

Lyall Bay School



Celebrating our 101st year in 2010

Welcome

*An information handbook for
Parents and Visitors*

Principal: Dennis Thompson
Board Chairperson: Paul Soma

Freyberg Street
Lyall Bay
Wellington
principal@lyallbay.school.nz
New Zealand

Phone: (04) 939-9112
Fax: (04) 939-9102
Email:

Please visit our Website
www.lyallbay.school.nz

 **A Message from
Dennis Thompson**

Education is a lifelong process that begins from a child's very earliest years. Therefore, you should not be surprised when I claim that **your child's future success in our education system is largely mapped out already**. I believe that your child's future success is very dependent on:-

- the knowledge and experiences that you have already been able to provide for your child prior to him or her starting school
- the ongoing **interest, encouragement and support** that you provide for your child throughout their time at school.

This is an important expectation that I have of you, as a parent. **Get involved in your child's education by supporting the school and making regular contact with your child's teacher.**

These times of rapid and seemingly never-ending change that we all face on a daily basis has a huge impact on the way we all think, act, communicate, embrace new technologies and indeed, succeed in life. These changes also seriously challenge us, and in the future will determine how and where our children and ourselves work, earn a living, and enjoy life to the fullest.

It is because of this competitive age that we all find ourselves in that I strongly believe that a **broad, relevant, meaningful, and effective** education for our children is so vital.

As you will read in other parts of this booklet, **we at Lyall Bay School attempt to provide a sound base in general skills, knowledge and attitudes, in a strict partnership between your home and the school.**

We place particular emphasis on **literacy** (reading & language programmes) and **numeracy** (mathematics programmes) and strongly promote the following eight principles of the new NZ Curriculum:-

- ✓ **High Expectations:** *The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances*
- ✓ **Learning to Learn:** *The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.*
- ✓ **Treaty of Waitangi:** *The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Maori me ona tikanga.*

- ✓ **Community Engagement:** *The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau and communities.*
- ✓ **Coherence:** *The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.*
- ✓ **Cultural Diversity:** *The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.*
- ✓ **Inclusion:** *The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed.*
- ✓ **Future Focus:** *The curriculum encourages students to look to the future by exploring such future-focused issues as sustainability, citizenship, enterprise, and globalisation.*

All Education Review Office reports over the past 16 years or so (1992, 1995, 1996, 2000, 2004, and 2006) confirm that **"Lyll Bay is an effective school"**. These reports also state that, among other things, *"the school provides a harmonious environment for learning", "the curriculum is well planned and delivered", "learning and teaching programmes are of a high standard", "a range of sound teaching practices is evident throughout the school", and "classroom environments are settled and conducive to learning."*

I am intensely proud of Lyall Bay School, and the positive and harmonious way in which staff, parents and Board of Trustees work as a united team towards our common goal

Our Mission:- *"We aim at Lyall Bay School to achieve educational excellence for each child through a partnership between the home, school and community"*

I trust that, with your ongoing co-operation, suggestions and support, we can continue to move forward with continuous improvement towards an even safer, happier and educationally sound and stimulating learning community.

Dennis Thompson
Principal

About Lyall Bay School

Lyall Bay School opened as Maranui School on 1 February 1909 with a first day intake of 178 pupils. We celebrated a most successful centennial during Labour Weekend 2009 and now find ourselves in our 101st year.

The roll peaked in 1926 with some 844 pupils!!

Following a gradual decline in numbers over the next 60 years, the roll reached an all-time low point of only 216 back at the start of the 1989 school year. Since the advent of Tomorrow's Schools, the roll has again flourished and the school now caters for between 360 and 420 children. This makes Lyall Bay one of the largest contributing schools in Wellington.

Since 1990 more than \$600,000 has been invested into major playground development. Once a "concrete jungle", children now play on both grassed areas and all-weather playgrounds, including two netball courts, an astro-turf space and a range of other recreational zones. Your Board of Trustees continues to strive hard to provide modern, safe playground equipment. Play-structures include a junior platform with various events attached, and more senior pursuit type course adjacent to the Dental Clinic. All equipment is safety standards approved and compliant safety matting is installed under fall areas. Other development projects include the provision of "shade sails", new fences, and the installation of a covered walkway between the two main buildings.

The Board has initiated several other major property projects since 1990 including a new school hall and office area (completed in 1995, with a value of around one third of a million dollars), a new staff-room and school library (completed in 1999 - \$220,000).

The Junior School received upgrading and additions in 1998 and 2000, and a further \$180,000 upgrade of toilets and 3 classrooms was completed in 2006. The junior department has a total of 9 teaching spaces,

including 2 separate New Entrant rooms adjacent to the school office.

A modern, computerised library is situated adjacent to the New Entrant complex.

The Senior School, which is linked to the school hall, library and administration centre, has 6 teaching spaces, a well-equipped resources storage room, a radio broadcasting studio and a multi-purpose ICT room. Upgrades to this building include the installation of tinted aluminium windows in 1996, a \$75,000 toilet and corridors upgrade in 1999, \$130,000 classroom refurbishment in 2005, and a complete re-roof in 2010.

