



Seatoun School
TE KURA O KIRIKIRI TATANGI

SCHOOL INFORMATION PACK

Seatoun School

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Chairperson's Welcome

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

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

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

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

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

Chairperson

Seatoun School Board of Trustees

Principals Welcome

Kia Ora Koutou

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

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

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

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

John Western

Principal



SEATOUN SCHOOL

2019

CHARTER

To Be the Best We Can Be

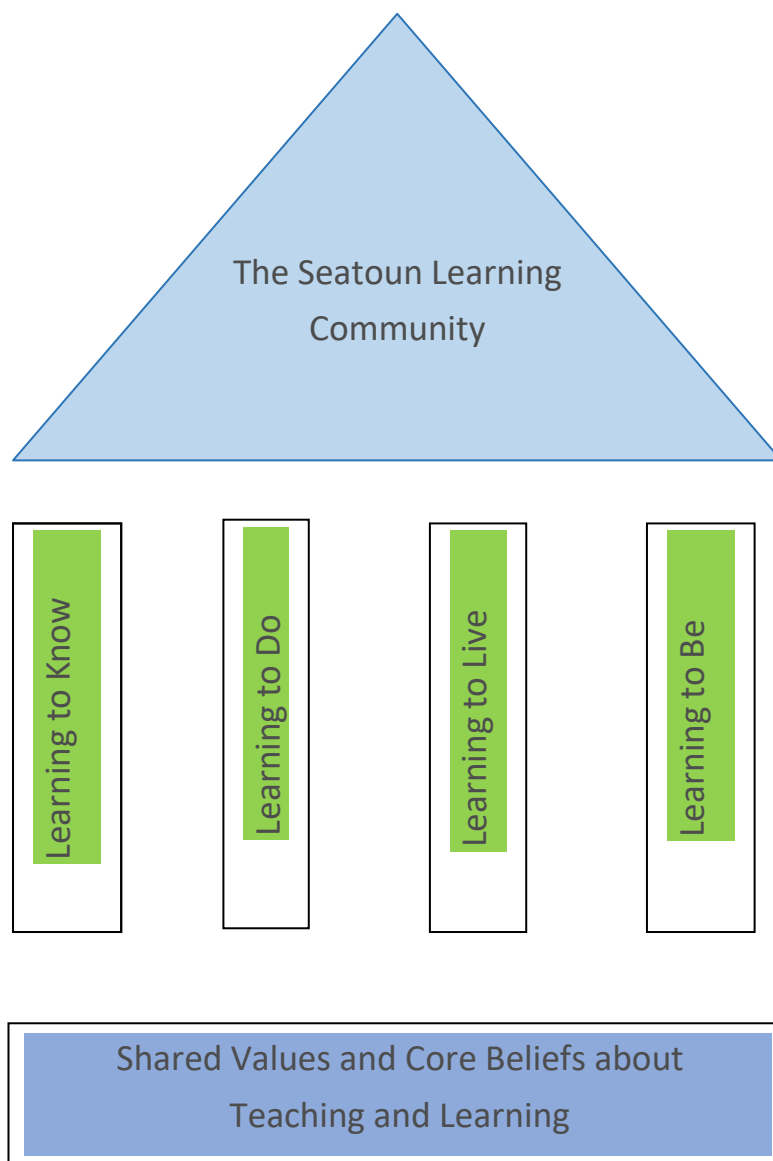
Ministry of Education I.D Number: 2987

Our Educational Approach

We aim to create a co-operative teaching and learning environment that is inclusive, relevant, purposeful and challenging. We believe students need support to take risks and become independent learners.

We place a strong emphasis on the core areas of literacy and numeracy, but also recognise and value the importance of all the essential learning areas and skills.

We encourage and recognise effort, progress and achievement and value creativity, innovation and fun. The diagram below is based on the “Four Pillars of Education” as presented by the International Commission on Education for the Twenty-First Century Report to UNESCO, “Learning: The Treasure Within”.



