



# Wadestown School Prospectus - 2009

## Introduction from the Principal

*Welcome to all families, and prospective families,  
to Wadestown School.*

Wadestown is a large primary school catering for students from years one to eight. It is situated on

two hillside sites in the Wellington suburb of Wadestown. The Year One students are introduced to their education in a small, family-style environment on the Side School site. After the first year, the children move to the Main School site which is a few minutes drive from the Side School. Parents have extremely high expectations for their children's learning and progress, and take an active interest in the school. A strong sense of partnership between family, school and the local community is promoted and highly valued by the Board of Trustees.

The Education Review Office, in its most recent report on the school (*August 2006*), made the following comments:

- The charter provides direction for the development of teaching and learning programmes that will realise the academic and social potential of disconnected learners, improve literacy achievement, and continue to develop children as independent and self-directed learners. It emphasises success for all and improving outcomes for students at risk.
- The board and staff continue to demonstrate a strong commitment to monitoring and improving student achievement.
- Teachers ..... demonstrate that they have been diligent in maintaining well-ordered and detailed assessment records. They have used national assessment tools, including the assessment tools for teaching and learning (asTTle) and writing exemplars to assess student achievement for school-wide aggregation and analysis.
- Teachers use analysed achievement information to identify students in need of specialised learning assistance
- Teachers demonstrate a commitment to improving teaching and learning. They regularly affirm their students and seek to implement practices from professional development to extend the effectiveness of their ..... teaching.

- Students are friendly, courteous and articulate. They appreciate opportunities for participation in sports teams and events, education outside the classroom and cultural activities. They are aware of well-established routines and high expectations for classroom and playground behaviour. Student councillors take their leadership roles seriously. There is a settled and compliant tone across the school.
- The 2004 ERO report noted the strong sense of partnership between families and the school, and the high expectations of parents for students' learning and progress. It also commended the Board of Trustees for its capable leadership and the high level of skill and expertise brought to the governance role. This [2006] review finds that these positive features continue to be evident. The school enjoys active and practical support from its local community. The board, management and staff foster a strong relationship with parents to enhance learning opportunities for students.  
(A full report may be accessed on our website)

***Specific curriculum development areas for the school in 2009 are aimed at meeting the strategic direction of the school as determined in 2007:***

▪ **Personalised Learning**

*Through facilitation by Victoria University, the Wadestown School staff will embark on a one year professional development project aimed at the catering of all students within the classroom and school environment, with particular attention being placed on programmes for able students, children with special leaning needs, ESOL students, gender differences etc.*

*The contract will explore inquiry based learning models and how best is can assist in meeting the needs of the individual.*

▪ **Thinking Skills**

*Children will understand, select, apply, adapt and evaluate skills for thinking that will enhance their personal learning effectiveness.*

▪ **Writing**

*Continue with the development of writing by seeking ways to better celebrate the talents of students in meaningful ways. Children will recognise quality writing and will aim to achieve such standards in their own work.*

▪ **Listening / Speaking**

*Children will comprehend what is said and express their own ideas, feelings and thoughts clearly and appropriately, in a range of formal and informal situations. Opportunities for children to perform at ever increasing levels will be a feature of the years programme.*

▪ **Information Technology Strategies for Learning**

*Children will increasing learn and use IT strategies for research and presentation to enhance their abilities to increasingly become independent learners.*

▪ **Boy's achievement.**

*Children will understand that boys may learn in a different way to girls, and that teaching practices which acknowledge these differences will improve boys learning opportunities.*

- **Social and personal values programmes**

*Children will understand and value the nature and importance of personal and interpersonal qualities and skills when interacting in social and work situations.*

- **Environmental awareness programmes**

*Children will appreciate, develop and care for their local, national and international environments through an understanding of the physical characteristics of sustainable communities.*

We look forward to a challenging and rewarding year ahead. Please make sure that you, as parents, become part of it.

Steve Allen

## About Wadestown School

### A brief history

Wadestown School was first opened on the site of the present Side School in Weld Street on 1 June 1881. One of the earliest schools in Wellington, it was built as a single classroom schoolhouse. By 1896 it had been extended twice and is now a three-classroom school. The building was demolished after World War II and rebuilt in the current layout, being officially opened on 15 June 1946. The Main School began as two classrooms on the present Rose Street site, opening in February 1917. There have been a number of renovations and building developments that have occurred on the site since. The latest refurbishment of the side school took place during 2008. The school is proud of the significant improvements and the fact that the historical nature of the building has been retained.

