Lyall Bay School

Creating the Leaders of Tomorrow – Waihanga Kaiārahi mō Āpōpō

Celebrating our 117th year in 2026

Welcome

An information handbook for Parents and Visitors

Principal: Melanie Dean
Board Chair: Tania Heyrick

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New Zealand

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Please visit our Website
www.lyallbay.school.nz

Principal's Message: Working Together for Your Child's Success

Waihanga Kaiārahi mō Āpōpō
Creating the Leaders of Tomorrow

Kia ora whānau,

At Lyall Bay School, we believe learning begins early and never stops. Your child's success at school starts long before they enter the classroom—with the experiences and support you provide at home. And it continues through the interest and encouragement you show throughout their school journey.

We ask you to stay involved in your child's learning by:

- Supporting the school
- Staying in touch with your child's kaiako (teacher)
- Encouraging learning at home

Navigating a Changing World

The world is changing fast. New technologies, global challenges, and shifting ways of working are shaping the future for all of us. That's why we believe that a broad, meaningful, and future-focused education is more important than ever.

We are committed to preparing your children not just for school—but for life.

Our Focus: Strong Foundations in Reading, Writing, and Mathematics & Statistics

At Lyall Bay School, we work in partnership with you to build strong learning foundations. We place a special emphasis on:

- English – reading, writing, and oral language
- Mathematics & Statistics – maths and problem-solving

Guided by the New Zealand Curriculum

We proudly follow the principles of the New Zealand Curriculum, which help shape everything we do:

- High Expectations – All students can achieve success
- Learning to Learn – Students understand how they learn best
- Treaty of Waitangi – We honour Aotearoa's bicultural foundation
- Community Engagement – We connect learning to real life
- Coherence – We make links between subjects and future learning
- Cultural Diversity – We value all cultures and histories
- Inclusion – We support all learners and celebrate their strengths
- Future Focus – We explore big ideas about how we can influence the future

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A School You Can Trust

Over the past 30 years, Education Review Office (ERO) reports have consistently praised Lyall Bay School. Some highlights include:

"A harmonious environment for learning"
"Well-planned and high-quality teaching programmes"
"Classrooms that are calm and focused"

These reviews confirm what we already know: Lyall Bay is a great place to learn and grow.

Thank You for Being Part of Our Learning Community

I'm incredibly proud of our school—and of the strong partnership we have with our families, staff, and Board of Trustees. Together, we share one goal:

Waihangatia ngā Tino Pai Building the Best Learners

With your continued support, feedback, and involvement, we'll keep improving—creating a school that's safe, inspiring, and full of opportunities.

Ngā mihi nui,
Melanie Dean
Principal

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About Lyall Bay School

Lyall Bay School opened as Maranui School on 1 February 1909, with a first day intake of 178 pupils. A most successful centennial celebration was held during Labour Weekend 2009 and we now find ourselves in our 116th year.

The roll peaked in 1926 with some 844 pupils.

Following a gradual decline in numbers over the next 60 years, the roll reached an all-time low point of just 216 back at the start of the 1989 school year.

Lyall Bay has become a great place in which to live, with the attraction of flat land and a seaside location. This has resulted in significant infill housing and community upgrades such as cafes and the very successful Lyall Bay Retail Park.

The roll has again flourished, and the school now caters for between 250 and 350 children. The Ministry of Education instructed the Board to implement a "school zone" from the start of the 2013 year in an effort to limit ongoing roll growth.

Following the acquisition of a derelict house on the school's southern boundary many years ago, the Board has worked tirelessly to secure funding from government to replace the aging Junior School block, and to build new learning spaces to accommodate the steadily increasing student numbers.

A new five classroom "middle school" complex was built on the southern site during 2012. This project was immediately followed by the construction of four new "junior school" classrooms in 2013. The combined cost of these long-awaited improvements was in excess of $2.5 million. Two new classrooms were added in 2015 with one in the "middle school" and one in the "junior school".

The original senior school building, linked to the school hall and administration centre, has five teaching spaces, a well-equipped library and a radio broadcasting studio. Upgrades to this building have been significant over time, and further work in 2016 provided a modern learning environment for our older students. This included a collaborative break out space and a community hub.

Over the years more than $700,000 has been invested into playground development. Once a "concrete jungle", children now have a combination of both grassed areas and all-weather playgrounds, including two netball courts, an astro-turf space and a range of other recreational zones. Shade is provided by trees and strategically placed shade sails.

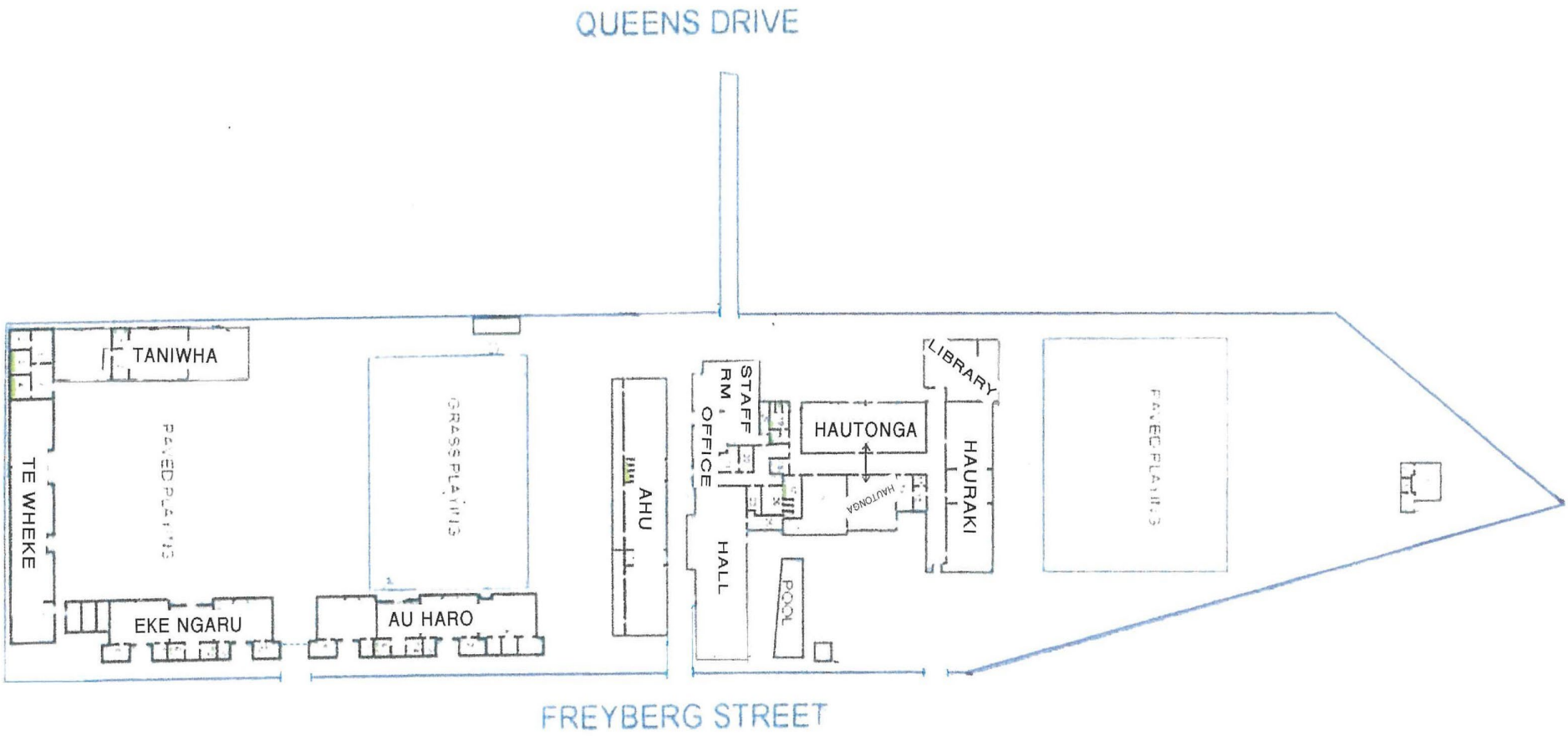
We continue to strive hard to provide modern, safe playground equipment. Play-structures include a junior platform with various events attached, and more senior pursuit type course in the Yr 5-6 area of the playground. All equipment is safety standards approved and compliant safety matting is installed under fall areas.

The Board has initiated several other major property projects since 1990 including construction of a new school hall (which has since been extended in 2020) and office area in 1994, and new staffroom in 1998, new classrooms in 2013 through to 2017, and a refurbished New Entrant block in 2023.

We have had a major ICT upgrade to the school-wide computer network. Both cabled and wireless access is now available throughout all buildings, and Lyall Bay has been one of the first schools in the country to be connected to fibre-optic ultra-fast broadband via the government's Network for Learning project.

In one corner of the northern playground is a building that was a Dental Clinic. The Ministry of Health has not used this clinic since the middle of 2016, so we now use it for storage. Instead, a dental van comes to school for check-ups, and if there is further work required, children will need to go to the dental hub at 175A Adelaide Road, Newtown.

The school also has a heated swimming pool, with changing rooms, that were built by the Lyall Bay Dads' Club. All buildings have ramps and other facilities for accessibility.


QUEENS DRIVE
TANIWHA
TE WHEKE
PAVED PLAYING
GRASS PLAYING
EKE NGARU
AU HARO
AHU
STAFF RM
OFFICE
HALL
HAUTONGA
HAUTONGA
POOL
LIBRARY
HAURAKI
PAVED PLAYING
FREYBERG STREET

Charter - Vision, Goals & Identity

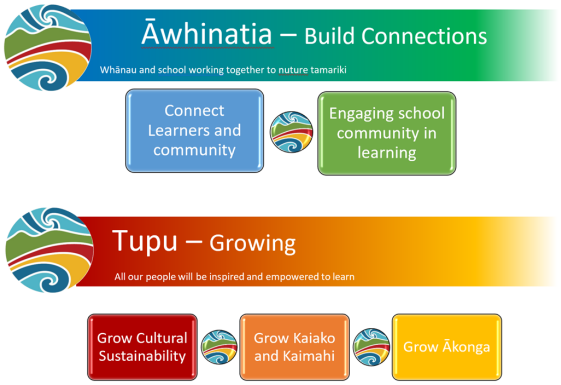
Your school has a Strategic Plan, documenting a formal agreement between the Minister of Education and the Board of Trustees.

Our Purpose Statement

'Building the Best Learners Waihangatia ngā Ākonga Tino Pai'

The community, staff and board collaborated in 2020 and reviewed our Strategic Plan.

Lyall Bay School Strategic Overview 2022– 2024



- To equip all children with the education and life skills for a changing world, helping them to be confident, connected, and actively involved life-long learners.
- To develop knowledge and understanding of the children's own culture and the culture of others, with particular reference to the Māori heritage of New Zealand.

Best Possible Programmes

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

Different Abilities

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

New Horizons

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

Extended School Family: Whānau

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

Improvements

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

School Organisation

The school is organised into three groups – Huetepara (Yr 0-2), Maranui (Yr 3-4) and Onepū (Yr 5-6). There are hubs of two or three kaiako (teachers) in each group. Kaiako are collaborative with planning, organisation and teaching. Each hub develops the way they work according to the needs of learners. In some hubs home kaiako are assigned. In others, tamariki develop a relationship with Kaiako, who then become their point of contact. In others, all kaiako are responsible for, and can be contacted about, all learners. Each hub will communicate with whānau through HERO.

Huetepara - Yrs 0-2,

Hubs: Ahu, Au Hāro and Eke Ngaru

Apart from the separate New Entrant Hub (Ahu) adjacent to the school office, Yr 1 and 2 tamariki are accommodated in classrooms along the Freyberg St frontage. Amanda Luxford is the Deputy Principal and team leader. Brogan Coburn is the Associate Lead.

Maranui - Yrs 3-4

Hubs: Te Wheke and Taniwha

The Yr 3-4 tamariki are accommodated in a six-room complex at the southern end of the school site. Jo Graham is the Deputy Principal and team leader. Kate Millner is the Associate Lead.

Onepū - Yrs 5-6

Hubs: Hauraki and Hautonga

Yr 5-6 tamariki are housed in the original main school building to the north of the school office. Jo Graham is the Deputy Principal and team leader.

Class Levels – an explanation:

Five-year-old children begin as New Entrants in Ahu. Nationwide policy states that if your 5-year-old starts school during the first half-year, they will be classified as Year 1. We are happy to review each child who has a birthday in April, May or June as to whether you would prefer them to have longer as a Year 1. Your child will then move to Year 2 status the following year.

If your 5-year-old child starts school during the second half-year they will be classified as a Year 0, and will then become a Year 1 child from the start of the following year.

The classes are made up of New Entrant and Year 1 children or a composite class of Year 1 and 2 children.

After Year 2, children progress into the Maranui hubs, spending a year in Year 3 & Year 4 respectively. Classes in Maranui are composite (or mixed) with both class levels working alongside each other.

Classes in Onepū are also composite (or mixed) with Year 5 & Year 6 children working alongside each other.

Composite (or mixed-year) Hubs:

Why do we organise our students into composite, or mixed-year, groupings?

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

Learning Benefits for Students:

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

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

There is a current emphasis on New Zealand schools 'personalising' learning experiences to acknowledge the learning needs and interests of individual students. Composite classes strongly encourage kaiako to get to know their students

very well in a caring and supportive manner, and parents often comment on this as one of the strengths of Lyall Bay School.

Social Benefits to Students:

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

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

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

Organisational Benefits:

Kaiako / Tamariki ratios: Despite often having huge discrepancies in student numbers from one year level to the next, composite classes allow us to keep groupings at a reasonable and equitable level.

Hubs:

In traditional classes, kaiako tended to work largely in isolation. Now, because we work in hubs, kaiako share the teaching and learning of tamariki. Staff collaborate by planning and working together, supporting each other, sharing ideas, using best teaching practice and getting to know all the tamariki. Tamariki have the benefit of being able to learn alongside a larger group of friends. There are more options for them to choose from as there are more kaiako to offer different workshops. This has been a major benefit as we work towards 'personalising' student learning.

School Hours

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

We don't use a bell, but our break times are:-

8.55am	- School commences
10.45 - 11.05am	- Morning interval
12.30 - 1.20pm	- Lunch
3.00pm	- School finishes.

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

School Programmes

All school programmes are carefully based on National Education Goals, curriculum guidelines, and local curriculum goals as specified in our Charter and accompanying policies.

It is the school's intention that all staff work together to deliver a balanced curriculum which reflects the latest trends in education and for this reason, programmes are constantly being reviewed and refined.

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

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

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

An Open-Door policy means that **kaiako are happy to discuss your child's progress regularly at any point during the year** rather

than parents having to wait until set learning conversation dates. Kaiako are also available to explain classroom programmes and other school organisational details.

Connection time:

At the beginning of the day kaiako take the opportunity to connect with tamariki. There are a range of learning opportunities for tamariki to choose from. These range from free play to structured activities or workshops. Tamariki can arrive at school any time from 8.30am and workshops start from around 9.15am.

Workshops:

You might hear your tamariki talk about workshops. This is the word we use for small group lessons. Workshops happen across the curriculum. As tamariki develop self-management skills they will be given opportunities to choose their own workshops depending on their current goal. If tamariki require support to choose workshops, kaiako are there for that.

Provocations:

Provocations are developed by kaiako from wonderings that tamariki have expressed during learning. They are to provoke further learning and challenge thinking.

Pūmanawa-ā-ākonga: This translates as 'Beating Heart of the Learner', our graduate profile. We believe that tamariki will develop a strong sense of self, others and the world, with skills, knowledge and attitudes to be **communicators**, **contributors**, **creators**, and **critical thinkers**.

Assimilate new learning, relate it to what they already know, adapt it for their own purposes, and translate thought into action.

Learn from one another, to collaborate, to self-regulate and to develop agency over their learning.

The aspects are woven through everything we do and are reported through our report comments.

Play Based Learning:

Please see the separate section on our website.

Learner Agency:

To be able to achieve in the world tamariki need to learn to own their own learning. Agency can take many forms from being empowered to make decisions about which activity to move onto next, through to learners being empowered to take positive social action in the community. Providing choices in learning is an important factor in engagement, which is, in turn, a contributor to student learning and success. Here is a link to some education videos that feature Learner Agency
https://edtalks.org/#/tags/httpedtalksorgtag-video-listagency

Huetepara (Yr 0-2) Reading Bags:

Yr 1-2 tamariki regularly take home reading material in their Reading Bags. (Reading Bags are sold as stationery items to protect school resources sent home). Books and poetry cards are carefully selected to allow children to practise their reading.

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

Assistance Programmes:

All children are formally assessed around their sixth birthday and, as an outcome of these assessments, some children are selected for a special assistance programme, such as Reading Recovery. This is often an intensive short-term daily programme taken by a specialist kaiako. We also have a number of kaimahi (teacher aides) who can assist classes by focusing on areas of reading, writing and/or numeracy.

Generally, this intervention early in a child's schooling achieves and maintains normal levels of progress. Any special assistance is in addition to the normal classroom programme. There is always close consultation between the person giving assistance, parents and the classroom kaiako.

Resource Teacher of Literacy:

We value literacy learning highly at Lyall Bay School and we are fortunate in having an Itinerant Resource Teacher of Literacy available to provide support for kaiako who have children experiencing reading difficulties.
Parents are always contacted if your child is selected for special assistance programmes, as the home plays a critical role in supporting children's reading development.

Physical Education & Sport:

All children are required to participate in regular physical education and sports activities **to the best of their ability**. If your child is unable to participate because of health reasons or injuries, please send a note to the kaiako.

Swimming:

During the summer months children will have regular swimming in the school's heated learners' pool. Gaining water confidence is part of our physical education and sports programme and every child is expected to participate.
Parents are also encouraged to enrol children in private swimming lessons.
Please send a note to school if your child's health does not allow them to swim.
Kaiako will only take their classes swimming if daily water quality tests are satisfactory, and if the weather is suitable.
Parents are requested to ensure that children's clothing and swimming gear is named so that lost clothing can be promptly returned.

Computers – Information Technology:

A very significant amount of school and government funding has been expended over recent years on providing hands-on ICT (information and communications technology).
We have more than 100 computers operating on our state-of-the-art network at any given time. In addition, we have colour-laser printing capability, and video devices available for classroom use. With all classrooms connected to a school-wide network children can access our intranet, and the internet (under controlled conditions).
Your Board of Trustees is committed to continually upgrading computers as technology rapidly progresses.
Computer programs are carefully selected by staff to ensure that the children gain maximum benefit from these valuable teaching tools.
In many ways our school leads the way in the area of modern communications.
Our website address is printed on the front cover of this booklet. Please visit regularly, as we aim to update the website on a regular basis.
The school can also be electronically mailed via: principal@lyallbay.school.nz

Children With Special Abilities / Educational Needs:

The school is strongly committed to providing support for children with special educational needs. A Register of Diverse Learners is maintained in an effort to carefully monitor progress of children with special abilities / learning needs.
The Ministry of Education provides some financial and staffing resources to enable the school to offer this support, but often this is quite limited.
We do, however, lobby strongly for children who are mainstreamed into normal classes to ensure that they receive appropriate support from trained Resource Kaiako and/or Kaiako Aide assistance.

Special Education Needs Co-Ordinator:

The school is fortunate to have our Deputy Principal, Amanda Luxford, supporting special needs students as she is also our SENCO. She is happy to meet with parents who are concerned about the learning needs of their child and discuss how the school can assist.

Itinerant Resource Teacher - Learning & Behaviour – RTLB:

We have the support and services of a Resource Team for Learning and Behaviour. Specialist kaiako are available to provide advice and support for children who require help and guidance with their schooling.

Speech Language Therapist:

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

Māori Language Programmes:

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

Parental/whānau support, expertise and assistance is always welcomed.

Education Outside the Classroom:

This is an increasingly important added dimension to enhance our in-class programmes. Experiences outside the classroom include such activities as sporting, musical and educational trips.

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

Wherever possible, all school excursions are directly related to the current classroom programme / theme, and, as such, most arranged visits are not optional to children. For safety reasons we normally travel by bus rather than asking for parental help with transport.

New Learners of English:

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

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

Library & Information Network:

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

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

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

Many classes also make regular visits to the Kilbirnie Library.

Reporting:

All our reporting is done through HERO, our School Management System. You will get information about how to set this up when your tamariki start.

Our reporting is timely, so kaiako report on your child's learning in reading, writing and maths when it is most relevant for your child. Over the year you will receive two report comments for reading, writing, maths and ako. Ako is a comment that shares all the strengths your tamariki have. Mid-year and end of year you will also get a post on HERO telling you the level of the curriculum that your child is working at. In general, Yr 1-2 are expected to be working at Level 1 by the end of the year, Yr 3-4 are expected to be working at Level 2 by the end of the year, and Yr 5-6 are expected to be working at Level 3 by the end of the year. There will always be tamariki that fall outside of this and we work with all tamariki to support their individual needs.

Policy:

All our policies are available at any time through www.schooldocs.co.nz. If you wish to read any policies, just go to this website and type in Lyall

Bay School. The username for the community is lyallbay and the password is maranui.

Open Door Policy:

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

Our New Entrant classes have an open afternoon every Thursday afternoon (2:00 - 2:50pm), and also on Tuesday mornings (9:00-10:00am) to allow children who are almost five to visit the school. After your child has attended this session and is enrolled in the school, arrangements will be made for visits to take place in the mornings too. For legal reasons, **parents are expected to remain with their pre-schoolers during these visits**.
If parents wish to spend time in other classes they are asked to check that it is appropriate with the kaiako to avoid undue disruption to classroom programmes.

Parent Helpers:

Kaiako appreciate help given for specific tasks such as:

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

Please come forward and make yourself known to your child's kaiako if you are willing to assist in any way.
If you do wish to volunteer you will need to send your vaccination status to Melanie Dean (principal@lyallbay.school.nz)

Meet our Staff

Melanie Dean **(Principal)**
Jo Graham **(D.P. & Yr 3-6 leader)**
Amanda Luxford **(D.P. & Yr 0-2 leader)**

Huetepara (Yr 0-2)

Rachel Martino - Ahu
Teri Marinus - Ahu
Rachel Waterhouse - Au Haro
Kate Woodward - Au Haro
Deanna Young - Au Haro

Maranui (Yr 3-4)

Nikki Oates - Te Wheke
Rebecca Blaikie - Te Wheke
Caitlin Dittmer - Taniwha
Sinead McNulty - Taniwha

Onepū (Yr 5-6)

Ché Hancock - Hauraki
Clare James - Hauraki
Brooke Harper - Hautonga
Janine Kerr - Hautonga
Shaun Redpath - Hautonga

Amanda Luxford **(Special Education Coordinator)**
Mel Beirne **(ORS Teacher)**
Kirsten Isbister, Kelly Wallace, Debbie Limpus, Anna-Louise Manley, Harriet Myles **(Part-Time Kaiako)**
Leenah Hafiz **(ELL)**

Kathy Dempsey **(Office Manager)**
Katarina Sundberg Carson **(Librarian/Aide)**, Marina Lewis, Bharti Narsi, Jo Mahon, Lily Calvert, Riley Willis, Kathleen O'Connor, Roma Johns, Mason Jakob, Georgia Wang, Hana Mellars, Lucy Spencer, Louie Rendle-Irwin **(Kaiako-Aides)**

John Rauhihi **(Caretaker)**

Board of Trustees

Your school Board meets twice each school term and is elected every three years as the governing body of the school.

The Board is responsible for establishing broad policy objectives and supporting the efficient and effective running of the school. The Board is also responsible, with the assistance of parents, for developing and implementing the School Charter. The Charter is an important document that specifies priorities and targets, and it provides information on how we intend to achieve stated goals. The Charter is reviewed annually.
Parents are welcome to attend meetings.

(Current Members Elected September 2025)

Anjali Burnett
Dan Eves
Tim Geard
Tania Heyrick (Presiding Member)
Rosie Moore
Johnson Witehira (Deputy Presiding Member)
Melanie Dean (Principal)
Jo Graham (Kaiako)
You can contact the Board through
bot@lyallbay.school.nz

Friends of Lyall Bay School

Friends of Lyall Bay School - Fundraising Team
We are greatly indebted to our "Friends of the School (FoLBS) who have been assisting us for many years, working hard to provide fundraisers to assist the Board of Trustees in achieving school improvement goals.
With a child new to the school, you may also be new to the community. Perhaps you work full time so cannot contribute to school activities during the day, but are keen to find another way to support the school. The Fundraising Team is a great way to connect with other families and participate in fun projects to increase the resourcing for the school. The group is made up of parents and caregivers who work together to support the school by raising money for school projects and building a greater sense of community involvement in the school.

The "FoLBS " co-ordinates fundraisers such as an annual school disco, the mathathon / spellathon and the calendars. In order to run these great events, the Fundraising Team needs volunteers.

Being part of the Fundraising Team - All parents and caregivers are WELCOME to join simply by attending the monthly meetings to which everyone is invited. Dates for the meeting are in the school newsletter.
If you wish to contact the Friends Fundraising Team please email: friends@lyallbay.school.nz

General Information

Healthy Lunches:

Children are encouraged to bring a **healthy morning tea snack and lunch** from home. Drinks other than water and sweets are not allowed. **We do not sell lunches at school,** but you can order Subway ***(Mondays),*** *Vietnamese* ***(Wednesdays),*** Sushi ***(Fridays)*** and Oat Café **(Tuesdays & Thursdays)** directly from our website school shop or **www.kindo.co.nz**, which is delivered in time for lunch. It is important that children eat the correct food to assist with their development AND capacity to learn. Eating at school also provides a valuable opportunity for children to mix with others socially in the playground during break times.

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

Newsletters:

A fortnightly newsletter is distributed **every second Tuesday**. Families can access the newsletter and other information from our website and via HERO. The bi-weekly

newsletter is our main means of providing information to parents.

Lost & Found Property:

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

Attendance / Absences:

If your child is to maximise their learning potential it is vital that regular school attendance is maintained. We carefully monitor attendance rates of all students.
It is also important that your child arrives at school on time. Late children cause unnecessary disruption to classes when the kaiako has to repeat start-of-day instructions for latecomers.
If your child is absent or late for any reason, we EXPECT a telephone call from you to notify us (Ph: 939-9112). You will be prompted to use our absence line where you can leave a message 24 hours/day. Alternatively, you may wish to email us or use the HERO app to send a message through.

- ✓ We will usually attempt to text or phone you if your child is not at school for roll call, but it is an expectation, and it helps office staff time greatly if **you** call us first.

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

Whānau – can we contact you?:

It is vitally important that you keep the school informed of your **current daytime telephone number** and that we have a reliable emergency contact in case there is an emergency, or if your child becomes unwell at school.
Please feel free to regularly contact Kathy in our office to check that we hold accurate contact information.

Stationery:

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

School Clothing/Compulsory Sunhats:

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

We have a school t-shirt that children are able to purchase for sports.
We keep a supply of t-shirts at school for children to borrow when they represent the school in sporting events.

School Rules:

To assist the development of all children we EXPECT pupils to be responsible citizens, to have high standards of courtesy, manners, and to take care of property. Children are encouraged to take increasing responsibility for their own actions as they progress through the school.
We will not tolerate bullying.

Our basic philosophy is that everyone has the right to work and play without harmful disruption, fear, and/or physical abuse by others. We are committed to a friendly, peaceful, and safe environment.

Specific Rules:

- **Children must follow directions** (this is a basic Health & Safety issue)
- Children must wear sunhats during summer months, or play under shade sails.
- Children must go straight home after school unless directed by parents to do otherwise.
- Once at school, a child must not leave the grounds without the permission of either the child's kaiako or the Principal.
- Children are not permitted to bring sweets, chewing gum or dangerous items to school.
- Children are discouraged from bringing toys, jewellery, money or other valuables to school. **We will not be held responsible for loss or damage to any such property brought to school.**
- Dogs should not be brought onto school property.
- Our school grounds are totally smoke and vape free.
- Skateboarding is not allowed out of hours.

Education Review Office:

The Education Review Office formally reviews the school every three or so years. Since the establishment of ERO we have consistently received very positive public reports from this independent agency. Our most recent report was dated May 2019. No compliance issues were identified, but the board, management staff and kaiako will refer to the report as part of the ongoing self-review programme.

The report included the following statements, *"Most students make the accelerated progress needed to meet expectations by the end of Year 6 …… There is an increased emphasis on purposefully helping students to be active, independent learners …… settled, learning-focused classrooms …… There is a well-embedded, inclusive school tone that is conducive to students' engagement, learning and wellbeing"*

The next ERO Review is due in three years from this date. Copies of ERO reports are available from the school office, or from www.ero.govt.nz

Other Consultation & Reviews:

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

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

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

Cars – Parking:

When transporting children to and from school, **parents MUST park safely and legally,** clear of the school gates, crossings and yellow lines. There are usually plenty of parks in Freyberg Street to the north of the Onepū buildings, or around the corner in Queens Drive or Whā Street.

Please do not double park, park in the middle of the road or drive into the school.

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

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

We are serious about child safety.

Public Health Nurse:

We are encouraged to make free referrals to the Public Health Service. A nurse is available to discuss family health matters with parents. Please do not hesitate to contact the school if you wish to have the Public Health Nurse check your child for any health problem **at no charge**. In addition, Vision-Hearing Technicians visit the school usually twice per year. All five year olds and new children to the school are tested.

Early detection of ear and eye defects helps prevent children's health development and education being impaired. Many defects are correctable and only revealed by screening. Parents are welcome to contact the technicians directly if they would like to arrange a test at the Regional Public Health Clinic (Ph. 587-2956)

Sick Children – Medication:

We cannot provide adequate facilities and attention for a child who becomes sick at school, and as a result, parents are contacted and asked to come and take the sick child home. If your child is to have medication while at school the class kaiako must be informed. It is school policy for staff to supervise the administering of medications. These are stored in the office with your instructions.
If your child requires regular medication we ask that you sign a special form authorising us to administer the medication.

After School Activities:

Parents will be advised and asked for consent if children are **ever** asked to stay back after school to participate in school activities, or catch up on work.
Under normal circumstances **classes or pupils are not kept in after school for disciplinary reasons** - occasionally, a child may be given a detention during the final part of lunchtime.

After School Care:

The After School Care Programme is operated by a parent co-op in our school hall from 3pm to 6pm on school days. There is a cost involved. Fees include afternoon tea and activities. The operation of the programme is not the direct responsibility of the principal or the school. Please enquire at the school office or ring Lalita Soma, Supervisor, on 021-128-2264.

Civil Emergency Organisation:

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

In the event of a civil emergency, we will keep all children at school under supervision until they are collected by parents, or another adult specifically nominated in writing by you. That person is usually nominated when you enrol your child. Please check with the office if you wish to change your nominated alternative caregiver. When any child is released from school after an emergency, details will be entered on a special register so that if any later enquiry is made we know where every child went. It is vital therefore, that parents do not just arrive and take children without notifying us.
If we have to evacuate the school in case of a tsunami alert, everyone will assemble on Buckingham Street on the hill behind the school. Look on a map to familiarise yourself with where this street is located. We suggest that you discuss emergency arrangements within your family and have a plan in case you are separated for a long while.

Disaster Planning – School Statement:

In the event of a civil emergency or natural disaster occurring during school hours, we wish to clarify what the school can / cannot provide:

What We Do:

- Display Emergency Evacuation Guidelines in all classrooms;
- Carry out regular drills based on these Evacuation Guidelines – fire, earthquake and tsunami;
- Encourage staff to hold a current First Aid certificate;
- Carry class Civil Defence Grab-Bags to evacuation points (bags contain fluoro vest for the kaiako, small first aid kit, tarpaulin for shelter, five thermal blankets, class list, notebook & pen, bottle of water, barley sugars);
- Maintain careful records of children being picked up, and by whom;
- Send out block "text messages" to registered parents (if cell phone coverage is possible);
- Encourage families to register free for Wellington Emergency Management Office "WEMO txt alerts" at the website below:

www.emergencymanagement.co.nz/information/latest-news/244-emergency-text-alerts-from-wemo.html

- Liaise with appropriate emergency services and Civil Defence;
- In the event of us having to evacuate the school site, classes will make their way up the hill behind the school and assemble on Buckingham Street;
- Aim to keep families informed as best we can.

What We Do Not Do / Do Not Have:

- The school is NOT a Civil Defence base;
- We do NOT store food supplies for children at school;
- We do NOT store large supplies of water;
- We do NOT store blankets / bedding;
- We do NOT have off-site shelter in the event of having to evacuate the school onto Buckingham Street in a tsunami situation.

For further helpful information for families: http://www.gw.govt.nz/it-s-easy-get-prepared-for-an-emergency/

Health and Safety of Children:

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

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

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

Dental Services:

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

Please ring 0800 Talk Teeth for further information.

Child Protection and Welfare:

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

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

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

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

Bicycles and Scooters:

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

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

If parents allow their child to ride to school, they take responsibility for the child's cycling safety – this is not the school's responsibility.
Scooters can be ridden to school at any age, we prefer that children wear helmets and if they are under 8 years old ride with an adult.

- ✓ Please note that valuable accessories should not be left on the bicycle or scooter
- ✓ Bicycles and scooters should be insured.
- ✓ Bicycles and scooters must not be lent.

Pupils who fail to obey these instructions, or ride dangerously on the road (or footpath) will be prohibited from bringing their bike or scooter to school.

Parents should note that the school takes no responsibility for the care of cycles and scooters during the day. It is expected that users will use the stand provided outside Onepū or at the gate between Au Harō and Eke Ngaru. A chain and lock is recommended.

School Patrols – can you assist?

Volunteer Year 5 & 6 children are trained by Police to act as Road Patrols before and after school on a rostered basis.
Volunteer parents are also welcome to assist our patrols by joining our patrols' roster. Please let us know if you can assist, even for one morning/afternoon per week.

Areas covered include the two special "Kea Crossings" on Freyberg Street at each end of the school.

Patrols go on duty around 8:30am every morning and remain until slightly after the 8:55am start time. (Late children may not have these areas patrolled if patrollers have already come off duty.)
In the afternoon the areas are patrolled until approximately 3:10pm.

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

School Holidays:

Important dates such as school holidays and mid-term breaks will be notified ahead of time via our regular Tuesday Newsletter.
The newsletter is also published on our school website – www.lyallbay.school.nz

The Ministry of Education website advertises school holiday dates a few years in advance if you want to plan future overseas trips.
www.minedu.govt.nz/schooltermsholidays

Money at School:

There is usually no need for children to bring any money to school. However, if there is a reason for a child to need to bring money, it must be in a clearly labelled envelope and given to the child's kaiako for safekeeping.

Fundraising:

You will be well aware that the days of a "free" education have long gone. We rely heavily on the goodwill of parents to assist us in raising funds to ensure that we are providing the best possible learning resources and environment for our children.
All offers from parents to help with fundraising activities are welcomed. **Please come forward and offer your support via the "Friends of the School" group**, or the school office.
Locally raised funds are used for special projects (items not normally provided for in our budget).

Occasionally kaiako and children are involved in a major fundraising project, but this is kept to a minimum - usually once or twice a year.

Damage to School Property:

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

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

Homework Guidelines

Helping Your Child at Home:

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

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

Fun things to do with your child.
(depending on their age)

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

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

And finally …

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

WARRANT OF FITNESS.



All children need the following:-

- ✓ **Plenty of Sleep.** We can't work effectively with children who have watched too much TV or stayed up late – at least 10 hours sleep for primary children is recommended.

- ✓ **To be well Fed.** Children's learning is affected if they don't have a balanced diet with regular meal times – **breakfast is essential before a 6 hour school day**. Children need both mid-morning and lunchtime food and water.

- ✓ **To be Secure.** Lyall Bay children come from caring homes. However, youngsters need reassurance and to have realistic expectations from their parents.

- ✓ **To have a Positive Attitude.** If children expect good things to happen at school in all areas of learning, they will have a keen and sparkling approach to their day. Don't dull this with **your** worries, fears and niggles!

- ✓ **To have the Correct Gear.** Comfortable clothing and shoes, adequate stationery and lunch. Are library books due back? Are swimming togs and towel needed today? Don't let children ring **you** to bring things – we encourage independence and self-organisation.

- ✓ **To be on Time.** Social things happen before school, and **children are disadvantaged if they arrive late**. They are not ready for the day's learning. Consider 8.30am onwards for your child to arrive at school.

Term Dates 2026

Term 1: **2 February – 2 April**
Public Holiday: 6 February – Waitangi Day
ToD: 23 March – MOE Maths Professional Development

Term 2: **20 April – 3 July**
Public Holiday: 27 April – Anzac Day Observed
Public Holiday: 1 June – King's Birthday
ToD: 2 June

Term 3: **20 July – 25 September**
ToD: 7 August – MOE Maths Professional Development

Term 4: **12 October – 17 December**
Public Holiday: 26 October – Labour Day
ToD: 23 October

Last Day: **16 December 2026 – 12.30pm finish**

NOTES