In 2005 the Ministry of Education completed a major upgrade to school-wide computer cabling and our central server as a one-off pilot project. Costing around \$90,000, we now meet the latest ICT standards set for new schools. There are over 100 classroom computers on this network.

In one corner of the northern playground is a small Dental Clinic that is staffed for approximately half of the year.

The school also has a heated swimming pool with changing rooms, but no toilets attached as yet. Further development is planned for this valuable facility in the future.

The Junior School, Senior School and main administration areas have ramps and some facilities for the disabled.

Board of Trustees

Your school Board is elected every 3 years as the governing body of the school. The next elections will be held in May 2010.

The Board is responsible for establishing broad policy objectives and supporting the efficient and effective running of the school.

The Board is also responsible, with the assistance of parents, for developing and implementing the School Charter. The School Charter is an important document that specifies what our school is about, what directions it should move in, and provides information on how to achieve stated goals. The School Charter is reviewed and revised annually. The Board meets eight times per year - twice every term. Parents are always welcome

Charter - Vision, Goals & Identity

Your school has a Charter, documenting a formal agreement between the Minister of Education and the Board of Trustees.

Our Vision

*"Our school is about children...learning to choose - choosing to learn to be the **BEST** we can be..."* This vision, and the word "BEST" is unpacked in more detail on the back cover of this booklet.

Our Mission Statement

"We aim at Lyall Bay School to achieve educational excellence for each child through a partnership between the home, school and community."

Our full Charter is displayed in the office foyer, and copies are available from your child's teacher for your reference.

Our Goals - (not listed in order of priority)

- To deliver quality, balanced learning programmes based on the NZ Curriculum. This encompasses the eight Areas of Learning and the development of Key Competencies:-

Learning Areas

- * *English*
- * *The Arts*
- * *Health & Physical Education*
- * *Learning Languages*
- * *Mathematics & Statistics*
- * *Science*
- * *Social Studies*
- * *Technology*

Key Competencies

- * *Thinking*
- * *Relating to others*
- * *Using language, symbols and texts*
- * *Managing self*

** Participating and contributing*

- To equip all children with the education and life skills for a changing world, helping them to be confident, connected, and actively involved life-long learners.
- To promote an atmosphere of caring co-operation and peace throughout the school.
- To develop knowledge and understanding of the children's own culture and the culture of others, with particular reference to the Maori heritage of New Zealand.

Best Possible Programmes

We are committed to offering the best possible classroom programmes within the constraints of available funding, resources, and staffing allocated by the Ministry of Education. The identified needs of individual children and their learning is our main focus and all school activities are designed to enhance children's learning, catering for their needs and respecting their dignity.

Different Abilities

We aim to recognise the different abilities, interests, levels of individual development and ethnic background of each child, and to provide wide ranging programmes to acknowledge all children as individuals.

New Horizons

During their time at our school we trust that all children will make new friends, meet new ideas, be confronted with exciting challenges and have their horizons widened.

Extended School Family: Whanau

We consider our school to be an extended family; a place where all children are friendly, happy and caring towards one another. We welcome and encourage your family to come to school and work with us in providing the best possible education for your child.

Improvements

We are constantly trying to improve what we do for your child. Your suggestions or ideas are always welcomed, valued and appreciated.

School Organisation

Because of the geographic layout of buildings, the school is essentially organised into 2 groups of classes (or syndicates) -

Junior School and Senior School.

Co-operative planning, organisation and teaching is undertaken in each department with each teacher assuming responsibility for her/his own home group of pupils.

Junior School

Apart from the separate New Entrant department adjacent to the school office, all junior children are housed at the southern end of the school in the large Junior School building, and in two adjacent classrooms (Rooms 8&9). The Junior Department comprises all children from New Entrants to Year 3.

Jan Cross, the Assistant Principal, leads the Junior Syndicate from the New Entrant teaching space adjacent to the office (Rooms 1&2). Carolyn Ward (Room 7) assists as senior teacher.

Senior School

Senior children are housed in the original main school building to the north of the school office. It comprises six classes of composite (or mixed) groupings, with children from Years 4-6 in each classroom.

Clint Chalmers, Deputy Principal, leads the Senior Department from his office adjacent to Room 14, assisted by senior teacher, Linda Nevill (Room 12).

Class Levels

5-year-old children begin as New Entrants.

Nationwide policy states that if your 5-year-old starts school during the first half-year (up until 30 June) he/she will be classified as Year 1. Your child will then move to Year 2 status the following year.

If your 5-year-old child starts school during the second half-year (after 1 July) he/she will be classified as a Year 0, and will then become a Year 1 child from the start of the following year.

All children are systematically promoted each year, with no children promoted ahead of their age group or "held back", unless there are exceptional circumstances.

New Entrants remain in their reception class for approximately two terms, depending on actual numbers of new enrolments. During the course of the year many New Entrants will then move into the Rooms 3-4 Year 1 transition area in an effort to maintain class sizes below 20.

In the following year children will then be placed into one of the five composite Year 2-3 classes (second junior year - third junior year), which make up the remainder of the Junior School.

After Year 3, children progress into the Senior School, spending one year in Year 4, Year 5, and Year 6 respectively (originally Std 2, Std 3, Std 4). Classes in the Senior School are made up of composite (or mixed) Year 4-Year 6 children working alongside each other in much the same manner as you see in country schools. We strongly believe that this structure has positive educational benefits for all children.

Composite (or mixed-year) Classes

We are sometimes asked why we organise our students into **composite**, or mixed-year groupings.

There are many positive reasons for this. Please rest assured that we would not promote and persist with this type of school organisation if we were unable to show evidence that the benefits of such class structures far outweigh any negative factors.

Learning Benefits for Students:

In any modern classroom, staff determine where the students are achieving at in their learning. They then plan and implement a programme that assists each child to progress. The New Zealand Curriculum no longer prescribes a set a programme for each year level; instead, there are 'expectations' of learning outcomes set at a curriculum level that goes across at least two chronological years.

By having a mixed-age class, capable younger students have peers to work with, as do older less capable students - whilst retaining self-esteem with their classmates. Individual needs are better met in a mixed age class and older students are able to set an academic standard for those younger to aspire to.

There is a current emphasis on New Zealand schools 'personalising' learning experiences to acknowledge the learning needs and interests of individual students. Composite classes strongly encourage teachers to get to know their students very well in a caring and supportive manner, and parents often comment on this as one of the strengths of Lyall Bay School.

Social Benefits to Students:

We firmly believe that mixed-age classes create a sense of 'community' where children learn to co-operate together in a wider social group rather than the traditional hierarchical structure that tends to occur in a school with straight year classes (where children from the most senior classes tend to dominate the tone throughout the school).

This can be likened to the social situation we see in our workplaces. Wouldn't it be so unnatural if we were only permitted to relate to and work alongside people who were within a year of our own age? We know that the boss is not always the oldest person, and the boss is not always the top achiever!!

Throughout the many years that we have implemented a composite class structure both teachers and parents have commented on the lovely caring atmosphere that is generally evident throughout the school. This is also mentioned in ALL ERO reports. We also believe that mixed-age classrooms has improved school tone and playground dynamics.

Organisational Benefits:

Class Sizes: Despite having huge discrepancies in student numbers from one year level to the next, composite classes allow us to keep class sizes at a reasonable and equitable level. (For example, at the start of in 2009 we had just 49 Yr6 students, 57 Yr5's and 63 Yr4's. If we had a straight class level organisation this would have translated to 2 Yr6 classes of 24-25 students, 2 Yr5 classes of 28-29, and 2 Yr4 classes of 32-31. What parent would like their child in a class of 31? What teacher would put their hand up to teach a class of 31, when they could have a class of just 24?

Choice of Classes: I constantly hear of cases where schools encounter problems with students who simply don't get on with each other, or disrupt the learning of other students. By having several classes of exactly the same composition it is a simple exercise to separate these disruptive children for everyone's sanity. In the same way, if some students get on really well with each other, we can often place them together regardless of their year level.

Teacher Knowledge Sharing: Before we introduced composite classes, teachers tended to work largely in isolation. Now, because many teachers share identical class compositions, staff enjoy the opportunity to plan together and work co-operatively, supporting each other, sharing ideas and best teaching practice. This has been a major benefit as we work towards 'personalising' student learning.

School Hours

We encourage children to get into the habit of arriving to school on time. Having said that, children are not encouraged before 8.30am as teachers do not provide formal playground supervision before school starts.

Bell times are:-

- 8.55am - School commences
- 10.30 - 10.50am - Morning interval

12.30 - 1.30pm - Lunch
3.00pm - School finishes.

Note: We do not close early during the winter term or on wet days.

School Programmes

All school programmes are carefully based on National Education Goals, curriculum guidelines, and local curriculum goals as specified in our Charter and accompanying policies. It is the school's intention that all staff work together to deliver a balanced curriculum which reflects the latest trends in education and for this reason, programmes are constantly being reviewed and refined. The 24 term thematic overview is displayed in the school foyer.

Our curriculum delivery has featured on nation-wide television, and many aspects of classroom programmes have gained recognition and acclaim from other schools.

We have a strong commitment to providing quality education for our children. A high emphasis is placed on literacy and numeracy teaching in the core curriculum subjects (Reading, Language, and Mathematics) and skills learned in these areas underpin all school activities.

It is important to us that children are treated as individuals, and are carefully monitored via either a personal file or an electronic portfolio that accompanies the child from class to class during their time at Lyall Bay School.

An Open-Door policy means that **teachers are happy to discuss your child's progress regularly at any point during the year** rather than parents having to wait until set interview dates. Teachers are also available to explain classroom programmes and other school organisational details.

Junior School Reading Bags

Junior children regularly take home reading material in their Reading-Bags. (Reading-Bags are sold as stationery items to protect school resources sent home.) Books and poetry cards are carefully selected to allow children to practise their reading.

For this reason, some material may seem a little easy. Research shows that regular reading of familiar stories at home will assist your child's development as an independent learner. Please allow time for this and be positive - listen, share and encourage.