*A full and detailed written account of the history of the school was written in 2006 in preparation for the 125<sup>th</sup> Anniversary in November 2006. Copies of this book are available from the school*

### Today

Wadestown School is a state co-educational full primary school with about 320 children. The school is situated on two sites.

The Side School in Weld Street consists of parallel junior classes (Year 1). The Side School has its own resource room, which is used extensively as a multipurpose room and library. The grounds include landscaped gardens, a playground with a slide and decks, a playing field and a small pool for swimming. The Deputy Principal's office is situated at the Side School.

The Main School on Rose Street is one kilometre from the Side School and accommodates children from Year 2 to Year 8. The access to the Main School is by footpath from Mairangi Road at the top of Rose Street, although only limited vehicular access is available. There is also pedestrian access from Wilton Road via Purakau Avenue. At the Main School there are four blocks of classrooms at different levels. The Principal's Office and hall are situated in the middle block. Despite the hilly site, the Main School grounds include landscaped gardens, a playing field, a large flat playground and three tennis courts. An adventure playground is situated adjacent to the tennis courts.

### School Community

The majority of Wadestown students come from the suburb of Wadestown with a number also from Wilton, Chartwell, Thorndon, Khandallah and Crofton Downs. The parent community is well educated and the school is designated as Decile 10. Most of the children at the school have attended an Early Childhood Education Centre prior to coming to school. The school maintains links with a number of early childhood institutions and post primary schools.

Many children attain very high levels of achievement in academic subjects, and parents have high expectations for excellence.

The school has a international fee paying programme with the majority of students enrolled from Korea

## 2008 – 2010 Strategic Plan

### *Learning to Live – Living to Learn*

*The content of this Strategic Plan is based on the requirements of the new New Zealand Curriculum (2008), and specifically refer to the “Key Competencies” component of the draft framework. These require the teaching of intrinsic and important attitudes, beliefs and knowledge, which are intertwined through all curriculum areas in a variety of complex ways. They are designed to support children to become lifelong learners and as integral contributors to their communities.*

*The New Zealand Curriculum framework includes five key competencies.*

*Key competency groups*

- 1 Thinking (critically, creatively, logically)*
- 2 Relating to others.*
- 3 Managing self.*
- 4 Making meaning (multi-literacies and making meaning using movement, symbols and technologies).*
- 5 Participating and Contributing*

NB. This Strategic Plan emphasises areas of particular school development identified as requiring an intensive focus. The school must also comply with all legislation, including the balanced delivery of all aspects of the new New Zealand Curriculum.

<b>2008 – 2010 Strategic Plan</b>	
<b>1. CURRICULA INITIATIVES</b>	
<b>Thinking Skills</b>	
<i>Children will understand, select, apply, adapt and evaluate skills for thinking that will enhance their personal learning effectiveness</i>	
<p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;"><i>Children will develop an intrinsic love for writing</i></p>	<p style="text-align: center;"><b>Listening / Speaking</b></p> <p style="text-align: center;"><i>Children will comprehend what is said and express their own ideas, feelings and thoughts clearly and appropriately, in a range of formal and informal situations</i></p>
<p>.....computer studies.....</p> <p style="text-align: center;"><i>Children will use computers to improve learning</i></p>	
<p>.....boys achievement.....</p> <p style="text-align: center;"><i>Children will understand that boys may learn in a different way to girls, and that teaching practices which acknowledge these differences will improve boys learning opportunities</i></p>	
<b>2. CO-CURRICULA INITIATIVES</b>	
<i>(Each of these becomes an integrated rather than distinct focus).</i>	
<b>Social and personal values programmes</b>	
<i>Children will understand and value the nature and importance of personal and interpersonal qualities and skills when interacting in social and work situations</i>	
<b>Environmental awareness programmes</b>	
<i>Children will appreciate, develop and care for their local, national and international environments through an understanding of the physical characteristics of sustainable communities.</i>	
<b>3. RESOURCE INITIATIVES</b>	
<i>(strategic funding and expenditure areas)</i>	
<ul style="list-style-type: none"> <li>• After School Care</li> <li>• International Students</li> <li>• Parent donations</li> <li>• Fundraising</li> </ul>	<ul style="list-style-type: none"> <li>• Small class sizes</li> <li>• Classroom refurbishment</li> <li>• Furniture replacement</li> <li>• ICT resourcing</li> <li>• Environment projects</li> </ul>

The **Curricula Initiatives** take priority over the others, and include a main focus on Thinking Skills. Lesser areas of Writing and Listening / Speaking take precedence over Computer Studies and Boys

Achievement. These were the main priorities identified in the 2007 Community Survey. Curricula initiatives require a specific school and staff development strategy, which will be articulated in annual Charter goals.