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

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

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

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

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

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

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

Shared Values

- ✓ Respect – to treat self, others and property with consideration and care
- ✓ Responsibility – accepting to conscientiously fulfil a task or duty which one is entrusted
- ✓ Positive – being optimistic and concentrating on what is good
- ✓ Perseverance – to persist; to maintain an effort and stick to a task until it's done
- ✓ Empathy– show compassion and understand that we are all different and unique. Can consider other points of view and perspectives.
- ✓ Giving – to make available to another; kindness and sharing provided freely without asking or expecting anything in return
- ✓ Self-control – being able to control your own feelings and behaviour, to live within the limits mutually agreed upon and established personally
- ✓ Honesty – being truthful in words and actions, honouring the trust others place in you
- ✓ Courage – even when afraid , being brave to do what you think is right

Core Beliefs about Effective Teaching and Learning

Pathways to achieve our vision:

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

Passion, Joy and Celebration

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

We will:

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

High Expectations and Personal Best

We will:

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

Foundation Learning in Place

Effective learning is built on core skills and knowledge in:

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

life We will:

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

Strategic Learners

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

We will:

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

Quality Teaching

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

We will:

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

Powerful Learning

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

We will:

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

Co-operation and Teamwork

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

We will:

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

A Safe, Welcoming Environment

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

We will:

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

The School and the School Community

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

Board of Trustees

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

Friends of Seatoun School [FoSS]

FoSS [Previously the PTA] works closely alongside the staff and BOT to fundraise and organise social events that maintain and build upon the school's close links with its community. Members are also involved in the strategic planning process. FoSS relies on parent involvement and the old adage that "many hands make light work." FoSS meets a couple of evenings per term. Actual meeting dates and venue are advertised in the Steeple Rock newsletter, the school website and on the flat screens in the atrium main foyer. New members are always welcome.

Parent's Skills & Participation

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

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

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

Dads at School

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

Social Responsibility

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

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

We have high expectations in terms of effort, achievement and behaviour for all students. Children are expected to take responsibility for their actions and decisions.

Parents will be informed, and expected to support the school, if their children seriously misbehave or continually breach behaviour codes. Bullying, insolence and vandalism will not be tolerated. With rights comes responsibility. All children have the right to learn in a safe environment. Our key rule is that no child has the right to stop a teacher from teaching or any other child from learning.

FACILITIES

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

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

We enjoy a large playing field and are one of the few primary schools able to host our own athletic sports, cross-country and other sporting events. The grounds provide ample space and opportunity for both formal and imaginative play, and have been enhanced by a range of play structural equipment for the children to enjoy.

The school comprises 17 classrooms, a well-appointed and stocked library, a number of group teaching/meeting rooms and a huge, well equipped hall. Adjoining the hall is the Arts and Technology Centre. This fantastic facility has a music/drama room, an art/technology room and a food technology kitchen.

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

PROGRAMMES

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

Enrichments (Y1&2):

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

Education Outside the Classroom (EOTC): – refer also to 'Years Seven and Eight'

EOTC encompasses all learning that occurs outside of the classroom. It includes trips and camps. As with other programmes in the school the aim of our EOTC programme is to build upon previous learning and to provide relevant experiences that will enhance current learning.

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

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

recreation centre experience every alternate year. Y3 & 4 run a week long programme around Seatoun.

Enrichment [Y5-8]: - refer also to 'Years Seven and Eight'

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

Food Technology:

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

KiVa:

The Kiva programme is evidence based in its conception, and proven in its implementation. We encourage you to look at the Kiva website which has a great deal of information on the programme. This programme differs from other anti-bullying programmes by focusing on bystanders, as well as the bullies and victims.

From the Website (<http://www.kivaprogram.net/nz>)

Using KiVa - prevention, intervention, and monitoring

KiVa is evidence-based and has been designed to prevent bullying and to tackle the cases of bullying effectively. Prevention and intervention are both crucial, as no prevention efforts will make bullying disappear on their own.