Reading Assistance Programmes

All children are formally tested around their sixth birthday and as an outcome of these tests some children are selected for a special assistance programme such as Reading Recovery. This is often an intensive short-term daily programme taken by a specialist teacher or teacher's aide focusing on areas of reading, writing and/or numeracy.

Generally, this intervention early in a child's schooling achieves and maintains normal levels of progress. Any special assistance is in addition to the normal classroom programme.

There is always close consultation between the person giving assistance, parents and the classroom teacher.

Resource Teacher of Literacy

We value literacy learning highly at Lyall Bay School and we are fortunate in having an Itinerant Resource Teacher of Literacy available to provide support for teachers who have children experiencing reading difficulties.

Parents are always contacted if your child is selected for special assistance programmes, as the home plays a critical role in supporting children's reading development.

Physical Education & Sport

All children are required to participate in regular physical education and sports activities **to the best of their ability**. Every morning (weather permitting) classes are involved in rhythm exercises and/or a short run/jog/walk. If your child is unable to participate because of health reasons or injuries, please send a note to the teacher.

Swimming

During the summer months children will have regular swimming in the school's heated learners' pool. Gaining water confidence is part of our physical education and sports programme and every child is expected to participate.

Parents are also encouraged to enrol children in private swimming lessons.

Please send a note to school if your child's health does not allow him/her to swim.

Teachers will only take their classes swimming if daily water quality tests are satisfactory, and if the weather is suitable.

Parents are requested to ensure that children's clothing and swimming gear are named so that lost clothing can be promptly returned.

Computers - Information Technology

A very significant amount of school and government funding has been expended over recent years on providing hands-on ICT (information and communications technology).

We have more than 100 computers operating on our state-of-the-art network at any given time. In addition, we have colour-laser printing capability, and digital/video cameras available for classroom use. With all classrooms connected to a school-wide network children can access our intranet, and the internet (under controlled conditions).

Your Board of Trustees is committed to continually upgrading computers as technology rapidly progresses.

Computer programs are carefully selected by staff to ensure that the children gain maximum benefit from these valuable teaching tools.

In many ways our school leads the way in the area of modern communications. We are proud of our award winning website on the internet. Even back in 1997, our school was voted the best Primary School Website in New Zealand. Our Website address is printed on the front cover of this booklet. Please visit regularly, as we aim to update the website on a regular basis.

The school can also be electronically mailed via my e-mail address:

principal@lyallbay.school.nz

Children With Special Abilities / Educational Needs

The school is strongly committed to providing support for children with special educational needs. A Register of Diverse Learners is maintained in an effort to carefully monitor progress of children with special abilities / learning needs.

The Ministry of Education provides some financial and staffing resources to enable the school to offer this support, but often this is quite limited.

We do however, lobby strongly for children who are mainstreamed into normal classes to ensure that they receive appropriate support from trained Resource Teachers and/or Teacher Aide assistance, so that other children in the class group are not disadvantaged.

Itinerant Resource Teacher - Learning & Behaviour - RTL

We are fortunate to have the support and services of our local Resource Team for Learning and Behaviour.

We have five specialist teachers in the Eastern Suburbs, one of whom visits us regularly to provide extra tuition and teacher assistance for children who require help and guidance with their schooling.

Speech Language Therapist

The Speech Language Therapist (SLT) for our school is based at the Ministry of Education's Group Special Education in the central city. The Speech Language Therapist visits the school (as required) to work with any child with speech problems referred either by the teacher or parent/caregiver. Parents should discuss any communication or speech problem they think their child has with the class teacher.

Maori Language Programmes

As a state-funded school, we have a clear obligation to support and uphold our commitment to the Treaty of Waitangi. Content details of classroom programmes are specified in national guidelines which we are expected to deliver to our children.

Assistance is being provided by resource persons to develop teaching and learning programmes in the school for staff and children, promoting Te Reo (Maori Language) and the understanding and values of Tikanga Maori. **Parental/whanau support, expertise and assistance is always welcomed.**

Education Outside the Classroom

This is an increasingly important added dimension to enhance our in-class programmes. Experiences outside the classroom include such activities as a Years 5-6 camp (every second year), sporting, musical and educational trips.

Local walks and visits, education programmes at the museum, zoo, farms, and so on are also valuable aspects adding to classroom themes.

Wherever possible, all school excursions are directly related to the current classroom programme / theme, and as such most arranged visits are not optional to children. For safety reasons we normally travel by bus rather than asking for parental help with transport. Apart from the optional camping experience, it is the school's policy to fund these activities wherever possible from the Voluntary Donation scheme. Parents who choose not to pay the donation are expected to pay separately for each excursion.

New Learners of English

As a multi-cultural school we recognise and value all languages in our community. We encourage children to maintain their first language.

Children requiring special assistance with learning English may qualify for extra support from a Ministry of Education funded resource teacher or teacher-aide.

Library & Information Network

Our library and classroom information network plays an important part in all our school programmes. The Board of Trustees generously supports the ongoing purchase of up-to-date attractive reference and reading material.

In addition to books, our information network has CD-ROM and Internet links to enable children to locate and research up to the minute information using the latest high-speed technology.

All children are scheduled to use the library facility at least once a week for regular book changes and developing / practising library skills. They are allowed to have up to two books on loan at any one time. Parents can also help us by ensuring books are returned regularly. If children lose books, parents will be invoiced for their replacement.

Open Door Policy

Your school operates an Open-Door Policy. Parents are always welcome and encouraged to join in with school and classroom activities.

Our New Entrant classes have an open morning every Tuesday (9:00am - 10:30am) to allow children who are almost five to visit the school. For legal reasons, parents are expected to remain with their pre-schoolers during these visits.

If parents wish to spend time in other classes they are asked to check that it is appropriate with the teacher, to avoid undue disruption to classroom programmes.

Parent Helpers

Teachers appreciate help given for specific tasks such as:

- ✓ Parents offering services such as trade skills at a discounted rate.
- ✓ Parent help in making equipment and providing the school with recyclable materials that can be used in the classrooms.
- ✓ Parent help in the school library.
- ✓ Accompanying classes on class trips or sports visits.
- ✓ Taking small groups of children for developmental or elective programmes (eg. recorders, guitars, choir).
- ✓ Assisting our cultural groups.
- ✓ Demonstrating special skills - for example painting, cooking, hobbies.
- ✓ Adopting a school garden and providing regular care for your own plot.

Please come forward and make yourself known to your child's teacher if you are willing to assist in any way.

Board of Trustees

(Elected April 2007)

	Phone Number
Paul Soma (Current Chair)	387-2454
Mark Coburn	387-2733
Kevin O'Neill	934-4665
Owen Crossman	934- 4292
Gabrielle-Sisifo Makisi	977 -5531
Atawhai Tibble (co-opted 2008)	387-3815

Dennis Thompson (Principal) 387-3812
Kieran McDonald (Staff Rep.)

Friends of the School

We are greatly indebted to our "Friends of the School" group who have been assisting us for many years. The group aims to provide support for new families and to have prime responsibility for fundraising.

The group works hard to provide funds to assist the Board of Trustees in achieving school improvement goals.

The "Friends" co-ordinate such fundraisers as an annual Food and Fun Fair, and various sales promotions are run throughout the year.

In addition, a Community Newsletter is distributed to approximately 2,000 local households on a regular basis.

Please ask at the office for contact details and meeting dates. You are always very welcome to attend, and this is a great way to meet and network with other parents.

Meet our Staff

Dennis Thompson (Principal)
Clint Chalmers (Deputy Principal Senior School)
Jan Cross (Assistant Principal Junior School)
Linda Nevill (Senior Teacher Senior School)
Carolyn Ward (Senior Teacher Junior School)

Jan Cross - Room 1

Shona Fort	- Room 2
Jocelyn Kebbell	- Room 3
Sally Nelson	- Room 4
Suzanne Woods	- Room 5
Gary Tresch	- Room 6
Carolyn Ward	- Room 7
Tracy Brown	- Room 8
Meena Vallabh	- Room 9
Rochelle Todd	- Room 10
Debbie Limpus	- Room 11
Linda Nevill	- Room 12
Kieran McDonald	- Room 13
Anita Tufuga	- Room 14
Sherwin Mottram	- Room 15

Linda Nevill (**Teacher with Library responsibility**)

Lorraine Sutich (**Reading Recovery**)

Gillian Birch (**Teacher English as Second Language**)

Linda Peterson (**Learning Support**)

Kathy Dempsey (**Office Manager**)

Ngairé Applegarth, Julia Carlisle, David Wong, Caroline Chan, Colleen Foss
 Katarina Sundberg Carson, Eileen MacDonald, Mike Sagar, Mandy Green, Jan Nicholas,
 Simon Bennett, Pam Witko (**Teacher-Aides**)

John Rauhihi (**Caretaker**)

General Information

School Donation

The school covers all costs relating to class trips and organised activities other than the Yrs 5&6 camp and specialist entertainers and events.

The school donation helps to provide many extras for students.

This year we ask for a donation of \$30 per term for each pupil (or \$110 total for the year if paid before the end of term one.)

Healthy Lunches

Children are encouraged to bring a **healthy morning tea snack and lunch** from home. Coke and other fizzy drinks are not allowed. **We do not sell lunches at school.** It is important that children eat the correct food to assist with their development AND capacity to learn. Eating at school also provides a valuable opportunity for children to mix with others socially in the playground during break times.

Children are not permitted to leave the school to go to shops during lunch-time. Parents are to advise us if they want their child to go home for lunch.

Tuesday Newsletters

A weekly Newsletter is distributed **every Tuesday**. Families can also access it from our website. Weekly newsletters are our main means of providing information to parents.

Attendance / Absences

If your child is to maximise their learning potential it is vital that regular school attendance is maintained. We carefully monitor attendance rates of all students.

It is also important that your child arrives to school on time. Late children cause unnecessary disruption to classes when the teacher has to repeat start-of-day instructions for latecomers.

If your child is absent or late for any reason, we EXPECT a telephone call from you to notify us (Ph.939-9112). You will be prompted to use our special absence-line where you can leave a message 24 hours/day. Alternatively, you may wish to email or fax us.

- ✓ We will usually attempt to txt or phone you if your child is not at school for roll call, but it helps office staff time greatly if **you** call us first.
- ✓ Please send a note to your child's teacher explaining the absence when he/she returns to school.

If your child is going to be away for a length of time (eg. overseas trip) we require a letter before your child leaves. This will ensure that we do not cancel your child's enrolment, and we will continue to receive funding for your child when he/she returns.

Working Parents - can we contact you?

It is vitally important that you keep the school informed of your **current daytime telephone number** and that we have a reliable emergency contact in case there is an emergency, or if your child becomes unwell at school.

Please feel free to regularly contact Kathy in our office to check that we hold accurate contact information.

Stationery

At the beginning of each school year (or when enrolling), children will be issued with a list of school stationery requirements. We recommend that you purchase start-of-year stationery from a local stationer as we cannot match their heavily discounted back-to-school prices. We do stock all stationery items and these are available from the school office throughout the year.

School Clothing/Compulsory Sunhats

Our school does not have a compulsory uniform.

However, it is policy that **children wear sunhats whilst outdoors during summer months** unless overhead conditions do not warrant this. Those without sunhats are confined to the shade sail areas during break times. **We strongly recommend that parents provide a sunhat with a brim**, such as those recommended by the Cancer Society.

We also have a new-look School T-Shirt. Children are able to purchase these for general wear, Saturday Netball and other team events.

We keep a supply of T-Shirts at school for children to borrow when they represent the school in sporting events.

Lost & Found Property

Parents are encouraged to name and label children's clothing and personal property. Items found without names are kept in a lost property bin on the landing past the office, (or hung on coat pegs) **for a short period of time**. Unclaimed property is then disposed of, usually at the end of each school term.

Please come and look through the lost property if your child is missing any property.

School Rules

To assist the development of all children we **EXPECT pupils to be responsible citizens, to have high standards of courtesy, manners, and to take care of property. Children are encouraged to take increasing responsibility for their own actions as they progress through the school.**

We will not tolerate bullying.

Our basic philosophy is that everyone has the right to work and play without harmful disruption, fear, and/or physical abuse by others. We are committed to a friendly, peaceful, and safe environment. There is no place for corporal punishment.

Specific Rules

- **Children must do as teachers ask at all times.** (This is a basic Health & Safety issue)
- Children must wear sunhats during summer months, or play under shade sails.
- Children must go straight home after school unless directed by parents to do otherwise.

- Once at school, a child must not leave the grounds without the permission of either the child's teacher or the Principal.
- Children are not permitted to bring sweets, chewing gum or dangerous items to school such as matches & craft-knives.
- Children are discouraged from bringing toys, radios, money or other valuables to school. **We will not be held responsible for loss or damage to any such property brought to school.**
- Dogs should not be brought onto school property.
- Our school grounds are totally smokefree.
- Skateboarding is not allowed out of hours.

Education Review Office

The Education Review Office formally reviews the school every three or so years. Since the establishment of ERO we have received seven very positive public reports from this independent agency. Our most recent review took place in December 2009. This audit made a number of useful suggestions relating to our chosen focus areas - the learning environment and writing.

The Board, management staff and teachers will consider these as future improvement targets.

The report concluded, *"There is good quality teaching of numeracy and the teaching of reading is generally sound. Classroom environments are settled and conducive to learning. Routines are well established and there is a clear focus on learning. Interactions between teachers and students are positive and supportive and students are very friendly ..."*

Copies of ERO reports are available from the school office, or from www.ero.govt.nz

Other Consultation & Reviews

The views and opinions of parents and caregivers are important to us to assist with forward planning and in setting future goals and priorities. Parents are therefore invited to express their opinions regularly.

Annually, we ask parents to think specifically about their child, and suggest learning goals that the home and school may address during the course of the year. General threads of parental expectations are drawn from this survey also.

Every second year, parents are asked to participate in a "Review Survey" whereby strengths of the school and areas for further development are identified. Parents are also asked to comment on their future vision for the school at this time.

Cars - Parking

When transporting children to and from school, **parents MUST park safely and legally**, clear of the school gates, crossings and yellow lines.

There are usually plenty of parks in Freyberg Street to the north of the Senior School buildings, or around the corner in Queens Drive or Wha Street.

Please do not double park or drive into the Junior School driveway.

Our School Patrols have real difficulty crossing children safely if they cannot see.

Patrols have been instructed to record registration numbers of motorists who do not follow these common-sense safety guidelines. These numbers are passed on to police. **We are serious about child safety.**

Public Health Nurse

Tracy Edwards, our Public Health Nurse, visits the school regularly to help with any health problems. The nurse is also available to discuss family health matters with parents. Please do not hesitate to contact the school if you wish to have the Public Health Nurse check your child for any health problem **free of charge.**

In addition, Vision-Hearing Technicians visit the school around three times per year. All five year olds are tested. Early detection of ear and eye defects helps prevent children's health development and education being impaired. Many defects are correctable and only revealed by screening. Parents are welcome to contact the technicians directly if they would like to arrange a test at the Regional Public Health Clinic (Ph. 473-4938)

Sick Children - Medication

We cannot provide adequate facilities and attention for a child who becomes sick at school, and as a result, parents are contacted and asked to come and take the sick child home.

If your child is to have medication while at school the class teacher must be informed. It is school policy for staff to supervise the administering of medications. These are stored in the office with your instructions.

If your child requires regular medication we ask that you sign a special form authorising us to administer the medication.

After School Activities

Parents will be advised and asked for consent if children are **ever** asked to stay back after school to participate in school activities, or catch up on work.

Under normal circumstances **classes or pupils are not kept in after school for disciplinary reasons** - occasionally, a child may be given a detention during the final part of lunchtime.

After School Care

The After School Care Programme is operated by a parent co-op in our school hall from 3pm to 6pm on school days at a cost of \$12.00 per day. Fees include afternoon tea and activities. The ongoing viability of After School Care depends largely on the numbers of children enrolled, and on the support for the programme shown by parents. The operation of the programme is not the direct responsibility of the principal or the school. Please enquire at the school office about after school care enrolment information, or ring Lalita Soma Ph.387-2454 or cellphone (021) 128-2264

Civil Emergency Organisation

Teachers have special procedures to put into action in case of a civil emergency, such as a serious earthquake. Since you as parents have a part in this, it is necessary for you to know what we are going to do, and how you can help us.

In the event of a civil emergency we will keep all children at school under supervision until they are collected by parents, or another adult specifically nominated in writing by you. That person is usually nominated when you enrol your child. Please check with the office if you wish to change your nominated alternative caregiver. When any child is

released from school after an emergency, details will be entered on a special register so that if any later enquiry is made we know where every child went. It is vital therefore, that parents do not just arrive and take children without notifying us.

We suggest that you discuss this within your family and have a plan in case you are separated for a long while.

Our staff will be co-operating with the Civil Defence Organisation who may decide to use the school as a base in a civil emergency.

Health and Safety of Children

Whilst at school we make every effort to ensure that children are able to learn and play in a safe environment. Whilst it is inevitable that accidents will occur from time to time, it is our aim to minimise the occurrence of accidents to the lowest possible level.

Specifically, in an effort to maintain a safe environment, we undertake the following safety procedures:-

- ✓ regular fire and earthquake drills are held without prior warning
- ✓ evacuation procedures are approved by emergency services
- ✓ we have an automatic 24-hour monitored fire alarm system that is triggered by smoke detectors throughout the school buildings
- ✓ all buildings are formally checked for safety compliance by an independent agency annually, and the school has a current "Warrant of Fitness" on display in the office foyer
- ✓ the caretaker conducts daily checks for potential hazards around the school and prompt action is taken to attend to these
- ✓ all school play-structures have been formally inspected for safety standards compliance, and are part of the daily hazard checking schedule
- ✓ a minimum of three teachers are always rostered on to playground supervision duty during break-times. Often other staff assist duty teachers by taking a walk around the playground
- ✓ it is school policy to notify parents of any head injury. Names of children actually treated for injuries are recorded into our Accident Register, and we also have a written note-home system whereby teachers may choose to explain how a particular injury / illness has been treated
- ✓ most staff have current first-aid training, and it is school policy to seek professional advice as/when necessary
- ✓ children are encouraged to report any damage / potential hazards to the office
- ✓ your suggestions on safety issues are always welcomed, and valued.
- ✓ we proudly display our "Positive School Tone" statement in the school foyer, outlining our views on bullying and unacceptable behaviour that may put others in danger.

Dental Clinic

We have a school Dental Clinic on site. Rachel Kennedy, our Dental Nurse, shares her time between our clinic, and the Island Bay School clinic.

Parents are encouraged to enrol their children at the clinic from the age of 2 years in order to receive this free service.

Please ring our clinic (Ph 387-8820), or Island Bay clinic (Ph 383-7088) for further information.

Child Protection and Welfare

Lyall Bay School has a legal commitment to the prevention of child abuse and for the protection of our children.

This commitment means that the interests and welfare of all children will be the prime consideration when any decision is made about a child suspected of being abused.

All staff agree to support the roles of statutory agencies (the Police and the New Zealand Children, Youth & Family Service - CYFS) in the investigation of any suspected abuse.

Parents/caregivers are advised that staff will report cases of suspicion of abuse to these agencies without prior warning.

Bicycles

For safety reasons, children are not allowed to ride bicycles to school unless:-

- (a) they are in Years 5 or 6 (or by special arrangement with the principal)
- (b) they wear an approved helmet
- (c) they are safe cyclists.

If parents allow their child to ride to school, they take responsibility for the child's cycling safety - this is not the school's responsibility.

- ✓ Please note that valuable accessories should not be left on the bicycle.
- ✓ Bicycles should be insured.
- ✓ Bicycles must not be lent.
- ✓ Pupils who fail to obey these instructions, or ride dangerously on the road (or footpath) will be prohibited from bringing their bike to school.

Parents should note that the school takes no responsibility for the care of cycles during the day. Cyclists must however use the stand provided outside the school hall.

School Patrols - can you assist?

Volunteer Year 5 & 6 children are trained by Police to act as Road Patrols before and after school on a rostered basis.

Parents are also required to assist our patrols by offering adult support to our patrols.

Please let us know if you can assist, even for one morning/afternoon per week.

Areas covered include the two special "Kea Crossings" on Freyberg Street adjacent to the Junior School, and the Senior School buildings.

Patrols go on duty around 8:25am every morning and remain until slightly after the 8:55am bell. (Late children may not have these areas patrolled if patrollers have already come off duty.)

In the afternoon the areas are patrolled until approximately 3:10pm.

Patrollers do a thankless task in all weathers, and we ask that parents support and encourage these volunteers.

Money at School

Our 'Donation' Activities Levy fund pays for most school activities. Therefore, if you have settled this payment each term, **your child would not usually be asked to bring money to school.** Any extra requests for money are made to parents in writing and children are discouraged from bringing other money to school at all times.

If children need to bring money it must be in a clearly-labelled envelope and given to the child's teacher for safe-keeping.

School Holidays

Important dates such as school holidays and mid-term breaks will be notified ahead of time via our regular Tuesday Newsletter.

The newsletter is also published on our school website - www.lyallbay.school.nz

Recycling

The school is committed to recycling, and as such we teach children about conservation issues as an incidental aspect of the school curriculum. To support this teaching we operate a small recycling depot located on the driveway up to the Junior School. Used clothing and bric-a-brac can be deposited in the appropriate container.

Proceeds from recycling are used to purchase equipment and resources for the children, and to offset our normal rubbish collection fees.

Fundraising

You will be well aware that the days of a "free" education have long gone. We rely heavily on the goodwill of parents to assist us in raising funds to ensure that we are providing the best possible learning resources and environment for our children.

All offers from parents to help with fundraising activities are welcomed. **Please come forward and offer your support via the "Friends of the School" group, or the school office.**

Locally raised funds are used for special projects (items not normally provided for in our budget).

From time to time teachers and children are involved in a major fundraising project but this is kept to a minimum - usually once or twice a year.

Damage to School Property

The school pays for repairs due to accidental damage in most cases.

For acts of deliberate damage to school property, damage caused to the property of others, or breakages through disobeying school rules, we expect the child or parent to pay for repair or replacement.

Homework Guidelines

Helping Your Child at Home

We strongly believe that **you** can directly assist with your child's education at home in an informal manner, and as such teachers do not set compulsory formal homework.

Some homework activities may be given by the teacher but completion of homework is not a compulsory requirement. When setting homework, teachers always endeavour to make it relevant to your child's age and needs.

Homework should only provide opportunities for further practice, rather than the acquisition of a host of new skills. We do not believe in setting homework just to keep children "busy". Often children arrive home tired after a full day at school and they should be allowed to relax or play.

To assist you child's education, you may wish to explore some of the following suggestions:-

Fun things to do with your child. (depending on his/her age)

- ✓ Show an interest in what your child has done during their busy day at school.
- ✓ Enrol your child with the Kilbirnie Library. This will allow you to visit the local library with your child (or the main City Library) and borrow books, DVDs and CDs on a regular basis at minimal charge.
- ✓ Read to your child regularly and spend time discussing what you have read.
- ✓ Encourage your child to read and share stories and other fictional material.
- ✓ Take your child to view such things as films, concerts, visiting artists & groups, plays, displays, etc.
- ✓ Take your child to places of interest. These may include the library, aquatic-centre, museum, zoo, scenic walkways, beach, historic places, building sites, earthworks, etc. (Many of these are free of charge.)
- ✓ Encourage your child to join community groups and clubs such as soccer, netball, rugby, swimming, tennis, cricket, softball, athletics, brownies, guides, keas, cubs, scouts, and so on.

Further homework suggestions can be made by your child's teacher.

And finally ...

To ensure that you child receives the best possible learning opportunities whilst at Lyall Bay School **don't forget** to send your child/ren to school with a current
WARRANT OF FITNESS.

All children need the following:-

- ✓ **Plenty of Sleep.** We can't work effectively with children who have watched too much TV or stayed up late - at least 10 hours sleep for primary children is recommended.
- ✓ **To be well Fed.** Children's learning is affected if they don't have a balanced diet with regular meal times - **breakfast is essential before a 6 hour school day.** Children need both mid-morning and lunchtime food and drinks.
- ✓ **To be Secure.** Lyall Bay children come from caring homes. However, youngsters need reassurance and to have realistic expectations from their parents.
- ✓ **To have a Positive Attitude.** If children expect good things to happen at school in all areas of learning, they will have a keen and sparking approach to their day. Don't dull this with **your** worries, fears and niggles!
- ✓ **To have the Correct Gear.** Comfortable clothing and shoes, adequate stationery and lunch. Are library books due back? Are swimming togs and towel needed today? Don't let children ring **you** to bring things - we encourage independence and self-organisation.
- ✓ **To be on Time.** Social things happen before school, and **children are disadvantaged if they arrive late.** They are not ready for the day's learning and playing. Consider 8.30am onwards for your child to arrive at school. *Get that TV off on school mornings!*