The **Co-curricula Initiatives** have been derived from a combination of community interests, as reflected in the 2007 Community Survey and various government, local community and staff priorities. They include “Personal and social values programmes” and “Environmental awareness programmes”. These programmes are integrated into school wide planning rather than isolated as specific school and staff development initiatives.

The **Resource Initiatives** recognise the need to develop our existing key income and expenditure projects. It is important that these remain of strategic importance to the school, and will provide a priority focus during annual budget considerations. There is no funding available for capital works projects during the term of this plan. Identifying these areas ensures the sustainability of the programmes.

## Trustees and Staff

### Board of Trustees

Marshall Clark		Julie Gerrard	
Alison Douglass		Bridget Hargreaves	Secretary
Neil Paviour-Smith	Chairman	Sally Barrett	Staff Trustee
Richard Waddy		Steve Allen	Principal

### Teaching Staff

**Principal: Steve Allen**, B. Ed Dip. Ed., P.G. Dip Eval.

**Deputy Principal & SENCO: Sally Barrett** Adv. Dip Tch., Cert of Inclusive Educ.

**Assistant Principal & Senior Syndicate Leader: Nick Julian** B.Sc (Hons). Dip. Tch.

#### **Teachers:**

Year 1 & Junior Syndicate Leader: Hannah Fairbairn, B.Ed. (Teaching)

Year 1: Leslie Mahoney, Adv Dip Tch.

Year 1: Rebecca Goodall, B.Ed. (Teaching)

Year 2: Emma Chapman, B.Computer Graphic Design., Dip. Tch.

Year 2: Jacqui Croft, B.A., Dip.Arts, Dip.TESOL, Dip. Tch.

Year 3 & Middle Syndicate Leader: Janine Barker, B.A., B.Ed., Dip. Tch.

Year 3: Caroline Jones, B.A., P.G. Dip. Ed.

Year 3/4: Anthea Read, B.A., Dip Tch.

Year 4/5: Danielle Yager, B.C.A. Dip Tch.

Year 5/6: Charmaine Doole, B.A., Dip. Tch.

Year 6: Deborah Meadows, Dip. Ed.

Year 7: Eseta Fuli, B.A., Dip. Tch.

Year 7/8: Nick Julian, B.Sc (Hons). Dip. Tch.

Reading Recovery Teacher: Angela Clark Dip Tch.

Part-time Teacher: Lynne Dunn, B.A. Dip Tch.

Learning Support Teacher: Jan Davidson, Dip Tch, B.Ed.

**Support Staff:**

Executive Officer: Beverly Truscott, Cert. Mngmnt Studies

Administration Assistant: Derek Piper, B.A. Dip. Tch.

IT Manager: Alan Pugh, B.Sc.

Teacher Aide Learning Support: Alison Cornish

Teacher Aide Learning Support: Fiona Crombie

Teacher Aide Learning Support: Marianne Edginton

Teacher Aide Learning Support: Sharyn Green

Teacher Aide Learning Support: Sonia Hardy

Teacher Aide Learning Support: Michelle Munro, B.Hth.Sc.

Main / Side School Caretaker: Glenn Lupo

School Cleaner: David McLean

## **School Organisation**

### The Ministry of Education

The Ministry of Education represents the government's interests in the education system as a whole. It produces the guidelines and curriculum frameworks defining the educational outcomes required of schools by the government.

The Ministry provides the buildings and government funding with which the school needs to operate.

### The Board of Trustees

The Board of Trustees currently consists of the Principal, members of the community elected by the parents of children at the school, and a staff trustee elected by the staff. The elected members serve for a period of three years (Elections were held in March 2007). The Board is responsible for setting the strategic direction of the school and annual Budgets, appointing the permanent staff, and overseeing the school's finances and operations.

### The Principal

The Principal is the instructional leader and operational manager of the school. The Principal is supported by the senior management team comprised of the Deputy and Assistant Principals

### The Staff

Teaching staff are responsible for curriculum delivery, resource development and classroom administration. Support staff are considered 'paraprofessional' in their roles in assisting teachers with the delivery of classroom programmes. Their support generally involves assistance to children with special learning circumstances. The school has provided professional development to support staff so that they are well qualified in the roles they are prescribed.

