <sup>th</sup> September	<b>Friday 31 August</b> – Mid Term Break
<b>TERM 4</b>	Monday 15 <sup>th</sup> October – Friday 14 <sup>th</sup> December	<b>Monday 22 Oct</b> – Labour Day

#### 2019:

Auckland Anniversary Day: Monday 28 January  
Day 1 Students: Monday 4 February – Day 1, Term 1 2019  
Waitangi Day – Wednesday 6 February

## COMMUNICATION WITH PARENTS

We regard schooling as a tripartite deal - parent/caregiver, student and teacher working together and supporting one another in a shared endeavour. The key to the success of this relationship is communication.

Our open door policy means that parents/caregivers are free at any time to make an appointment to see the teacher at a mutually convenient time. Good professional practice entails teachers getting to know their clients well and through their actions, concern, commitment and professional ability, engendering the confidence of the people they work with and for.

There is a host of situations where informal communication can take place such as sport days, gatherings, camps, etc and we encourage you to chat with teachers then. Obviously specific issues about your child will need to be done at another time.

The more structured communication programme is detailed under the Reporting to Parents section.

The regular School Newsletter is an important part of the school wide communication process and we encourage all parents/caregivers to read this religiously, as it contains a huge array of information. It is sent home the last Wednesday of every month.

We also have our very own APP! This offers other ways of staying in touch such as reporting absences, reading daily notices, links to newsletters and much more! You can download this for free from any app store by simply searching for MANUREWA INTERMEDIATE.

## COMPLAINTS AND CONCERNS

From time to time in a people orientated activity such as schooling, there will be concerns. When these occur it is important that the parties involved work together to obtain a solution that is mutually acceptable and best for all concerned. We must always seek a win-win result.

Following are procedures for resolving concerns:

### Parents/Caregivers

Parents/Caregivers with genuine concerns or complaints are able to go to/or be referred to the Principal if the problem has not been solved between the two parties first. This means a parent must go to the teacher concerned first, then the relevant AP or DP if there is still no success. Only then should the Principal be involved. He will make every attempt to resolve the situation. At times a verbal concern will become a written concern. This is desirable in that it provides an opportunity to formulate a full and detailed response. In the unlikely event of the Principal being unable to arrive at a mutually acceptable solution to a concern he will take the matter to the Board for their consideration.

It can be quite upsetting for a teacher to have a complaint laid against them but be assured this school handles such matters in a sensitive and supportive manner for everyone involved. We strive to uphold everyone's rights, and ask that you do the same and do not discuss your complaint with other parents/caregivers as this is not fair to the staff member concerned.

If you have a complaint against the Principal, and this has not been resolved after approaching him, you are entitled to make contact with the Chairperson of the Board, who then follows set policy procedures.

## ENROLMENT AND WITHDRAWAL

Parents wishing to enrol their children during the year do so via the school reception. They then advise the DP: Pastoral Care, who places the children after making contact with their previous school first. It is important that any books and reports that the children have from previous schools are brought with them. All new students need to start in full school uniform.

### **Students start school on the Monday of the following week or the next Wednesday once enrolment is complete.**

We do not take enrolments on the spot with children starting immediately as we want to ensure all enrolments are done so effectively, with as easy a transition as possible. Every new student who starts during the year is inducted into our school by being placed into the class whose service it is to induct new students. Your child would be in this room for approximately three to four days, after which they are then moved into their permanent form class.

Parents of children who are leaving are asked to notify the school office a few days beforehand. When they leave children are to take all books and stationery belonging to them, and to return any outstanding school property such as school library books etc to the appropriate personnel in the school.

## ENROLMENT PROCEDURES

- Parents of new students complete their enrolment at reception. A school tour with a School Councillor will also be arranged at this time if requested.
- Parents will need to bring with them, a copy of the child's latest report or equivalent and in the case of a NZ resident student who is starting school in NZ for the first time your birth certificate, and for an international student a copy of the ESOL enrolment form, your passport and visa.
- All international students and their guardians must meet with the Principal prior to enrolment. For 'short term' students at the school, their period of intended study should also be ascertained at this meeting.
- Once the information listed above has been seen and verified, the information pertaining to learning and teaching will be sent by the office staff to the class teacher.
- Other enrolment information will be sent to the class teacher before starting to let them know that the new student is arriving.
- All students will start at Manurewa Intermediate School on the Monday or Wednesday following their completed enrolment being accepted and placed in our "Induction Class" for approximately three to four days, after which they are then moved into their permanent form class after placement by the Deputy Principal: Pastoral Care.
- The new form teacher is advised and all other staff notified who teach that class, and ensure that the class is made aware of the new student. If furniture is required, the teacher should contact the Property Manager as soon as possible, prior to the arrival of the new student.
- On the first day of attendance, the Deputy Principal: Pastoral Care and a student from the class conducting the induction will meet the child and introduce the new student to the Principal, the Counsellor and the Social Worker. It is important a buddy is appointed to manage this process for the student.
- In the case of ESOL students, they will be placed by the Deputy Principal: Guidance and Support. Their buddy should be able to speak the new student's language if possible.
- During this whole process, immediate pastoral or guidance concerns should be addressed to the Deputy Principal: Pastoral Care. Any academic concerns should be passed on to the Deputy Principal: Guidance and Support.

- Children sit a short reading test at the time of enrolment. This helps us to correctly place a child according to their learning needs.

## ENROLMENT APPROVAL

When you enrol your child, parents/caregivers sign to give permission for their child to use the internet and to be involved in food preparation if necessary. Following is more detailed information to explain this.

## FOOD PREPARATION INVOLVEMENT

Classes are often involved in the preparation and making of food as part of classroom programmes. They learn many things when doing this e.g. reading recipes, health and hygiene, measurement, cooperative skills and taking turns, technology, writing predictions, making scientific observations, discussion about cultural differences and similarities etc.

For your child to take part in this they must have your permission and we must be notified of any concerns and/or allergies they may have.

