

LEADERSHIP STAFF – 2020

PRINCIPAL

Iain Taylor

ASSOCIATE PRINCIPAL

Ben Hutchings – Learning and Teaching

DEPUTY PRINCIPALS

(NOTE: names and portfolios below)

Thomas Bartlett – E-Learning and Pastoral

Tanya Brook – Operations

Ross Devereux – External Relations & Communication

Dan Filippini – Guidance and Support

Jesse Lee – Professional Learning Leader

Junior Peilua – Student Programmes

The full staff list with all teachers and support staff will be distributed at the start of 2020.

**STAY
IN
TOUCH**

MANUREWA INTERMEDIATE SCHOOL PARENT CALENDAR 2020

The full calendar will be sent home at the beginning of the year. However, for now please diary in Monday 3rd February 2020, 9am – 3.00pm for Day 1 Whanau Day. Refer to separate flier! See you here at 9am or whenever you can get here!

2020 TERM DATES – public

| | DATES | Holidays/Others |
|-------------------|--|--|
| TERM 1 | Monday 3 rd February – Thursday 9 th April | <u>Thursday 6 February</u> – Waitangi Day <u>Friday 7 February</u> – Staff Only Day <u>Friday 6 – Monday 9 March</u> – Mid Term Break <u>EASTER: in holidays - Friday 10 – Monday 13 April</u> – Good Friday; Easter Monday. <u>ANZAC DAY: in holidays - Saturday 25 April/ observe Monday 27th April</u> |
| TERM 2 | Tuesday 28 th April – Friday 3 rd July | <u>ANZAC DAY: observed Monday 27th April</u> <u>Friday 29 May</u> – Staff Only Day <u>Monday 1 June</u> – Queens Birthday Holiday |
| TERM 3 | Monday 20 th July – Friday 25 th September | <u>Friday 21 August – Monday 24 August</u> – Mid Term Break |
| TERM 4 | Monday 12 th October – Friday 11 th December | <u>Monday 26 Oct</u> – Labour Day <u>Friday 13 November</u> – Staff Only Day |

2021:

Auckland Anniversary Day: Monday 1st February

Day 1 Students: Tuesday 2nd February – Day 1, Term 1

Waitangi Day: Saturday 6 February (Holiday observed Monday 8th 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.

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: ePC, 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.

Students start school on the Monday of the following week 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 student is inducted into our school by being placed in our induction class for approximately one week, 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 Monday to let them know that the new student is arriving.
- All students will start at Manurewa Intermediate School on the Monday following their completed enrolment being accepted and placed in our induction class for approximately one week, after which they are then moved into their permanent form class after placement by The DP: ePC.
- 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 DP: Operations as soon as possible, prior to the arrival of the new student.
- On the first Monday, the DP: ePC and a student from the induction class will meet the child and introduce the new student to the Principal. It is important a buddy is appointed to manage this process for the student. In the case of International Students, this buddy should be able to speak the new student's language if possible.
- In the case of ESOL students, they will be tested where appropriate. The Deputy Principal: Guidance and Support will also assess them on the ESOL MOE tests. Results for these tests will be distributed to all teachers of that class.
- During this whole process, immediate pastoral or guidance concerns should be addressed to the DP: ePC. Any academic concerns should be passed on to the Deputy Principal: Guidance and Support.
- Children must 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. Rocket Reading (Reading Mileage programme), 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 enrolment 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: Monday 3rd February 9am – 3pm: MI Whanau Day and Meet the Teacher

Week Ten: Thursday 9th April (8:00am – 8:00pm): Student Involved Conferences (with Teacher, Parents, Student) and Term 1 Interim Achievement Report and Goal Setting (Learning Conversation)

TERM THREE

Week Three: Tuesday 4th August (8:00am – 8:00pm): Student Involved Conferences (with Teacher, Parents, Student) and Term 3 Achievement Summary Report issued (Learning Conversation)

TERM FOUR:

Week Nine: Thursday 10th 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:

MI Record – a document that reflects the experiences each student has here. It is a progressive document which also includes work samples, tests and evaluations from each curriculum area, used to show student progress. There is no set format for this record and some subject areas use them differently to others.

Google Drive – an online portfolio of all work that students build up as they complete work online.

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

YOUR CHILD'S LEARNING

DEVICES & STATIONERY

Students at Manurewa Intermediate are provided with a free set of stationery at the beginning of each year. They are also provided with a free laptop that they are able to use during Math and Humanities lessons. These devices stay at school. We believe that providing these items is beneficial because it helps our kids start learning from the very first day, and helps them have access to technology that is vital in this day and age. It is also a huge advantage for whanau not being asked to fund such equipment which is not common in most schools!

The following is the basic stationery list for every student in every class for 2020, provided by the school.

| | |
|--|--|
| Pencil Case | 30cm plastic ruler (No bendy rulers!) |
| Rubber/eraser | HB Pencils (x4) |
| Glue Stick - large | 1B8 Exercise Books – A4, 36 leaf, 72 pages, 7mm lined (x5) |
| Packet of 12 coloured pencils | 1E8 Quad Math Book – A4, 32 leaf, 64 pages, 297 x 210mm (x2) |
| Red ballpoint pens (x10) | Protractor |
| Blue ballpoint pens (x10) | 3B1 Notebook – soft cover, 32 leaf, 64 pages, 7mm lined (x2) |
| Two Highlighter pens – yellow and blue | Unlined sketch book A3– for Art (x1) |
| 1 packet of felt tip pens | |

DISCOVERY PROGRAMMES

Part of the success of Manurewa Intermediate School over the past eleven years 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 DP: Student Programmes 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 Deputy 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, Christian, Computers, Drawing, E4S, Home Study), Sports (Indoor Soccer, Volleyball, Aerobics, Table Tennis, Touch Rugby, Netball, Basketball, Hockey), Environmental Projects (gardening, horticulture, Travelwise, etc) and Cultural activities (Hip Hop, Mau Rakau, Karaoke, 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 parent/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.

The key word to think about for your classroom programme is *accessibility*. Do the students who need additional support or extension have access to learning in your class. How are you engaging the students? How are you delivering your lesson? How is learning being represented by the students?

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 specifically for Gifted and Talented students; an Enrichment Class; MiTV (Manurewa Intermediate School Television Studio); Sports Enrichment classes; numerous Bands; Choir and Cultural Performance groups and many, many Education for Sustainability/Environmental Education groups and projects.

SUPPORT PROGRAMMES

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 ONCE TRAINING HAS TAKEN PLACE AT YEAR'S START

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. 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 Deputy Principal: ePC
- Purpose is about helping solve friendship problems, minor incidents etc and that all children learn to take ownership of maintaining a positive school culture.

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: Guidance and Support and AP: Learning and Teaching

Reading Together

- Reading Together® is a programme facilitated by the Teacher In Charge of the Library that encourages parents to read with their children at home and to make use of the school and community library. The four sessions take place at school of an evening with one session being held at Manurewa Library.

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 - (Communication Literacy, Foundation Basics, Financial Capability, Global Discoveries)

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/SENCO, Professional Support [in consultation with Principal], ORS and Teacher Aides) and works with small groups or individuals.
- **DP: ePC** - coordinates and monitors all behavioural support across the school (includes Professional Support [in consultation with Principal], Teacher Aides, Guidance/Counselling etc) and works with small groups or individuals.
- **Learning Support** – Specific teachers will have Learning Support periods timetabled into their weekly timetable. The teachers will work with identified students who need support with their learning. Students identified for this support will

be chosen due to the need (maybe working just below, at or above). For 2019 we are keeping classes at 22-25 students therefore learning support is the classroom teacher's responsibility first and foremost.

- **School Counsellor** – available to work with students/families four days per week. This includes co-ordination of programmes that support our students.
- **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.
- **International Learning Assistants** – recruited through the University of Denmark they come to us on a volunteer basis for up to six months, to be learning assistants who work with small groups or individuals; assisting with general day to day organisation and learning
- **Other external interventions** – e.g. agencies, Maori Youth Workers, Counsellors, Social Workers.

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 21st 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.

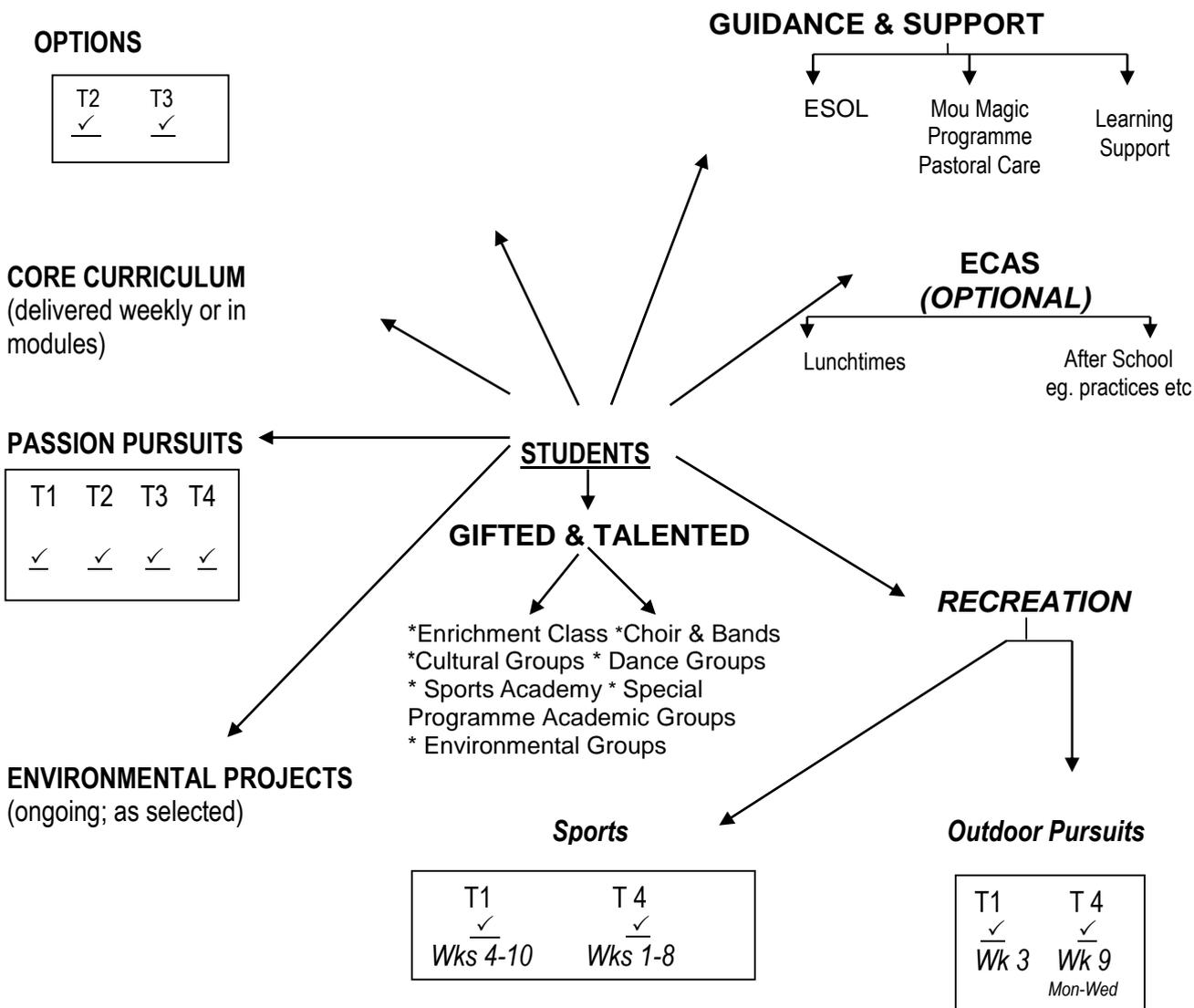
Whilst making a caring educational environment where all students will develop an enthusiasm for learning, we are also able to offer our students a myriad of other special programme activities and options, coupled with the emphasis on academics, extension and recovery work.

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 21st 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; Media Studies; NZ History, Careers) – 1 period
- Friday Frenzy (Communication Literacy; Foundation Basics; Global Discoveries; Financial Capability)

(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
- Performing Arts – 2 periods every week, for one module
- Sustainable Enterprise – 2 periods every week, for one module
- Languages – 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
- Sustainable Enterprise – 2 periods every week, for one module

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

- Passion Pursuits – 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 2020

There are 10 modules during the year. These are:

| MODULE | TERM | WEEKS | DESCRIPTION |
|--------|------|------------------|---|
| 1 | 1 | 1-2 | MI School Life |
| 2 | 1 | 3 | MI Survival Survival Camp |
| 3 | 1 | 4-10 | Risk Taker - MI Way Module Programme |
| | | | |
| 4 | 2 | 1-7, 10 | Optimistic Module Programme |
| 5 | 2 | 8, 9 | MI Expression Art Show (Exhibition of Learning on during week 10) |
| | | | |
| 6 | 3 | 1-2 | MI Cultural Focus Breakout Olympics Games Bid (Exhibition of Learning in Week 3) |
| 7 | 3 | 3-10 | Communicator Module Programme |
| | | | |
| 8 | 4 | 1-8 | Compassionate Module Programme |
| 9 | 4 | 9 (Mon - Wed) | MI Experience Outdoor Education day |
| 10 | 4 | 9 (Thur/Fri) | MI Achievement Poroporoaki/Review |

NOTE:

- All Core Curriculum, Discovery and Other Programmes operate during Modules 3, 4, 7 and 8 ie. 31 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, 6, 9 and 10. There is no release during these modules
- Module 3 is a seven-week block, Modules 4, 6 and 8 are divided into eight week cycles for the following subjects. Every class does one module per year in each of the four areas for a double period per week during that module: Foods, Art and Sustainable Enterprise
- Module 3 is a seven-week block, Modules 4, 6 and 8 are divided into eight week cycles for the following subjects. Every class does one module per year in each of the four areas for two single periods per week during that module: Music, Performing Arts, Digi-Comp and Languages

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 Enrichment:

This programme operates one period a week throughout the year, with students choosing which specific passion pursuit to participate in.

3. OTHER PROGRAMMES

(A) Kori Tinana (Exercise):

This programme operates Monday – Thursday, 8.45am - 9.05am 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 Just Dance.

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

This programme operates every day, immediately after lunch from 2.00pm - 2.15pm 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.

(C) Whanau Singing Assembly:

This programme operates every Friday afternoon, 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.

(F) School Activities all students are involved in:

Cultural Groups

Swimming Sports

Athletics Day

Cross Country

(G) Activities students may be selected for:

APPA & MPA Choir

Netball Academy

Auckland/Manukau Science Fair

School Councillors

Community Councillors

Curriculum Councillors

Whanau Captains/Leaders
 Zone Speech Competition
 Auckland Mathex
 Totara Springs Sports Camp Week
 Enviro-Schools
 School Rock Bands
 Eco Council

Travelwise Group
 School Librarian
 School Musical Production (even year)
 National Young Leaders Day
 Sports Academy
 Pastoral Care Council

(H) Interzone Sports Teams:

| | |
|--------------|---------------------------------|
| Swimming | Netball – (also Saturday teams) |
| Soccer | Ultra Rip |
| Cricket | Athletics |
| Orienteering | Cross Country |
| Softball | Touch Rugby |
| Hockey | Rugby |
| Badminton | Rugby League |
| Basketball | Volleyball |

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

| | |
|--|------------------------------------|
| Student Council Competitions or activities | |
| School Cultural Groups – additional group | Netball – (Saturday team) |
| Water Polo Team (Saturday) | Extra Curricular Activities – ECAs |
| Ki O Rahi Tournament | (lunchtime and afterschool) |

(J) School-Wide Break-Out Events:

TERM

| | 2 | 3 | 4 |
|-------------------------|---|---|--|
| EVEN YEAR (2020) | MI Expression Arts Festival (Art Exhibition/Performing Arts) | MI Cultural Focus Breakout Olympic Games Bids | Outdoor Pursuits (Week EOTC activities) |
| ODD YEAR (2021) | MI Cultural Focus Breakout nited Nations Festival | MI Expression STEAM Fair (Science, Technology, Engineering, Art and Math) | 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 though the cracks'. Our Hauora Programme encompasses:

- Values
- Social Skills
- Puberty, Sexuality and Relationship Education
- Healthy Lifestyle Choices – drugs, smoking, etc
- Goal Setting and Reflections

MONDAY MAGIC, FRIDAY FRENZY and MI LEARNING TALK PROGRAMMES

These are vital parts 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
- Media Studies
- NZ History
- Careers

Friday Frenzy:

- Communication Literacy
- Foundation Basics
- Global Discoveries
- Financial Capability

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 10.05 – 11:05am. Classes go directly to their allotted area in the hall after Period 1. For further information or assistance with assemblies see the Deputy Principal: Operations.

WHOLE SCHOOL WHANAU SINGING ASSEMBLY

Whole School Whanau Singing Assemblies are held every week on Friday from 2:30pm-3.05pm, 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.
- Sustainability and Classroom Environment Awards are given to a class each week.
- Positive Play Cards are given to staff and students by the School Senate at assembly.
- School Value Certificates – given out by teachers to students; and students to teachers to people who actively demonstrate the school values.
- Praise Postcards – Posted to parents focussing on a recent success displayed by the student
- 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 in school.
- Gold Card Award – the highest award at MIS for going above AND beyond what is expected within the community.
- Values Certificate – It is compulsory to give out one per week. Fill out and place in DP: ePC pigeon hole by Thursday 3:00pm.

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, or during Morning Tea. 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 3.05-4pm; Tuesdays 2.20 – 4pm. It is an opportunity for students to complete homework, ask for assistance and use the internet for research. Staff supervise students.

KHAN ACADEMY CLUB

Khan Academy 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 continue their self-directed learning using the Khan Academy website, 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 every day and after school Monday, Wednesday and Thursday from 3.05-4pm.

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: ePC. A list of lunches given out is kept so we can follow up on any issues. We also have a focus on *Healthy Eating*, with a daily whanau competition that rewards students for eating healthy.

LUNCHTIME

Lunchtime is from 1.25 – 2.00pm. The students eat their lunches inside their form class until 1.35pm. Cultural group practices, class lunch time sports, lunch time ECA clubs and sports team practices start at 1.35pm each lunch time and end at 2.00pm. There are no lunchtime activities on Fridays.

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.

| | Monday-Thursday | | Friday |
|---------------|---------------------|---------------|--------------------|
| 8.30 – 8.45 | Form Time | 8.30 - 8.45 | Form Time |
| 8.45 – 9.05 | Fitness/Kori Tinana | 8.45 - 9.05 | MI Inquiry Revisit |
| 9.05 - 11.05 | Period 1 – 2 | 9.05 - 10.05 | Period 1 |
| 11.05 - 11.25 | Morning Interval | 10.05 - 11.05 | Assembly |
| 11.25 - 1.25 | Period 3 - 4 | 11.05 - 11.25 | Morning Interval |
| 1.25 - 1.35 | Lunch Eating | 11.25 - 1.25 | Period 3 - 4 |
| 1.35 - 2.00 | Lunch Break | 1.25 - 1.35 | Lunch Eating |
| 2.00 - 2.15 | DEAR | 1.35 - 2.00 | Lunch Break |
| 2.15 - 3.05 | Period 5 | 2.00 - 2.15 | DEAR |
| 3.05 – 4.00 | Period 6 (Optional) | 2.15 - 2.30 | Whanau Wrap-up |
| | | 2.30 - 3.05 | School Singing |

Tuesday early finish (2.15pm)

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 3.05pm 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.

COMMUNITY SERVICE

Community Service is held at lunchtime, 1:15-1:45pm, 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: ePC 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

School Senators

There are 10 School Senators who represent the school as a whole. Initially there are only eight senators selected by students and leadership in charge of the Five Councils. They must go through a voting and selection process coordinated by the leadership person in charge of each of the councils. A maximum of two representatives from each of the councils may be voted/selected to be a part of the senate.

Throughout the year at times when other Year 8 students in any of the councils show leadership skills and are performing well, then they may be invited to stand and then be voted and selected to become a School Senator to join the original eight.

School Senators take part in a programme that develops their leadership skills, provide a peer mediator-type service for students within the school and represent each of the Five Councils in any decision making that may take place.

The Deputy Principal: External Relations and Communications coordinates the School Senate.

The Five Councils

Community Council

The purpose of the Community Council is to form a support group to represent student voice. These students will be seen as leaders of the school community, 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 Councillor is an exciting opportunity for children to develop the skills of initiative and responsibility.

DP: Operations coordinates the Community Council.

Curriculum Council

The Curriculum Council is made up of 10 students. The purpose of the Curriculum Council is to engage students with the curriculum at a very high level.

The Curriculum Council is responsible for designing the following year’s Programme of Learning, by discussing what topics and inquiry directions would be most engaging for students under each of the 8 guiding Graduate Profile concepts.

They also meet once a week to interview students at random. The interviews aim to find out what students have been learning (rather than what they have been “doing”). The responses of the students are ranked in order, are allocated points, and contribute toward the weekly whanau competition.

The Associate Principal: Learning and Teaching coordinates the Curriculum Council.

Pastoral Care Council

The Pastoral Council is made up of 10 students from across the school.

The Pastoral Care Council is responsible for helping other students manage their social, emotional and mental health. They do this by acting as mentors and/or friends.

The Deputy Principal: ePC and the school’s social worker coordinate the Pastoral Care Council.

Eco Council

The Eco Council is made up of 10 students from across the school. There is an application process to be part of the Eco Council, with students interviewing to showcase their knowledge and passion for sustainability.

The Eco Council is responsible for a wide range of eco-friendly programmes and initiatives aimed at increasing awareness of local and global issues, keeping our school eco-friendly, as well as educating the wider school community about how they can contribute to a sustainable community.

The Deputy Principal: Guidance and Support oversees the Eco Council, alongside the Director of E4S.

Cultural Council

Children with strong leadership skills in Māori and Pasifika cultures will form this Council. Students will be trained and developed by the MAP and PAP practice leaders to mentor teachers and act as pupil-teachers where appropriate. This is also a Gifted and Talented initiative to recognise, use and value the rich cultural backgrounds of our children.

The Deputy Principal: Student Programmes oversees the Cultural Council

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 i.e. 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 e.g. trading cards, toys, cell phones, 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 COMPETITION

All students and staff are members of a whanau (Tawa – Blue, Kowhai – Yellow, Rimu – Red, Kauri – Green). There is 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 Fitness 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.

MI Money replaced whanau points in 2018 and can be given to students or classes to reward positive behaviour. (See "MI Money")

There is a weekly Whanau Competition where there are point values given for key priorities that support the School Culture and Manurewa Intermediate's continued focus on presence and engagement. The key areas of attendance, lateness, uniform, Money Books and learning have the biggest allocation of points. Other areas such as School Singing, Values etc also a

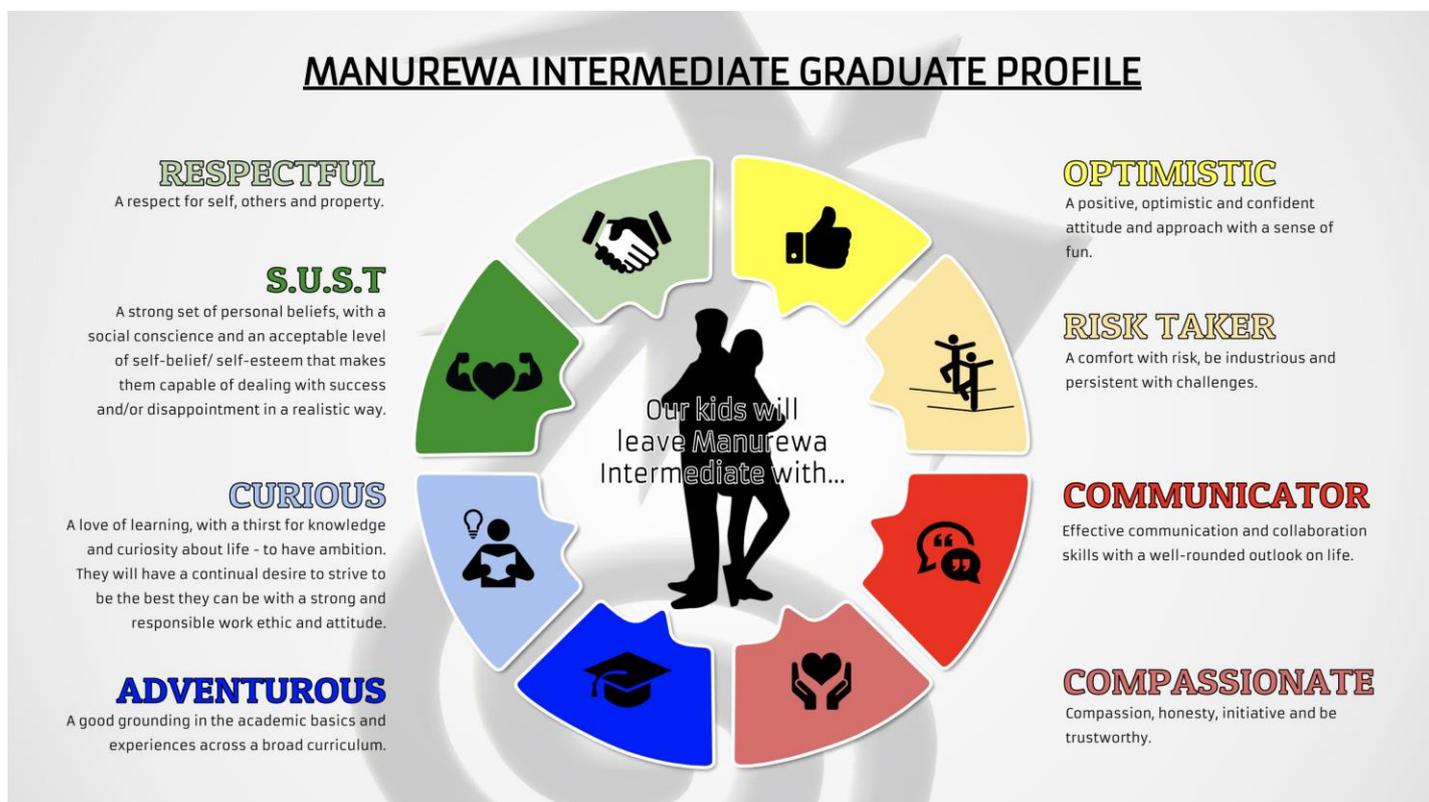
carry a point weighting. At times some of the point allocations may be increased to support a needed increase in an area such as attendance. Starting from 2020 there will also be from time to time an increase in the weighting of other areas that we consider support the culture of the school eg. School Singing.

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 GRADUATE 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.



| TEACHER: | | TIMETABLE 2020 | | | | | | ROOM: <input type="text"/> | | |
|---------------------|----------|------------------------------------|---------------------------------------|----------------------------|--------------------------|--|---------------------------------------|--|--------------------------------------|--------------------------------------|
| TIME | PERIOD | MONDAY ECA's/CULTURE | TUESDAY ECA's/SPORTS | WEDNESDAY ECA's/CULTURE | THURSDAY ECA's/SPORTS | FRIDAY | | | | |
| 8.30 – 8.45 | | ← FORM TIME → | | | | | | | | |
| 8.45 – 9.05 | | ← KORI TINANA → | | | | | MI – Inquiry Revisit | | | |
| 9.05 – 10.05 | 1 | MI INQUIRY TALK | | | | Friday Frenzy | | | | |
| | | 9.20 HAUORA | | | | 3 Comm unic ation Literac y | 4 Foun dati on Basic s | 7 Glob al Disco ver ies | 8 Finan cial Capab ility | |
| 10.05 – 11.05 | 2 | | | | | MI CELEBRATION (ASSEMBLY) | | | | |
| 11.05 – 11.25 | | ← INTERVAL → | | | | | | | | |
| 11.25 – 12.25 | 3 | | | | | | | | | |
| 12.25 – 1.25 | 4 | | | | | | | | | |
| 1.25 – 1.35 | | ← LUNCH EATING (in class) → | | | | | | | | |
| 1.35 – 2.00 | | ← LUNCH BREAK → | | | | | | | | |
| 2.00 – 2.15 | | ← DEAR → | | | | Term 1 | DEAR 2+3 | Term 4 | DEAR | |
| 2.15 – 3.05 | 5 | "Monday Magic" | | 2.15 SCHOOL ENDS | | CULTURAL ENRICHMENT | REC | OPTIONS | REC | 2.15 WHANAU WRAP-UP |
| | | 3 Servi ce | 4 Medi a St u di es | 7 NZ Hist or y | 8 Care er s | | | | | 2.20 PROFESSIONAL LEARNING |
| 3.05 – 4.00 | 6 | PASSION PURSUITS | | Page 1 / 1 | | ← PASSION PURSUITS → | | | | |

NOTES: