



MANUREWA INTERMEDIATE SCHOOL

'Adventurous risk takers; persistent focussed achievement'

2026

GENERAL

INFORMATION

BOOKLET

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LEADERSHIP STAFF 2026

PRINCIPAL

Iain Taylor

ASSOCIATE PRINCIPAL

Sidd Apiata – Operations

DEPUTY PRINCIPALS

(NOTE: names and portfolios below)

Tara Clement - e-Learning and Infrastructure

Ben Nathan - Guidance and Support

Callum Baird - Learning and Teaching

Junior Peilua - Pastoral Care

Rangi Ropati - Professional Learning Leader

Rita Brooking - Student Focus

Rob Shephard - Student Programmes

The full staff list with all teachers and support staff will be distributed at the start of 2026.

**STAY
IN
TOUCH**

2026 WHĀNAU CALENDAR

The full calendar will be sent home at the beginning of the year. However, for now please diary in Monday 2nd February 2026, 8.30am – 3.15pm for Day 1 Whānau Day. Refer to separate flier! See you here by 8.30am for our pōwhiri start!

2026 TERM DATES

	DATES	HOLIDAYS/OTHERS
TERM 1	Monday 2 nd February to Thursday 2 nd April	<u>Monday 2 February</u> – Day 1 <u>Friday 6 February</u> – Waitangi Day <u>EASTER</u> – in holidays starting Thursday 2 April (Good Friday: Friday 3 April)
TERM 2	Monday 20 th April to Friday 3 rd July	<u>ANZAC DAY</u> – Saturday 25 April <u>Monday 27 April</u> – ANZAC Day ‘Holiday in lieu’ <u>Friday 29 May</u> – Week 6: Staff Only Day <u>Monday 1 June</u> – Week 7: Kings Birthday Holiday
TERM 3	Monday 20 th July to Friday 25 th September	<u>Friday 21 August</u> – Week 5: Mid Term Break <u>Monday 24 August</u> – Week 6: Staff Only Day
TERM 4	Monday 12 th October to Friday 11 th December	<u>Monday 26 October</u> – Week 3: Labour Day

2027:

Auckland Anniversary Day: Monday 1st February

Day 1, Term 1: ALL Students: Wednesday 3rd February

Waitangi Day: Saturday 6th February (Day in lieu 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. There are two per term and are sent home Week Five and Week Nine/Ten of every term.

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.

The following are procedures for resolving concerns:

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. They 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 they 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 Presiding Member of the Board, who then follows policy procedures.

ENROLMENT AND WITHDRAWAL

GENERAL PROCEDURES:

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 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 one of the two classes whose service it is to induct new students. Your child could be in this room for up to one week, after which they are then moved into their permanent form class.

WITHDRAWALS:

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 APPROVAL

When children enrol, parents/caregivers sign to give permission for their child to use the internet and to be involved in food preparation if necessary. (See "Food preparation involvement" for more information)

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 you may have.

PARENTAL INVOLVEMENT

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

- Providing 1:1 tuition eg. Reading Together, Homework Club
- Assisting with group supervision and transport on trips, sports events etc
- Taking sports teams, cultural groups etc
- Making equipment/resources/cultural uniforms 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 during 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.

REPORTING TO PARENTS

Frequent communication 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 2nd February (8:30am – 3:15pm): MI Whānau Day and Meet the Teacher

Week Ten: Tuesday 31st March (8:00am – 8:00pm): Student Involved Conferences (with Teacher, Parents, Student) and Term One Interim Achievement Report and Goal Setting (Learning Conversation)

TERM THREE:

Week Four: Wednesday 19th August (8:00am – 8:00pm): Student Involved Conferences (with Teacher, Parents, Student) and Term Three Achievement Summary Report issued (Learning Conversation)

TERM FOUR:

Week Ten: Thursday 10th December (8:00am – 8:00pm): 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 there are inappropriate materials that can be accessed by anyone on line.

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 website, and social media if deemed appropriate by Leadership

Students may also use AI tools such as Google Gemini to support their learning, but only when used safely, ethically, and with teacher guidance. They are expected to follow clear instructions on how AI can be used for each task, be honest about any AI assistance, and reference it when required. Personal or private information must never be shared with AI platforms. Students should also understand that AI can have limitations or biases and must think critically about the content it produces. All AI use must align with academic integrity and the Keys to Success. Parental permission for AI use is obtained during the enrolment process.

Refer to the full AI Guidelines, available on our school website, and in the user agreement as mentioned below, for detailed information on student responsibilities and the acceptable use of AI at Manurewa Intermediate.

