

Kaitaia Abundant Life School



Faith Excellence
Whanaungatanga

Years 1-4

Parent Handbook 2011

Assistant Principal of Year 1-4 classes
(Mrs Esther Dickinson)



Vision Statement:

To be a dynamic Christian School that produces outstanding Godly young people who will have a lasting positive impact on their community, our country and the nations.

Our School Mission

Our mission is to be a Christian School that partners with families to produce young people of academic and personal excellence in a safe environment.

Our School Scripture

You are the light of the world. A city on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl instead they put it on a stand and it gives light to everyone in the house. In the same way let your light shine before men that they may see your good deeds and praise your Father in Heaven.

Matthew 5:14



Assistant Principal-Years 1-4

Mrs Esther Dickinson



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1.1 - The staff

Year 0-1 class

Mrs Donna Barry

B. Ed (Teaching)

Reading Recovery Certificate



Kia Ora my name is Donna Barry. I have been teaching junior children for nine years and thoroughly enjoy what I do. I have been teaching the New Entrants at Kaitaia Abundant Life School for a year now and have enjoyed being part of such a dynamic department and school.

I live on a dairy farm in a small community in North Hokianga called Pawarenga. My husband, Jeff, and I have six children ranging in age from 23 to 2 ½ and a 4 year old grandson. We attend Abundant Life Church.

I am looking forward to welcoming back some of last year's students and meeting my new students



Year 2-3 class

Head of Department Year 1-4

Mrs Esther Dickinson

M.LitEd (Massey), TTC,
Reading Recovery Trained



Nga mihi nui ki a koutou. Special greetings to you all.

I am Mrs Dickinson and I have been Assistant Principal (AP) of Year 1-4 classes since 2003. I have three grown children, a daughter-in-law and a grandson. I have been married to Rick for 32 years and together we have lived, worked and fellowshiped in Mangere, Kawakawa and Kaitaia.

My role as AP is an exciting one as it allows me to teach and lead children and teachers. First and foremost I am passionate about providing current, challenging and motivating learning experiences for young children as well as equipping teachers to become excellent classroom practitioners. Our special character school aims to teach children about God, Jesus and the Holy Spirit at the same time as learning about other subjects. An important aspect of education is meeting each child's individual needs and fostering a love of learning .

I am excited about the talented team in the Year 1-4 department this year. We have a dynamic mix of spiritual, creative, artistic, sporting, scientific, IT and educational passions that looks set to provide rich and stimulating programmes for your child. I strongly encourage you as parents/caregivers to join us this year , to volunteer your time to help our students experience success and a love for the Lord and learning.

Naku te rourou nau to rourou ka ora ai te iwi.
With your basket and my basket the people will live.

Year 3 and 4 class

Dr Angela Nunn

B.Sc. (Hons), Ph.D., Grad. Dip. Tchg
(Primary)



Hello. I am Angela Nunn and I am delighted to be joining the Junior Syndicate department as of 2011.

I was born in Yorkshire in the UK but now live permanently in Cable Bay with my husband Ben. We attend Doubtless Bay Christian Centre and enjoy teaching one of the Sunday school groups together on alternate Sundays during term time.

I finished my degree and Chemistry Ph.D in 2002 and then spent five years supporting young carers through mentoring, camps and activity programmes in the UK. For the last thirteen years, I have worked at, and supported Kedesh, a street kid and orphanage project in Mozambique, Africa.

I thoroughly enjoy working with children and their families and am excited about bringing my skills and experience to Abundant Life School.



Year 1, 1 day a week teacher

Mr Warren Matthews



Hi, I am of good Missionary stock – 5th generation born and educated in Kaitaia. Since graduating from North Shore Teachers' College I have taught in a variety of schools, mainly in the Kaitaia area. My wife, Margaret, is also involved with KALS as Piano/Keyboard Tutor.

We are the proud parents of two amazing young people brought up with strong family values. My Grandfather made the comment to me that “one never stops learning” , a statement I strongly uphold. Every day in the classroom, sharing my skills and knowledge and learning from and with the children is a blessing.

Teacher - Aides

Mrs Sarah Fountain

Hi, I'm Sarah Fountain and I have been a teacher-aide for the Junior School for over 3 years. I trained originally as a speech-language therapist, and now I have about 10 children on my roll for extra language and reading work. I love seeing the difference that this one-to-one work makes to their progress and confidence.