The school employs a caretaker and various cleaners. There is only one person working in the office.

## Classroom Organisation

- All classes at the Side School are identical in class level composition with new entrants beginning in any one of three classes. This organisation accommodates the large new entrant intake expected during each year.
- Some classrooms at the Main School are composites, meaning that more than one age group may be taught by the same teacher.
- The school has class size procedures, which give a guide to the preferred number of children in each room and gives direction in the way management is able to allocate children to classes. Groups of children move from the Side School to the Main School as roll number deem this necessary. This is usually at the beginning of each year and from the beginning of a school term, when roll numbers reach there preferred maximum.
- A guide to class ages and classification of children (ages are the average class age at the start of year). The cut off date for children entering a class is usually the 1<sup>st</sup> May

<i>Year 1</i>	Begins school between July and December	<i>Year 4</i>	8 years
<i>Year 1</i>	First full year at school	<i>Year 5</i>	9 years
<i>Year 2</i>	6 years (2 <sup>nd</sup> year at school)	<i>Year 6</i>	10 years
<i>Year 3</i>	7 years	<i>Year 7</i>	11 years
		<i>Year 8</i>	12 years

## **Funding and Fundraising**

### Ministry of Education

The government, through the Ministry of Education, provides funding for the majority of the school's operations and maintenance. The operations grant is intended to pay for all basic operations and maintenance costs incurred in running the school, including most support staff salaries. The Ministry provides funds for almost all teaching staff.

The Board of Trustees raises further finances through fundraising, fee paying students and parents' donations to provide for additional staff and other special projects. Most capital building development work is funded by the Ministry on a project-by-project basis determined by the Board of Trustees within the funding limits of the Ministry.

### Community Raised Funds

This is achieved in the following way:

- A school donation of \$290.00 per child per annum is asked of parents. This funding is used to pay for extra teachers: to reduce class sizes; to provide Reading Recovery; to purchase computer technology; and to enhance extension programmes for children
- A fee of \$20.00 is charged each year to all children for excess photocopying.
- Fundraising from the wider community is targeted for specific school projects. Over the next year projects will focus on external environmental development and further ICT equipment for classrooms.
- In 2009 it is uncertain whether there will be any International Students enrolled at the school, but additional funding is generated from this source for the assistance of learning to all children.
- Every term the school sends out an invoice for pupils activity fees. This amount varies depending on the area of the school and the trips and performances the pupils are

doing. In 2008 this ranged between \$80.00 - \$100.00 per year.  
(It does not cover large expense items such as camps, E.O.T.C)

## **School Procedures**

The Board of Trustees has developed a Governance Manual to give guidance to their role as trustees and to define the relationship between governance and management. Within this document the Board has delegated many of the traditional 'policy' areas to management and renamed them 'Policy Procedures'. A copy of any one of these procedures is available from the office on request

### **Policy Procedures**

#### **COMMUNITY – PARENT RELATIONSHIPS**

1. Communication
2. Community Consultation
3. Resolving Concerns
4. Parent Involvement
5. International Student Accommodation
6. Dealing with non-custodial parents

#### **CURRICULUM AND ASSESSMENT**

1. Animal Welfare
2. Curriculum Assessment and Reporting
3. Curriculum Planning and Delivery
4. English
5. Gifted and Talented
6. Health and PE
7. Homework
8. ICT
9. Maori
10. Mathematics
11. Reading Recovery
12. Science
13. Social Studies
14. Special Education
15. Sports
16. Technology
17. The Arts
18. Year 7 and 8

#### **FINANCES - PROPERTY**

1. Donation, Fundraising, Sponsorship
2. Internal Financial Controls
3. Property Management
4. Refund Policy for International Students
5. Theft and Fraud Prevention

#### **HEALTH AND SAFETY**

1. Behaviour Management
2. Child Abuse
3. Communicable Diseases
4. Education Outside the Classroom
5. Food at School
6. Health and Safety
7. Hazard Management
8. Emergency Responses
9. Hazard Register
10. Privacy
11. Shady School
12. Sports Uniforms
13. Emergency procedures
14. Allergy Awareness and Management.

