

MANAIA



SCHOOL

dream believe achieve

PROSPECTUS



An information booklet
for parents & whānau
of Year 1-8 students

Ka Whangaia Ka Tupu Ka Puawai

Nurturing learners to grow and thrive in a changing world

*To improve our schools,
we have to humanise them and
make education personal
to every student and
teacher in the system.
Education is always about
relationships.*

*Great teachers are not just
instructors and test
administrators:*

*They are mentors, coaches,
motivators, and lifelong sources
of inspiration to their students.*

-Sir Ken Robinson



PRINCIPAL'S MESSAGE



Ko Taranaki te Mounga
Ko Aotea te waka
He uri ahau nō Pakakohi rātou ko Ngā
Rauru-kītahi, ko Ngāti Ruanui, ko Ngā
Ruahine me Ngāti Kahungunu
Ko Wai o Turi rātou ko Wharepuni, ko
Waiokura, ko Tawhitinui, ko Orimupiko,
ko Te Potaka me Waimarama ngā
Marae o ōku tūpuna, o tōku whānau

Ko Marjorie Kivell (he Penman) rātou ko
Te Awhimate Kershaw, ko Geneva
Broughton me Ida Kivell (he Butler) ōku
tūpuna wāhine.

Ko Frances Hall (he Bishop) rāua ko
Michael Kivell ōku mātua.

Ko Lavinia Marjorie Tiniwa Ida Kivell
āhau.

Tēnā koutou katoa

Tēnā koutou, Welcome to Manaia School.

It has been a privilege to be part of the Manaia School whānau for over 17 years. My relationship with our school started as a parent. I then became a Teacher Aide, Teacher, Assistant Principal and I am now so fortunate to bring these many lenses into my role as the Principal of our amazing school.

I was born in Taranaki and I have lived in Manaia for nearly 30 years. It is now very much the place I call home. Four generations of my whānau also live in our beautiful town. My children attended Manaia School and I hope many more generations will follow them. I therefore naturally have a strong investment in the continual success of our school.

Manaia School has a strong and innovative team who all work hard to provide the best outcomes for our learners. Every child at our school is a special individual who brings with them a wealth of knowledge that is just waiting to be shared, explored and extended further. As a team, we aim to inspire our children to follow their dreams and believe in their ability to achieve and find their own pathway to success in life.

The introduction of the Positive Behaviour for Learning (PB4L) framework, along with the development of a forward thinking philosophy and curriculum, has enabled us to create an enriching learning experience that caters for the differing needs of our children.

We have a genuine connection with all of our children and their families and take pride in the learning environment that we create together.



KIA ORA

WELCOME TO MANAIA SCHOOL

Our Mission

To create a safe and supportive learning community that nurtures children to blossom and grow into lifelong learners, who dream big and have a strong belief in their ability to achieve anything they put their mind to. Our aim is to support the creation of empathetic, culturally aware, global citizens who are able to confidently connect and make an impact on our ever changing world.

About Us

The unique way in which Manaia School approaches learning has been developed through consultation with children, parents and our community. Our philosophy is scientifically proven to be the most effective and engaging approach towards learning and brain development for Year 1-8 students.

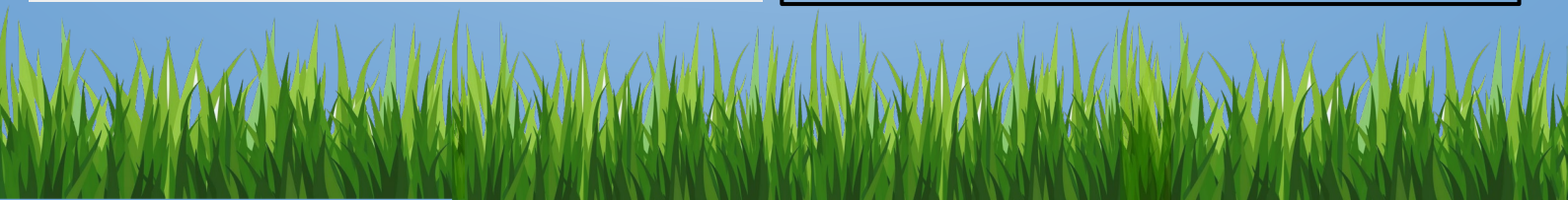
This forward thinking approach, along with our whānau like context, provides a rich and friendly environment for children to nurture their curiosity.

The team at Manaia School work in collaboration to develop hearty children who have a belief in their ability to achieve anything they put their mind to. Our children are encouraged to have respect for themselves, others and the environment. We also support them to see the value and need for equality and equity in the world.

We genuinely care and invest in the success of all our children and always look forward to new members joining our school family.

Manaia School supports the future success of our community by providing children with a universal place where they can learn how to respect one another both inside and outside of school. The importance of this is backed by evidence and general common sense as it helps to build a positive culture.

We work in partnership with our board to gather the voice of our local community so we can continue to build a school that supports the differing learning needs and aspirations of our children.



OUR LOGO



Our school logo represents the beauty that can come from working together as a community. It is a symbol of growth and positive change and encourages all members of our community to embrace and take ownership of the powerful vision that will guide us towards a flourishing future.

The Mountain/Maunga- Grounds us and acts as a symbol of strength, unity and belonging. It links us to our wider community and offers a beautiful backdrop for thoughts of inspirations and hope.

Whāia te iti kahurangi

Ki te tūohu koe, me he maunga teitei

Pursue excellence – should you stumble, let it be to a lofty mountain



Pohutukawa Blossom- Through consultation with the community, it was noted that a pohutukawa tree can be found on every street in our town. Pohutukawa trees are evergreen trees that can grow and thrive even in the most precarious situations. The flowering bursts of red remind us of the amazing beauty and power that comes from being cared for and nurtured in ways that support us in our development.

The journey our students make at Manaia School is very much like that of a tree. They need to be deeply rooted, to learn how to adapt to the world around them and to form a sense of independence which allows them to continue to grow and endure through the many unknown challenges on their journey.

The bloom in our school logo represents the many achievements that come from 'living' our vision. When our students believe in their dreams, they can indeed continue to bloom and grow a stronger belief in their ability and thereby achieve. We encourage our students to be bright and like the bloom to share their gifts with the world.

Ka Whangaia Ka Tupu Ka Puawai

That which is nurtured grows, develops and blossoms



Circle/Joining Koru- Represents the partnership between home and school. A secure partnership provides stability and safety to our precious tamariki. It allows us to provide responsive learning opportunities for our children and creates an atmosphere that encourages children to take a risk and to dream big.

"Ehara taku toa i te toa takitahi engari he toa takitini".

It is not my strength alone, but the strength of many that contribute to my success.



As lifelong learners, our achievements can be seen in our constant ability to react to new situations in a productive and forward thinking way. Manaia School students will learn that true success comes from the ability to extend on our belief in ourselves and nurture the passion that drives our dreams to the point where they become our reality.

PRINCIPLES

High expectations

New Zealand Curriculum: Support and empower your students to learn and achieve personal excellence, regardless of their individual circumstances.

Manaia School: Having high expectations is one of the key components of Relationship Based Learning (RBL). This links strongly to our philosophy. We also provide flexible learning environments that address the learning needs of ākonga on a more individualised level. Children are encouraged to set big goals for themselves.

Treaty of Waitangi

New Zealand Curriculum: Acknowledge the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa through your curriculum.

Manaia School: Local dialect of Māori is taught throughout the school, Māori tikanga is taught and respected, Karakia and waiata to start each day, kapa haka, mau rakau, utilise the strengths of Māori staff to support Māori learners to learn as Māori, all students are seen as equal partners within all classrooms.

Cultural Diversity

New Zealand Curriculum: Design a curriculum that reflects New Zealand's cultural diversity and values the histories and traditions of all its people

Manaia School: All cultures are respected and embraced within our school community. We encourage the exploration and celebration of these cultures where possible and appropriate. We also aim to incorporate aspects of these cultures into our curriculum based learning experiences.

Inclusion

New Zealand Curriculum: Ensure that your students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

Manaia School: The learning that takes place at Manaia School respects the many differing identities, languages, abilities and talents of our students. All children are given equitable opportunities to learn.

Learning to learn

New Zealand Curriculum: Encourage all students to reflect on their own learning processes and to learn how to learn.

Manaia School: A strong emphasis is placed on building the Key competencies. Children are given access to their Learning Intentions and take part in conferences with teachers around next steps

Community engagement

New Zealand Curriculum: Design a curriculum that has meaning for your students, connects with their wider lives, and engages the support of their families, whānau, and communities.

Manaia School: Our school hosts many events to encourage connections with our community. These events vary from: open days, 'Hopes and Dreams' conferences, family fun days, All Blacks Day, community consultation, promotions/feedback.

Coherence

New Zealand Curriculum: Offer your students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

Manaia School: We have a high level of commitment when it comes to providing children with the skills, knowledge and support that they require to successfully transition into our school. This commitment continues when they are ready to move on to high school.

Future focus

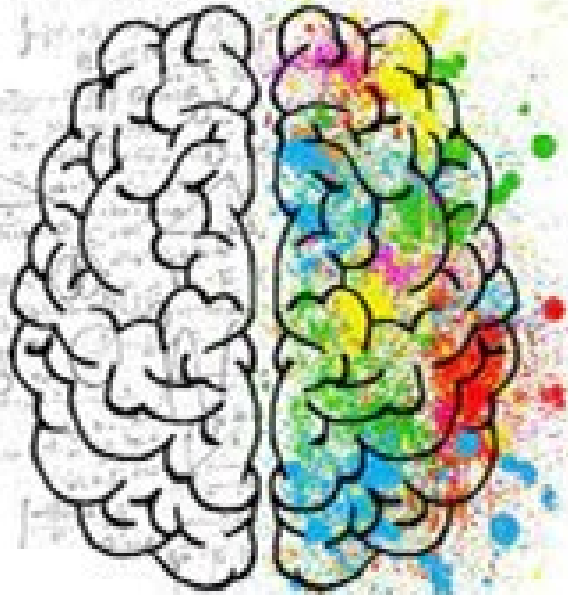
New Zealand Curriculum: Encourage your students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

Manaia School: Children are given experiences such as: Sustainability-enviroschool and market days (enterprise). Our termly 'big ideas' relate to the 'World Sustainability Goals (WSG's)'. We also focus on digital fluency and the 'soft skills' that are needed to be successful in society.

BRAIN DEVELOPMENT

The approach we take towards learning at Manaia School is strongly guided by new found scientific knowledge relating to brain development.

We are now rapidly evolving from a teaching approach that was strongly guided by theories to an evidence based practice guided by scientific facts.



So we've heard a lot about brain development but what does it actually mean?

Renowned New Zealand Neuroscientist, Nathan Wallis has provided us with a wealth of knowledge in this area. Here's a quick breakdown:

Brain 1 is the brainstem. It focuses on survival and creating a feeling or sense of safety. This is one of the most important parts of the brain to develop.

Brain 2 is the midbrain. It focuses on movement or 'rhythmic patterning'. As the name suggests, this is about the rhythmic pattern in which a child moves and thinks.

Brain 3 is the limbic system. It focuses on emotion and a child's disposition or attitude.

Brain 4 - The frontal cortex focuses on thinking, learning and executive functions. A child needs to have the first 3 in place before focusing on brain 4.

School didn't look like this when I was at school. Why all the changes?

The creation of the MRI machine in the late 70s and new discoveries made in the last decade or so relating to how the brain functions has created significant shifts in the 'how, when and why' of education.

Scientists have determined that it takes approximately 400 repetitions to create a new synapse in the brain, unless it is done through play. In which case, it takes 10-20

-Karyn Purvis



PB4L

Positive Behaviour for Learning

Every school needs a consistent, positive approach to addressing behaviour. Our PB4L-SW approach is based on the results of research into the conditions necessary for learning. This research tells us that:

- All social behaviour, both appropriate and inappropriate, is learned
- Students do not learn better ways of behaving when given aversive consequences
- To learn better ways of behaving, students must be directly taught replacement behaviours
- To retain new behaviours, students must be given specific, positive feedback and opportunities to practise in a variety of school settings.



Before staff can teach replacement behaviours - what they want students to do instead of misbehaviour - the school community (staff, students and whānau) must agree on three to five broad school-wide common expectations. From these, the school develops its school-wide expectation matrix - a comprehensive table of agreed, expected behaviours for each school setting (e.g. classroom, playground, hall). When expected behaviours are clearly identified, everyone can be consistent in the behaviours that are taught, recognised and corrected when necessary.

OUR KAITIAKI

TOA

Reminds us to be brave, victorious warriors.



TIA

Reminds us to keep taking big strides in the right direction



Introducing our Tui...

Manaia School is very lucky to have two kaitiaki. Toa and Tia work together to help us respect the tikanga of Manaia School.

Toa - encourages us to give our best effort and sets the pace and the rhythm for the rest of the waka

Tia - encourages us to make strong strides forward and steers our waka in the right direction.

Our school kaitiaki also:

- *Provide a visual representation of the tuakana-teina model.*
- *Intentionally demonstrate that both males and females can be good role models and leaders.*
- *Encourage behaviour that helps children to find the best success in both school and their wider life.*

OUR CURRICULUM

NZ CURRICULUM



MANAIA SCHOOL

The New Zealand (National) Curriculum document has strongly guided the Local Curriculum that we have developed for Manaia School.

The localised elements of our curriculum have helped us to bring the National Curriculum to life in a way that addresses the particular needs, interests, and circumstances of our school and community.

OUR VISION:

Grow and nourish a thriving community *Mātaaitipu hei papa whenuakura*

OUR SCHOOL MOTTO:

Dream Believe Achieve

OUR GUIDING WHAKATAUKI:

Ka Whangaia Ka Tupu Ka Puawai

OUR MISSION:

Nurturing learners to grow and thrive in a changing world

VALUES & PRINCIPLES

*Excellence, Innovation, Inquiry, and Curiosity,
Diversity, Equity, Community and Participation,
Ecological Sustainability, Integrity, Respect.*

*Give effect to Te Tiriti o Waitangi
Hold a broad view of ākonga success
Hold high expectations for all ākonga*

OUR SCHOOL TIKANGA:

At Manaia School we nurture children to grow into:

Brave, Respectful, Empathetic, Achieving, Dreamers

EFFECTIVE TEACHING (PEDAGOGIES)

Create a supportive learning environment; encourage reflective thought and action; enhance the relevance of new learning; facilitate shared learning; make connections to prior learning and experience; provide sufficient opportunities to learn; inquire into the teaching-learning relationship.

Effective assessment: benefits students, involves students, supports teaching and learning goals, is planned and communicated, is suited to the purpose, is valid and fair

Our Approaches to Learning: Relationship Based Learning power sharing, co-construction, feedback/feedforward; **Neuroscience/Developmentally Appropriate Learning;** Learning through Inquiry, Notice - Recognise - Respond Approach (evidence in learning), **Positive behaviour for Learning School-Wide (PB4L-SW)**

KEY COMPETENCIES & LEARNING AREAS

Thinking; Using language, symbols, and texts; Managing self; Relating to others; Participating and contributing.

English; The Arts; Health and Physical Education; Learning Languages; Mathematics; Science; Social sciences; Technology.

Local Curriculum: New Zealand/Manaia History, Ngarua'ine Dialect

CLASSROOM CURRICULUM

Teaching as Inquiry ensures that teaching is responsive to all learners' progress and supports them to transfer learning to new contexts

Hopes and Dreams (Meetings/Data gathering), Interest Based Inquiries/ Individualised Learning



LEARNING AREAS

*The learning that takes place at Manaia School covers all areas of the New Zealand Curriculum. **English and Mathematics** are fundamental to accessing and succeeding in other areas. They are therefore prioritised. Our approach to learning offers children a balance between guided, integrated and self -directed learning.*

Social Science

Students focus on how people interact with each other and their environment across time and around the world.

Students explore how societies work, how they can participate and how they can take action as informed and responsible citizens.

NZ Histories

NZ/ Aotearoa History is now taught in all schools throughout our country. As part of this learning we will be connecting with local experts and iwi in our rohe (area) to provide rich experiences about our local history.

Learning Languages

Students explore the language and culture of others and ourselves, developing concepts of identity.

Every language has its own ways of expressing meanings; each has intrinsic value and special significance for its users.

At Manaia School we value and aim to increase our capability in the three languages of NZ:
Te Reo, NZ Sign and English.

Te Reo Māori

Students are taught the local dialect and tikanga. This is incorporated into both our daily practice and termly planning.

Health and Physical Education

Health and Physical Education covers more than just sport. This area of our curriculum is made up of the following four strands:

- Personal health and physical development
- Movement concepts and motor skills
- Relationships with other people
- Healthy communities and environments

Through covering these strands students develop a sense of Hauora (wellbeing) through an increasing responsibility for themselves and others around them, both in and beyond the classroom.

Technology

Students use practical and intellectual resources are used to develop products and systems that address a need. Through the technological context, students are encouraged to be informed and to be responsible for their actions.

There are five Technology Areas:

- Computational thinking for digital technologies
- Designing and developing digital outcomes
- Designing and developing materials outcomes
- Designing and developing processed outcomes
- Design and visual communication.

Teachers generally take a cross-curricular approach, with students learning in the technological areas as part of a topic or theme

The Arts

Students transform creative ideas into expressive works that communicate meaning through movement, sound and image. Self - expression, through creative art, is of major importance to many of our students and a key part of what makes them unique as individuals. It is critical that all our students be provided rich opportunities to explore and develop their artistic skills. In response to this, all areas of The Arts are incorporated into our termly planning.

Science

Our Students are encouraged to think like scientists. Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence – including by making observations, carrying out investigations and modelling, and communicating and debating with others – in order to develop scientific knowledge, understanding, and explanations.

Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence.

Different cultures and periods of history have contributed to the development of science.

OUR APPROACH TO LEARNING

Community S.K.I.L.L.S

Sports Health & Physical Education, Key Competencies, Inquiry and Investigation, Life Skills, Languages & Literacy, STREAM (Science, Technology, Robotics, Engineering, Arts, Mathematics)

Our Community S.K.I.L.L.S provides a localised Curriculum that brings the New Zealand Curriculum to life in ways that are relevant to our local context. While developing and refining our curriculum we aim to ensure that it:

- responds to the needs, identity, language, culture, interests, strengths and aspirations of our learners and their families
- has a clear focus on what supports the progress of all learners
- integrates Te Tiriti o Waitangi into classroom learning
- helps learners engage with the knowledge, values, and competencies so they can go on and be confident and connected lifelong learners

Our localised curriculum is unique and responsive to the priorities, preferences, and issues of our community and our people

Our school commits to raising student achievement through...

- Effective teaching practice
- A high expectation of achievement
- A consistent daily focus on Reading, Writing and Mathematics across the curriculum
- A consistent focus on the wider curriculum through play, inquiry and student-led learning
- The explicit teaching and social coaching of Key Competencies and Values
- Building strong, empowering school and community learning partnerships

Learners at Manaia School

- Have control over their learning - they know how they learn best and have choice about the context in which they learn
- Know what they know and how to get better
- Learn in a safe and secure environment in which it is safe to have a go, safe to fail, safe to get back up and keep going
- Interact with others
- Are actively engaged
- Experience a balance of challenge and support
- Know that learning is more than finding the right answer (surface features). It is also about finding multiple approaches to solving a problem (deep structures)
- Are expected to achieve

Student-Led Learning

The aim of student-led learning is for students to pursue their passions and wonderings.

- Begins as developmental skills and evolves into more structured inquiry driven learning.
- Gives authentic contexts for learners to use their developing Literacy and Mathematics expertise
- Learners work both independently and alongside a range of people, in a range of ways, in a range of contexts.
- Learners develop skills in communication, collaboration, critical thinking and creativity.
- Learners develop expertise in the Key Competencies (NZC)

Teachers at Manaia School

- Ensure strong, trusting relationships form a foundation for learning
- Make learning visible
- Provide multiple opportunities for learners to learn
- Reflect daily on their teaching and the impact they are having
- Are 'learners' themselves and use internal inquiry and collaborative conversations to unpack practice to ensure a continuous cycle of improvement
- Continually ask What is the shift that has happened? What interventions caused the shift? Where to next?

Community Learning Partnership

- Hopes and dreams
- Regular reporting
- Informal and formal conversations
- whānau empowered to share responsibility for learning
- Localised Curriculum - utilising experts in the community.

EDUCATION OUTSIDE THE CLASSROOM



"You get more of a thrill and you get the experience instead of just reading about it or hearing about it from someone else. The memories are stronger." Year 7 student

Out of the classroom learning experiences provide students with a range of contexts to develop the key competencies, explore their values and the values of others, and apply learning across the curriculum. An EOTC experience can be ten minutes in the school grounds, a half day visit to the bush, river or local museum. It can be a camping experience, being involved in a hands on project in the school's grounds or a local reserve, playing sport, performing at a local Kapa Haka competition or dancing in a children's art festival. Each experience provides students with the opportunity to do and learn new things.

ENVIROSCHOOLS

The Enviroschools kaupapa is about creating a healthy, peaceful, sustainable world through learning and taking action together.



Kaupapa/Principles:

- Empowered students
- Learning for sustainability
- Māori perspectives
- Respect for the diversity of people and cultures
- Sustainable communities

Enviroschools is a nationwide programme supported by Toimata Foundation, founding partner Te Mauri Tau, and a large network of regional partners. Early childhood centres and schools commit to a long-term sustainability journey, where tamariki/students connect with and explore the environment, then plan, design and take action in their local places in collaboration with their communities.

WHĀNAU GROUPS



As one, unity



Inner strength



Helping, caring for one another

We try to keep families in the same whānau group so there is a long line of family members that have come before our students to represent their whānau group. This adds a sense of tradition as well as another layer to the competition!

Our whānau groups are an important part of our school life as they encourage:

- Students to take on leadership roles -whānau Leader Elections
- Teamwork and fair play
- A sense of belonging to a group
- Friendly competition amongst students

Our students take part in many different whānau challenges throughout the year. These challenges can range from topic based, to swimming, netball, rippa rugby, sing offs or quiz competitions. Points are rewarded for 1st, 2nd and 3rd. The winning whānau group at the end of the year is awarded the 'whānau Toa Trophy'.



STUDENT COUNCIL

Our student council was established to ensure that we:

- **Hear the voice of our students. This could mean meetings with staff or the Principal to:**
 - Share ideas that can help improve the school OR
 - Share any worries or problems that students might have
- **Creating a safe and respectful learning environment that people want to learn in by:**
 - Sharing ideas around how we can help children to have a positive mindset - Letting teachers know if there are any people, places or things that are stopping this from happening.
 - Working with staff to create a 'Manaiā Way' of 'being' and 'doing'
- **Deciding on and helping with fundraising.**
 - The main fundraiser that the student council is responsible for is Senior Camp.



TRANSITION

Every child that starts at Manaia School receives a **free school uniform t-shirt**. This is our way of welcoming children into our school family (whānaungatanga). We want everyone who starts at our school to feel a strong sense of belonging from their very first day. There are **no school fees or donations** to pay at Manaia School.

We also provide **free stationery, lunches and when needed, breakfast, jackets and shoes**.

At Manaia School we believe that transition should be something that is done for and with a child not to a child. Research strongly highlights the importance of a successful transition process.

"The way [transition] is managed sets the stage not only for children's success at school, but also their response to future transitions" (*Dockett and Perry*)

The main aim of our transition process is to ensure that children are given the chance to become familiar with and feel safe and comfortable in their new learning environment before they start at a school. To support this belief we first gain student voice and assess the needs of our transitioning children before they start to transition into their new environment. Our children are then supported to develop the skills and knowledge needed to successfully engage with their new learning environment. Alongside our support for transitioning students we are also working collaboratively with contributing schools to ensure that the best transition practices are taking place for our children.



Transition **to** School

Manaia School hosts regular visits for the four year olds attending Manaia Community Preschool. Our Junior School teachers provide learning opportunities that align with the learning in both Te Whariki and the New Zealand Curriculum. Children are given time to explore, form friendships, build confidence and enjoy taking part in our hands on learning experiences.

The educators at both Manaia Community Preschool and Te Kohanga Reo o Manaia play an integral role in our transition process. Their support allows us to build relationships with transitioning children and their whānau.

Transition **from** School

Manaia School has recently placed a stronger emphasis on the needs that children have as they transition into secondary education. We acknowledge that this experience is different for every individual student and we are committed to providing children with the skills and knowledge that they require to successfully transition into the next stage of their educational journey.

We arrange yearly meetings with our Year 7 & 8 students to give them an overview of what their school has to offer and answer any questions that children may have. School Ambassadors also accompany the Principal or school staff where appropriate for these visits. Transition, orientation and open days also take place at each school.

Our whānau based practice allows students to form a strong sense of belonging. We make it very clear to our Year 8 students that they may move on to High School, but they will always be a part of our school whānau and can call on us whenever they need to.

Check-ins take place while our students and whānau are transitioning into High School. We also have an open door policy so we are always willing and happy to support transitioning whānau to navigate their way through secondary education.



A-Z OF OUR SCHOOL

Attendance:

- Children are expected to be at school, ready to start learning by 9:00am every day.
- Absences should be notified to the school office prior to the start of day
 - Phone 06 2748283 -OR-
 - Text to 027 555 6546 (remember to include your name and the reason why your child is away in your text) -OR-
 - SkoolLoop app
- If you have not contacted the school by 9:15am we will ring you to confirm pupils' absences.
- If your child is late to school then it is important that they are signed in at the office.
- The school answer phone operates 7 days a week/24 hours a day and is cleared regularly. You can leave a message at any time.

Breakfast Club:

- All students are welcome to have something to eat before starting their day of learning. Our teachers will prepare this on request.

Bus/Van:

- The school utilises the school van to transport children who live on the outskirts of our town.
- The bus leaves from the front gate on Karaka Street.
- There is a no parking zone between the front gates
- Contact the school for further details

Childhood Illnesses:

- Schools can be a breeding ground for infections and illnesses. We appreciate you letting us know if you are aware of a specific illness or infection.
- Please keep children away from school if they have diarrhoea, vomiting or a fever.
- If a child is sick at school you will be contacted to collect them and keep them at home for at least 24 hours (preferably 48 hours) or until they are clear of any symptoms. If parents are not available the next point of contact as advised on the child's enrolment form will be phoned to come and collect the child.
- Head lice - Please check your child's hair regularly and treat if required. If we know of an outbreak we will send a note out to families. Treatment is available from our school office free of charge.

Climbing Trees:

- Children are free to climb trees within the school grounds

Communication:

- We have moved away from weekly newsletter. Newsflashes will still go out when relevant information need to be shared. However, we now mainly share information via Facebook, Private Messages (PMs) and phone calls.



A-Z OF OUR SCHOOL

Duffy Books in Schools:

- Each term every child receives new books as part of the Duffy Books in School programme.
- Children also receive books at assembly in recognition of great work or when they have shown our school values
- Pre-school children also receive a book for their birthday

Enrolment:

- Children may legally be enrolled at school from the time they turn five. We encourage you to pre-enrol your pre-schooler when they turn four (we require a copy of their birth certificate and immunisation record). This allows us to plan for a successful transition to school.
- Once your child is enrolled the new entrant teacher will contact you approximately 6 months before they are due to start school and arrange for your child to start regular visits.
- We recognise that every child has different needs and look forward to getting to know you and your child so we can design a transition plan that best suits your child.

Education Outside the Classroom:

- We often rely on parent support for supervision and transport for these events. This support is greatly appreciated as it allows our children to access a wider range of learning experiences. If students are travelling with another parent, they will be given a consent form for their parent to sign prior to the event.
- We follow safety guidelines and require that all vehicles are registered and warranted, that drivers have a current driver's license, all passengers use a seat-belt and younger children use a booster seat.

First Aid:

- First aid is attended to by staff with first aid qualifications.
- Minor injuries are looked at and treated as appropriate (usually a plaster or ice pack)
- You will be contacted immediately if we are concerned about an injury.
- If we are unable to make contact with family or emergency contacts, the child's doctor is contacted.
- If your child is on any medication or has any allergies, please notify the office and complete the medication register (usually done at the time of enrolment).

Hats:

- Bucket hats/wide brimmed hats are a compulsory uniform item that must be worn in Terms 1 & 4.
- Hats can have your child's name embroidered onto them when ordering for a small extra cost.
- Sunscreen may also be applied at school. Please advise us if your child is allergic to sunscreen.
- Children must play in the shade if they do not have a hat.

Health Nurse Visits:

- If you are at all concerned about your child's health please contact the office or your child's teacher so an appointment can be made to discuss your concerns.



A-Z OF OUR SCHOOL

Healthy Eating / Brain Food Breaks:

- The school has two 'Brain Food Breaks' each day where children are strongly encouraged to eat healthy foods. Lollies are not allowed at our school.
- **We only drink water and milk at school.**
- We are very proactive in supporting healthy eating within the school.

ICT:

- A variety of technology are used as tools for learning in our classes. You will be asked to sign a cyber safety agreement as part of the enrolment process.

Kapa Haka/Te Reo Māori:

- We have a chance to take part in kapa haka every week. We are also developing our fluency in Te Reo Māori

Library:

- We have a well-stocked library and children visit the library with their teacher every week. Please enjoy reading library books with your child and support them to return their books to school each week.

Lunches at school:

- Our school is part of the government's Ka Ora, Ka Ako - Healthy School Lunches Programme. This means every student at our school receives a school made, healthy lunch every day
- If you choose, you can still pack a lunch for your child. Please ensure it is healthy to meet our Healthy School criteria.

PTA

- The Manaia School PTA is a parent group supporting the school by fundraising.
- Meetings are advertised on our school Facebook page.
- New members are welcomed.

Pre-School:

- We value the relationship we have with the Manaia Community Pre-School.
- If you have a pre-school aged child we encourage you to enrol them at the pre-school.
- The pre-school visit us regularly and we invite them to key events at our school.

Reporting to Parents:

- Teachers are available for interviews throughout the year. Please talk to your child's teacher to make a time to meet with them.
- We hold termly meetings with each family to talk about their child's interests, hopes and dreams for the year. The purpose of this meeting is to get to know your child better so we can provide relevant and purposeful learning opportunities.
- At the end of Term 2 and 4 you will receive a written reporting if your child has been with us for more than a term.
- We also plan informal events which allow whānau and staff to get to know each other in a less formal setting.



A-Z OF OUR SCHOOL

Senior Technology

- Our cross curricular approach towards technology allows us to offer engaging, practical and where possible, real life contexts for children to apply and extend on the formal knowledge and skills they gain during guided learning sessions.
- STREAM (Science/Technology/Robotics/Engineering/Art/Mathematics) take place weekly
- Manaia Library Plus also offers learning experiences for our Senior students.

Stationery:

- Free stationery is provided for all of our children

Swimming:

- During Term 1 the whole school swims at the Manaia Town Pool until it closes on Taranaki Anniversary Weekend.
- Swimming is part of the curriculum and all children are expected to take part.
- All swimming groups are accompanied by a lifeguard.

Uniforms:

- Every child receives a free school shirt when they start school.
- Uniform orders for new students must be completed at the time of enrolment.
- Uniform orders are made regularly. Dates will be advertised in the school newsletter.
- Second-hand items will be offered for sale when available.

Whānau Groups:

- Each child is allocated to one of three whānau groups: Kotahitanga, Awhina or Kaha.
- Each whānau group elects student leaders at the beginning of the year.
- Children compete at sports days in their whānau groups and earn points for activities throughout the year.
- The whānau groups compete for the whānau Toa Trophy which is presented at the final assembly.

Wheels at School:

- Children are very welcome to bring their bikes or scooters to school.
- All children are expected to wear a helmet when riding their bike.
- All children are expected to wear shoes when biking or scootering.



MaNaia  Sch00 
dream believe achieve