I get enormous pleasure from the children in the Junior School. They are all so lovely. I feel like the school's “Granny” figure. When not teacher-aiding I work as a Marriage Celebrant. I am also involved with Coastguard as an Examiner for Maritime Education, the Bushland Trust, and in my spare time I enjoy yachting and water sports, floral art, theatre, and gardening, not to mention being a “Far North fairy”.

Administration Officer
Mrs Naomi Foster

Hi my name is Naomi Foster and I work in the administration area of the school as the Administration Officer for 3 days per week (Monday, Tuesday and Friday) in a job share position with Catherine Kerr. I have been married to my husband Karl for 13 years and have 3 children, Cameron, Bailey and Vienna. My oldest two children attend the school. If you have any queries please do not hesitate to pop in and see me.



Administration Officer
Mrs Catherine Kerr

My name is Catherine Kerr. I am a new staff member and will be job sharing 3 days a week with Naomi Foster as an Office Administrator.



I am finding my way around the school, getting to know where everything lives and putting names to all your lovely faces.

I have been assigned by Peter to assemble the end of year school magazine, therefore sports or school activities would be of great interest to capture on film with a small write-up to accompany the picture. My email is c.kerr@abundantlife.school.nz.

I expect to see a lot more of you as the year progresses. May Gods Blessings be upon us all for a great 2012.

Accounts

Mrs Rose May

Hello, my name is Rose May. I work in the administration area of the school as the Executive Officer. The purpose of this position is to manage the school finances, property and payroll. Please feel free to contact me if you have any queries.



Il am married and I have two children who attend Abundant Life School.

Principal's PA

Mrs Debby Peebles

Kia Ora. I am Debby Peebles and I am the Personal Assistant for Dr Ferrar.

I live at Oruru with my husband and our two sons who attend Abundant Life School. I also have two adults sons and I am a devoted grandma of one little boy.

I have spent the majority of my adult life in Doubtless Bay and have been a committed Christian for most of that time.

It is a privilege for me to work in the blessed environment that is Abundant Life School and I enjoy the fellowship and community with staff, pupils and families.

I look forward to being part of the future growth of this school and watching progress all the young people.



1.2 - The goals for the department.

We aim to have...

Excellent learning.

Excellent attitude.

Excellent caring of others.

Excellent manners.



These four “excellents” are recognised and rewarded through our positive class and department reward system (see 2.0 f and g). They are our strongest focus in all areas of school life. To fulfil the school vision to become Godly young people we actively promote these values in class and department assembly time.



1.3 - Special character and devotions.

Abundant Life School is an integrated school that was founded on and continues to uphold Christian values. Faith, excellence and whanaungatanga is the school's motto.

The school's roll consists mainly of students whose families attend Kaitaia's churches and have successfully met the requirements of enrolment (through an interview).



Although many school studies promote a biblical world view they all follow the nationwide New Zealand Curriculum.

In addition to the normal subjects, each class participates in devotions each morning for approximately 20 minutes. These sessions include prayer, singing and study of Bible stories, history, principles, character traits and biblical characters.

Biblical themes are explained at our assemblies and throughout our devotion time in all classes. Competitions are sometimes included in the teaching of the term themes.

In class there is one weekly memory verse taken from the class's devotional programme. Students are to memorise this verse and recite it on Friday.

We encourage parents to ask their children about what they are learning in devotion times and to discuss these things with them on a regular basis.

1.4 - Exciting events.

In the primary school we are proud of our tradition of providing an excellent education for our students. This involves, not only excellent classroom experiences but also many other exciting experiences outside the classroom.

To assist with these, throughout the year you may receive requests for funds for the following activities: stationery, fundraising or charity. An activity fee is a one-off payment for the class events of the year ahead. This is not an optional payment and is to be paid in Term 1. Please see the activity letter (5.9).

Please see the payment of these amounts as an investment into your child's future. Amounts requested by the classes are to be paid to the school office.



1.5 - Uniform and Physical Education gear.

Uniform List (Please NAME all items.)

Footwear is compulsory and is to be worn for most playtime and outdoor activities.

Navy sunhats are compulsory in Term 1 and 4. We have a “No hat. Play in the shade.” policy.

Hairstyles: Year 1-4 girls are to have long hair tied back in the school colours. Year 1-4 boys are to have short tidy hair that does not include rats tails. Junior children are not to dye their hair.

