



ST ALBANS SCHOOL

Te Kura o Hato Opani. est 1873



Information Book Term 4 2019 - End 2020

www.stalbans.school.nz

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Philosophy and Values

I would like to welcome whānau who are new to our school. This information booklet outlines our vision for learning, opportunities for students, and key administration and organisation messages. Please do not hesitate to contact your child's home base teacher, the administration team or myself should you require further information.



St Albans School offers a learning environment where children are treasured. The Board, staff and wider school family/whānau are committed to the delivery of excellence and achievement in the education of children in our care. We aim to extend our children by ensuring that they are exposed to a wide range of experiences. We recognise that learning never stops and we provide an environment that excites children and their whānau about learning. As a school community, we provide a safe environment and we treat all children in our care with dignity and respect. We value our community of learners: teachers, support staff, children and whānau, and welcome their input.

Welcome to our school!

Ginnie Warren
Principal - Tumuaki

KAUPAPA

He whānau, he hāpori te kura o Hato Opani e kaha ana ki te hāpai i te tamaiti hei taonga i a ia e takahi ana i te huarahi ako. Kua herea te Poari Matua, ngā kaiako me te whānau whānui o te kura ki te awhina i te tamaiti kia taea ai e ia te piki ake ki tōna ikeiketanga. Mā te huhua o āna wheako ka pakari haere te tamaiti. Me te mōhio anō, he huarahi mutunga kore te whai mātauranga. He taiao tō te kura hei whāngai i te hiamō o te tamaiti me tōna whānau ki te ako. He taiao haumarū, he taiao ngawari tō te kura hei poipoi i te mana, i te rangatiratanga hoki o te tamaiti. Whakanui ai mātou i ngā ākonga katoa, i ngā kaiako me ngā kai-awhina, i ngā tamariki me ngā whānau – me te tautoko hoki i ō rātou whakaaro.

Learning in Action

In early 2018 we completed the main elements of the Ministry of Education's Christchurch Schools Rebuild (CSR) Programme, excluding the retrofitting of the second level of the two-storied block. This building programme was a Government initiative managed by the Ministry of Education. Following the Canterbury earthquakes, the educational landscape shifted and St Albans School was allocated \$4.9m to retrofit and build learning spaces.

Why the Change? Most New Zealand schools were built in a time of 'factory-style' learning, where all students of the same age learned the same things, at the same time, by direct teacher instruction. We have now moved to a model of collaboration and co-teaching. Multiple layers of collaboration are now a component of our practice, including:

- 1: many
- 1: home base
- 1: group
- 1: 1
- Co-operative groups
- Extension

Benefits of collaboration

- The power of two or three...
- Two heads are better than one
- More ideas
- Shared responsibility
- Building on teachers' strengths
- Catering to a wide range of needs

Outcomes for learners

- Improving hauora - wellbeing
- Better learning outcomes
- Challenge... mistakes... the power of 'yet'
- Developing the skills required by 'future employers'
- Moving from teacher-centred learning to learner-driven, as required for learning in future educational settings



HOME BASES AND KĀHUI/HUBS

Students will be in a home base with a home base teacher (this replicates the previous class teacher model). However, they will now also be a part of a kāhui/hub of two or three other home bases. Our model acknowledges the importance of students and whānau having a strong relationship with one teacher in the shared space while developing meaningful connections with the other teachers.



All environments at St Albans School are collaborative, meaning there is a greater likelihood of teachers other than the home base teacher teaching your child, enabling us to use teachers' strengths to get the best for all learners in a collaborative setting.

KĀHUI/HUB COMPOSITION

Kāhui/Hub	Year Group
Parerā	Year 0 and Year 1
Pīwakawaka	Year 1
Pūkeko	Year 2 (with one Year 1/2 home base)
Kererū	Years 3 and 4
Kāhu	Years 5 and 6
Te Tikanga Rua Reo	Riroriro (Years 1 and 2) Kōtuku (Years 3 and 4) Pouākai (Years 5 and 6)

At the end of the year, we use an approach for our composite groups that see them working within the same home base and kāhui/hub for two years, e.g., Year 3 students will stay with the same teacher and group in Year 4. Some exceptions will be made in consultation with whānau and staff, or if teachers leave or change levels.



Our Curriculum in Practice

Over recent years we have reviewed our curriculum model and developed a conceptualised framework to guide learning. We have endeavoured to create an approach that provides learning opportunities that are connected and authentic to St Albans learners. We are encouraging children to think deeply about concepts and look to solve problems and make a difference both locally and globally.

The design of the New Zealand Curriculum means that there isn't a specific curriculum for year groups. Every learner, regardless of their age or stage, will have their learning built on by their subsequent teacher. Our teachers are highly skilled in their craft and will all be working hard to meet the needs of all learners in their kāhui/hub, identifying and working towards academic, social and emotional goals.

THE ESSENCE OF OUR CONCEPTUAL CURRICULUM

Our conceptual curriculum is a rich integrated approach to learning that connects the essence of the NZ curriculum. We believe that teaching through a concept will be more effective than a single subject approach.

A conceptual curriculum offers opportunities to develop understandings in ways that connect to the interests and experience of our learner (Aitken, July 2004).

Concepts are determined in the year prior to the learning based on the knowledge of our learners, their needs, interests and experiences as well as linking relevant local, national and global learning pathways.