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:

GOOGLE DRIVE + 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 online Google folders are a way of sharing this knowledge and helping our students to be the best they can be. A growing archive of work is accumulated in your child's personal Google Drive, which will have evidence of learning from your child's form class subjects, as well as core subjects – Humanities and Mathematics. The online folders are 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

DEVICES AND 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 form class subjects, Math and Humanities lessons, and other subjects as necessary. 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 whānau not being asked to fund such equipment, which is not common in most schools!

The following stationery will be **provided** by Manurewa Intermediate to every student in their first week at Manurewa Intermediate, free of charge:

1 x Pencil case	1 x pack of felt tip pens
1 x Rubber/eraser	1 x 30cm ruler (No bendy rulers!)
1 x Large glue stick	1 x protractor
1 x pack of colour pencils	5 x 1B8 exercise books (A4, 36 leaf, 72 pages, 7mm lined)
12 x blue ballpoint pens	2 x 1E8 Quad Math books (A4, 32 leaf, 64 pages, 297x210)
4 x HB pencils	
2 x highlighter pens	

DISCOVERY PROGRAMMES

Part of the success of Manurewa Intermediate School over the past thirteen 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, Period 6 etc. All 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.

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. If students do not participate they forfeit their attendance at the end of year Whanau Fun Day.

All students wear their school shorts and 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 AND TALENTED (GaT) GUIDANCE AND SUPPORT UNIT (GaS)

GaT and GaS 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.

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; Enrichment classes; MiTV (Manurewa Intermediate School Television Studio); Sports Enrichment classes; numerous Bands; Choir and Cultural Performance groups and 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. This is to be developed and supported by the LSC during Passion Pod meetings.

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

- 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!

Kura Reo 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 Kura Reo in collaboration with the DP: Guidance and Support.

MI MATES

- Run by Deputy Principal: PC
- Purpose is to help solve friendship problems, minor incidents etc and that all children learn to take ownership of maintaining a positive school culture

High Fliers Programme

The High Fliers programme is a withdrawal programme designed to focus on the high needs of the funded ORS and ICS students. Due to the low number of students who receive funding this programme is also extended to students identified as low learners by their teachers who need literacy and/or numeracy support. Run by two experienced teachers for iDeaL and two experienced Learning Assistants (LAs) for Numicon, a group of high needs students are withdrawn up to three times a week. The details of these programmes are listed below:

- Two experienced teachers to lead literacy and experienced LAs to lead numeracy
- Students will attend up to three times a week (two Humanities and one Math) - Students will not be removed from Form Time or Module subjects
- Space will be allocated with the funded students receiving priority.
- The groups will stay static to build a mini-learning community, unless significant progress is made and it would be more beneficial for the student to return to their classroom programme.
- It will last the year.
- Target will **primarily** be the **low achievers in core curriculum subjects**.

iDeaL Programme

The iDeaL approach provides school-based intervention teachers with the knowledge, appropriate assessments, reporting systems and multisensory resources to explicitly teach foundation literacy skills in a structured literacy approach. It is a complete, comprehensive, and cost-effective approach that will lead to increased student outcomes in reading fluency, vocabulary and writing, when delivered as intended.

Numicon Programme

Numicon is a unique multi-sensory approach to children's mathematical learning, focusing on three key aspects:

- Communicating mathematically
- Exploring relationships
- Generalising concepts to solve problems in everyday life experiences and contexts

Students use engaging materials, structured imagery linking to their sense of pattern and healthy competitive activities in their small groups to encourage active participation.

MI Breakout Buzz

- A weeklong withdrawal programme designed for gifted students to develop conceptual thinking in a collaborative environment using our inquiry model.

Learning Support

- An in-class programme to support students with writing skills developing explicit skills in written language.
- An in-class programme to support students with numeracy gaps, particularly in number knowledge.

AWS Programme

Agility with Sound is a complete structured literacy programme for older struggling students, specifically students in Years 4 to 10 who have experienced years of failure. It has been designed to be used in the classroom, for that group of children who need something different.

It has all the ingredients of a traditional reading programme, including the reading material, but the content is appropriate for older children who struggle with decoding and/or comprehension. It is also for that group of children who seem to decode adequately, but whose comprehension is weak and whose spelling and writing skills are of concern.

It includes the four Wordchain phonological awareness apps, activities to build fluency, 135 age-appropriate decodable books, and resources to build comprehension and writing skills. Agility With Sound has been written with the realities of a modern classroom in mind, where teachers cannot give individual children hours of one-to-one support, or spend all of their time with one group.

SPRING into Math

- SPRING into Math is a small group (3-5) intervention focussing on early number knowledge
- It is run as a warmup during Math for between 10-15 minutes
- The rationale is that repeated exposure to early Math skills will accelerate learning in this area
- Students are identified through the IKaN and Basic Facts testing done by Math teachers
- This is run in all Math classes and can be delegated out to higher ability learners once routines are established.
- Some students will be assigned Learning Assistants during this time to support with the programme.