## PARENTAL INVOLVEMENT

The school strongly encourages use of parent/caregiver volunteers in the classroom:

- ◆ Making equipment
- ◆ Providing 1:1 tuition eg. Reading Together, Home Study Club
- ◆ Assisting with group supervision on trips, sports events etc
- ◆ Taking sports teams, cultural groups etc

Parents/caregivers need to be reminded that often they are not the most appropriate person to assist their own child and whatever they see or hear in the course of their assistance is **confidential**. Teachers need to provide clear guidelines for parent helpers. If your child's teacher does not appear to be encouraging your support please feel free to speak to the Principal who will be able to ensure your services are encouraged – be it in your child's class or another area of the school. We want and encourage any involvement and help. A "HELP US" sheet is given out at MI Whanau Day for parents/caregivers to complete so we have a database of the support parents are able to offer!

## REPORTING TO PARENTS

Frequent communications on student progress is vital to ensure that home and school are working together in the schooling process.

Frequent informal discussions are bound to occur in the general day to day contact between parent/caregiver and individual classroom teacher, but the more formal reporting procedure is as follows:

### TERM ONE

Week One: Wednesday 7<sup>th</sup> February 9am – 3pm: MI Whanau Day and Meet the Teacher

Week Ten: Wednesday 11<sup>th</sup> April 8am – 8pm: Student Involved Conferences (with Teacher, Parents, Student) and Term 1 Achievement Summary Report issued (Learning Conversation)

### TERM TWO

Week Ten: Tuesday 3<sup>rd</sup> July: Student Involved Conferences (with Teacher, Parents, Student) and Term 3 Achievement Summary Report issued (Learning Conversation)

#### **TERM FOUR:**

Week Nine: Thursday 13<sup>th</sup> December 8am – 8pm: Student Involved Conferences (with Teacher, Parents, Student) and End of Year Achievement Report issued (Learning Conversation)

Other interviews and contacts can be arranged throughout the year as appropriate and necessary.

### **STUDENT INTERNET USAGE**

At Manurewa Intermediate School we are using the technology of the Internet and email as a tool to aid children's learning. We are aware that on the World Wide Web there are inappropriate materials that can be accessed by anyone.

At our school the students will only use the internet with teacher guidance and supervision. However the school cannot take responsibility for students who choose to abuse their use of the internet.

For your child to make use of the internet, the following information **MUST** be understood and agreed to by parents/caregivers:

- I understand that the school internet connection is designed for educational purposes only
- I understand that the school will do its best to restrict access to all controversial materials
- I will not hold Manurewa Intermediate School responsible if my child chooses to access inappropriate materials
- I accept full responsibility for my child's use of the internet at school and agree to support the school in any action it may take to ensure that the code of conduct as described in the policy is enforced
- I allow my child's work, photograph or video to be on the school web site, if deemed appropriate by senior staff

Please complete the "Cybersafety Use Agreement for Students" which is with the enrolment form.

### **STUDENT PROFILES**

All students have a number of on-going records which may form part of any Student Involved Conference. These include:

#### **BLUE AND YELLOW FOLDERS:**

The best learning occurs when students, teachers and parents work together and all know about the patterns of learning and progress of the student. The blue and yellow folders are a way of sharing this knowledge and helping our students to be the best they can be. This information is gathered and stored in the students Humanities and Math class.

Artifacts could include:

- Assessment records
- Published work
- Group tasks
- Photo essay
- DVD
- Audio presentations
- Graphic organisers
- Oversized work – larger than A4
- Photos
- Booklets

The blue (literacy) and yellow (numeracy) folders will become the central collection point for evidence of learning.

Students also have an ongoing drop-down file holding administrative records and the like, kept in the Teachers Work Room.

# **YOUR CHILD'S LEARNING**



## **DISCOVERY PROGRAMMES**

Part of the success of Manurewa Intermediate School in terms of behaviour and attitude has been the wide range of 'other programmes' on offer which have a positive effect on student presence and engagement. These cover Options, Recreation, ECAs etc. Most staff are involved in these and are able to offer a programme related to their interests and strengths. Options are a wider curriculum based programme.

The Recreation programme is solely sports and outdoor pursuits. More information is available from the Associate Principal: Operations, who is responsible for these programmes.

## **EXTRA CURRICULAR ACTIVITIES**

We want to provide our students with as many different experiences as possible. Therefore all staff are expected to provide extracurricular activities for children either as a lunchtime club, or after school activity or weekend sport. The Associate Principal: Operations coordinates these activities and children are encouraged to participate.

In the past such activities have been:

Various clubs (Chess, Cooking, Art, Sewing and Crafts, Movie Making, ICT Gaming, Drawing, Home Study), Sports (Indoor Soccer, Volleyball, Aerobics, Table Tennis, Touch Rugby, Netball, Basketball, Hockey), E4S Projects (gardening, horticulture, Travelwise, etc) and Cultural activities (Hip Hop, Mau Rakau, Drama, Dance etc), other Languages (Greek, Spanish, Maori etc).

## **FITNESS – Kori Tinana**

During the year all students are involved in fitness programmes on a daily basis as part of Health and Physical Education. Children may only be exempt from this programme if they have a note from parent/doctor. Likewise, all children complete the School Cross Country, School Athletics and School Swimming Sports unless they provide a specific note from their Doctor.

All students wear their school shorts and polo shirt at Fitness times, but girls who wear the school skirt as their uniform must change into plain black shorts for fitness/sports etc. No jerseys, jackets or any other unnecessary clothing items are permitted.

## **GIFTED & TALENTED (G & T) & GUIDANCE & SUPPORT (G & S) UNITS**

G & T and G & S are exciting areas for teachers to focus on. When a strong developmental, interactive programme operates, there is considerable opportunity for extension, challenge and quality learning for the able student and recovery work for the less able.

Here at Manurewa Intermediate School we offer recovery and extension programmes, in an ongoing way within classroom programmes by appropriate grouping, as well as some in class or withdrawal support. There is a myriad of support for these areas targeting all children in specific groups in support programmes (through the Guidance and Support Unit) and two Adapted Learning Unit classes (one class for children who need specific academic enrichment and another class for children who need support in socialisation and academic recovery); MiTV (Manurewa Intermediate School Television Studio); Sports Academy; numerous Bands; Choir and Cultural Performance groups and many Education for Sustainability/Environmental Education groups and projects.