Principles of our Conceptual Curriculum

- aligns with NZ curriculum vision, principles, values, key competencies and curriculum depth
- considers knowledge of the learner, their interests, talents, curiosity and experiences
- allows for student-centred, inquiry-based learning opportunities
- is an active learning process of 'through' not 'do'
- connects local, national and global contexts
- considers contexts and issues that are rich, meaningful, authentic and current
- ensures learning is ubiquitous
- allows for rich and integrated links with core curriculum
- places teacher in the role of facilitator of learning

INQUIRY MODEL

The school has developed an Inquiry learning process that enables students to develop skills, strategies, ideas, knowledge, opinions and values that will help them to make meaning of their world. The key competencies, school values and learning areas are developed through this Inquiry process.



LITERACY AND NUMERACY

Literacy and Numeracy are our major priorities. The school has developed a strong literacy and numeracy curriculum programme that focuses on the differentiation of learning programmes, understanding learning styles and using authentic context for learning.



HEALTH AND PHYSICAL EDUCATION

Physical well being is another of our major priorities. The school has developed a fundamental skills programme. We provide children with a broad range of competitive and non-competitive sporting activities.



THE ARTS

The Arts are implemented through our conceptualised curriculum. Attack weeks, use of specialist teachers and thematic approaches are also used.



TE REO MĀORI

Te Reo Māori and the understanding of tikanga is incorporated into children's learning programmes. Both attack weeks and thematic approaches will be used.



LEARNING OUTCOMES AND SUCCESS CRITERIA

The school places a focus on teachers clearly identifying learning outcomes with students. These provide clarity for students and are a means of recognising, measuring, discussing and reporting on progress and achievement.

Student Opportunities

Staff are involved in leading a variety of sporting, arts and cultural activities. Some of these take place during school camps and outdoor education trips.

SPORT

Athletics	Swimming
Cricket	Softball
Basketball	Rugby
Touch Rugby	Netball
Hockey	Representative Sport Teams
Football	Futsal

THE ARTS

Choir	Orchestra
Visual Arts	Drama
Kapa haka	

E-LEARNING

Techie Kids
Digi Hangout
Coding Club

EDUCATION OUTSIDE THE CLASSROOM

In addition to numerous trips Year 5 - 6 children are involved in a camp each year. Camps alternate between Hanmer and Wainui.

LEADERSHIP OPPORTUNITIES

PALs - Physical Activity Leaders
Student Leaders
Head Students
House Captains
School Council
Specialised Leaders: Digi, Eco-Warriors, Road Patrol



STUDENT LEADERS

Every year student leaders are chosen to represent our school as Head Students. Their responsibilities are varied including greeting visitors and showing them around the school, running school assemblies, representing our school at various functions and being great role models.



We also have a school council team made up of our heads and deputies, plus two representatives from each Year 5 and 6 home base. Each of these representatives is assigned a home base across the school. They visit these groups frequently to advise the children of various happenings around the school, to get ideas and solve problems that the younger students may be experiencing. The school council team meets once a week with the Deputy Principal to discuss problems and to develop and action solutions.

There is also a team of house captains who are a part of our team of student leaders. Each house has two Year 6 representatives. Part of their job is to help run any house sports days, house mufti days or house celebration days.

PALS - PHYSICAL ACTIVITY LEADERS

Aims of Programme: To provide a wide range of physical activities for all pupils to participate in during break times, using trained Physical Activity Leaders (PALs) to help lead new initiatives with peers.



Benefits for children: Transferable skills and competencies developed through leadership training: communication, self-awareness, problem-solving, goal setting, developing positive relationships, critical thinking, empathy, organisation and decision making.

Staff identify senior students to begin physical activity leadership training. They are then responsible for running physical activity initiatives during their school break times for children aged 5-9 years. The PALs will be physical activity role models for all children in their school. The initiative supports the school's physical education programme.

Student Activities

HOUSE GROUPS

When each child begins school they are placed in one of the four house groups, siblings can be placed in the same house. The House groups are:

Whero – Red

Kakariki – Green

Kowhai – Yellow

Kahurangi – Blue



House groupings are used for many occasions. Within the home base and kāhui/hub children can gain house points for such things as good behaviour, demonstrating our school values and exemplary school work. These points are added up each week and at the end of the term the winning house group is celebrated.

House points can also be gained for being a positive role model and for participation in one of our many sporting events. These sports events include: athletics, cross country and swimming. Points go towards house trophies which are awarded at the end of the year to the winning house group in each school discipline. The house that gains most points wins the overall trophy for that particular year.

Children are encouraged to wear house colours when competing in school sporting events. House groupings are a fantastic way to encourage school and team spirit.

TUAKANA/TEINA AND BUDDY SYSTEM

Tuakana/teina refers to the relationship between an older (tuakana) person and a younger (teina) person. Our older children mentor our younger ones (the tuakana has the knowledge and content to pass on to the teina). Home bases of varied ages are buddied together to support the growth and understanding of our values of community, respect and manaakitanga. A range of learning opportunities take place across the year to promote this system.

New Entrant pupils are assigned an individual buddy whom they will meet during their pre-entry visits. This person helps them settle into school life. They meet them at their home base and offer support in the playground.



Digital Technology

St Albans School is committed to embracing changes in technology. We have developed an ICT (Information and Communication Technologies) strategic plan. Its intentions are that:

- ICT will be an integral part of the teaching and learning process; learning with and learning through the use of e-tools
- ICT becomes invisible within the school, a seamless join of learning, as secondary in nature as picking up a pen
- we will underpin the use of ICT to achieve our shared vision



The Board of Trustees work hard to provide the funding required to keep in-step with ever-changing technologies. Home bases have a mixture of ceiling mounted data projectors, television screens, desktop and laptop computers, Chromebooks, iPads and digital cameras. We have a planned approach to the renewal of equipment.