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 Kura Reo, Learning Support/SENCO, Professional Support [in consultation with Principal], ORS, Learning Assistants and Teacher Aides) and works with small groups or individuals.
- **Deputy Principal: Pastoral Care** - coordinates and monitors all behavioural support across the school (includes Professional Support [in consultation with Principal], Teacher Aides, Learning Assistants, Guidance/Counselling etc) and works with small groups or individuals.
- **Deputy Principal: Student Focus** – in collaboration with DP: GaS and DP: PC coordinates and monitors behavioural support with a particular focus of mentoring and supporting students during their transitions following enrolment or disciplinary action.
- **Learning Support Coordinator** - coordinates the learning support for students in the school to maximise the accessibility of the curriculum in core curriculum areas. In consultation with other LSCs in the Cluster and the DP: Guidance and Support they will ensure a smoother transition to the students' pathway through school.
- **SWiS** - works with individuals, whānau, public health nurses, teachers and school staff in providing additional pastoral support to our students. Our SWiS worker can help – in strict confidence – with issues including bullying, peer pressure and relationships, family relationships, pregnancy, domestic violence, drug and alcohol issues and mental health issues such as depression, grief and self-harm.
- **Poutoko Hapori (Community Engagement Facilitator)** - our in-house support to work with whānau/families five days per week around student attendance and engagement, and whānau confidence.
- **Practice Leaders: Humanities and Math** - our most experienced Humanities and Math teacher working with their respective Passion Pod provide support and professional development. This may be in the form of observations, feedback, modelling and co-teaching.
- **Learning Support: Humanities** - run by various Deputy Principals to support students achieving at 'Needs Support' in literacy. This is an in-class intervention overseen by the Deputy Principal: Guidance and Support.
- **Learning Support: Math** - run by various Deputy Principals to support students achieving at 'Needs Support' in Math. This is an in-class intervention overseen by the Deputy Principal: Guidance and Support.
- **Resource Teachers of Learning and Behaviour** - work in our school with groups or individuals as needed.
- **Learning and Pastoral Assistants** - paraprofessionals to work with small groups or individuals; assisting with general day to day organisation and learning.
- **Other external interventions eg.** agencies, Māori Youth Workers, Counsellors and 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 (Performing Arts, Music and Visual Art)
- Health and Physical Education (Hauora/Health, Physical Education, EOTC, Cooking)
- 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 (Cooking, Materials/X-PLO Tech, Sustainable Design 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 whānau 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.

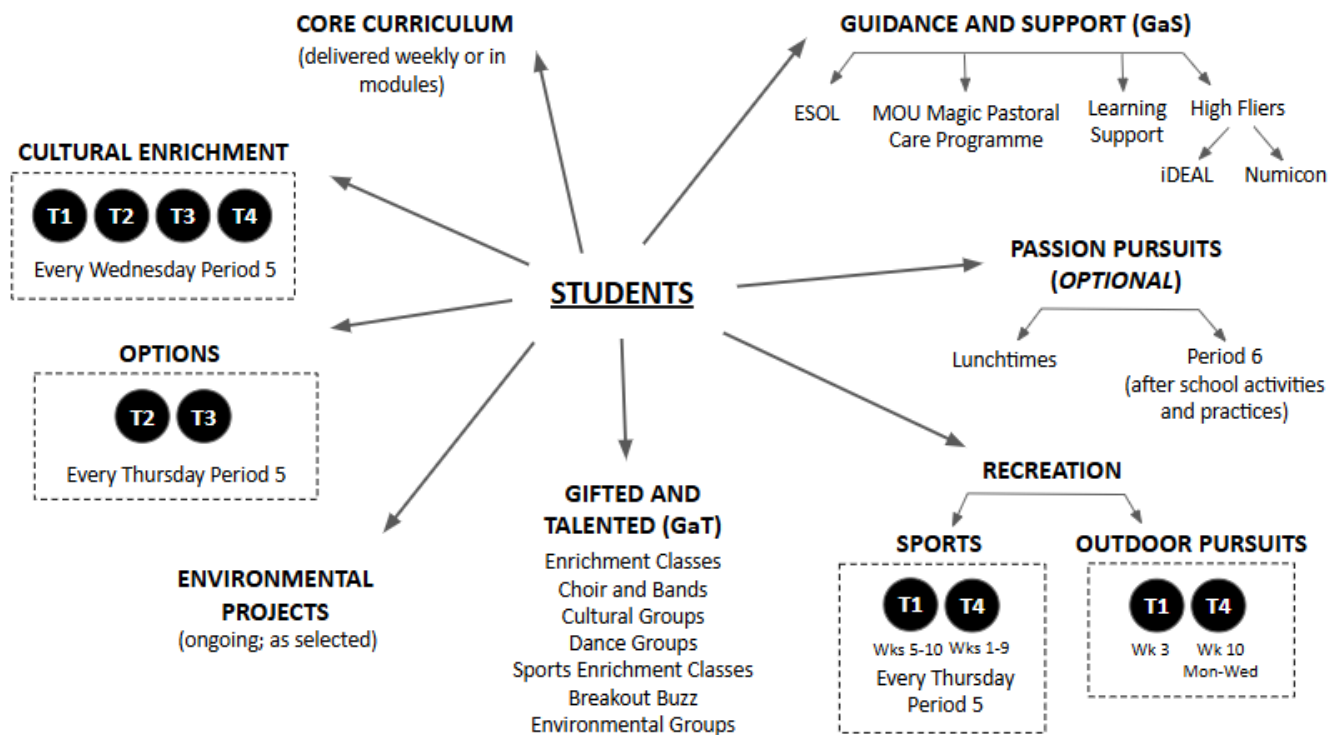
Whilst making a caring educational environment where all students will develop an enthusiasm for learning, we are also able to offer our students a myriad of other special programme activities and options, coupled with the emphasis on academics, extension and recovery work.

Your child will be in a small class of approximately 27-30 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 Period 6 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 i.e. teaching the individual holistically using a balanced inquiry approach with structure as relevant and necessary, with the very best of the secondary specialist curriculum teaching approach of expert knowledge of and passion for the curriculum, for the benefit 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
- Math – 4 periods
- Science – 2 periods
- Physical Education – 1 period
- Hauora (MOU Magic, Values, Social Skills, Graduate Profile, Sexuality and Relationship Education, Puberty, Nutrition, Self Esteem/Confidence and Road/Water Safety, Goal Setting and Reflections) – 1 period
- Monday Magic (Foundation Basics, NZ History, Communication Literacy, Money Mojo) – 1 period
- Life Skills (Service; Taha Hinengaro; First Aid; MI Skills) – 1 period
- Friday Frenzy (Languages, Media Studies, Foundation Basics, Global Discoveries, Geography, Careers) – 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
- Performing Arts – 2 periods every week, for one module
- Te Ao Māori – 2 periods every week, for one module
- Digi-Comp – 2 periods every week, for one module

(C) These are the compulsory core learning areas all students do in either module 3, 5, 7 and 8 each year in a rotation system i.e. 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
- Cooking – 2 periods every week, for one module
- Art – 2 periods every week, for one module
- Sustainable Design – 2 periods every week, for one module

(D) These are the compulsory additional programmes all students do every week when the module timetable is operating:

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

MODULE OVERVIEW 2026

There are 10 modules during the year. These are:

TERM	MODULE	WEEKS	DESCRIPTION
	TERM 1		
1	1	1-2	MI Way – MI School Life
	2	3	MI Survival Survival Camp
	3	4-9	Risk Taker - MI Way Module Programme
	TERM 2		
2	4	1-2	MI Expression Art Exhibition (Exhibition of Learning in Week 3)
	5	3-11	Optimistic Module Programme
	TERM 3		
3	6	1-2	MI Cultural Focus Breakout (Exhibition of Learning in Week 3)
	7	3-10	Communicator Module Programme
	TERM 4		
4	8	1-8	Compassionate Module Programme
	9	9 (Mon - Wed)	MI Experience Outdoor Education Day + Whānau Fun Day
	10	9 (Thurs + Fri)	MI Achievement Poroporoaki/Review

NOTES:

- All Core Curriculum, Discovery and Other Programmes operate during Modules 3, 5, 7 and 8 ie. 31 weeks of the 39-week school year. Release of staff occurs only during these modules
- Modules 3, 5, 7 and 8 run for 31 weeks of the 39-week school year and are divided into six-to-nine-week cycles 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, Cooking, Art and Sustainable Design*.
- Modules 3, 5, 7 and 8 run for 31 weeks of the 39-week school year and are divided into six-to-nine-week cycles for the following subjects. Every class does one module per year in each of the four areas below for two single periods per week: *Music, Performing Arts, Digi-Comp and Te Ao Māori*.
- Schoolwide Breakout activities operate during Modules 1, 2, 4, 6, 9 and 10 for one to two weeks each.

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-whānau sports and outdoor pursuits.

Inter-whānau Sport - rotation in whānau 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 (ODD Year: Home Bay, Motutapu Island EVEN Year: MI Papakainga: MISRC)

Term 4 – Outdoor Pursuits Activity Day/s

(C) Cultural Enrichment:

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

3. OTHER PROGRAMMES

(A) Kori Tinana (Fitness):

This programme operates Monday – Thursday, 8:45am - 9:05am where all students participate in a rotation of fitness activities in their whānau groups.

The rotation involves relevant staff with their whānau 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 Monday and Friday and Thursday in Terms 2 and 3, immediately after lunch from 2:10pm – 2:25pm 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 genres. This also includes *Pause, Prompt, Praise*.

(C) Whānau Singing Assembly:

This programme operates every Friday afternoon throughout the year, with the whole school involved in school wide singing in whānau groups. Parents are more than welcome to come along and get involved!

(D) Inter-Class Lunchtime Sport Competition:

This programme operates during two lunchtimes each week. The sports played vary according to the season, and are played as class groups within a round robin competition organisation.

(E) Period Six (Extra-Curricular Activities/Passion Pursuits):

These programmes, offered by staff, operate as a Period 6 on any set day and involve activities which students can choose to be involved in. School wide activities of sports teams training, choir, bands, Enviro-Schools, cultural group practices may also take place during Period 6 on any set day.

In addition to these, Period Six can include ECA type activities. These activities run from 3:15pm – 4:15/4:30pm. In the past, such activities have been:

Various clubs (Chess, Cooking, Art, Sewing and Crafts, Toi Quest, Movie Making, ICT Gaming, Drawing, Home Study), Sports, E4S Projects (Gardening, Nature Club etc) and Cultural activities (Hip Hop, Dance etc), other Languages (Spanish, Japanese and Māori etc).

(F) School Activities all students are involved in:

Cultural Groups
Athletics Day (also Term 1 Mini-Athletics)

Swimming Sports
Cross Country

(G) Activities students may be selected for:

AIMS Games
Auckland Mathex
Auckland/Manukau Science Fair
Camp Adair Sports Camp
Community Council
Cultural Council
Curriculum Council
Eco Council
Itinerant Music Lessons (e.g. *Trumpet, Saxophone, Clarinet, Flute, Trombone*)

Pastoral Care Council
School Librarian
School Musical Production (even year)
School Rock Bands
School Senators
Sports Camp Week
Sports Enrichment
Whānau Captains
Zone Speech Competition
National Young Leaders Day

(H) Interzone Sports Teams – all subject to change:

Swimming
Soccer
Cricket
Orienteering
Softball
Hockey
Badminton
Basketball

Netball
Tag
Athletics
Cross Country
Touch Rugby
Rugby
Rugby League
Volleyball

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

Student Council Competitions or activities
School Cultural Groups – additional group
Extra-Curricular Activities/Period 6
Ki O Rahi Tournament

Volleyball Academy
Netball Academy
Rugby Academy

(J) School-Wide Break-Out Events:

	TERM 2	TERM 3	TERM 4
EVEN YEAR (2026)	MI Expression Arts Festival (Art Exhibition/Performing Arts)	MI Cultural Focus Breakout	MI Experience Outdoor Pursuits and Whānau Fun Day (One day for each activity)
ODD YEAR (2027)	MI Expression STEAM Fair (Science, Technology, Engineering, Art and Math)	MI Cultural Focus Breakout United Nations Festival	MI Experience Outdoor Pursuits and Whānau Fun Day (Three days)

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 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 – Keys 2 Success
- Values
- Social Skills
- Cyber-safety/digital citizenship
- Puberty, Sexuality and Relationship Education
- Nutrition
- Road/Water Safety
- Goal Setting and Reflections
- Graduate Profile

MONDAY MAGIC, FRIDAY FRENZY + 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: Foundation Basics, Communication Literacy, Money Mojo, NZ History.
- Friday Frenzy: Languages, Media Studies, Foundation Basics, Global Discoveries, Geography, Careers
- MI Learning Talk: Inquiry and the learning journey around this

LIFE SKILLS

Life Skills is an extension of Hauora and was brought about in response to the ongoing need for our students to be armed with fundamental socio-emotional, physical and domestic life skills. These have been identified as key components that will contribute to achieving our 'definition of achievement'.

This has come about as a result of staff consultation around needs and gaps in student knowledge and behaviour. A recurring theme has been the lack of generic life skills and so, as a result, we have created a space within our curriculum to deal with this. After further consultation around what life skills our students are lacking, the suggestions fell into three main categories - physical, emotional and practical.

There was also a lot of crossover with what is already covered within our wider curriculum programmes so there are some specifications around each module of Life Skills which gives some rationale as to why each is what it is. Each Life Skills module focus is below.

Module 3	Module 5	Module 7	Module 8
Service	Taha Hinengaro	First Aid	MI Skills

SCHOOL LIFE

AFTER SCHOOL DETENTIONS

School Detentions are held after school from 3:15 – 4:15pm Monday, Wednesday and Thursday of each week. These are issued for behavioural matters via a Red Card. This card comes home with the student and needs to be signed by the parent/caregiver notifying that their child has a school detention and on which day it is to be completed. An After School Detention is only decided by Leadership and can be given when unacceptable behaviour by a student warrants it such as chewing gum, general disobedience (low level), fighting (low level) etc. Arrangements to collect the student at the end of the detention need to be made. Staff supervise students.

Please note:

- Whilst after an School Detention is usually sitting inside reading quietly it could also be picking up rubbish, gum scraping or gardening, etc.

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 comes together to celebrate successes, share talents and to participate actively and enthusiastically in cultural activities. Parents/caregivers are encouraged to attend and sit at the back of the hall in the allotted area. Teachers need to direct parents to this area if they sit elsewhere.

Students are 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 host 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 it is time for the presentation all move to the side of the stage and when their name is called they walk up on stage. They receive their certificate from the Principal after assembly.

Our assemblies are every Friday at 9:55am - 11:05am. 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 Whānau Singing Assembly

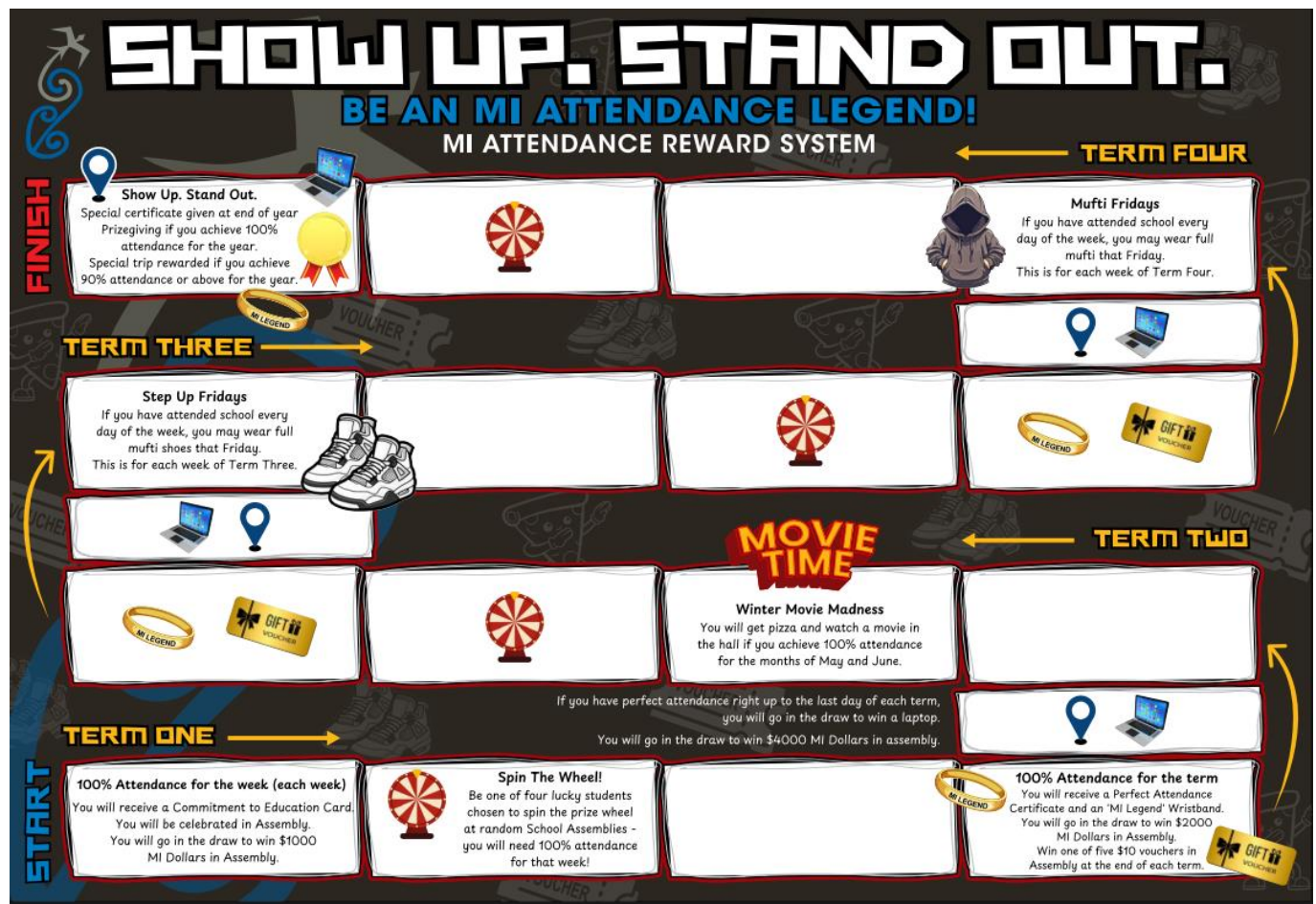
Whānau Singing Assemblies are held on a weekly basis every Friday afternoon at 2:40pm run by whānau teachers with students sitting in their whānau area.

Get, Set, Go Assembly

Get Set, Go! Assemblies are held at the beginning of each module, as well as when a module begins after an off-timetable module. The purpose of these assemblies are to refocus the students on the learning in the upcoming module, as well as to go over the SMART Target and Values for the term.

ATTENDANCE

Our 'Show Up. Stand Out.' attendance rewards system is designed to increase attendance and encourage students to understand that being at school matters. Rewards are given at certain checkpoints throughout the year, as outlined in the chart below.



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 at the allocated seating area until they move to the stage.
- Class of the Week – the class who has performed exceptionally well in the Whānau Competition each week.
- Service, 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 for 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.

BREAKFAST CLUB

Breakfast Club is held in the Wharekai (Room 7) from 7:30am - 8:15am each morning. Staff are encouraged to join with their classes at certain times.

HOMESTUDY CLUB

Homestudy Club is held after school in the Library every Monday, Wednesday and Thursday from 3:15 – 4:15pm. It is an opportunity for students to complete homework, ask for assistance and use the internet for research. Staff supervise students.

LATENESS (COMMUNITY SERVICE)

Community Service is done at lunchtime, 1:40 - 2:10pm, from Wednesday to Friday. Community Service includes such things as gum duty, rubbish pick up etc. These are given out only by Leadership and are for continued lateness to school.

- Students who arrive late, between 8.30-9:00am **must** report to the fishbowl for a time stamp before joining in-class activities. If they arrive late and the fishbowl isn't open students **must** report to reception.
- They will return to class with a time stamp to signify they have reported late, which teachers **must** check.
- Students arriving after 9:00am check in at the office and will receive a late pass
- Children will only be excused from being late ONCE in any one week. After that, it is automatically Community Service. Parents need to be made aware of this early in the year.
- If there is no valid reason for being late or lateness continues, the student will be placed on Community Service.

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 also open to all students during all breaks, as well as before school every day and after school Monday, Wednesday and Thursday from 3:15 - 4:15pm.

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.

LUNCHES

As part of the Ka Ora, Ka Ako healthy school lunches programme, students are supplied with lunch everyday. Regular nutritious food is vital for children's physical, mental and educational development. It affects their ability to focus, concentrate and learn. Due to allergies and parental restrictions under no circumstances are their meals to be shared with others. DP: Student Programmes oversees this and can be seen regarding any health requirements or food safety issues.

LUNCHTIME

Lunch Break is from 1:25 – 2:10pm. The students eat their lunches (Lunch Eating) inside their form class 1:25 – 1:40pm then move outside for Lunch-Play at 1:40 until 2:10pm.

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 time. 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.

PERIOD 6 (PASSION PURSUITS)

We want to provide our students with as many different experiences as possible. ECA's/Sports practices/Cultural practices are Period 6 activities but **additional** practices can be arranged during lunchtimes. Interclass sport takes priority over these at lunchtime. The Deputy Principal: Student Programmes coordinates these activities and students are encouraged to participate.

In the past such activities have been:

Various clubs (Chess, Cooking, Art, Toi Quest Wearable Arts, E-Sports, French, Sewing and Crafts, Digital Coding, Maker Spaces, E4S, Homework Club), Sports (Rugby Union, Rugby League, Indoor Soccer, Volleyball, Badminton, European Handball, Table Tennis, Touch Rugby, Netball, Basketball, Hockey, Cricket), Nature Club and Cultural activities (Hip Hop, Mau Rakau, Karaoke, Drama, Dance etc) and other Languages (German, Maori etc).

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 5.00pm. **On Tuesdays school finishes early, at 1:45pm.**

The timetable: Next page.

Throughout the year at times when other Year 8 students in any of the councils or Whānau Leader cohort show leadership skills and are performing well, then they may be invited to become a School Senator to join the original eleven.

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 Associate Principal: Operations 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.

The Deputy Principal: Guidance and Support coordinates the Community Council.

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 Focus oversees the Cultural 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 whānau competition.

The DP: Learning and Teaching coordinates the Curriculum 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 DP: Student Programmes oversees the Eco 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 DP: Pastoral Care and the school's social worker coordinate the Pastoral Care 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. If the school wide safety systems are not followed and a phone or bike is 'misplaced' or 'stolen' then owner BEWARE! We will not be wasting time following up on this when it has been owner error not following the systems!