## SUPPORT PROGRAMMES

### Literacy Learning Support

- Small group environment in class alongside peers. At times withdrawal from class may happen (when the need is high eg. Assessment)
- Each session takes 50 minutes and each group has two to three sessions per week
- Students identified by Humanities and/or form teacher with assistance from Learning Support teacher, DP: GAS, DP: Learning and Teaching and Passion Pod Leader referral based on need. The “need” may change from term to term ie. Students working just below, Gifted and Talented students and the focus may also change ie. Vocab, reading, writing etc.
- A learning support teacher may also release the literacy teacher to allow for one-on-one workshops

### Numeracy Learning Support

- Small group environment in class alongside peers. At times withdrawal from class may happen (when the need is high eg. Assessment)
- Each session takes 50 minutes and each group has two to three sessions per week
- Students identified by Maths and/or form teacher with assistance from Learning Support teacher, DP: GAS, DP: Learning and Teaching and Passion Pod Leader referral based on need. The “need” may change from term to term ie. Students working just below, Gifted and Talented students and the focus may also change.
- A learning support teacher may also release the numeracy teacher to allow for one-on-one workshops

### Pause Prompt Praise

Pause, Prompt Praise is a peer tutoring strategy that is based on the premise that children learn to read by reading. The strategy ensures that frequent oral reading occurs using appropriate material and 1-1 attention from a peer tutor provides support and encouragement.

The tutors are able readers who support less able readers (tutees) in developing reading strategies to solve unknown words and reading fluency through practicing.

- Less able readers are tutored by a more able reader on a 1-1 basis.
- Tutors are trained to provide specific ‘scripted’ tutoring.
- Reading material for the tutee is at their instructional level
- More able readers (tutors) reinforce the use of excellent reading strategies by tutees, using a specific three stage process of pausing, prompting and praising.
- This initiative provides an opportunity for less able readers to READ TO SOMEONE EVERYDAY!
- **IT IS AN EXPECTATION THAT THIS IS DONE DURING DEAR TIME**

### ESOL Programme

- In-class support for MOE funded (may include students who are no longer eligible for funding) ESOL students for whom English is their second language, with a withdrawal programme to work on specific needs. This programme is coordinated and implemented by the Learning Assistant with expertise in ESOL in collaboration with the DP: Guidance and Support.

### MI MATES

- Run by school leaders
- Purpose is about helping solve friendship problems, minor incidents etc

## School Counselling Service

- Funded and run by the school with the employment of a fully qualified counsellor for four days per week
- Students can self-refer or be referred via the Pastoral Care Team.
- The school management staff are not privy to what students discuss with the counsellor

## Quick60 Programme.

- Quick60 is a small group intervention programme designed to bring groups of up to five struggling students to year-level in reading and spelling in 60 quick lessons or fewer. Quick 60 is a fast and easy-to-administer programme.
- It provides explicit instruction in all the elements needed for reading acquisition and development built into original high-quality resources, strictly levelled books, and a systematic series of planned lessons.
- The books are all factual and photographed which makes them look and feel more mature than the text actually is.
- Students identified by Humanities and/or form teacher with assistance from Learning Support teacher and DP: GAS and DP: Learning and Teaching

## Life Skills and Hauora

- All children and staff across the entire school are involved in these ongoing programmes
- Designated one period per week for each where these two specific programme are taught by classroom teachers. Hauora covers: MOU Magic (PB4L) which is our schools behaviour management programme, encompassing our Keys to Success (our code of conduct) and Stepping Up Programme (our specific behaviour programme – also refer to relevant pages about this in the Prospectus which details this programme in depth), Values, Social Skills, Sexuality and Relationship Education, Puberty, Healthy Lifestyle Choices, Self Esteem/Confidence and Road/Water Safety.
- Monday Magic - Every form teacher takes their class for one term on each area which covers the following: (Service, E4S, Careers, Media Studies)
- Friday Frenzy (Language x2, Financial Capability, Foundation Basics)

## SUPPORT TEACHERS

We are very fortunate to have much support in the school for children and staff.

In addition to the Specialist Teachers we have the following support:

- **Deputy Principal: Guidance and Support** - coordinates and monitors all learning and guidance support across the school (includes ESOL, Learning Support/SEN, Professional Support [in consultation with Principal], ORS and Teacher Aides) and works with small groups of individuals.
- **Deputy Principal: Pastoral Care** - coordinates and monitors all behavioural support across the school (includes Professional Support [in consultation with Principal], Teacher Aides, Pastoral Assistants, Guidance/Counselling etc) and works with small groups of individuals.
- **Learning Support** – the equivalent of 1.0 full time teacher position, leaders in Literacy and Maths, and includes ESOL in class support
- **School Counsellor** – available to work with students/families four days per week.
- **School Social Worker** – available to work with students/families every day
- **Resource Teachers of Learning and Behaviour** – work in our school with groups or individuals as needed.
- **Learning and Pastoral Assistants** – eight assistants to work with small groups or individuals; assisting with general day to day organisation and learning, and includes ESOL in class support
- **Other external intervention** eg. agencies, Maori Youth workers, Counsellors, Social Workers, MISC<sub>2</sub> (Manurewa Intermediate School Community Centre that supports whanau and houses the Mana Kidz Health Clinic)

## SCHOOL ORGANISATION

Intermediate schools are facing new challenges in providing for the learning needs of their students but we aim to give all our students a strong background in all eight learning areas whilst developing the five key competencies as specified in the revised New Zealand National Curriculum. This is achieved through the Core Curriculum Programme as well as the Discovery and other programmes on offer. Neither is more or less important than the other, with these other programmes offering unique learning experiences for our students.

The eight learning areas are:

- ◆ English (Humanities, Communication Literacy)
- ◆ The Arts (Dance & Drama, Music and Visual Art)
- ◆ Health and Physical Education (Hauora/Health, Physical Education, EOTC, Foods)
- ◆ Learning Languages (Te Reo Maori, and other languages)
- ◆ Mathematics and Statistics
- ◆ Science
- ◆ Social Sciences (covered through Humanities and Global Discoveries {which includes Geography and History})
- ◆ Technology (Foods, Materials/X-PLO Tech and Digital Technology)

The five key competencies are:

- ◆ Thinking – using creative, critical and reflective processes to make sense and question information, experiences and ideas
- ◆ Using language, symbols and texts – working with and making meaning of the codes in which knowledge is expressed
- ◆ Managing Self – self motivation, a ‘can do’ attitude; the ability to establish personal goals, make plans, set high standards for self. Knowing about who you are, where you come from and you fit in.
- ◆ Relating to others – interacting effectively with a diverse range of people in a variety of contexts.
- ◆ Participating and contributing – participating actively in local, national and global communities.

Nurturing young lives is an immense responsibility that we share with you, the parents/caregivers and your child’s wider whanau and we take this very seriously. Ensuring that the children in our care are confident, connected, actively involved lifelong learners who are well prepared to engage with life as contributing citizens of the 21<sup>st</sup> century, able to communicate and negotiate, to think critically and to live life with dignity, care and compassion, is not only our responsibility, but also our delight. We believe all young people in NZ schools have the right to gain, through a state school system a broad, balanced education that prepares them for effective participation in society.

The specialisation model we introduced in 2010 means our students have to immediately come to terms with the key competencies in a very real and meaningful way: such as managing self, thinking and relating to others to better and more effectively prepare them for secondary school. This *is* a big call for our new Year 7 students, but we believe this transition between the full home room at primary schools to full specialisation at secondary school will make that change easier and more effective.

Whilst making a caring educational environment where all students will develop an enthusiasm for learning, we are also able to offer our students a myriad of other special programme activities and options, coupled with the emphasis on academics, extension and recovery work.

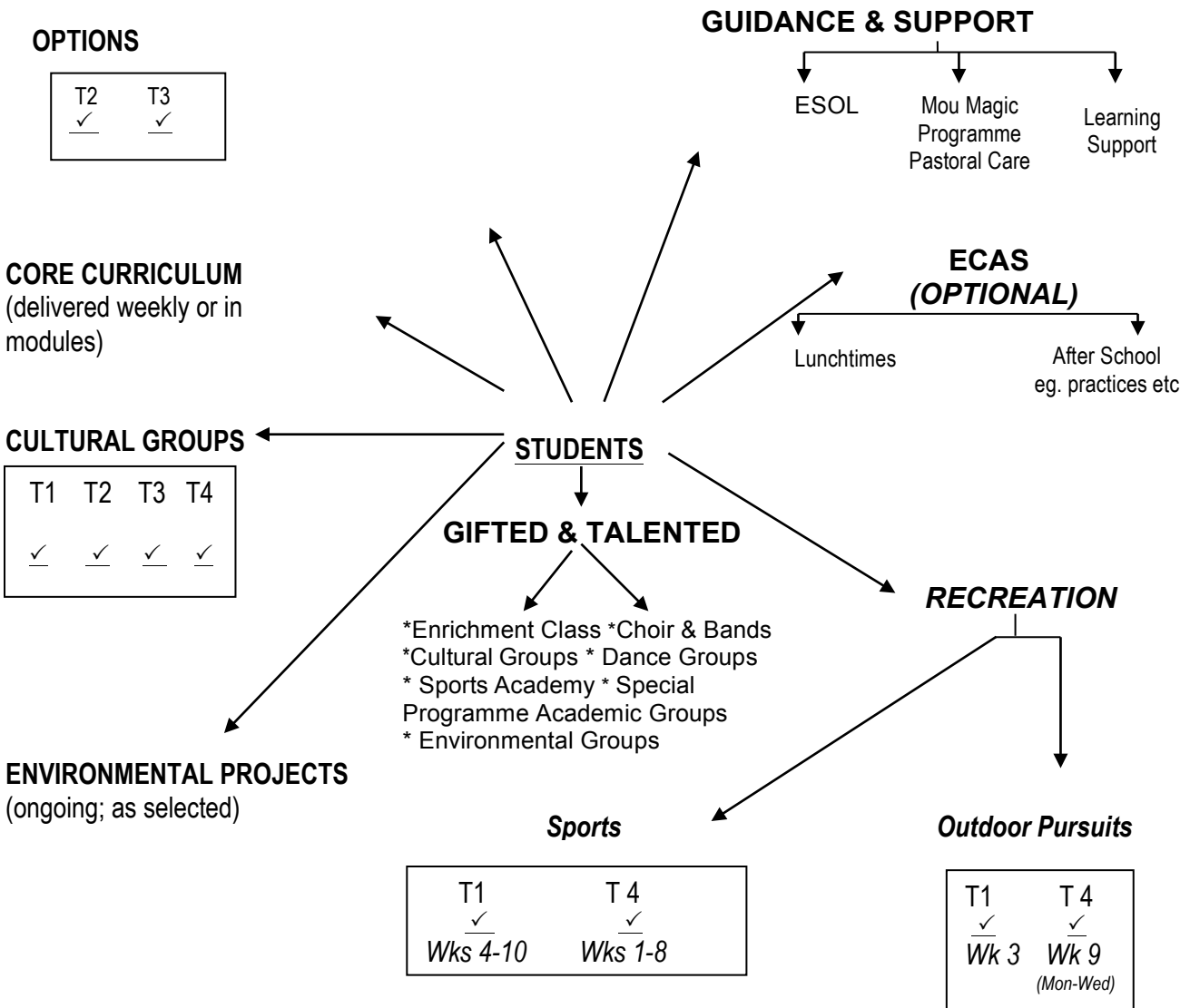
Your child will be in a small class of approximately 24-26 students (mixed Year 7 and 8) and will rotate around teachers specialising in the core curriculum subjects. They will interact with others from throughout the school when they are

involved in the Discovery programmes. This involves Options; Cultural groups and a modular recreation programme of sports and outdoor pursuits. Any interested students can also be involved in the after school or lunchtime ECAs (Extra Curricular Activities). The school will be incredibly busy and exciting.

The purpose of the Discovery Programmes, especially Options, is to give all students a ‘taste’ of a subject. Students will then be in a better position to make informed decisions when selecting subjects for secondary school. It is also important to note that these subjects tend not to be offered at other schools at this level. Our students are fortunate to have these opportunities and student needs will be totally addressed in this system - extension and recovery needs.

Our aim is to use the very best of primary teaching ie teaching the individual holistically using an inquiry approach, with the very best of the secondary specialist curriculum teaching approach of expert knowledge of and passion for the curriculum, for the benefits of students.

**In Summary**



***“A student at Manurewa Intermediate School will receive a broad, balanced and ‘academic priority’ education setting them up for secondary, tertiary or a trade education, the world beyond, and the 21<sup>st</sup> century!”***

# SCHOOL PROGRAMMES

Throughout the year all students will be involved in a wide variety of programmes, both compulsory and choice based. These involve the Core Curriculum, Discovery Programmes and Other Programmes.

## 1. CORE CURRICULUM

(A) These are the compulsory core learning areas all students do every week all year:

- Humanities (English {reading and writing}; Social Studies) – 5 periods
- Maths – 4 periods
- Science – 2 periods
- Physical Education – 1 period
- Hauora (MOU Magic, Values, Social Skills, Sexuality and Relationship Education, Puberty, Healthy Lifestyle Choices, Self Esteem/Confidence and Road/Water Safety, Goal Setting and Reflections) – 2 periods
- Monday Magic (Service, E4S, Careers, Media Studies) – 1 period
- Friday Frenzy (Language x2, Financial Capability, Foundation Basics) – 1 Period

(B) These are the compulsory core learning areas all students do in either module 3, 4, 6 and 8 each year in a rotation system ie. each subject for approx one term each for two separate periods per week:

- Music – 2 periods every week, for one module
- Drama – 2 periods every week, for one module
- Communication Literacies – 2 periods every week, for one module
- Global Discoveries (History and Geography) – 2 periods every week, for one module

(C) These are the compulsory core learning areas all students do in either module 3, 4, 6 and 8 each year in a rotation system ie. each subject for approx one term each for one double period per week:

- X-PLO Tech (Exploring Technology: covering Hard Materials {wood, metal, plastics, bone}) – 2 periods every week , for one module
- Foods – 2 periods every week, for one module
- Art – 2 periods every week, for one module
- Digi-Tech – 2 periods every week, for one module

(D) These are the compulsory additional programmes all students do every week:

- Cultural Groups – 1 period every week, every term
- Recreation – 1 period every week, terms 1 and 4
- Options – 1 period every week, terms 2 and 3
- Singing - 0.75 of a period every week, every term

## MODULE OVERVIEW 2018

There are 10 modules during the year. These are:

MODULE	TERM	WEEKS	DESCRIPTION
1	1	1-2	<b>MI School Life</b>
2	1	3	<b>MI Survival</b> Survival Camp
3	1	4-10	<b>MI Innovation</b> Module Programme
4	2	1-7, 10	<b>MI World</b> Module Programme
5	2	8-9	<b>MI Expression</b> Arts Festival/Art Exhibition (Exhibition of Learning on during Week 10)
6	3	1-7, 10	<b>MI Discovery</b> Module Programme
7	3	8-9	<b>MI Cultural Focus Breakout</b> Cultural Focus (Exhibition of Learning on during Week 10)
8	4	1-8	<b>MI Sustainable Future</b> Module Programme
9	4	9 (Mon-Wed) 10 - 12	<b>MI Experience</b> Outdoor Education Activities
10	4	9 (Thu-Fri) 13 - 14	<b>MI Achievement</b> Poroporoaki/Review

### NOTE:

- All Core Curriculum, Discovery and Other Programmes operate during Modules 3, 4, 6 and 8 ie. 30 weeks of the 39 week school year. Release of staff occurs only during these modules
- School wide breakout modules operate during Modules 1, 2, 5, 7, 9 and 10. There is no release during these modules
- Module 4, 6 and 8 are divided into eight week cycles, where as Module 3 is seven weeks, for the following subjects. Every class does one module per year in each of the four areas below for a double period per week during that module:  
X-PLO Tech, Foods, Art and Digi-Tech
- Module 4, 6 and 8 are divided into eight week cycles, where as Module 3 is seven weeks, for the following subjects. Every class does one module per year in each of the four areas below for two single periods per week during that module:  
Music, Drama, Global Discoveries (History and Geography) and Communication Literacies.

## 2. DISCOVERY PROGRAMMES

### **(A) Options:**

This programme operates every Thursday afternoon in terms 2 & 3 where students are able to choose two additional subjects (one in term 2, another one in term 3) that are of interest to them – with the purpose being they are tasters of subjects they have previously not had much exposure to eg. a range of other languages, drama, dance, computers, bone carving, cooking, horticulture, economics, digital photography, physics, furniture making, bicycle maintenance, electronics, E4S, and a range of others.

### **(B) Recreation:**

This programme operates every Thursday afternoon in terms 1 & 4 and involves a mixture of inter-house sports and outdoor pursuits.

Inter-whanau Sport - rotation in whanau groups around a wide variety of games and sports in a round robin competition, where students are placed.

Outdoor Pursuits – various EOTC activities outside of the school environment:

Term 1 – Survival Camp

Term 4 – ODD YEAR: Outdoor Education Activity Day EVEN YEAR: Outdoor Pursuits week

### **(C) Cultural Pursuits:**

This programme operates one period a week throughout the year, with students choosing which specific cultural groups to participate in. There are different ability level groups in operation.

## 3. OTHER PROGRAMMES

### **(A) Kori Tinana (Fitness):**

This programme operates Monday – Thursday, 9.00-9.20am where all students participate in a rotation of fitness activities in their whanau groups.

The rotation involves all teachers with their whanau groups at one fitness activity each day, with staff and students rotating around the four activities during the week. The activities are: circuits, skipping, run and zumba.

### **(B) DEAR! (Drop Everything And Read!)**

This programme operates every day, immediately after lunch from 1.45-2.05pm and involves all staff and students in sustained silent reading right across the school. Students are encouraged to read high interest fiction or nonfiction and to self monitor their range of genre. This also includes *Pause, Prompt, Praise*.

### **(C) Whanau Singing Assembly:**

This programme operates every Friday afternoon throughout the year, with the whole school involved in school wide singing in whanau groups.

### **(D) Inter-Class Lunchtime Sport Competition:**

This programme operates every lunch time on a Tuesday and Thursday. The sports played vary according to the season, and are played as class groups within a round robin competition organisation.

### **(E) ECAs (Extra-Curricular Activities):**

These programmes, offered by teachers, operate during lunchtime on any set day and involve activities students choose to be involved in. They are hobby type activities and run for a term at a time.

The school wide activities of choir, bands, Enviro-Schools, cultural groups and interclass sports have defined days in the lunch breaks of when they are on and take priority over students being involved in an ECA. If students are not involved in any of these activities on the set days then they can opt into an ECA of their choice.



**(F) School Activities all students are involved in:**

Cultural Groups  
Athletics Day

Swimming Sports  
Cross Country

**(G) Activities students may be selected for:**

APPA & MPA Choir  
Auckland/Manukau Science Fair  
Community Councillors  
Whanau Captains/Leaders  
Zone Speech Competition  
Auckland Mathex  
Totara Springs Sports Camp Week  
Enviro-Schools  
School Rock Bands

Netball Academy  
School Councillors  
Curriculum Councillors  
Travelwise Group  
School Librarian  
School Musical Production (even year)  
National Young Leaders Day  
Sports Academy

**(H) Interzone Sports Teams:**

Swimming  
Soccer  
Cricket  
Orienteering  
Softball  
Hockey  
Badminton  
Basketball  
Ultra Rip

Netball – (also Saturday teams)  
Ki O Rahi  
Athletics  
Cross Country  
Touch Rugby  
Rugby  
Rugby League  
Volleyball

**(I) Activities students may choose to be involved in:**

Student Council Competitions - one per term eg Rewa's Got Talent  
School Cultural Groups – additional group  
Water Polo Team (Saturday)  
Ki O Rahi Tournament

Netball – (Saturday team)  
Extra Curricular Activities – ECAs  
(lunchtime and afterschool)

**(J) School-Wide Break-Out Events:**

<b>TERM</b>			
	<b>2</b>	<b>3</b>	<b>4</b>
<b>EVEN YEAR (2018)</b>	Arts Festival (Art Exhibition/Performing Arts)	Cultural Focus Break-out	Outdoor Pursuits (Week EOTC activities)
<b>ODD YEAR (2019)</b>	United Nations Festival	SMaT Fair (Science, Maths and Technology)	Outdoor Pursuits (1 day activity)

## **HAUORA PROGRAMME**

This is a vital part of not only our learning programmes but, as important, our school operations and ethos. It is a wide ranging programme that simply encompasses wellbeing: emotional, spiritual, physical and behavioural. The programme works across the entire school at the same time, taken by form teachers. The purpose is to provide effective nurturing, mentoring and monitoring of our students. One of the key roles of any teacher is to get to know each child in every class they teach well enough to provide ongoing support and nurturing. For form teachers this is *the* most important thing to do with their own form class, to ensure children do not 'slip through the cracks'. Our Hauora Programme encompasses:

- MOU Magic
- Values
- Social Skills
- Cyber-safety/digital citizenship
- Puberty, Sexuality and Relationship Education
- Healthy Lifestyle Choices – drugs, smoking, etc
- Road/Water Safety
- Goal Setting and Reflections

## **MONDAY MAGIC, FRIDAY FRENZY and MI LEARNING TALK PROGRAMMES**

This is a vital part of not only our learning programmes but, as important, our school operations and ethos. These are wide ranging programmes that simply encompass sensible common sense skills for life. The programmes work across the entire school at the same time, taken by form teachers encompassing:

- Monday Magic: Service, E4S, Careers, Media Studies
- Friday Frenzy: Language x2, Financial Capability, Foundation Basics
- MI Learning Talk: Inquiry and the learning journey around this

# SCHOOL LIFE

## **ASSEMBLIES**

### **“MI CELEBRATION”**

These are one of the most important aspects of the corporate life of the school. It is a time when a large group come together to celebrate successes, share talents and to participate actively and enthusiastically in cultural activities. Parents/caregivers are encouraged to attend, and sit in the allotted whanau area. Teachers will direct parents to this area if you sit elsewhere.

Students are encouraged to take a leading role in these forums. Staff are asked to ensure that the quality of items and the conduct of students is of the highest order.

#### **FRIDAY SCHOOL ASSEMBLY**

Certificates (from every teacher) are presented and the duty class is responsible for the running of the assembly and for presenting an item. Certificate/award winners and their parents are told prior to assembly by classroom teachers with a letter being sent home on the Tuesday of that week, inviting parents to attend. Children receiving certificates sit on the benches at the front right of the hall and when their name is called out they stand up. They receive their certificate from the Principal after assembly.

Our assemblies are every Friday at 10:10 – 11:00am Classes go directly to their allotted area in the hall after Period 1. For further information or assistance with assemblies see the Associate Principal: Operations.

#### **WHOLE SCHOOL WHANAU SINGING ASSEMBLY**

Whole School Whanau Singing Assemblies are held every week on Friday from 2:15 – 2:50pm, run by whanau teachers with students sitting in their whanau area. At the end of singing students return to their classes to collect their bags.

## **AWARDS AND CERTIFICATES**

In recognition of appropriate attitude, participation, contribution, effort, improvement and achievement during the year, students will receive awards and certificates.

In the main these include:

- Sports Certificates – participation in Zone, Special and Auckland Champions tournaments
- Activity Certificates – participation in other activities over and above the normal school ones
- Achievement Certificates – Noteworthy achievements in any curriculum areas
- Assembly Certificates – each week all teachers are able to give one student a special assembly certificate. These are given out in assembly by the Principal. Students need to see these certificates as recognition of a very significant standard of work, behaviour, effort and working along the key competency/values focus. Certificate winners sit on the seats at the front of the assembly hall.
- Positive Play, School Values, Sustainability and Classroom Environment Awards are given to a class each week.
- School Value Certificates – given out by teachers to students; and students to teachers to people who actively demonstrate the school values.
- Participation Certificates – for all students representing Manurewa Intermediate in Sports or Cultural events
- Future Focus Certificates for Excellence: MI CARE, MI ONA, MI LIFE, MI WONDER
- Commitment to Education Attendance Certificates – to students who are at school a full week
- Silver Card Award – the second highest award at MIS for going above AND beyond what is expected *inside* of school. Displaying being SUST: *Stand Up, Stand Tall!*
- Gold Card Award – the highest award at MIS for going above AND beyond what is expected *outside* of school, in the community.

## **BREAKFAST CLUB**

Breakfast club is held in the wharekai (R7) from 7:30 – 8:30am each morning. Children can also make lunch for themselves for the day ahead whilst at breakfast club that morning. Staff are encouraged to join with their classes at certain times.

## **HOMESTUDY CLUB**

Homestudy Club is held after school in the Library from Monday to Thursday. On Monday, Wednesday and Thursday it runs from 2.55-4pm; Tuesdays 2.15 – 4pm. It is an opportunity for students to complete homework, ask for assistance and use the internet for research. Staff supervise students.

## **DIGI-TECH CLUB**

Digi-Tech Club is held in the ICT Lab after school from Monday, Wednesday - Thursday. It runs from 2.55 - 4:00pm and is an opportunity for students to complete Digi-Tech related homestudy, ask for extra assistance with the use of technology or to use the internet for research. Staff supervise students.

## **LIBRARY**

The Library is situated at the end of the main admin block. The library is used extensively for lessons and recreational reading. All students are encouraged to get books out to read for pleasure and for research. It is an integral part of the school providing the basis for all resource-based learning and reading.

Students are encouraged to use the library for independent study during school time. The library is open to all students during all breaks, as well as before school and after school from 2.55 – 4:00pm.

All books are issued for a period of two weeks. Once a book is issued to an individual student that book becomes the responsibility of that student regardless of whether or not the book is taken home.

Students with books outstanding for longer than two weeks (four weeks from date of issue) will receive a 'final overdue notice'. This notice will be sent home. If a book cannot be found or is damaged parents or guardians pay for the lost book.

## **LUNCHESES**

Students bring a packed lunch from home which (due to allergies and parental restrictions) should under no circumstances be shared with others. They can alternatively buy their lunch through *Kotarika Café* (our school Tuckshop). If a child forgets their lunch we are able to provide a lunch via the Deputy Principal: Pastoral Care. A list of lunches given out is kept so we can follow up on any issues. We also have a focus on *Healthy Eating*, specifically on Tuesday and Thursday where students can earn points for their whanau!

## **LUNCHTIME**

Lunchtime is from 1.05 – 1.45pm. The students eat their lunches inside their form class until 1.15pm. Cultural group practices, class lunch time sports, lunch time ECA clubs and sports team practices start at 1.15pm each lunch time and end at 1.40pm.

## MONEY

Students with money for an activity, etc should hand it into their Form Teacher upon arrival at school.

Money must not be kept in the classroom or in students' bags at any times. This is emphasised to students often! The school is not responsible for any 'stolen' money and will not replace any that is stolen. Whenever there is a Mufti Day the *Gold Coin* is collected at the school gates.

## SCHOOL DAY AND TIMETABLE

**The School Day:** Also note the enclosed sample class timetable. NOTE this is NOT your child's timetable but just an example so you can see how their day could look. Students are able to come to school from anytime in the morning they like after 6.30am; and can remain after school until 5pm when the gates automatically close.

On **Tuesdays school finishes early, at 2.05pm.**

8.45 – 9.00	Form Time
9.00 – 9.20	Fitness: Monday – Thursday
9.20 - 11.00	Period 1 – 2
11.00 - 11.25	Morning Interval
11.25 – 1.05	Period 3 - 4
1.05 – 1.15	Lunch Eating
1.15 - 1.45	Lunch Break
1.45 – 2.05	DEAR
2.05 – 2.55	Period 5

### **Tuesday early finish (2.05pm)**

Current international and national research identifies the single most important determinant of student achievement is quality teaching. Quality teaching needs to be supported by strategic professional learning. Successful professional learning helps teachers to build knowledge, refine skills, practise new learnings, obtain feedback and receive support.

The early finish for students every Tuesday afternoon is so that staff can participate in professional learning activities. However any student requiring supervision until 2.55pm will go to the library where supervision will be provided. This 50 minute early finish each week does not interfere with in-class learning time as our lunch breaks are only 40 minutes instead of the normal hour.

All staff professional learning at Manurewa Intermediate is aimed at extending and increasing expertise. This will impact in the desired way on practice when individuals are able to make links between the learning and their professional beliefs, and to take an active role in identifying and pursuing such learning. An essential belief is that the learning will provide for improved student outcomes.

## SCHOOL DETENTION

School Detention is held after school, 3-4pm, on Monday, Wednesday and Thursday. School detentions can be given when unacceptable behaviour by a student warrants it, for repeated non-compliance, when the other stages in the Stepping Up programme have been completed or for lateness. The Deputy Principal: Pastoral Care will advise parents/caregivers in advance, either by phone call or in writing with a detention notice (or if the reason is more serious via a red card), that their child has a school detention and on which day it is to be completed. Arrangements to collect the student at the end of the detention need to be made. Staff supervise students.

## STUDENT LEADERSHIP

### **Community Council**

The purpose of a Community Council is to form a support group to represent student voice. These students will be seen as leaders of the school, to encourage and demonstrate positive behaviour and facilitate events that represent the student body. They meet every fortnight to discuss “school wide issues” and brainstorm ideas. Being a Community Council Rep is an exciting opportunity for children to develop the skills of initiative and responsibility. Each form class has a Community Council representative, but not necessarily from their specific form class. A big focus for this group is to lead SERVICE across the school.

Our Community Council members have a strong leadership role in developing the value of service to others, across our school and across the wider community!

This is coordinated by the Pastoral Care Practice Leader.

### **School Councillors**

In addition to the council there are Year 8 School Councillors who represent the school as a whole. Initially there are only ten councillors selected by students and staff at the end of year. They go through a process to become a councillor which involves writing a letter to the Principal outlining their best leadership qualities and skills, from which candidates are shortlisted. If shortlisted they then speak to their Year 7 peers telling them why they should be voted in. A further short list is then completed, culminating in an interview with the Principal, the Associate Principal: Operations and the Deputy Principal: Pastoral Care.

School Councillors are presented with their badges at the preceding years Prize Giving, and Community Councillors receive their badges at an assembly early in term 1.

This is coordinated by the Associate Principal: Operations.

### **Curriculum Councillors**

The Curriculum Council is a student leadership initiative that provides the two key roles of empowering students in leading learning, and gathering student voice in relation to the programme of learning. Students can gain entry to the Curriculum Council through recommendation by their teacher followed by an interview with the panel made up of current members. The key role for the leader of the Curriculum Council is to empower and equip students with the tools they need to make decisions relating to learning.

This is coordinated by the Deputy Principal: Learning and Teaching

### **Pastoral Council**

The Pastoral Council are a small group of children who help to identify children with high social needs. Their major role is to get children support from the Social Worker and/or Counsellor to help them with any issues they are currently facing.

This is coordinated by the Deputy Principal: Pastoral Care.

### **Whanau Captains/Leaders**

In addition there are also Whanau Captains/Leaders, where each whanau selects their own student leaders. Their role is purely associated with whanau activities.

This is coordinated by the Whanau Leader Deputy Principal.

## STUDENT PROPERTY AT SCHOOL

All care is taken with regard to keeping students' property safe. Bags are regarded as places where gear can be stored safely.

For all necessary valuables ie. optical glasses, watches etc, classes have routines devised to ensure their safety. Cell Phones are to be handed into the school office at the start of the day and collected at the end of the day. If students keep them during the day they will be confiscated. If students ride a bike to school the bike must be padlocked and left in the Bike Stand area provided.

Inappropriate property eg. cards, toys, iPods, weapons etc are not to be brought to school.

If they appear, the teacher will take them for safe keeping and return them to the owner at the end of the day, to be taken home and not brought back.

The school is not responsible for any 'stolen' or 'misplaced' property if the routines have not been followed and we will not replace anything that is stolen.

## WHANAU GROUPS

All students and staff are members of a whanau (Tawa – Blue, Kowhai – Yellow, Rimu – Red, Kauri – Green). Every class has a points chart on display so children can see how their House is doing (nobody is to interfere with these charts). There is also a school wide chart in the school office showing which whanau wins each week. Totals from each class will be collated before the end of week assembly and added to school wide totals from Recreation etc and the winning whanau is announced at that assembly. Their whanau flag is flown for the week and all members of that whanau get 20 minutes free time on "Triple M" our Adventure Playground during Monday Kori Tinana time.

All students in a class are all in the same whanau, and compete together in Swimming Sports, Cross Country, Athletics, Fitness and many other areas around the school against other whanau. In order to be the weekly, termly or even yearly winner of our whanau group competition, whanau points must be earned! The Associate Principal: Operations coordinates this.

Points are given to children as an individual or a group and never for work ability or intellect. Everyone has just as much opportunity to gain points as everyone else. Points are given one at a time depending on what has been done to earn the point. Points are also given out during break times. The points allocated in class are verbal and done immediately whereas out of class points are distributed by card which the student hands to their teacher in class to add to their class whanau total.

House points can be earned through:

- General helpfulness (no, not greasing!)
- Cleaning up and general tidiness
- Work behaviour ie attention and diligence
- Sharing of knowledge and property
- Acting as a good role model
- Independence, initiative
- Character eg cheerfulness, sense of humour/fun
- Following our Keys to Success



## YEAR 8 GRADUATION

Year 8 Graduation is held in the last week of term 4 each year, at night, prior to the school's annual prize-giving. It is held to mark the occasion of their graduation to secondary school and to celebrate and acknowledge the successes they have had throughout their time at Manurewa Intermediate School.

### **MI Graduation Profile**

Manurewa Intermediate has eight criteria that outline our vision for students when they leave our school. These criteria are integral to our students as they progress through their learning journey across the eight terms they are with us. The students are given repeated opportunities to set goals against the graduate profile in formal reporting conversations with parents and teachers as well as incidental and ongoing goal setting when and where needed. The journey through achieving our graduate profile culminates in a celebration at the year 8 graduation at the end of the year where students can celebrate the progress they have made against the eight criteria.

The criteria are:

- A good grounding in the academic basics and experiences across a broad curriculum.
- A love of learning, with a thirst for knowledge and curiosity about life - to have ambition. They will have a continual desire to strive to be the best they can be with a strong and responsible work ethic and attitude.
- A strong set of personal beliefs, with a social conscience and an acceptable level of self-belief/self-esteem that makes them capable of dealing with success and/or disappointment in a realistic way.
- A respect for self, others and property.
- A positive, optimistic and confident attitude and approach with a sense of fun.
- A comfort with risk and industrious, yet persistent with challenges.
- Effective communication and collaboration skills with a well-rounded outlook on life.
- Compassion, honesty, initiative and be trustworthy.

# **GENERAL INFORMATION**

**STATIONERY REQUIREMENTS 2018**  
**Years 7 and 8**

August 2017

Dear Parent/Caregiver

**We are sending out the stationery list (on the back of this letter) at this time for the following reasons:**

- So we can start work on our planned programmes as soon as the students come back to school
- To relieve the pressure of time and effort in the first two weeks of the new term for parents, students and teachers
- So parents can take advantage of the specials so frequently offered before the start of term and can get the correct materials without having to guess or buy unnecessary items

***NB: Please compare the quality of the paper, the number of leaves per book and check that you are getting value for money when you are buying the stationery. The list provided can all be sourced at Warehouse Stationery or any other stationery store. If you purchase from elsewhere please note reference numbers will be different.***

We would appreciate it if

- All stationery comes to school by the end of week 1
- Labelling and naming of books and clear files will be done at school with a uniform, permanent method so please do not name books before they come to school
- All pens, rulers, protractors, refills etc are permanently named in indelible ink

If you have any questions please direct them to your child's form teacher.

**Iain Taylor**  
**PRINCIPAL**

## STATIONERY LIST 2018

### Year 7 and Year 8

The following are the basic stationery requirements for every student in every Year 7 and 8 class for 2018.

- Pencil Case
- Rubber/eraser
- Glue Stick - large
- Packet of 12 coloured pencils
- Red ballpoint pens (x10)
- Blue ballpoint pens (x10)
- Two Highlighter pens – yellow and blue
- 1 packet of felt tip pens
- 30cm plastic ruler (no bendy rulers!)
- 14B8 Lined Refill Pad – A 4, 50 leaf, 100 pages, 7mm lined (x2)
- 1B8 Exercise Books – A 4, 36 leaf, 72 pages, 7mm lined (x8)
- 1E8 Quad Math Book – A 4, 32 leaf, 64 pages, 297 x 210mm (x2)
- Protractor
- 3B1 Notebook – soft cover, 32 leaf, 64 pages, 7mm lined
- Unlined exercise book – for Art (x1)
- Calculator (optional)