Please note that two shirts are recommended to keep a clean appearance.

All uniform items listed are “regulation” styles. To avoid disappointment please see the office .

Summer (Term 1 and 4)

Girls

- Navy Culottes
- Two white monogrammed blouses
- Black leather/Roman-type sandals (see photos)
- Navy blue, zip neck polar fleece jersey
- Regulation navy school jacket is optional



Boys

- Two light blue polo shirts
- Regulation Navy Shorts
- Navy blue, zip neck polar fleece jersey
- Black leather Roman-type sandals
- Regulation navy school jacket is optional



All: Navy sun hat .

Winter (Term 2 and 3)
Same as for Summer except footwear

Girls:

- * White **knee length** socks. No athletic socks please.
- Black lace up, Velcro or buckle leather-type shoes
NB: No slip on or canvas shoes of any kind.

Boys:

- * Black lace up or velcro leather-type shoes
 - * Black **knee** length socks. No athletic socks please.
- Thermal singlets must be white.

PE uniform: Regulation nylon black shorts, regulation royal blue polo shirt. Togs for swimming.



Winter Footwear



Summer Footwear

1.6 - Stationery Lists

Stationery packs are available from the school office early next year.

Mrs Barry's class \$29.00

Mrs Dickinson's class \$27.00

Dr Nunn's class \$30.00

Please see the office if you would like a breakdown of these packs.

New Students—Please consult with class teacher prior to purchasing items.



2.0 - Communication between home and school.

a. Absences

If your child is absent from school, there must be a note sent to their teacher on the day they return explaining the reason for the absence. Please also phone the school office on the first day of the absence (after 8:30am) so that we do not worry unduly about your child. The office usually rings the homes of absent students when no message is left at the office.

b. Stationery

Stationery packs can be purchased from Paper Plus before school starts. Throughout the year, stationery request notes will be sent home as required. Following payment for the item/s your child will receive their goods. Please ensure that payment is prompt so that your child's work is uninterrupted.

c. Homework expectations and diaries.

Homework assists your child to familiarise themselves with aspects of class work. It boosts confidence and fluency and provides the necessary practice that brings permanency and/or extension to what is taught. Homework is tracked each week and follow-up notes are sent home when it is not happening. It is requested that all families support the signing of homework reading diaries (at least 3 times each week) and assist in the learning of weekly spelling words and maths basic facts.

Homework brochures for each class explain the expectations for homework completion. These brochures usually come home in the first 2 weeks of term 1. Please take the time to read these.

Homework in Year 0-1

Children are expected to read each night and parents are to sign home reader book each night.

Spelling words: Children are expected to write the same list out for the whole week. Children that may need more of a challenge are catered for by having an additional list in their home reading books for them to practice at home. Please note that some exceptions may apply.

Poems are sent home weekly in addition to periodic mathematic homework worksheets.

Weekly homework sheets will commence in term 2.

Homework in Year 2-3

Children are expected to learn their weekly spelling list before the test on Friday.

Each night the student takes home a different book to read. This is on Monday to Thursday nights only. It is requested that the parent sign the homework diary each night. The teacher checks the parent's signatures in the homework diary each Friday and if there are three signatures the student receives a sticker on the homework chart. Sometimes the names of all students completing



100% homework are put in a draw for a prize at the end of term 1, 2 and 3.

Maths homework is only sent home if we are sure that it reinforces what is taught in class.

Homework in Year 3-4

Each Monday children will receive a new homework sheet which will be glued into their homework book. The homework sheet involves literacy and math work which is to be completed in this book. A poem will also be glued into their homework book which is purely for the purpose of enjoyment. The same poem features in our class poem book which is read daily. The homework sheet will include reminders for the following week. Parents are requested to check the reminders.

Spelling words are written in the children's notebooks on Monday and they are expected to learn them every night preparing for the test on Friday.

Children have reading homework Monday to Thursday and this is checked by parent/caregiver signature in their green homework diary.

All homework is given on Monday and is expected to be completed and handed in on Friday.



d. Interviews

Term 1 and 2 will conclude with a parent interview.

In addition to these standard interview times, families or the teacher may request a formal time to discuss concerns or progress of a student. Teachers prefer a designated time to discuss things in depth but welcome informal chats too.

e. School reports

Term reports are issued at the end of Terms 1 and 2 and a more detailed report is issued at the end of the year. Opportunities to discuss the Term 1 and 2 reports are available at the interview times in term 1 and 2.

f. Certificates

Certificates are presented at each department assembly. These acknowledge positive attributes e.g. effort, attitude, helpfulness and excellence. Families are encouraged to keep these certificates in a clear file or scrapbook.



g. Positive reward and recognition

Each class has its own system for acknowledging the positive behaviours but all share similar ways of providing incentives and rewarding excellent behaviour. There is also a homework prize draw each term.

The greatest emphasis in class is on the best behaviours and courtesies. It is hoped that with plenty of praise and affirmations the children will want to do more of the same and the necessity for discipline will be minimal. Some children have specific goals to achieve in order to receive rewards.

Our main reward system that is used gives points to individual children throughout each day. On Fridays, the child gets a sticker for every 10 points. The stickers are kept in an individual "contract" booklet. For every 10 stickers gained the child receives a treat or a trip. Some variations may exist between classes.

h. Assemblies

Department assemblies are currently held every Friday at 2:15pm. These are for the whole Years 1-4 Department.

Each class is rostered to perform or display their work. Certificates are presented and each assembly commences with the National Anthem. Parents and whanau are warmly invited to share our assembly time with us. Whole school assemblies are held every Monday morning. Assembly begins with worship at 8.40am.

i. Assessments

The main school assessments are held three times a year. Other class assessments are on-going throughout the year and are based on the current learning.

Most main tests are “standardised” and are nationally norm referenced or graded.

At least three times a year the school reports your child's achievement level as it relates to the **National Standards**. These reports draw from several different types of information not just tests. Observations of your child in class, samples of their work and what they say about their learning all form a comprehensive picture of your child's achievement.

For the first 3 years of school the teachers assess your child's progress against the set of national expectations after 12, 24 or 36 months at school (ie, their anniversary of attending school).

In 2011 the reports look different. We have designed a style of report format that shows the expected level of achievement and your child's current level. Learning goals or next steps are explained clearly along with a few ideas about how you can help them achieve their goals at home.



Photo Gallery





J. Healthy eating.

The school participates in the "Fruit in school" Programme. This is a health initiative making free fruit available to low decile schools. We are privileged to be part of this initiative that puts fruit in front of students on a daily basis. As lunches become more and more processed, it is great that students can appreciate the health-giving benefits of natural, raw fruit in class.

Breakfast club

In 2011 we commenced a twice weekly breakfast club for students who either travelled a long way and had an early start or students who were not able to have breakfast.

Lunches

A variety of healthy-option lunches are available through the office and need to be ordered before 8:40.



K. Nits and other nasties

Schools frequently experience outbreaks of nits. Teachers cannot search a student's head for these insects or their eggs. We will however alert parents that their child has nits.

The adult insects and their eggs must be removed from the child's hair before they return to school. It is advisable that a swimming cap be worn during swimming lessons and that hair is tied back or cut short.

School Sores:

All sores and cuts must be covered at school. It is expected that families will take responsibility for treating and covering all sores especially the common school sores in summer. Antiseptic treatment such as liquid Betadine is strongly recommended for sores.

Strep throat swabs

In 2011 a campaign commenced in the Far North to detect strep throat early and treat it before it turned into rheumatic fever with its heart-damaging effects.

Sick children

If children become sick at school the office contacts the parents/caregivers. If the child goes home they do not return to school again that day.



L. Money sent to school

Please put all money sent to school in either a wrapper or envelope with the child's name clearly written on the outside and a note of what the money is for. Small children often lose loose coins .

M. Complaints Policy

The school's complaints policy outlines a procedure for parents to follow when they have a complaint about aspects of school life. They should...

1. See the class teacher in the first instance.
2. See the Department's Assistant Principal if they are still unhappy.
3. See the Principal in the last instance when all other avenues have been unsuccessful.

Teachers are reliant on parents and students to report any inappropriate behaviour during intervals.

Once this is reported, parents can be assured that teachers will do their best to investigate and resolve the issue by following the school's guidelines. To investigate complaints and incidents fully takes several days.

N. Changes to home time arrangements

If there are any changes to travel arrangements at the end of the school day, parents/caregivers are to notify the school office well before 3pm. The office will, in turn, notify the class teacher.

If the child is travelling to the house of a friend after school this arrangement needs to be shared with the class teacher well before 3pm. If they are travelling on the school bus that day their name will need to be added to the bus list. Please let the teacher or office know that day.

3.0 - Discipline

From time to time discipline is needed to address inappropriate behaviours that are on-going or extreme.

For most incidents...

e.g. speaking when someone else is speaking, careless/dangerous behaviour, rude or offensive behaviour, not completing work on time, malicious talk, wilful defiance, lack of respect, persistent forgetfulness of equipment or homework.

Step 1 - 1 warning.

Step 2 - For re-offence– Detention of 5 minutes.

Step 3 - Further re-offence-Detention of 10 minutes.

At this step the department's assistant principal is notified and conferences with the child.

The teacher will send a note home in the homework diary.

Step 4

Detention of 20 minutes and maybe sent to Mrs Dickinson. Serious offences will be immediately referred to the Principal. All incidents are recorded on the student's behaviour file. The school does not condone physical or emotional harm and immediate action is taken in such incidents.

Stand downs and community service

From time to time a student is required to do community service after school (on-site) for either persistent re-offending, bullying or minor physical harm. Stand downs are rare for juniors and are treated case by case by the Principal. Usually families are asked to attend a Restorative Justice meeting with all parties involved.

Incorrect Uniform

If, for some reason, a student is unable to wear the correct uniform they are to bring a note from home. This note is valid for 5 school days .

If they have no sunhat in term 1 and 4, they are to bring a note and bring an alternative hat.

Failure to bring a note from home will mean that the student will have to sit out the playtime on the deck of A1.

For safety reasons, footwear must be worn every playtime and bare feet are not acceptable at school.

PE Gear and Detentions.

All students are expected to be in the correct PE gear every week. If they are not, they must have a note from home. If there is no note or PE gear they are to attend a special detention the following week. They are excused from the detention if they can produce the required PE uniform to the teacher in charge.



3.1– The school day

A typical school day could be...

- 8:40 First bell
Roll taken
Devotions
Oral language-news
Written language
Reading
- 10:40 Morning tea
- 11:00 Fitness
Spelling
Maths
- 12:40 Lunch Interval
- 1:20
Afternoon programme
Class reading
Handwriting
Science or current topic study



OR

- PE, the Arts, assembly, kapa haka.
- 3pm home time

Eating Time

Students are to sit down with their lunchboxes for 10 minutes at the start of lunchtime. The duty teacher supervises this period and signals when students can leave their area. This is usually when they have finished lunch.

4.0 - Family involvement in the school.

When it comes to parent/caregiver involvement in classes our department has a very simple rule of thumb that is... we welcome your participation rather than observing from the back of the room.

Throughout the year we invite you to assist us at class outings, events, camps, special learning e.g. swimming lessons and/or theme days e.g. planting days.

You will be invited to attend special days such as parent evenings, hui, speech day or storytelling day and interviews.



Your participation will be encouraged to help with preparation of speeches and storytelling for homework and all other homework.

You may wish to become a "Reading Coach" and hear some children read for up to one hour each week (see teachers).

You may wish to help with aspects of our musical, sporting days or help with the parent committee.

Perhaps you may wish to do a handyperson job around the school e.g., gardening, water blasting, painting, helping with bigger projects as they arise.

You may wish to share your ICT expertise, art or craft talent or musical, dance and Christian experiences.

5.0 - The Basics

The primary aim of our department is to improve student learning, particularly in the areas of Reading, Writing and Maths. Students are expected to reach their full potential in these subjects as these will benefit the wider curriculum in each subsequent year level.



Christian principles and lifestyle are not regarded as something that is separate from the National Curriculum. Teaching, learning and discussions about God are holistically woven throughout the fabric of our teaching.

God is acknowledged in all that we do, think and are at school. The bible, prayer and worship hold central place in our lives and are therefore considered as “basics” at this special character school.



5.1 - Special Needs

Our department has teacher-aides for 15 hours per week to assist readers and writers who need a little extra boost in their learning. These children may have an Individual Education Plan (IEP) and have help from our Resource Teacher of Learning and Behaviour (RTLb). They may have difficulty in learning the alphabet or spelling simple words or have specific physical or behavioural needs. They may be in need of 1 to 1 help.

The teacher-aide also spends time with the Year 1 class to help prevent reading difficulties in the first year of schooling.

Children receiving one to one help receive half an hour of tuition three to four times per week.

The teacher-aide is supervised by the department's Assistant principal and teachers supply appropriate lesson plans for each child.