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.

WHĀNAU GROUPS

All students and staff are members of a Whānau (Tawa – Blue, Kowhai – Yellow, Rimu – Red, Kauri – Green). There is a school wide chart in the school office showing which Whānau 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 Whānau is announced at that assembly. Their Whānau flag is flown for the week and all members of that whānau get 20 minutes free time on "Triple M" our Adventure Playground during their Whānau Fitness time on The G.O.A.T

All students in a class are all in the same whānau, and compete together in Swimming Sports, Cross Country, Athletics, fitness and many other areas around the school against other Whānau.

MI Money replaced Whānau points in 2018 and can be given to students or classes to reward positive behaviour.

There is a weekly Whānau Competition where there are MI Dollar 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, lates, uniform, Money Books and learning have the biggest allocation of MI Dollars. Other areas such as School Singing, Values etc also carry an MI Dollar weighting. At times some of the MI Dollar allocations may be increased to support a needed focus in an area such as attendance. From time to time an increase in the weighting of other areas we consider supports the culture of the school e.g. School Singing may also happen.

YEAR 8 GRADUATION

Year 8 Graduation is held 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.

GRADUATE PROFILE

The Manurewa Intermediate Graduate Profile encapsulates all we want our students to leave MI as. It carries within it our vision, values and Keys to Success and MI Learners Keys to Success. We believe, if students have engaged with all there is to offer at Manurewa Intermediate, they will have had the opportunity to strengthen themselves in all aspects of the Graduate Profile.

MANUREWA INTERMEDIATE GRADUATE PROFILE

RESPECTFUL

A respect for self, others and property.

S.U.S.T

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.

CURIOUS

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.

ADVENTUROUS

A good grounding in the academic basics and experiences across a broad curriculum.



OPTIMISTIC

A positive, optimistic and confident attitude and approach with a sense of fun.

RISK TAKER

A comfort with risk, be industrious and persistent with challenges.

COMMUNICATOR

Effective communication and collaboration skills with a well-rounded outlook on life.

COMPASSIONATE

Compassion, honesty, initiative and be trustworthy.

TEACHER:		TIMETABLE																Room:					
Time	Period	MONDAY				TUESDAY				WEDNESDAY Class Lunchtime Sport				THURSDAY Class Lunchtime Sport				FRIDAY					
8:30 - 8:45		FORM TIME																					
8:45 - 9:05		KORI TINANA																MI - INQUIRY REVISIT					
9:05 - 10:05	1	MI INQUIRY				MATH				HUMANITIES				PHYS-ED				FRIDAY FRENZY					
		HAUORA																3	5	7	8		
		GRADUATE PROFILE	SEXUALITY ROAD OD EV KEEPING OURSELVES SAFE	NUTRITION	MYSELF & PEERS													LANGUAGES	FOUNDATION BASICS	MEDIA STUDIES	EV CAREERS	OD GLOBAL DISCOVERIES	EV GEOGRAPHY
MONDAY MAGIC				HUMANITIES				3	5	7	8	MI CELEBRATION (ASSEMBLY)											
10:05 - 11:05	2	3	5					7	8														
FOUNDATION BASICS		COMMUNICATION LITERACY	MONEY MOJO					NZ HISTORY	PERFORMING ARTS	MUSIC	TE AO MAORI					DIGI.COM							
11:05 - 11:25		INTERVAL																					
11:25 - 12:25	3	SCIENCE				3	5	7	8	MATH				MATH				HUMANITIES					
12:25 - 1:25	4	3	5	7	8	X-PLO TECH	COOKING	ART	SUSTAINABLE DESIGN	SCIENCE				HUMANITIES				MATH					
		PERFORMING ARTS	MUSIC	TE AO MAORI	DIGI COMP																		
1:25 - 1:40		LUNCH EATING (in class)																					
1:40 - 2:10		LUNCH PLAY				1:45pm SCHOOL ENDS				LUNCH PLAY													
2:10 - 2:25		DEAR								CULTURAL ENRICHMENT				TERM 1 - REC	DEAR		TERM 4 - REC	DEAR					
2:25 - 3:15	5	LIFESKILLS													TERM 2 - OPTIONS	TERM 3 - OPTIONS		2:25pm WHĀNAU WRAP-UP					
		3	5	7	8													2:40 PM					
3:15 - 4:15		6	PASSION PURSUITS ECA'S/SPORTS/CULTURAL GROUPS				PASSION PURSUITS ECA'S/SPORTS/CULTURAL GROUPS										WHĀNAU SINGING						

NOTES: