

School Information Pack

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Welcome To Seatoun School

Chairperson's Welcome

The Seatoun School Board of Trustees is the elected group of parents and staff representatives who have the responsibility for the governance of our school.

The school's successes result from an effective and ongoing partnership between the Ministry of Education, the Board, the Principal, the staff, the students, their parents, caregivers and families and the wider Seatoun community.

We are fortunate to have a dedicated and motivated principal and staff. Our children achieve in all areas. With the continued commitment and support of the whole school and community we can achieve our aim to cater for each student's individual needs and ensure that all reach their full potential both during their time at Seatoun School and in the future.

Seatoun School is rated by the Government as a decile 10 school. This means we receive substantially less funding than other schools based on the expectation that our location in a high socio/ economic area gives us greater access to financial and other resources. Your contribution in terms of time, skills and money are more than just a bonus to the school - they are critical for the effective day to day running and are a key ingredient in the delivery of the highest quality education to your child or children.

We look forward to meeting you and your child and to establishing a positive, enjoyable and mutually rewarding relationship with you and your family.

Sarah Bacon
Chairperson
Seatoun School Board of Trustees

Principal's Welcome

Kia Ora Koutou

It is with pride that I take this opportunity to welcome your family to Seatoun school.

Our school was established in 1916 as a 'side school' to Worser Bay. In 1921 Seatoun was recognised as a separate school and in April 2002 we moved into our wonderful new facilities on the old Fort Dorset site. Seatoun School has a proud tradition of being a focal point in the community and has always enjoyed a high level of community involvement.

The school caters for children from new entrants up to year eight and reflects Seatoun's multi-cultural community. Students from Maori, European, Indian, Pacific Island, Chinese and Asian backgrounds attend Seatoun School and we are extremely proud of the safe, caring, family environment our full primary status provides.

Seatoun School is about learning for everyone, children, parents and teachers - learning to know, learning to do, learning to live and learning to be. We aim to accomplish the primary goal of education - engendering a love of learning, a desire to learn and a capability and confidence to learn.

Pete Pointon
Principal

Learning to know, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.

Learning to do, in order to acquire not only occupational skills but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples' various social and work experiences, both formal and informal.

Learning to live together, by developing an understanding of other people and an appreciation of interdependence, carrying out joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace.

Learning to be, to better develop one's personality and be able to act with even greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.

Great value is placed on the importance of each student's self-esteem and self-appraisal. Personal responsibility and pride are values we hold strongly. With professional guidance, students are helped to take increased responsibility for themselves and their decisions.

Education is a life-long process. Opportunities are provided for children to develop their curiosity and interests. Learning that happens at school is transferred and vice-versa. We are fortunate that our children receive a wealth of experiences on which to build their knowledge, values and attitudes. We endeavour to work closely with parents to maximise every opportunity.

The Four Pillars upon which our learning community is constructed, learning to know, do, live and be are embedded in a foundation of shared values and core beliefs about teaching and learning. These values and beliefs provide a common language of expectations to achieve our vision, whilst acknowledging the importance of individual initiative and creativity.

Shared Values

- Respect - to treat self, others and property with consideration and care
- Responsibility - accepting to conscientiously fulfil a task or duty which one is entrusted
- Positive - being optimistic and concentrating on what is good
- Perseverance - to persist; to maintain an effort and stick to a task until it's done
- Compassion - sympathy and helping when others are distressed or suffering
- Giving - to make available to another; kindness and sharing provided freely with out asking or expecting anything in return
- Self-control - being able to control your own feelings and behaviour, to live
- Honesty - being truthful in words and actions, honouring the trust others place in you
- Courage - even when afraid , being brave to do what you think is right

Core Beliefs about Effective Teaching and Learning

Pathways to achieve our vision:

- Passion, joy and celebration
- High expectations and personal best
- Foundation learning in place
- Strategic learners
- Quality teachers
- Powerful learning
- Co-operation and teamwork
- A safe, welcoming environment

Passion, Joy and Celebration

"Good teaching is not just a matter of being efficient, developing competence, mastering technique and possessing the right kind of knowledge. Good teaching also involves emotional work. It is infused with desire; with pleasure, passion, creativity, challenge and joy." Hargreaves, Andy 1994.

We will:

- Savour the moment - appreciate the need for flexibility and spontaneity
- Encourage students and teachers to share their passions and ignite learning for others
- Foster a love of learning for the pleasure of understanding, knowing and discovering
- Value humour, joy and celebration

High Expectations and Personal Best

A sense of pride in all we do is our over-riding aim.