Our school also implements BYOD (Bring Your Own Device). This is open to children from Years 2-6. A BYOD permission form and contract is signed by the parent and child. The child is then able to bring their own device to school each day to complete learning tasks on. We encourage the use of iPads (any size), Chromebooks and laptops such as HP Stream or MacBooks. Please feel free to discuss options with Home base teachers.

We use N4L (Network for Learning) as a robust filtering system to maintain safety and security for children using devices.

St Albans School believes in equitable access to devices and ensures those who do not bring a device of their own have access to a school device.

KĀHUI/HUB BLOGS

We make use of blogs to promote learning beyond the school day. These blogs can be accessed through our school website. <http://www.stalbans.school.nz/>

Most blogs have links to online learning opportunities that children can use at home.

Te Tikanga Rua Reo

Te Tikanga Rua Reo is a special character programme that offers tamariki a national curriculum programme both through Te Reo Māori and English. Our aim is for pupils graduating in Year 6 to be confident in both languages, to possess a strong identity, and a sound understanding of tikanga Māori.

Te Tikanga Rua Reo provides a stimulating and positive environment that always stands for:

Te Hāpai i te Reo Rangatira

The acquisition and revitalisation of Te Reo Māori

Kia mau ki ngā tikanga a kui mā a koro mā

The maintenance of traditional Māori knowledge and practices

Whaia te iti kahurangi

The pursuit of dreams and aspirations

Oranga taiao, oranga tangata, oranga whānau

Environmental, personal and collective wellbeing

Ō MĀTOU UARĀ - Our values

- Wairuatanga – fun and spirituality
- Manaakitanga – kindness, caring, and hospitality
- Whanaungatanga – positive relationships & community
- Rangatiratanga – managing self, leadership
- Aorakitaka – pursuit of excellence
- Auahatanga - creativity
- Kaitiakitanga – guardianship and preservation



ENROLMENT INTO TE TIKANGA RUA REO

The criteria for acceptance into Te Tikanga Rua Reo is outlined in the information available from the school office.



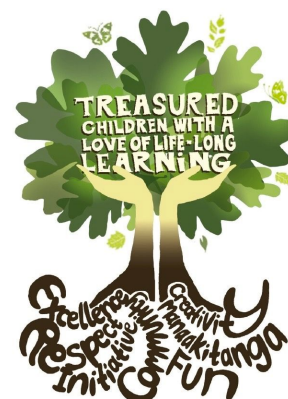
Our Values, Rights and Responsibilities

EXPECTATIONS

Our whānau worked together to select the values we wanted our children to personify. In using the oak tree from our school logo as the symbol for our beliefs we hooked these values to the root system of the tree. Teachers work with the children to enable them to understand what these values mean in action and attitudes, and our rewards systems are connected to our seven values.

Our values are:

- excellence
- respect
- initiative
- community
- fun
- manaakitanga
- creativity



POSITIVE REINFORCEMENT

- House Groups - aimed at developing the children's ability to work as a team across all ages.
- Lunchtime Activities - an exciting selection of activities take place every lunchtime.
- School Council - peer group leadership.
- PALs – senior school children lead activities during the lunch hour that help children to solve problems and make new friends through positive play.
- Heart of Achievement - these certificates reinforce our school values. These are awarded at kāhui/hub assemblies and the children then proceed to the office to move their name towards the centre of the heart. After children have received five certificates and move through to the centre of the heart they receive a special reward from the Principal. This extrinsic award focuses on those children who demonstrate the values consistently.

BEHAVIOUR MANAGEMENT

- We have in place a comprehensive behaviour management system that supports a consistent approach in all home bases and kāhui/hubs, and in the playground, and is aligned to our bullying policy and procedures. This information can be downloaded from our website.
- Our on-line school management system is used to record incidents and identify patterns.

Student Support - Gifted and Talented

OUR DEFINITION OF GIFTEDNESS

A gifted student is a child who has outstanding abilities or a student who is capable of working at a significantly higher level than those of his/her age peers.

OUR APPROACH

Children are identified by their outstanding ability, by their teachers, their parents or by psychological assessment. We will endeavour to place children with 'like minded' children in a regular home base. They are placed with a teacher empathetic to their special needs and acceleration is considered on a case by case basis. They are moved with appropriate speed through the curriculum and work on a programme within their home base and kāhui/hub that encourages higher level thinking, inquiry questioning, exploration of personal interests and that may include the opportunity for children to interact with experts beyond the school. They are encouraged to become independent learners using their own unique blend of intelligences.

Enabling Skills which include: thinking skills, multiple intelligences and goal setting are taught to all children in the school but particularly enhance the learning of gifted children.

WE BELIEVE

That with appropriate support and intervention all students can learn successfully in a normal learning setting. However, there are times when we offer additional programmes because exceptional learners require exceptions to the normal curriculum. We offer a range of activities.

- Creative writing - Young Writers Workshops
- Inquiry based focus groups
- Arts enrichment
- Music
- Chess, and others activities as they become available or are relevant to specific needs.
- Leadership roles
- ICAS exams
- ICT workshops
- Visits to take part in off campus extension groups e.g. Science Alive



HOME BASE TEACHERS WILL

- Examine the specific needs of able children and understand their educational requirements
- Design learning activities that are appropriate to their needs
- Regularly monitor and discuss work with children
- Recommend withdrawal extension/enrichment programmes where appropriate

IN-CLASS PROGRAMMES

By sound planning, monitoring and discussion, teachers will endeavour to meet the curriculum needs of able children within the home base's programmes of work. Advanced curriculum objectives may be set, or independent research activities may be followed. Where needed, the home base programme will be supported by an ILP (individualised learning plan).

WITHDRAWAL/EXTENSION/ENRICHMENT PROGRAMMES

The school will endeavour to provide for some programmes (within the means of staffing, mentoring, budget, organisation and space) on a withdrawal basis. Through recommendations of home base teachers / team groups will be withdrawn to cover a variety of interest focus areas. These may include maths, science, technology, art, etc. After children have been identified, groups will be established and sessions will run for a specified period. Opportunities will be given for inclusion in outside the school activities (e.g., Robo Cup, Tournament of Minds, Cantamaths for senior pupils, Otago Problem Solving, Young Writer's Workshop).

THE GIFTED AND TALENTED REGISTER

Teachers and parents are invited to identify a child as being gifted or talented. The G & T co-ordinator will manage this data and is responsible for drawing up the register and developing the plans to meet the needs of these pupils.

View more information on <http://gatestalbans.blogspot.com/p/information-for-parents.html>

Student Support - Targeted Learning

St Albans School offers specialised programmes, when necessary, for children with learning and language difficulties that have been identified by their home base teacher, particularly in the key areas of literacy and numeracy.

The Special Needs Co-ordinator (SENCO) and the English as Second Language (ESOL) coordinators, work with home base teachers to develop a specific programme designed to meet identified learning needs. Programmes may also be supported by outside agencies such as Group Special Education and Resource Teachers for Learning and Behaviour (RTLb).



Programme approaches vary. Some are taught within the kāhui/hubs and others withdraw small groups of students to work in the targeted learning centre (TLC room). Teacher aides work with both individuals and small groups to support their needs.

We provide a range of programmes.

- Mathematics group
- Oral language groups
- Written language groups
- Social skills programmes
- 'Friendship Group' (lunchtime social group)
- IEP (Individual Education Plan)

PTA - Parent Teacher Association

WHAT DO WE DO?

Look out for news about what we are currently up to, on our notice boards around the school and in the weekly school newsletter. Some of our regular events include weekly lunchtime sausage sizzles, school discos, second-hand uniform sales, working bees, family nights and of course, fundraising activities, such as selling Entertainment Books and our famous Quiz Night.

Every year we use our funds to buy extra equipment or resources for the school. In recent years we have bought sports equipment and uniforms, books for the library and games for every home base to use during wet weather lunchtimes.



We work to improve school facilities and have bought shade sails and seating for the Junior Quad area and organised new plants for several garden areas around the school. We have also contributed to major projects such as the senior adventure playground. Every two years, we organise the St Albans School Monster Fair, a popular community event.

The P.T.A. meets once a month, on the second Wednesday of the month at 6.45pm in the school staffroom (unless advised otherwise). This group of teachers and parents work together to foster cooperation and understanding between the school and the home. Any parents wishing to attend meetings are most welcome.

HOW CAN YOU HELP?

Even if you don't want to 'join up', you can still support your children and their school by taking part in PTA activities and fundraisers.



General Information

SCHOOL HOURS

School starts at 9.00am and finishes at 3pm. Due to the large school roll and small school site we run two breaks. Our hubs/kāhui are separated into two groups:

Interval

Group 1 - 10:10 to 10:30am

Group 2 - 10.30 to 10.50am

Lunch (all students will eat lunch at 12.45pm)

Group 1 - 12:00 - 12:45 play and then 12.45 to 1.00pm eat (and a brain break in the afternoon)

Group 2 - 12:45 – 1.00pm eat and then play to 1.45pm

Supervision of the school grounds commences at 8.30am and ceases at 3.15pm. We ask that students wait on either the blue or green astroturf courts before the music plays rings at 8.30am, as this allows staff the time needed to prepare learning for the day. **All students must be collected by 3.15pm.** It is important that you make contact with the school if an emergency arises and you cannot collect your child by this time.

SCHOOL WEBSITE ADDRESS

www.stalbans.school.nz

SCHOOL EMAIL

For enrolment enquiries enrolments@stalbans.school.nz

For all other enquiries office@stalbans.school.nz

SCHOOL CONTACT NUMBERS

03 355 9132 - press 0 for reception.

Text your absence on 027 750 3559 please include child's name, room number and reason for absence or let us know via our School App.

COMMUNICATIONS - SCHOOL APP

Download our free **School App** - it is the most efficient way for us to inform you.

- Go to itunes, search for the St Albans School app and click download or android users simply search in the Google Play store
- Please allow PUSH notifications as this will allow alerts to come to your phone.

Our school newsletter is published each Thursday. An email with a link to the latest copy will be sent each week. In addition, hubs will send regular correspondence via their blogs.

ABSENCES

If children are going to be away please contact us on the numbers listed above or via the school app by 9.00am at the latest. This is a safety check for both parents and the school as to a child's whereabouts. If you do not make contact you will receive a text from the school prompting you to make contact.

LATENESS

If your child is late to school we ask that they check in at the office and get a late pass before going to their home base.

ACCIDENTS AND SICKNESS

If a child has an accident or is sick he or she is made as comfortable as possible before parents are contacted. This contact is made by ringing home or an emergency number that you have given. If it is not possible to find a parent or caregiver and the matter is serious the Principal may arrange the transport of the child to a doctor or hospital.

SCHOOL DONATIONS

To help supplement school funds, the Board of Trustees asks for a voluntary donation from each family annually. The suggested amount is \$100 per pupil or \$180 per family. These donations are used to purchase resources to support children's learning. The school donation is tax deductible which means you can claim one third back from Inland Revenue.

ACTIVITY COSTS

We ask for \$20.00 per term per child. This money is used to plan activities and trips on and off site, e.g, Orana Park visits, Art Gallery Programmes.

MAKING PAYMENTS

Payment may be made at school by cash, cheque or eftpos (sorry no credit cards), or you are welcome to pay directly to our **ASB bank account: St Albans School 123151-0178176-000**. Please reference your payment with the name of your eldest child at school. Your account status can be accessed via your STAr login. You are most welcome to pay by small weekly or fortnightly instalments.

ACORN Fund (Accessing Children's Resources & Opportunities to meet their Needs)

The Board of Trustees provides annual funding to enable children to access school charter related educational activities in situations of financial need. This may, for example, be a contribution towards fees for sports or cultural club membership, ICAS exam costs, uniforms, books or musical tuition. Applications should be made in writing to the Principal and funding is payable only on evidence of an invoice. No individual child can be awarded more than \$70 a year.

REPORTING TO PARENTS

There are various opportunities throughout the year for parents and teachers to meet.

- Term One: Getting Connected meetings are held before the school year begins providing you with the opportunity to connect with your child's home base teacher.
- Term Two: Formal interviews (3 way conferences) are held at the end of the term.

Our online reporting system is named STAr (St Albans Reporting) and is updated each term, you will be informed when new posts have been added for your child. We encourage you to login to STAr and follow your child's progress. Interviews can be arranged at any time during the year by contacting the home base teacher to make an appointment for a suitable time.

PARENT INVOLVEMENT

We encourage parent involvement at the school. There are opportunities for work in the library, home bases, and assistance with making equipment. Please contact the school if you are able to assist. We require you to complete a volunteer agreement form.

PLAYGROUND SAFETY

Four teachers are on duty at all times. They wear high visibility vests and carry bags with first aid equipment, playground chits and behaviour incident sheets.

BIKES AND SCOOTERS

We ask that between 8.30am and 3.15pm no child, preschooler or parent scoots or bikes in the school grounds. Scooters and bikes can be stored in the stands next to the school hall, please ensure they are named and locked. We ask that you consider an appropriate age for your child to be cycling to school, as the streets around our area are very busy. **Please note scooters and bikes are stored at your own risk.**

WALKING THE LOOP

As we are unable to have a legal crossing on Sheppard Place we ask that children 'walk the loop' to school rather than crossing over the road. The layout of the road poses significant challenges to both driver and pedestrian, as the line of sight for both is impeded.

SCHOOL ROAD PATROLS

There are two major school crossings, Cranford Street which is supervised by parents and Trafalgar Street which is supervised by teachers and senior school road patrol monitors. Supervision is from 8.30 - 8.55 a.m. and 3 - 3.15 p.m.

PARKING

As we have a traffic plan and support walking to school we ask that you park away from school and walk the final few metres. The traffic outside can be diabolical and dangerous. We urge you to park in the English Park Car park off Cranford Street, or on Courtenay Place or Westminster Street. Please be advised that cars parking illegally will be ticketed. There is a 3-minute zone directly outside the school on Sheppard Place.

SCHOOL LIBRARY

We are proud to have a school library. Children are able to issue books on a regular basis.

SCHOOL LUNCHES

Permission will not be given to leave the school grounds to buy lunches. Lunches are supplied by Subway on a Wednesday. Orders are placed in a box outside Kāhu 11 - 13 on a Tuesday morning from 8.30—9.00 a.m. P.T.A. organise sausage sizzles each Friday morning. Orders are taken outside the school hall.

STATIONERY

A limited range of stationery is available from the school office. If extra books, pencils, etc. are needed during the year children may purchase these by bringing the money to school. Children are notified of their requirements at the end of the year, allowing parents time to organise stationery over the holiday period. New Entrant pupils are given a pre-prepared stationery pack, parents are informed of the cost as part of the enrolment procedure.

CLOTHING

Please ensure that clothes such as jerseys and jackets are named clearly. Our lost property box is located outside the school office in a large green bin. Unclaimed clothing is placed in a charity clothing bin at the end of each term.

PROTECTION FROM THE SUN

Children wear a wide-brimmed sun-hat or school cap during Terms 1 and 4. Please ensure your child has one of these at school every day. We also have sunblock placed around the school for children to apply independently as required.

WATER AT SCHOOL

St Albans School has adopted a philosophy that encourages children to maintain a healthy lifestyle to support their learning. All children are encouraged to have a water bottle at school each day.

SWIMMING

When the school pool is in use the children are asked to bring their swimming gear to school every day during the swimming season. Swimming will not be taken if the weather is too cold. Swimming togs and towel (clearly named) should be sent in a plastic bag.

USE OF SCHOOL FACILITIES

Some school amenities are available for hire; arrangements can be made through the school office. We hold an annual ballot for the allocation of pool keys. This enables whānau to make use of the swimming pool outside of school hours. A health and safety induction session must be completed before payment is accepted for the key.

DENTAL CLINIC

There is no longer a clinic at the school. Please contact the dental nurses on 0800 846 983.

Before and After School Care (2 options)

O.S.C.A.R. (Out of School Care and Recreation)

Offers before-school and after-school care Monday to Friday. For further information please phone 027 355 4919 between 2.30pm and 5.30pm.

M.A.S.H (My After School Headquarters)

Offers before-school and after-school care Monday to Friday. For further information please phone 366 9408 or email info@mashkids.co.nz

HELPING HANDS - PARENT VOLUNTEERS

St Albans promotes and supports the use of parent volunteers within the school community. Parents offering to assist a teacher in the home base will be asked to complete a parent volunteer form (if not already completed upon enrolment) after speaking directly with the home base teacher and return the form to the office. The intent of the agreement is to develop a process for using parent volunteers in the home base while promoting effective communication with the St Albans staff. School safety is a top priority, we need to keep track of those individuals working in the school if presented with an emergency situation during the school day. The success of a school is directly related to PARENT INVOLVEMENT! We ask that you get involved, get excited and enjoy your volunteer time at St Albans School.

HOME LEARNING

St Albans School's policy on homework, or home learning as we like to call it, changes as children move through the school. In the early years of schooling, children will be asked to complete reading and sometimes spelling at home. In later years the children will work on mathematics, reading and spelling. In Te Tikanga Rua Reo tamariki will be involved in tasks aimed at building and securing their te reo Māori. There may be times when additional tasks are set. However, we do not agree with children completing projects at home, as often these are completed by parents and can cause significant angst. Whānau who would like more work for their children may access educational sites via the kāhui/hub blogs.

Pōwhiri and Mihi Whakataau

It is the practice at St Albans Primary School that all new pupils will be officially welcomed into our fold with a full-school pōwhiri or mihi whakataau.

The pōwhiri is a traditional Māori ceremony of welcome. At St Albans School we follow a set of protocols that closely reflect those which are considered integral to the practice of pōwhiri. A mihi whakataau is essentially the same event but will have an element missing.

We hold pōwhiri at the beginning of each term. New students and their families, and new staff are welcomed at this time. Students who arrive at the school part way through a term are able to be officially welcomed at the next pōwhiri.

WHAT IS A PŌWHIRI?

A pōwhiri is a formal ceremony of welcome. The philosophy of the pōwhiri is based on the principles of manaakitanga (hospitality and nurturing) and whakawhanaungatanga (building relationships). Once someone has been officially welcomed they become a part of the host group and are no longer regarded as visitors.

PROTOCOLS OF PŌWHIRI

WHERE WE ASSEMBLE

New staff, new students, and their families gather at our large oak tree near the main entrance of the school. A member of Te Tikanga Rua Reo will help organise the group and explain the process to the assembled group. It should be noted that tradition dictates that the women and girls should lead the group into the hall where our pōwhiri are held.

KARANGA

The pōwhiri process begins with the karanga, which is a call of welcome conducted by women. As we are a school, it is our practice to allow the girls from the bilingual unit to karanga to our visitors. As the karanga begins, the assembled group head towards the hall lead by the women. The karanga should be answered in kind, however, we will provide someone to perform this if there is no one within the group itself. The group will be led slowly into the hall by their caller and head to the seats provided opposite the hosts from St Albans School. The front row of seats should be left to the designated speaker. As per Māori tradition men sit in the front rows and women behind them. The group should remain standing until the host speaker indicates that they may sit. As the karanga comes to an end, and the group enters the hall the students and staff will perform a haka pōwhiri.

SPEECHES/WAIATA

Once everyone is seated the speeches begin led by the hosts. Our practice is that all speakers on the St Albans side will speak and that each speech is followed by a waiata, which is sung by the whole school. However, it is our usual practice to use just a single speaker. The group being welcomed will then reply in kind. However, as with the karanga, our school will provide a speaker if there is no one within the group able to do so.

There are 2 waiata often used at St Albans School for pōwhiri.

HE HONORE

He Honore, he kororia
Maungarongo ki te whenua
Whakaaro pai e
Ki ngā tāngata katoa
Ake, ake, ake, ake, amine
Te piringa, te atua
Toku oranga

ANEI RĀ TE KURA

Anei rā te kura, Hato Opani
Hei maharatanga ki ngā tipuna
Mihi atu mātou ki a koutou rā e
Ki te whakangāhau i te minenga
Haere mai rā, haere mai rā
E ngā, iwi, e ngā iwi
E ngā mātua, haere mai
Te manaaki ki a koutou
E ngā iwi katoa
Haere mai.

HONGI/RŪRŪ

At the completion of the speeches, the group being welcomed will leave their seats and head towards the welcoming group to shake hands and hongis (press noses). This is the traditional interpersonal form of greeting. As they complete the round of greetings they simply return to their seats. This part of the ceremony is only conducted with a small part of the school. We do not expect our new entrants and their families to greet the whole school individually. Those not comfortable with hongis are able to shake hands.

PRINCIPAL'S ADDRESS

At the completion of the hongis and rūrū the principal will address the whole group before everyone heads back to their home bases.

Enrolment Zone

ENROLMENT SCHEME REVIEW

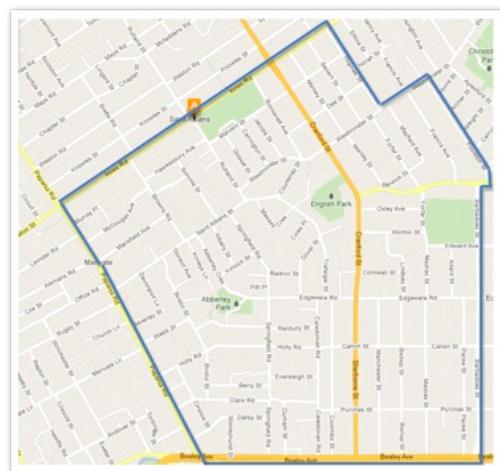
The school is currently undergoing a review of its Enrolment Zone with the Ministry of Education. This will not affect students currently enrolled at school. However, it may affect preschoolers. We anticipate the home zone will reduce in size.

More information will be available in term 4, 2019 via the school's website.

HOME ZONE

All students who live within the home zone described below (and shown on the map) shall be entitled to enroll at the school:

- The boundaries shall be both sides of all the following streets as shown in the attached map: Bealey Avenue to Barbadoes Street to Warrington Street to Flockton Street to Westminster Street to Thames Street to Innes Road, and the eastside of Papanui Road.
- Proof of residency within the home zone is required.
- Each year applications for enrolment in the following year from in-zone students will be sought by a date which will be published in a daily or community newspaper circulating in the area served by the school. This will enable the board to assess the number of places which can be made available to students who live outside the home zone.



OUT OF ZONE ENROLMENTS MAINSTREAM

Due to overcrowding, the school will not be accepting any out of zone enrolments in 2019 or 2020.

New Entrant Enrolments

We encourage parents to enrol their preschool child at the age of four. At this time an enrolment form will be completed and parents will be given the opportunity to tour the school.

At the age of five, a child may enter school. Most children in New Zealand begin school at five years although it is not compulsory to commence until the age of six years.

From 2020 St Albans School anticipates using a process called Cohort Entry when enrolling New Entrants. (This will be confirmed later in term 4, 2019).

This means:

- children starting school in groups after they have turned five
- there will be two entry points each term, one on the first day of term and one at a mid-point during a term.

The 2020 dates for entry are:

Term One:	07/02/20 and 09/03/20	Term Three:	20/07/20 and 24/08/20
Term Two:	28/04/20 and 02/06/20	Term Four:	12/10/20 and 16/11/20

For example:

If your child turns five on December 29th 2019 they would enter school as a New Entrant on 07/02/2020. If they turn five on the February 9th 2020 their start date would be 09/03/20.

Once your child's enrolment is confirmed you will be given the dates for pre-entry visits. The first visit is from 8.40am – 10.30am and the second visit is from 8.40am - 1.30pm.

INFORMATION FOR ENROLMENT

To complete the enrolment form you will need:

- Birth certificate (to be shown to verify the date of birth for a five-year-old child)
- occupation, address and phone number
- An alternative contact phone number for an emergency
- Family background - other siblings and child's place in the family
- Your child's Plunket Book - there is a form in it for you to complete titled 'To the Child Health Nurse at Primary School'

- Details of health factors and medical problems (e.g., asthma, glue ear) that you think may affect your child's development or that we should be aware of
- Notification if a 'Before School Health Check' has been completed
- Name of your doctor or medical centre
- Any information and records regarding specialist help (GSE, Early Intervention etc.) that your child may have received prior to school entry
- Details of your child's enrolment at a Dental Clinic (*children can be enrolled at aged 2*)
- Details of pre-school attended, and for how long
- Evidence of your residential address either a:
 - current rental agreement
 - recent rates bill
 - purchase agreement

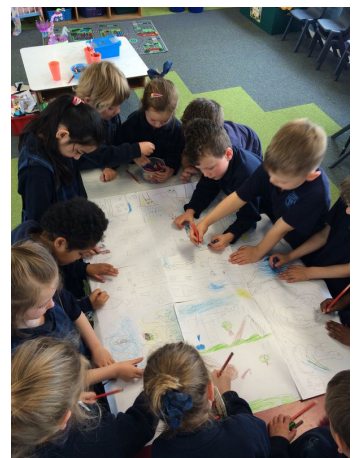
PRE-ENTRY VISITS

It would be helpful if you and your child arrive before 8.40am. We ask that you come to the office and sign in. Children will need to bring morning tea for the first visit. They will require morning tea and lunch for the second visit. We ask that you supply this food in a named container.



The purpose of these visits is to introduce your child to the school environment. When your child looks settled we recommend that you say goodbye and that you will return at the appropriate time so that your child and the teacher may get to know each other. Some children become upset at the thought of Mum or Dad leaving but quickly settle down once they have left. At the first pre-entry visit your child will be shown:

- where to hang their bag and coat
- where to put their lunchbox and drink bottle
- where the toilets are
- where to play at playtime
- where to have a drink
- where to sit for lunch



During the morning programme your child will participate in the normal learning activities. After their time has finished please visit the office to sign out again. When your child starts school officially they are able to go straight to their assigned home base.



TRANSITION TO SCHOOL MEETINGS

At the end of each term, there is a transition to school meeting for parents whose children will be starting the following term. These are held in the evening to accommodate working parents. Once you have completed the enrolment procedures details of this night and your pre-entry visits will be sent to you via email.

The team leader of the junior school and second deputy principal lead this meeting. They provide you with an outline of what to expect from our school. This is an opportunity for you to ask questions about your child's start to school.

The PTA also attend these meetings and offer you the opportunity to join this group. They have information regarding second-hand uniform sales.

You will meet your child's home base teacher and the parents of the other children who will be in that home base. You are encouraged to fill in a parent contact sheet. This provides you with the opportunity to arrange playdates with other children before they start school. This is especially beneficial for children who do not go to a local preschool.

School Uniform

Our school values of respect, community and excellence can be demonstrated through children taking pride in their school uniform. We ask that students wear the correct uniform.



Where Can We Get The Uniform?

The items are available from Mainland Uniforms (Peterborough Street - between Manchester Street and Madras Street) and Susan Ross a clothing store in Rutland Street. Our PTA has some second-hand items available for sale.

School Uniform Supplement

You can contact WINZ if you are on a benefit, or are a low-income household as they have a recoverable assistance grant. Contact WINZ 0800 559 009.

TERMS 1 & 4 SUMMER UNIFORM

Girls

Navy blue polo shirt with logo

Gingham dress or culottes

Navy sweatshirt or cardigan

Navy polar fleece with logo (in addition to the sweatshirt)

Broad brim navy sun hat/ bucket hat/school cap (compulsory)

Navy socks

Navy or black school shoes or sneakers that support active play

Boys

Navy blue polo shirt with logo

Navy shorts

Navy sweatshirt

Navy polar fleece with logo (in addition to the sweatshirt)

Broad brim navy sun hat/ bucket hat/school cap (compulsory)

Navy socks

Navy or black school shoes or sneakers that support active play



TERMS 2 & 3 WINTER UNIFORM

Girls

Navy blue polo shirt or skivvy with logo

Tartan pinafore or culottes or plain navy track pants

Navy sweatshirt or cardigan

Navy polar fleece with logo (in addition to the sweatshirt)

Navy socks or navy tights

Navy or black school shoes or sneakers that support active play

Boys

Navy blue polo shirt or skivvy with logo

Plain navy track pants

Navy sweatshirt

Navy polar fleece with logo

Navy socks

Navy or black school shoes or sneakers that support active play

Response to a Lockdown

Lockdown procedures are determined by Police advice and require the cooperation of students, staff and parents. We ask all parents to please follow the protocol outlined below to ensure the safety of everyone involved.

- When the school goes into lockdown, all parents will be notified via a text message an email and through the St Albans App. Please ensure your details are current and you have notifications enabled for the School App.
- The school will continue to update parents every 15-30 minutes through the above channels.
- Students will not have access to their phones, laptops or other devices. The student Wifi will be disabled. This is for their own protection until the school ascertains the severity of the situation in consultation with the Police.
- School phones will not be manned, so please do not try and contact the school, or your child. All information will be sent to you through the channels outlined above as soon as it becomes available. We appreciate it is challenging not being able to contact your child but request that you follow this protocol.
- The school will remain in lockdown until advised by the Police or other authorised personnel that it is safe to be released. **Hub doors will not be opened for parents and whānau who come to site.**
- Please do not, under any circumstances, come to the school until you are advised it is safe for you to do so. You may be putting yourself and others in danger.
- We have emergency supplies to keep children as settled as possible.
- Once the lockdown is over, parents will be contacted immediately.

Thank you for your understanding and taking the time to familiarise yourself with this protocol.



Response to an Earthquake

Immediately the shaking starts

If indoors children and staff will move under their desks and make a 'turtle'. If outdoors children and staff will drop and make a 'turtle'.

After the shaking stops

Once the shaking has stopped the staff will lead the children to the assembly area (next to the blue astroturf courts) taking care to avoid buildings/objects that may be unstable. All children, staff and visitors will assemble in this area. Support staff working with children will bring them to the assembly point and deliver them to their home base.

The Principal, or whoever is in charge, will be wearing an orange vest and will be waiting for everyone on the court with the home base lists. Hub leaders collect their hub's lists from the Principal and distribute to their staff. Each staff member does a roll call. Any children who are not accounted for are listed on the stapled piece of paper at the bottom of their list. These are torn off and returned to the Principal. If any children are not accounted for the first Deputy Principal and the caretaker will locate them.

Any children who are injured will be led to the designated first aid area where they can be cared for.

Parents collecting children

Children must only leave with their parents/caregiver or approved person. We ask that these approved adults sign the teacher's checklist acknowledging that they have taken the child. If a parent says they are to collect another child they must show proof, e.g., text message. If no proof can be shown then the children will remain here until parent contact can be made.

We ask that parents remain calm when picking up their children. We have found that parental emotion has a profound effect on all the children and can raise anxiety.

Communication with parents/whānau

The school endeavours to make contact through our School App and email following an event. However, overloading can affect this communication.

Additional information

The school has a response kit that includes: water, additional phones, food, foil blankets.

Teachers will be wearing fluorescent vests with their home base number on the back. This makes them identifiable should they have to move from the assembly point due to liquefaction.

Parent Concerns

ADVICE FOR WHĀNAU

This information is designed to help parents and caregivers understand what to do if they are concerned about some aspect of St Albans School. The School encourages open communication and prefers that you come to talk through a problem rather than discuss it in the community. It is our job to be fair and to listen to your concerns, but this involves your support as well. We hope that these guidelines have been of some use so you feel confident to approach us.

- If the matter involves the learning programme or a teacher write a note or phone the teacher concerned with a view to making a time to discuss the concern. The staff member involved may not be able to talk to you when you approach them so it is best to make a time when you are both free.
- Indicate before the discussion what the concern is about, if possible.
- Talk with the relevant staff member about the issue and be prepared to listen to their point of view. Problems should not be discussed in front of children - either at school or at home.
- Provide feedback to the teacher as to whether you were satisfied or not, to ensure the problem is settled. We ask that staff show you respect and ask that you show respect for them.
- The first person you should see regarding your concern is the person closest to the problem. There are usually two sides to a story.
- If you have concerns regarding a child you must approach the school not the child.

We will only know of your concerns if you communicate them to us.

What if I do everything as suggested in the section above and the problem is still not solved, or if the problem does not involve a particular teacher?

- Approach the Team Leader responsible for that area of the school.
- If you do not know any of these people or feel that they may not be able to help, make time to see the Principal. Write down the details of your complaint and the steps you have taken to remedy the situation.
- The concern will usually be dealt with by the Principal, but in some instances may be referred back to teachers, Leadership Team or the Board of Trustees. If your complaint relates to the Principal or the Board of Trustees you should write to the Chairperson of the Board outlining your concerns in detail, including your name and contact number.