Support from outside professionals:

Additional support at school is also provided by...

- Speech/ Language Therapist
- Resource Teacher of Literacy (RTLit)
- Resource Teacher of Learning and behaviour
- Adviser of the Deaf and Resource Teacher of Deaf
- Public Health Nurse
- Group Special Education (GSE)
- Vision and hearing screening
- Kimiora Mental Health

If you would like to know more please ask a teacher.

5.2 - Reading and Writing Coaches

The department has enjoyed the work of the volunteer reading coaches over the last five years. The coaches volunteer an hour of their time each week. They are given a list of students who need extra help with their reading. The coach simply hears the student read and greatly praises their efforts.

Writing coaches volunteer an hour a week to help a small group of Year 1 or 2 children think about and write their stories. Training is given prior to commencing.

You will help make a difference in the lives of children who need extra reading and writing support and an increased sense of success.



5.3 - Gifted and Talented Education (GATE) Programmes.

Class teachers aim to provide “higher order thinking” activities for the whole class. We try to give all children the opportunity to display and extend their full potential in their normal class. Our department is reliant on community help to provide out-of-class GATE lessons.

Teachers incorporate “thinking strategies” such as De Bono’s Thinking Hats and critical and creative thinking in their units of work. Children are asked to think outside the obvious and form questions that will guide their own learning. They are taught strategies for storing and retrieving information as well as forming opinions and predictions and exercising imagination.

All children are encouraged to be actively engaged in their own learning through the use of learning goals, “learning intentions”, “success criteria” and self-evaluations that are vital parts of formative assessment.

Children who display remarkable ability in a specific field are encouraged to participate in a variety of competitions and display their talent in events.

Parents/ caregivers are invited to bring to the teacher’s attention any identifiable Gifted/talented traits in their child or achievements outside school.

5.4 - Information and Communications Technology (ICT)

Each class has four personal computers for class use and a laptop for the teacher's use.

The Year 3 and 4 classes have a time in the computer suite wherever possible, where aspects of publishing and presentation are learned.

Computers are used for information storage and retrieval as well as information gathering that is relevant to current studies.

Additional ICT equipment includes active boards, a digital camera in each class, a data projector, TV and DVD player, a stereo system, a listening post and a video camera.

Every junior classroom has a sound field system that enhances the teachers voice to make listening easier.



5.5 - The Arts

The Arts curriculum includes Music, Visual Art, Drama and Dance. Each of these subjects is taken in “blocks” of approximately 3 weeks each term.

Although specific time is allocated to each subject, teachers make opportunities to integrate the Arts into other studies, such as devotions, wherever possible.

We aim to bring vibrancy to the children’s learning experiences through lively music, worship and singing programmes, exploration in a variety of art media and technique and sampling the diversity, fun and expression in dance and drama.

Once a year we aim to provide a block of tuition with tuned instruments such as recorders or ukuleles. A store of percussion instruments enhances the class programmes.

Opportunities for performance are given at assemblies where there is always an appreciative audience.

Junior Musical

On even years our department entertains friends and family with a musical production based on various Biblical themes. Every child in the department is involved in the musical production and it is a great time for parents to help with costumes, lighting, sound, stage props etc.

Private Music Lessons

In 2012 Mrs Hillier and Mrs Matthews will continue private music lessons during school time, with an emphasis on group work. The lessons will be for guitar, ukulele, violin . The goal is to be performing songs in small groups as soon as possible. All queries to Jane Hillier 4060729. Drum lessons are also available through Mr Pirini in the Music class.

5.6 - Sport and Physical Education (PE)

It is our aim to increase the fitness levels of our children so that they are able to persevere and have confidence with all physical activities. Our PE programmes and fitness activities have enabled our students to compete in many sporting events such as athletics and cross-country running.

We encourage all children to do their best in these physical pursuits and show "fair play" attitudes by encouraging others' efforts and having an optimistic attitude about their own ability. Excellent sporting performance, however, is also awarded.



Students who excel in physical pursuits are encouraged to grow their talent by joining a sports team or club either at school or in the community. If your child is part of a team please let their teacher know.

5.7 - Classroom Acoustics

Recent research has found that classroom acoustics effect how well children can hear and learn.

For this reason our department has committed substantial funds to the installation of a “sound field system” in every junior classroom.

Mrs Dickinson has found that students respond well to the “surround sound” system and it is much easier to gain the students’ attention and speak gently through the microphone.

Wherever the student is seated in the room, they will be able to hear the teacher clearly. Teachers rarely have to raise their voices to make themselves heard. The risk of voice strain for the teacher is minimised too.

Parents are invited to see the effectiveness for themselves.



5.8 - Maori Education

Cultural Co-ordinator

Because our roll is approximately 60% Maori and to honour the Treaty of Waitangi it is important that there are programmes and events within the school that are uniquely Maori in language, culture and tradition.

The appointment of a cultural co-ordinator in 2008 was a step in that direction. Matua Pops works in consultation with the Principal, staff and whanau to co-ordinate kapa haka, powhiri, hui , noho marae, tikanga Maori and hangi.

Te Reo Maori

Every junior class participates in weekly Te Reo Maori lessons . The lessons are 45 minutes in duration and cover a range of topics such as greetings, mihi, simple commands and questions, family and basic vocabulary for common items.

Resources used are age appropriate and sequential. Worksheets and conversations encourage the student to practise Te Reo.

Simple commands and questions are used throughout each school day in natural contexts and waiata are included in class singing.

Kapa Haka

The junior department has been blessed to be part of the kapa haka programme that has been run by our resident cultural co-ordinator Matua Pops Arona. Each week students have participated in 50 minutes of cultural performances including a Cook Island drum dance, waiata and haka. All songs are translated at the time they are introduced and all students are expected to participate.



Marae Visits

A Marae visit is planned at least every four years, either as a whole school event or department event, so that all students in the department can participate in the protocol of the Marae.



5.9 - The New Entrants Classroom

The New Entrant class is a unique place in our school. It is where families transition their child into the life of the school and for the first time enter the educational setting called "school". Their child is now a school child.

This can be a time for mixed feelings; joy that they have reached the age of 5 and see themselves as quite grown up and sadness at a sense of farewelling the previous years of ECE .

At our school we like to give parents/caregivers and children time to adjust to this transition so that it happens naturally.

Pre-school visits are arranged with the teacher before the start of school.

Parents of new entrants are welcome to stay to start the day and help their child settle in although this need only be for **a week or so** and is rarely longer. Children adjust faster when parents leave them to make friends at the start of their school day.

It is important that distractions are kept to a minimum and for this reason we ask that parent conversations are taken outside.

5.10 - \$30 ACTIVITY EXPENSE

Invoice letter

10.12.11

Dear Parents/Caregivers,

The Year 1-4 department are, once again requesting an annual activity amount. It is not often that things are cheaper than last year but in 2012 the activity expense has been reduced from \$50 to **\$30.00** per child. It will cover the expenses of the following...

1. A visiting performance
- 3 1-2 Department trips off-site, except camps`
4. The Life Education Caravan
5. A sports event

A one-off payment to start term 1 will make payment for school events much easier for everyone. This is not a "school fee" but is simply a way of covering expenses in advance.

We request that you pay at the school office in February 2012. Students starting school after term 2 will pay per trip instead.

Please consider this your invoice for \$30.00. Prompt payment is appreciated.

Thank-you.

Yours sincerely,
Esther Dickinson
Assistant Principal (HOD Year 1-4 classes)

What are National Standards?

National Standards show what all New Zealand children are expected to be able to do in reading, writing and mathematics in Years 1-8. The standards do this by being clear about what children should be able to do by when.

Doing well in reading, writing and mathematics gives children the skills they need to do well in other curriculum areas at school. If they are achieving the standards, then they are on track to leave secondary school with a worthwhile qualification (at least NCEA level 2).

Your child's progress and achievement in relation to Reading, Writing and Mathematics will be reported as: above the standard, at the standard, below the standard or well below the standard. Teachers will use a range of assessments to make an overall teacher judgment to work out where your child is at and what their next learning steps are. Children start at different learning points and progress at different rates, so both the progress rate and actual achievement are important.

When will we get the first progress report?

During 2012, you will receive your child's first progress report showing their progress and achievements in Reading, Writing and Mathematics in relation to the National Standards. This will be in Term 1 and 2 and a full summary of the year's progress in all subjects will be in term 4.

For more information about National Standards reporting, contact your child's school or visit

www.minedu.govt.nz/

*Our department looks forward to
advancing your child's education and
equipping them to be children who will
have a lasting positive impact on their
world.*

*We work together with the school
families to achieve this mission!*



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