We will:

- Hold the highest expectations for all to do their best
- Ensure students, teachers and parents understand the need for quality over quantity
- Help students understand and appreciate the intrinsic value of personal effort
- Recognise the importance of time for reflection and review
- Provide specific criteria in terms of content and presentation, to achieve quality outcomes

Foundation Learning in Place

Effective learning is built on core skills and knowledge in:

- Literacy - listening, speaking, reading, writing, viewing and presenting
- Numeracy
- Essential health and fitness
- Essential values and attitudes for life

We will:

- Implement school-wide literacy and numeracy programmes
- Endeavour to achieve school literacy and numeracy achievement targets
- Identify students at risk and focus programmes accordingly
- Ensure all children have the essential health and fitness skills
- Ensure all children demonstrate the essential values and attitudes for life

Strategic Learners

Strategic learners are equipped to identify and seize learning opportunities throughout life.
They take increasing responsibility for their own decisions and learning

We will:

- Help students to see the 'big picture' of their learning
- Teach thinking skills - creative thinking, systems thinking, decision making, problem solving, reasoning and questioning skills and the use of planners and graphic organisers
- Help students to recognise different learning styles and match appropriate learning style to task
- Provide opportunities for students to demonstrate knowledge, strategies and skills in realistic settings
- Ensure students use school-wide essential 'learning to learn' skills and strategies

Quality Teaching

Quality teachers can justify what they do, why they do it and show they make a difference.
They are committed to, and enjoy their job

We will:

- Demonstrate comprehensive knowledge of effective learning and teaching, curriculum and resources
- Know our students and families
- Follow school-wide guidelines and formats for planning, processes, monitoring and assessment and reporting
- Ensure teaching is focussed - we are able to state where the student is at, how we know and what the next learning steps will be
- Ensure learning is focussed within meaningful contexts, engages students and is made explicit to the learner
- Scaffold learning to ensure all students experience personal success
- Provide timely focussed feedback, acknowledge efforts and celebrate success
- Reflect on our practice, participate in personal and school professional development and support colleagues

Powerful Learning

Powerful learning challenges students to experience learning as a dynamic, engaging and empowering activity

We will:

- Assist students to understand and build on their experiences to make sense of the world
- Integrate the curriculum to help learners make meaningful connections
- Provide opportunities for students to work with a variety of technologies and support them to choose and apply technology appropriate to the task, and care for equipment
- Plan and teach a range of 'rich topics' that cover broad concepts through an integrated, coherent approach
- Promote higher-order thinking
- Foster curiosity, creativity and innovation

Co-operation and Teamwork

Co-operation and teamwork, valuing diversity and respecting the beliefs, ideas and contributions of others is critical to a learning organisation

We will:

- Model, practise and apply our school values
- Create an environment characterised by collaboration and collegiality
- Teach effective communication skills
- Teach co-operative skills, explaining the purpose and benefits of working in a team; and the roles, responsibilities and procedures necessary for teams to operate effectively
- Teach trust-building, conflict resolution and negotiation skills

A Safe, Welcoming Environment

Seatoun School is intentionally inviting to all and has a culture of encouragement, safety and shared responsibility

We will:

- Provide a secure, supportive environment
- Promote and celebrate risk taking
- Encourage a climate of asking for help
- Ensure communication between students, staff and parents is timely, clear and focuses on positive outcomes for all
- Share and celebrate efforts and achievement

The New Zealand Curriculum

The revised National Curriculum was published in its final form in 2007. Schools have until 2010 to work towards its full implementation. This revised document aims to:

"Affirm and retain what is effective and worthwhile in the previous national curriculum. At the same time, taking into account of social change and new understandings... It gives schools greater flexibility to design and implement curriculum that is tailored to the learning needs of their students and the expectations of their communities." From the NZ Curriculum to School Curriculum. Pg 3; MOE, Learning Media, 2007

The intent of the document is to provide a clear statement of what New Zealanders deem important in education. It includes a set of principles on which to base curriculum design; and values that are to be encouraged and explored. Five key competencies are defined, as are each of the learning areas.

Achievement objectives have also been revised to better ensure currency, relevance and well-defined outcomes for students.

"The New Zealand Curriculum is a statement of official policy relating to teaching and learning in English-medium NZ state schools. Its principal function is to set the direction for student learning and to provide guidance for schools as they design and review their curriculum." The NZ Curriculum. Pg 6; MOE, Learning Media 2007

A schematic overview of the revised curriculum is on the following page

The School & The School Community

Seatoun School believes that the education of its children is a partnership between home and school. Parents are warmly welcomed and actively encouraged to participate in their children's learning.

Board of Trustees

Seeking election onto the Board of Trustees [BOT] is the most formal means of involvement in the school. The BOT is the school's governing body and members work closely with management at a strategic level. Board meetings are advertised in advance and are open to the public.

Parent Teacher Association

The Parent Teacher Association [PTA] works closely alongside the staff and BOT to Fundraise and organise social events that maintain and build upon the school's close links with its community. Members are also involved in the strategic planning process. The PTA relies on parent involvement and the old adage that "many hands make light work." The PTA meets at 7.15pm in the staffroom about 3 times per term and welcomes new members or visitors. Actual meeting dates are advertised in the Steeple Rock newsletter) and on the whiteboards just inside the entrance doors.

Parent's Skills & Participation

Parents have many skills and expertise that can greatly enhance the quality of our teaching programmes. Teachers will regularly request parent support to supervise and work with groups of children in the classroom, or on trips, camps, sports events, etc. Any assistance you are able to give is greatly appreciated and often critical to the success of such activities.

Information workshops are held for parents who assist in classrooms. Being aware of what teachers are trying to do and the strategies they employ to support children makes for highly effective parent help.

If you are able to assist with any aspect of our teaching programmes, please let your child's teacher or the Principal know.

Dads At School

We are fortunate that many dads are able, and feel comfortable to support their children in classroom programmes. We strongly encourage dads, step-dads and granddads to participate in the School, to actively demonstrate their support for learning.

Home Study

Please check with your child's teacher as to their homework requirements. Children are encouraged to share their learning experiences and practise their developing skills at home. We strongly recommend that parents read to their children on a regular

basis and spend some time talking with them about topical issues. A balance is required and children do need time to unwind and play without adult interference.

Social Responsibility

Students at Seatoun School are expected to look after one another. Older students buddy younger ones, supporting them as they learn to take more responsibility and develop social skills.

Our philosophy is to foster open communication, caring attitudes and tolerance towards all people. To develop these ideals a positive reinforcement approach to discipline and achievement is followed.

We have high expectations in terms of effort, achievement and behaviour for all students. Children are expected to take responsibility for their actions and decisions. Parents will be informed, and expected to support the school, if their children seriously misbehave or continually breach behaviour codes. Bullying, insolence and vandalism will not be tolerated. With rights comes responsibility. All children have the right to learn in a safe environment. Our key rule is that no child has the right to stop a teacher from teaching or any other child from learning.

Facilities

The shift to this magnificent site and purpose built facility in 2001 provides students and teachers with a very special and privileged learning environment. The award winning building was designed to fit into, and compliment the raw natural beauty of the site. Beautifully placed on the water's edge at the entrance of Wellington Harbour, we are open to the variety and extremes of the Wellington weather. This place is both stimulating and good for the soul.

The school is positioned on its own road, making it much safer for children and pedestrians. It also provides significantly more than usual parking for parents before and after school.

We enjoy a large playing field and are one of the few primary schools able to host our own athletic sports, cross-country and other sporting events. The grounds provide ample space and opportunity for both formal and imaginative play, and have been enhanced by an on-going Parent Teacher Association Development Plan to fund structures and equipment for the children to use.

The school comprises 16 classrooms, a beautifully appointed and equipped library, a number of group teaching/meeting rooms and a huge, well equipped hall. Adjoining the hall is the Shelly BMW Arts and Technology Centre. This fantastic facility has a music/drama room, an art/technology room and a food technology kitchen. The kitchen was extensively remodelled at the start of 2008 and can cater for up to 20 students at one time.

Our school was designed so that children and staff can access all rooms internally- a real bonus on a 'wild Wellington day!' It is spacious and light and has lift access (if required) to the first floor.

Programmes

As stated in 'Our Educational Approach' we aim to create a learning environment that is relevant, purposeful and challenging. Key to our thinking is the concept of building on previous learning. Through a school-wide approach teachers achieve greater consistency to support children as they move through the school. In Years 1-4 a key aim is to ensure foundation learning is firmly in place. In Years 5-8 we aim to consolidate and build on this strong foundation. Reading is a good example; as the individual child's skill and competency grows there is a shift from 'learning to read' (Y1-4) to 'reading to learn' (Y5-8).

Developmental (Y1&2):

We strongly advocate the benefits of a developmental programme. Through this programme children develop and extend their self-management, problem solving, co-operative, social, motor and thinking skills. And they love it!

Education Outside the Classroom (EOTC): - refer also to 'Years Seven and Eight'
EOTC encompasses all learning that occurs outside of the classroom. It includes trips and camps. As with other programmes in the school the aim of our EOTC programme is to build upon previous learning and to provide relevant experiences that will enhance current learning.

Often trips and visits are used as an immersion activity to stimulate thinking or to provide a rich context to start off new learning.

The progressive Term 4 programme cumulates with the Y8 children spending a week in the Marlborough Sounds; whilst Y7 students spend a week with activities focusing around Wellington. At Y5&6 there is a two year programme which incorporates an over-night marae and outdoor recreation centre experience every alternate year.

Food Technology:

Having a well-equipped kitchen allows us to provide a planned, sequential approach to this subject. Cooking involves all aspects of the curriculum and provides rich and authentic context for learning. It is something most children love to do, but in today's busy world fewer are getting the opportunity at home. Understanding how to plan, cook and eat healthy meals is an important lifelong skill. By teaching students about what's in the food they eat and how to prepare simple meals safely, we are helping them to become healthy adults. All children are given opportunities to learn through food technology programmes.

Enrichment (Y5-8): - refer also to 'Years Seven and Eight'

Hooking into teacher and student strengths and interests, and full utilisation of our facilities were key drivers behind this programme. The inclusion of additional staff (and sometimes parent volunteers) means group numbers can be reduced as children learn through the various options provided e.g. cooking, sewing, other languages, art, ICT, etc.

Support Programmes:

Providing effective additional support for those children that need it is a real challenge for all schools. The range of needs can be huge e.g. academic, physical, social and emotional. Often children have needs identified in more than one area. At Seatoun School considerably more resources than we receive from our Operations Grant is allocated to support programmes.. We also have a highly capable, experienced and professional team that work alongside teachers to help children become independent learners able to operate at age appropriate levels.

However despite this real commitment and very good success rate we are still unable to achieve our ideal. Resources must be prioritised and fairly allocated as we endeavour to work alongside parents and other agencies to ensure the needs of each student are being met to the best of our ability.

A more comprehensive booklet is available from the school office and/or a meeting with the school principal can be arranged for those wanting more information.

Extra- Curricula Activities:

Sport: There are many opportunities for children to participate in sport, both to represent the school during school time and in after school competitions. A sports booklet is updated annually and included in this package.

Cultural: Again a range of activities are available, especially for more senior students. Options may change from year-to-year depending upon staff.

Green Footprint

Whilst still in its early stages we have embarked on initiatives to reduce waste, conserve energy and recycle used materials. Children are involved in this programme.

School Organisation

Junior and Senior School

The school is divided into two main syndicates:

Junior Syndicate: Years 0 - 4

Senior Syndicate: Years 5 - 8

Consistent with the New Zealand Curriculum Achievement levels, classes are usually composite in two-year groupings. This is especially relevant beyond year 2 i.e. Years 3 & 4; Years 5 & 6; Years 7 & 8.

We aim to ensure that all children are given the best possible opportunity to learn in a happy and safe environment. The intellectual, social, emotional and physical development of each child is given careful consideration when students are placed in class groups.

All classes are non-streamed with class sizes kept to the lowest possible number.

Class Designations

Classes are identified according to the years the students have attended school. This national system provides for the continuous identification of classes throughout the years of compulsory schooling. From the start of the students' first complete year at school, they will be in Year 1 and move on by year from there.

If a New Entrant begins after 01 July, they will complete that year as a New Entrant and be designated Year 1 at the start of the following year. In consultation with the parents, a decision can be made to alter designation for individual children if this is in the best interest of the student.

Years Seven and Eight

A strength of Seatoun School is that it provides a comprehensive full primary education. Students are not required to briefly change school prior to moving to secondary school and can instead enjoy the special family environment a local school provides. This stability can be important given the critical developmental period when change and instability is so much the norm.

Year 7 & 8 Enrichment Programme:

This is a unique programme offered only to the Y7&8 students attending Seatoun School. In both depth and breadth this programme builds on what is offered in the earlier years. One full day each week is dedicated to small group learning, which encompasses and enhances the old Form One and Two technicraft programme.

The morning session is held at Rongotai College. Students are involved in a range of programmes taught by specialist secondary teachers and our own Y7&8 staff. The programme encompasses art, music, hard materials technology, design, second language learning, drama and computer studies.

The afternoon programme runs at our school for three of the four terms. (Over the other term an intensive aquatics programme is run by the staff at the Kilbirnie Aquatic Centre). The students have sole access to the hall, library and Shelly BMW Arts and Technology Centre. Food and Fabric Technology and sport (badminton, basketball, and volleyball) are consistent components, with the remaining options sometimes changing to match staff and student strengths and interests. Previous options have included dance, languages, art/craft, information literacy skills, web design, and film making.

Students are given a varied and challenging programme and in return contribute much to our school. They take on leadership roles and responsibility with growing maturity and confidence.

Year 8 Formal

Held in the last week of the year, this special function recognises the contribution these students here made to our school. Representatives of the Board of Trustees, PTA and the Staff Management attend this function. A suitable standard of dress for the occasion is required, however parents are not expected to hire or purchase formal evening/ dinner wear.

E.O.T.C. Programme:

The year 7/8 programme builds upon the EOTC experiences introduced earlier in the school. In term 4 there is a week devoted to EOTC. Year 7 students experience a range of activities based around Wellington and the harbour. This includes an over night camp in the school grounds. The Y8 students spend 5 days at Nydia Bay Camp in the Marlborough Sounds.

Enrolment Information

Pre-enrolment

Please complete the Enrolment Form as soon as possible and return it to the school office along with the verification form and generic permission. We need this for our forward planning and to manage class sizes and teaching resources.

Iwi Affiliation

If you have any iwi affiliation it is important that this information is recorded in the appropriate space on the enrolment form.

Documentation

For audit purposes we are required to have a copy of one of the following before your child starts school:

- NZ Birth Certificate
- NZ citizenship documents
- Refugee status documentation
- NZ Visa and copy of parent's visa, or a copy of the relevant pages of the passport
- Student permits are required for foreign students in NZ with a limited visa. Please discuss this with the office staff

New Entrant School Visits

We strongly recommend school visits for new entrants and their parents. The School will contact parents to arrange the visits prior to your child's starting date.

There will be two visits in the month prior to your child's first day at school. The aim of these visits is to familiarise your child with school, their teacher and the other children in the class. The visits last 45-60 minutes.

Enrolment Zone

A defined zone governs enrolments to Seatoun School. All children living within the zone are entitled to attend the school. Out-of-zone placements can only be made if the Board of Trustees deems that spaces are available. All out-of-zone places are advertised and strict criteria and process is followed for allocation. All Ministry of Education guidelines must be adhered to.

All 'In-Zone' families must complete the Enrolment Questionnaire and sign the Address Verification Form upon enrolment. These forms are included in the Information Pack. Documentation showing proof of residence at in-zone address is also required.

For further information including a map of the school zone, please refer to our website www.seatoun.school.nz or contact the school office.

All paperwork should be completed and handed to the school office at the time of your child's pre-school visits.

General Information

Absences and Late Arrivals

If your child will be absent from school or arriving late, please notify the school by leaving a message on the absence line.

Phone **388 7600 extn 1** 3.00pm to 9.00am the following morning. Messages are checked at 9.00am.

- If your child cannot be accounted for either through an answer phone message or discussion with the teacher concerned, office staff will make every effort to contact you or your nominated contact to check the whereabouts of your child. This procedure aims to ensure the safety of your child.
- If your child is to be away from school for any length of time please inform the office in writing.
- When your child returns to school after an absence please provide the teacher with a brief written explanation. This is required for the school records.

After School Care

Eastern Community Care After Three (ECCAT) provides an after school programme Monday to Friday in the Miramar Community Centre. A mini bus collects the children from school at 3.00pm. Phone 380.7101.

Attractive Items, Money and Valuables

Please ensure that children do not bring special toys and other precious belongings to school. We cannot be responsible for the security and care of these items and this is a big responsibility for younger children in particular to shoulder.

With the exception of money for school purposes [which should be in a named, sealed envelope] we ask that money is not brought to school.

Bikes & Scooters

Bike racks are situated beside the main entrance to the classroom wing. All bikes and scooters are to be left in this area.

Parents are requested to ensure their child's bike meets all safety standards and that their child is a competent and confident cyclist able to ride to school on the road. It is compulsory for all cyclists to wear safety standard approved cycle helmets. Bikes and scooters must not be ridden in the school grounds in school hours, but must be pushed as far as the footpath.

Book Club

Students may order books from the Scholastic Book Club through the school. The club operates over terms 2, 3 and 4. Order sheets are distributed once per term. **Cheques must be made out to Seatoun School.**

Bulletin Line

Phone this number for an update on trips, sports fixtures etc. - 388.7600 extn 2

Buses

Two school buses serve the school

- Strathmore, Beacon Hill and Seatoun Heights Road
- Breaker Bay Road to Moa Point.

The bus stop is at the northern end [past kindergarten] of the 'school road'. Please contact office staff for further information and the purchase of tickets.

Cell Phones

Students are not permitted to bring cell phones to school unless they are needed for special circumstances. A note is to be provided for the classroom teacher and the phone is given to the teacher for safe keeping.

Change in Family Circumstances

It is important for the school/or your child's teacher to be advised of any change in family circumstances that may impact on your child eg marriage break-up, family death, etc.

Please notify the school office in writing or by email of any change of home address, telephone number/numbers, email, parents' place of work, contact numbers etc.

Clothing and Lost Property

Please name all clothing and other personal belongings. Lost property is regularly displayed in the hope that some items will be identified.

All children are expected to wear clothing and footwear at school that is comfortable and appropriate for the various activities in which they take part.

- Bare feet are not an option and indoor shoes are required if gumboots are worn.
- A warm, windproof extra layer during the winter months is essential for outdoor play.

School sunhats are compulsory in Terms 1 & 4 for all outside activities. Each child is required to wear a sunhat in his or her House Colour when specified. Hats in House Colours can be purchased from the school office.

Communicating With Your Child's Teacher - issues and concerns

In addition to the mid-year student-parent-teacher progress conference, parents can arrange additional meetings with teachers to discuss specific concerns they may have about their child. We encourage open, respectful communication that focuses on issues.

Please follow this protocol should you have a concern.

Contact the teacher concerned. Arrange for a mutually suitable meeting time and briefly explain your area of concern to enable him or her to prepare for the meeting

After the meeting allow a reasonable time frame for the agreed action to be implemented. If you feel dissatisfied with the process (1 & 2 above) refer the matter to the relevant Associate Principal or Principal

If after meeting with the Principal you are still dissatisfied with the process and/or outcome refer the matter to the Board of Trustees.

Communications: Newsletters & Notices

Our school newsletter 'Steeple Rock' is published every second Thursday. A hard copy goes home with the eldest child. Steeple Rock can also be viewed on the school website: www.seatoun.school.nz This contains information from the principal, Board, PTA, staff and students. In addition, class, syndicate or special information newsletters are regularly published. This information is **important and often urgent**.

Please ask your child and check his/ her bag each day for other notices.

Notice Board

On the west wall of the atrium, (downstairs) you will find a large notice board. Copies of current school, Board of Trustees, Parent Teacher Association and Community notices can be found here.

Dental Service

Please complete the Dental Form and return it to the school office, even if the School Dental Service is not treating your child.

Seatoun School is serviced by Miramar South Dental Clinic, 4 Miro Street, Miramar. Phone 388 9438.

Donations and Fees

BOT Parent Donation

This tax-deductible donation is used to pay for our full-time librarian, additional teaching staff [to reduce class sizes] and if possible additional resources. After thorough consultation the BOT received overwhelming support to set the donation at the level necessary to meet the costs of the addition personnel and teaching resources.

The current donation is:

\$325 per year [\$81.25 per term] for the first child

\$300 per year [\$75 per term] for the second child

\$270 per year [\$67.50 per term] for the third child

The fee is capped at a maximum of \$895 per family.

If your child starts school in the first half of a term, you will be invoiced for all of that term. If your child starts in the second half of a term, you will be invoiced for half of that term.

Activity Fee

Our teaching programme includes activities and visits outside the school as well as performers and visitors brought into the school. A fee of \$20 per term per child [\$80 per annum] Year 0-4 and \$22.50 (\$90 per annum) Year 5-8 is set to cover the cost of these events and activities. The School needs to recover the costs of these expenses and 5% of the annual replacement Civil Defence Supplies.

Year 7 & 8 Enrichment Programme Fee

Our senior students are required to pay an additional \$100 per annum fee to help offset the costs of their Enrichment Programme. These costs include bus transport to Rongotai College, materials and staff to take the food technology group.

End of Year & Prize Giving Assembly

This is usually held in the last week of the school year and all children are expected to attend this important school function.

This assembly recognises the achievements of individual students and prizes awarded. It also provides an opportunity for the whole school to farewell our Y8 students.

House System & House Captains

All children are allocated to one of four Houses. Children from the same family are placed together in the same House. Our Houses are Crawford [Red], Dorset [Yellow], Falkirk [Green] and Kupe [Blue]. Each House name is associated with a significant person or place in the history of Seatoun.

Y8 students are selected by staff to be House Captains. These students take responsibility for their House and also represent the school at official functions etc. School sports events, speeches and other activities are organised via an inter-house competition. Trophies are awarded to the winning House of each event. The over-all winning House is awarded the Mainzeal House Cup at the final hui. Students can also earn House points for exemplary behaviour.

Parent & Community Volunteer Help

We encourage and greatly value the help parents and other community members are able to give teachers. Please refer to the booklet included in this pack for guidelines. These guidelines are also very relevant when supporting your child's learning at home.

Volunteers who commit on a regular basis may be required to undergo police vetting.

In the event of providing transport for students in private cars parents are reminded that all passengers must wear a seatbelt.

Party Invitations

We would greatly appreciate parents/children not handing out birthday or other party invitations at school. This practice can cause unnecessary distress for some children who for whatever reason do not receive an invitation.

Swimming

Swimming is a compulsory component of our physical education programme. It is held at the Kilbirnie Indoor Aquatic Centre, and paid for out of the Activity Fee.

School Hours

School starts at 8.50am each morning (not 9.00am)

Students should be at school by 8.45am to enable a prompt start to the day and to eliminate disruptions from students arriving after activities have begun.

School Programme

- 8.45am Commencement of morning programme
- 10.20am Morning Interval - first 5 minutes supervised eating in class
- 10.45am End of Interval
- 12.30pm—1.25pm Lunch
- 1.30pm Start of afternoon programme
- 2.55pm School closes for day

Children may arrive earlier, but staff are not responsible for their supervision until 8.30 in the morning.

In the afternoon children are expected to go directly home [or to a prearranged destination]. With your knowledge and permission, they are welcome to return to play in the school grounds. Staff are usually on site until 4.30pm, but they are not available or responsible for supervision

Shelly BMW Arts and Technology Centre

Shelly BMW provided the school with very generous financial support to help meet the cost of our magnificent Shelly BMW Arts and Technology Centre. Food, fabric and hard materials technology, art, craft, music and drama programmes can all be taken in this purpose-built facility.

Stationery

A stationery list for new entrants is included in the new entrant kit. Stationery can be purchased from the Seatoun Bookshop or most other stationery retailers.

Stationery requirements at other levels in the school should be discussed with the classroom teacher.

Sweets & Drinks

Children are not permitted to bring sweets, soft drinks or fruit juice to school. We do encourage children to have their own named drink bottle so that they can drink water in class as required.

Swimming

Swimming is a compulsory component of our physical education programme. It is held at the Kilbirnie Indoor Aquatic Centre, and paid for out of the Activity Fee.

Health & Safety

Changes to Contact Details

We need up-to-date contact details so we can quickly contact parents in case of sickness or a medical emergency. Please advise the School Office in writing / email (admin@seatoun.school.nz) immediately of any change of:

- telephone numbers (including home, work and mobile phone)
- Email
- parents' place of work

Civil Defence and Emergency Plan

Our School Civil Defence Plan aims to ensure:

- the immediate safety and well being of everyone at the school
- the safe transfer of students to an appropriate venue, where they can be collected by their parents or emergency contact person/s.

It is therefore critical that all family and emergency contact details are up to date.

A limited supply of emergency water and food for all children is kept at school and replaced annually. Replacement supplies cost around \$5 per child per annum, and are covered by the annual Activity Fee.

Emergency Contact Person

Please complete the Emergency contact form, naming 3 other people who may collect your child in case of an emergency. It is important that these people live locally.

Please update their contact details - there are spare forms at the School Office.

No Dogs Please

Sorry, our Health & Safety policy excludes dogs from the school and school grounds at all times - both during or out of school hours.

Owners are responsible for cleaning up and removing any droppings that may occur.

Health Checks & Immunisation

Public Health Nurses test all students' hearing and vision, free of charge. Please complete and return the form in the Enrolment Pack on your child's first day at school.

Head Lice

Head lice are an ongoing problem. Please regularly check children for lice, treat infestations appropriately and advise the school so that the parents of other children are aware if there are lice in a particular class.

Illness or Accident

In the event of an accident or illness at school a member of staff will administer essential first aid. Parents, or the named emergency contact person, will be contacted if staff are concerned for the child.

A doctor or ambulance will be called as appropriate. Any costs will be passed onto the parents.

If there has been a minor incident at school, an explanatory form will be given to the child to take home

Please do not send children to school if they are obviously unwell, and collect children promptly if they become ill and you are asked by the School to pick them up.

Medication & Medical Conditions

Please complete a Medication Form if the School needs to administer medication to your child.

Advise the school of any pre-existing medical conditions or allergies.

Contact the Office Manager to discuss their needs and any issues.

Smokefree

We are proud to be a smoke free school and appreciate the co-operation of all parents and visitors to respect this policy.

Sun Protection

Our Sun Safety Programme requires all students to wear the school sunhat (or a similar wide brimmed hat) outdoors while at school in terms one and four. Staff and parent helpers are expected to model this behaviour. These are available from the School office in House colours.

Caps and other styles of hats are not to be worn during the summer terms.

During summer please sunblock your child before school, teach your child how to apply it and keep some in their school bag.

Teachers will remind children to apply sunscreen and put on sunhats before they go outside.

Traffic Safety

Parents are reminded to drive with extreme caution near the school, especially during the morning drop off and afternoon pickup times.

Speed limit - please respect the 10km on the roads leading into the school.

Beware of children - and give way at the marked crossings.

Friends & neighbours - park courteously and do not encroach on driveways or the pink pedestrian crossings on the school road.

Drop off space - please use and respect the drop off only space immediately outside the school from 8.30 - 9.00am.

Please observe the parking time restrictions in front of the school.

Please do not park in the school grounds i.e. Beyond the staff car park.

Special parking areas - there is designated parking for the school bus, disabled parking and the After School Care bus on the school road. Please do not park in these marked spaces.

U-Turns - no U-Turns or 3 Point Turns in the Kidzone please

Controlled Pedestrian Crossings - We do not have patrolled pedestrian crossings. Please ensure your child is familiar with the safest route to walk to school and can cross all roads confidently and safely or walk with them to school.

School Directory

| | |
|-----------------------|--|
| School Address | 59 Burnham Street, Seatoun, Wellington |
| Email | <u>admin@seatoun.school.nz</u> |
| Website | <u>www.seatoun.school.nz</u> |
| Phone Number | 388 7600 |
| Absence Line | 388 7600 ext 1 |
| Bulletin Line | 388 7600 ext 2 |
| Fax Number | 388 9380 |
| | |

Staff 2011

| Position | Name | Room | Year | Phone Extension |
|--------------------------------------|---|----------------------|------------------------------|-----------------|
| Principal | Mr Peter Pointon | | | |
| | Mr Tim Kong | R1 | Y7/8 | |
| Team Leader | Mr Sam Broadmore | R2 | Y7/8 | |
| | Miss Anna Martin | R3 | Y7/8 | |
| | Miss Miriam Gaynor | R4 | Y2 | |
| | Mrs Michelle Pontifex | R5 | Y2 | |
| | Miss Teresa Keeley | R6 | Y1/2 | |
| Associate Principal Junior School | Mrs Susan Kliffen | R7 | NE/Y1 | |
| | Mrs Ann Vandendungen | R8 | Y1 | |
| Job Share | Ms Rebecca Power Mrs Louise Noble | R9 | Y1 | |
| | Mrs Susan Luxford | R14 | Y3/4 | |
| | Miss Chloe Marshall | R15 | Y3/4 | |
| | Miss Tina Schmid | R16 | Y3/4 | |
| | Team Leader | Mrs Catherine Miller | R17 | Y3/4 |
| Miss Penny Joblin | | R18 | Y5/6 | |
| Mrs Ansa Kennedy | | R19 | Y5/6 | |
| Miss Victoria Martin | | R20 | Y5/6 | |
| Associate Principal Senior School | Ms Marion Hair | R21 | Y5/6 | |
| Support Teachers | Mrs Sandra Petrove | | Reading Recovery | |
| | Mrs Deb McNaught | | | |
| | Mrs Gill Billingsley | | | |
| | Mrs Wendy Griffiths | | | |
| Teacher Aides | Mrs Karen Millar | | | |
| | Mrs Persephone Georgiakakis | | | |
| | Miss Sona Preiszlerova | | | |
| | Mrs Helen Tume | | | |
| | Mrs Tracy Coupe | | | |
| | Ms Katerina Juriss | | | |
| | | | | |
| Librarian | Mr Gerard Murphy | | | 805 |
| Administration | Mrs Anne McLellan | | Office Manager | 800 |
| | Mrs Damayanti Patel | | Admin | 801 |
| | Mrs Karen Millar | | Reception | |
| | | | | |
| Property | Mr Gwynn Lewis Mr Win Issarawichitchai | | Caretaker/Cleaner Cleaner | |
| | | | | |

Board of Trustees

| Position | Name | Telephone |
|------------------|----------------|-----------|
| Chairperson | Sarah Bacon | 388 4487 |
| | Suzie Bognar | 388 5953 |
| | Justine Bonner | 380 8565 |
| | Mark Bates | 380 9980 |
| | Richard Abbott | 972 5409 |
| | | |
| Staff Rep | Jason Cowan | 388 7600 |
| Principal | Peter Pointon | 388 7600 |
| Minute Secretary | Anne McLellan | 388 7600 |

Parent Teacher Association

| | | |
|-------------|----------------|----------|
| Chairperson | Miriam Heycoop | 380 8005 |
| Secretary | Anna Conway | 380 8494 |
| Treasurer | Leisa Robb | 934 5338 |
| Staff Rep | Pete Pointon | 388 7600 |