Schools need effective tools for when a case of bullying comes to light. A key aspect of KiVa is constant monitoring of the situation in one's school and the changes taking place over time; this is enabled by the online tools included in KiVa. The surveys, for example, produce annual feedback for each school about their implementation of the program as well as shifts in behaviour.

More information can be found on our school website.

Support Programmes:

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

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

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

Extra - Curricular Activities:

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

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

Green Footprint:

We have embarked on initiatives to reduce waste, conserve energy and recycle used materials. We also have a vegetable garden, the produce of which is used in our Food Technology Programmes.

Children are highly involved in this programme.

School Organisation

Junior and Senior School

The school is divided into two main syndicates:

Junior Syndicate: Years 0 - 4

Senior Syndicate: Years 5 - 8

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

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

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

Class Designations

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

If a new entrant begins after Term 1, they will complete that year as a new entrant (Year 0) and be designated Year 1 at the start of the following year. In consultation with the parents, a decision can be made to alter designation for individual children if this is in the best interest of the student.

Years 7 and 8

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

Year 7 & 8 Enrichment Programme:

This is a unique programme offered only to the Y 7 & 8 students attending Seatoun School. In both depth and breadth this programme builds on what is offered in the earlier years. One full day each week is dedicated to small group learning, which encompasses and enhances the old form one and two technicraft programme.

The morning session is held at Rongotai College. Students are involved in a range of programmes taught by specialist secondary teachers and our own Y7 & 8 staff.

The programme encompasses art, music, hard materials technology, design, second language learning, drama and computer studies.

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

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

Year 8 Formal

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

E.O.T.C. Programme:

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

ENROLMENT INFORMATION

Pre-enrolment

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

Iwi Affiliation

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

Documentation

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

NZ Birth Certificate

Immunisation Certificate

NZ citizenship documents

Refugee status documentation

NZ Visa and copy of parent's visa, or a copy of the relevant pages of the passport

Student permits are required for foreign students in NZ with a limited visa. Please discuss this with the office staff.

New Entrant School Visits

We strongly recommend school visits for new entrants and their parents. The School will contact parents to arrange the visits prior to your child's starting date. There will be two visits in the month prior to your child's first day at school. The aim of these visits is to familiarise your child with school, their teacher and the other children in the class. The visits last 45-60 minutes.

Enrolment Zone

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

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

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

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

GENERAL INFORMATION

Absences and Late Arrivals

If your child will be absent from school or arriving late, please notify the school by leaving a message before the commencement of the day on the absence line on 388 7600 extn 1. Messages are checked in the morning before 8.45am. You may also email the office on absent@seatoun.school.nz.

If your child cannot be accounted for, either through an answer phone message, and email or discussion with the teacher concerned, office staff will make every effort to contact you, or your nominated contact, to check the whereabouts of your child. This procedure aims to ensure the safety of your child.

If your child is to be away from school for any length of time, please inform the office in writing.

It is important that children arrive at school in the morning prior to the 8.45am bell. At least 5 minutes is necessary to get organised and prepared for the day of learning.

Late arrivals must report to the school office to register their arrival. Lateness and absences are closely monitored and parents will be contacted if deemed necessary.

After School Care

Eastern Community Care After Three (ECCAT) provides an after school programme Monday to Friday in the Miramar Community Centre. It is not run by the school. A bus collects the children from school at 3.00pm. Phone 380 7101.

Attractive Items, Money and Valuables

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

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

Bikes & Scooters

Bike racks are situated beside the main entrance to the classroom wing. The scooter racks are situated at the southern entrance to the school on the northern boundary of the playing field. All bikes and scooters are to be left in their designated areas

Parents are requested to ensure that their child's bike meets all safety standards, and that their child is a competent and confident cyclist able to ride to school on the road.

It is compulsory for all cyclists to wear safety standard approved cycle helmets. Bikes and scooters must not be ridden in the school grounds in school hours, but must be pushed as far as the footpath.

Book Club

Students may order books from the Scholastic Book Club online (LOOP) Linked Online Ordering & Payment System. The club operates over terms 2, 3 and 4. Order sheets are distributed once per term.

Cheques must be made out to Scholastic NZ and not the school.

Cell Phones

If your child needs to bring their cell phone to school, then a note is required from the parent. Phones must be handed to the class teacher on arrival at school and collected at the end of the day. Phones will be confiscated if these guidelines are not followed. In this instance, a parent must collect the phone. In Years 7 & 8 students are to keep their phones off and in their bags.

Change in Family Circumstances

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

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

Clothing and Lost Property

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

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

Bare feet are not an option and indoor shoes are required if gumboots are worn. A warm, windproof extra layer during the winter months is essential for outdoor play and a change of clothing in their bag.

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

Communicating with Your Child's Teacher – issues and concerns

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

Please follow this protocol should you have a concern: contact the teacher concerned to arrange for a mutually suitable meeting time and briefly explain your area of concern, to enable the teacher to prepare for the meeting.

After the meeting allow a reasonable time frame for the agreed action to be

implemented. If you feel dissatisfied with the process above refer the matter to the relevant Associate Principal or Principal.

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

Communications

Here's an important checklist for the three really helpful web tools you need to make the most out of our digital technology.



How do I access my child's LINC-ED page?

Step 1

Visit <https://seatoun.linc-ed.com> or there is a link to the site from our school website.

Step 2

Your username is the email address that you have previously shared with the school. Enter your email and then click 'Lost my Password'.

Step 3

An email will be sent to you containing a link for you to click on. The link will take you to a page where you can enter your own secure password.



You would have received an email regarding Signmee Electronic Forms and Communications.

Our fortnightly school newsletter 'Steeple Rock' is sent via Signmee as well as any specific syndicate, sports or event information of importance.

Please ensure you have this up and running as we wouldn't want you to miss out on any communication.



Setting up an account

Creating an account is easy!

Go to seatoun.school.nz and click on the online shop button to see the home page of our Kindo online school shop.

Click on the  button and fill in your family details.

Enter in your details in the Account holder details section and your Childs details in the Delivery details (members) section.

Tick to agree to the terms and then click the register button. Your registration is now complete.

Next time you login in you will just use your email address and password.

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

E-Mail

All teachers have an email address and we encourage parents to communicate with teachers through these. Emails are generally checked between 3.30-5.00pm. Due to the nature of our profession we are often unable to respond to emails within the same day. We endeavour to respond as soon as possible. All teachers email addresses are their firstname.surname@seatoun.school.nz.

The Principal's email address is: principal@seatoun.school.nz.

You can find a full list of all email addresses and photos of staff on our website.

Information Screens

Information screens are located in the teaching block atrium and the main administration foyer. These are updated daily and are used to show recorded highlights of school, student and community events or achievements.

Notice Board

On the west wall of the atrium, [downstairs] you will find a large notice board. The primary function of this notice board is to display community information. Notices must be handed to the school office and should not be displayed without prior authorisation.

Dental Service

Seatoun School is serviced by Bee Healthy Phone 0800 TALK TEETH or 0800 825 583

Donations and Fees

Board of Trustees parent donation is a tax-deductible donation used to pay for our full-time librarian, teacher-aides and if possible, extra resources. After thorough consultation, the Board received overwhelming support to set the donation at the level necessary to meet the costs of the additional personnel and teaching resources. Parent support of the donation is exceptionally high, with only a very few families not paying the donation in full.

The current donation is as at 2019:

\$387 per year [\$96.75 per term] for the first child

\$359 per year [\$89.75 per term] for the second child

\$328 per year [\$82.00 per term] for the third child

The donation is 'capped' at a maximum of \$985 per family; but as it is a donation, parents may, as some do, choose to make a donation in excess of this figure.

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

Activity Fee

Our teaching programme includes activities and visits outside the school as well as performers and visitors brought into the school. A fee of \$25.75 per term per child [\$103 per annum] Year 0-4 and \$28.25 [\$113 per annum] Year 5-8 is set to cover the cost of these events and activities. The school needs to recover the costs of these expenses and 5% of the annual replacement Civil Defence Supplies.

Year 7 & 8 Enrichment Programme Fee

Our senior students are required to pay an additional \$100 per annum fee to help offset the costs of their Enrichment Programme and other activities specifically provided at this level of the school.

End of Year & Prize Giving Assembly

This is held in the last week of the school year and all children are expected to attend this important school function. It is a formal occasion and it is recommended that children wear their school t-shirt if they own one.

This assembly recognises the achievements of individual students and prizes awarded. It also provides an opportunity for the whole school to farewell our Year 8 students.

House System

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

School sports events, speeches, poetry recital and other activities are organised via inter-house competitions. In most instances trophies are awarded to the winning House, or individual student, for each event.

Students can also earn House points for exemplary behaviour, contribution to the school, completion of Trump Home Learning challenges and other activities. The over-all winning House is awarded the Seatoun School House Cup at the final Hui.

Parent & Community Volunteer Help

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

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

In the event of providing transport for students in private cars parents will be required to complete a Private Car Volunteer form.

Party Invitations

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

Queries and Concerns

If you have any concerns or questions please do not hesitate to get in touch with us. We are here to work with you to ensure your child gets the best possible out of the year ahead of them. In the first instance please talk to your child's teacher. If you are still concerned and would like to talk to someone else as well, please contact the Team Leader. In the next instance if you still have an unresolved concern then contact a member of the senior leadership team - the Principal, or one of our two Associate Principals. The Principal is always willing to meet with you. Please contact the School Office to make an appointment.

School Hours

School starts at **8.50am** each morning **not 9.00am**

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

School Programme

MONDAY – THURSDAY

8.45am	Bell to go to Classroom
8.50am	Commencement of morning programme
11.00am	Morning Interval – first 5 minutes supervised eating in class
11.20am	End of Interval
12.30pm - 1.25pm	Lunch
1.25pm	End of Lunchtime Warning Bell
1.30pm	Start of afternoon programme
2.55pm	School closes for day

FRIDAY

As above EXCEPT morning interval is 10.00—10.20am

If children arrive earlier, staff are not responsible for their supervision until 8.30am in the morning. There may not be a teacher in the classroom until that time.

In the afternoon children are expected to go directly home [or to a prearranged destination]. With your knowledge and permission, they are welcome to return to play in the school grounds. Staff are usually on site until 4.00pm, but they are not available or responsible for supervision.

Arts and Technology Centre

Food, fabric and hard materials technology, art, craft, music and drama programmes can all be taken in this purpose-built facility.

Stationery

A stationery list for new entrants is included in the new entrant kit.

Stationery can be purchased from the Seatoun Bookshop or most other stationery retailers.

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

Sweets & Drinks

Children are not permitted to bring sweets, soft drinks or fruit juice to school.

We do encourage children to have their own named drink bottle so that they can drink water in class as required.

Swimming

Swimming is an important component of our physical education programme.

It is held at the Kilbirnie Indoor Aquatic Centre. This is a very expensive programme and part of the student activity fee is allocated towards meeting this cost.

HEALTH AND SAFETY

Changes to Contact Details

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

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

Civil Defence and Emergency Plan

Our School Civil Defence Plan aims to ensure:

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

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

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

Emergency Contact Person

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

Please update their contact details – there are spare forms at the school office.

Health Checks & Immunisation

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

Please bring the signed summary Immunisation record from the Well Child Plunket book prior to your child's first day of school.

Head Lice

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

Illness or Accident

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

An ambulance will be called if appropriate. Any costs will be passed onto the parents.

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

Medication & Medical Conditions

Please complete a Medicine Authority Form if the school needs to administer medication to your child.

Advise the school of any pre-existing medical conditions or allergies. Contact the office or their teacher to discuss their needs and any issues.

Smokefree

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

Sun Protection

Our Sun Safety Programme requires all students to wear the school sunhat outdoors while at school in terms one and four.

Staff and parent helpers are expected to model this behaviour. These are available for purchase from the school office in House colours.

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

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

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

Traffic Safety

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

- Speed limit – please respect the 10km on the roads leading into the school.
- Beware of children – and give way at the marked crossings.
- Friends & neighbours - park courteously and do not encroach on driveways, park on the Dorset Cove entrance or the pink pedestrian crossings on the school road.
- Drop off space – please use and respect the drop off only space immediately outside the school from 8.30 –9.00am.
- Please observe the parking time restrictions in front of the school.
- Please do not park in the school grounds i.e. beyond the staff car park.
- Special parking areas – there is designated parking for the school bus, disabled parking and the after school care bus on the school road. Please do not park in these marked spaces.
- U-Turns – no U-Turns or 3 point turns in the Kidzone please.
- Controlled pedestrian crossings – We do not have patrolled pedestrian crossings.
- Please ensure your child is familiar with the safest route to get to school and can cross all roads confidently and safely or walk with them to school.

School Directory

School Address	59 Burnham Street Seatoun Wellington 6022
Email	<u>admin@seatoun.school.nz</u> <u>absent@seatoun.school.nz</u>
Website	<u>www.seatoun.school.nz</u>
Phone Number	388 7600
Absence Line	388 7600 ext 1
Fax Number	388 9380

Staff

Position	Name	Room	Year
Principal	John Western		
	Jacinda Paice	R1	Y7/8
Team Leader	Sam Broadmore	R2	Y7/8
	Charles Daily	R3	Y7/8
	Rachael Laming	R4	Y7/8
	Ben Haddock	R5	Y2
	Louise Noble	R6	Y2
Associate Principal Junior School	Susan Kliffen		
	Peggy Bruce	R7	Y0
	Helen Taylor	R8	Y1
	Cath Hardy	R9	Y1
Team Leader	Catherine Miller	R10	Y3/4
	Zeenat Vintiner	R11	Y3/4
	Janine Imrie	R12	Y3/4
	Jayne Carey	R13	Y3/4
	Marion Hair	R14	Y5/6
	Alison Roper-Caldbeck	R15	Y4/5
	Jessie Gregory	R16	Y5/6
Associate Principal Senior School	Justin Potter	R17	Y5/6
Reading Recovery	Jemma Rapson		

Position	Name
Support Teachers	Gill Billingsley
	Wendy Griffiths
	Eleanor Stefanidis
	Amanda Hood
Learning Assistants	Karen Millar
	Lyndal Linton
	Hazel Rostron-Wood
	Pippa Troy
	Angela Boulieris
	Lorraine Boennic
	Penny Swain
	Rameela Patel
	Belinda Clare
Librarian	Wendy Bamber
School Office	Sarah Gerondis – Office Manager Karen Millar – Reception / Administration Marie Dacombe-Bird – Office Administrator Carolyn Newman – Office Administrator
Property	Gwynne Lewis - Caretaker Win Issarawichitchaikun - Cleaner

Board of Trustees

Position	Name	Telephone
Chairperson	Lloyd Davies	027 455 0960
	Charlotte Brook	021 0529 525
	Justine Crawford	027 2333 979
	Melanie Matthews	027 5354559
	Nick Conn	021 607882
Staff Representative	Catherine Miller	388 7600
Principal	John Western	388 7600
Minute Secretary	Sarah Gerondis	388 7600

Friends of Seatoun School [FoSS]

Chairperson		
Secretary	Louise Pickering	380 8494
Treasurer	John Oldfield	027 3835957
Staff Rep	Marie Dacombe-Bird	388 7600

To Be the Best We Can Be