#### **NEW BUSINESS**

1. After School Care
2. Fee Paying Students

#### **OPERATIONS**

1. Class Composition
2. Library
3. Vehicular use of Purakau Ave

#### **PERSONNEL**

1. Classroom Release Time (Teachers)
2. Equal Employment Opportunity
3. Leave
4. Management Units
5. Performance Management of Staff
6. Protected Disclosure
7. Staff Appointment and Induction
8. Staff Code of Conduct
9. Staff Discipline
10. Staff Sexual Harassment
11. Teacher Trainees

# Children's Health and Safety

## FREQUENTLY ASKED QUESTIONS

- *What do I do if my child is absent from school?*

1. If a child is to be absent the parent / caregiver contacts the school before 9.00 on the day of the absence. This contact may be by phone to the office, a verbal discussion with the child's teacher, or a note to the office or teacher (NB Verbal absence notification from any child is not acceptable).
2. At 9.00 a notebook is taken around the classes in which the teacher writes the names of all the absent children. The teacher also records whether he/she has received a reason for the absence from the parent / caregiver.
3. If the class leaves on a trip before the notebook arrives the teacher notifies the office before departing the school.
4. Office staff reconcile the phone messages with the notebook and parents who have not given a reason for the absence are contacted by phone. If parents cannot be contacted emergency contacts are phoned. No satisfactory response results in the police being called. This is all done before 9.30.
5. Children who are late without prior notification (ie. come after the notebook has been sent around classes) will be considered absent. When late children arrive they are required to personally report to the office at the Main School or to the office / classroom at the Side school.
6. If a child does not return to school in the afternoon, and the teacher is unaware of the reason for the absence, the teacher will ask Beverly to contact the parents.
7. Parents of children who are absent for an unspecified length of time (eg. not on a 4 day skiing holiday ) need to contact the school each day the child is absent)
8. Children who are absent for more than two weeks require a written notification to the school
9. Children who intend to be absent on holiday during school time need to indicate in writing to the school office the leaving and return dates to school

- *During the school day when does the school take responsibility for my child?*

The school takes responsibility for your child 30 minutes before and 15 minutes after school. Therefore if a child is dropped off at school at 8.00 they are effectively unsupervised until 8.30 am. This is a parent's decision and they are responsible for the child during this time difference. The exception to this is if the child is involved in school business.

- *What about crossing roads to and from school?*

The school opts to take responsibility for the Side School parent patrol. Parents of Side School children are requested to supervise certain road crossing points after school. The points where this is necessary are Cecil Road and Wadestown Road. At other times the school has no responsibility although every effort is made to inform children of care needed when crossing roads.

- *What about children travelling on specific buses to and from school?*

The responsibility for the few children who do travel by bus is that of the bus company, although the school has a moral obligation to support the company when problems arise.

- *What procedures does the school have regarding emergencies (eg. fire and earthquake)*

Staff have developed a set of earthquake and fire drill procedures, which is available to parents. In the event of a civil emergency, children will be kept at school under supervision until they are collected by parents or an authorised adult. Evacuation procedures are practiced termly at both school sites.

- *Where can parents drop and pick up children from school?*

Parking on yellow lines outside the Side and Main Schools is strictly prohibited, as is parking in the school's driveways. Because the Side School is on a steep hill, special care must be taken to ensure the safety of the children. Parents are asked to avoid parking in or across private driveways. An informal "one way" system operates on central Weld Street for the purpose of dropping off and collecting children. All parents in cars are requested to access the Side School by driving down Weld Street from Wade Street either via Cecil Road or Roscoe Terrace. At both school sites "no stopping" signs are enforced.

Parents are reminded of the unsafe practice of children waiting for their parents for long periods of time outside the school grounds. As we know, in such situations children can become sitting targets for predators. Parents need to inform children of a contingency plan if they are late in being picked up. This contingency is likely to be that the child reports to the office or the teacher if the parent does not arrive within 15 minutes of school finishing.

- *Who has responsibility for children who leave the school during school time?*

If parents request from the class teacher that their child must leave school during school time the decision is that of the class teacher in consultation with the principal, and not that of the parent. If permission is granted then the onus of responsibility goes to the parent. Permission will only be given if it is the parent / caregiver requests this. The principal cannot give over the responsibility of a child to anyone other than the parent or caregiver (or their designate).

When children leave the school for school trips they require teachers to fill out a Risk Analysis Management form (RAM) detailing the way the group of children will be supervised, within prescribed rules. The responsibility of children is that of the teacher and not of any parent help. However movement of children between the Side and Main Schools is the responsibility of an individual teacher and usual pupil teacher ratios for excursions do not apply.

- *What happens when children are required to be involved in school activities out of school time?*

If children are to be involved in school activities outside of school hours then parent permission must be sought, and, in the case of children being away from the school, the school's Risk Analysis Management System procedures (RAMS) must be enacted.

- *What does the school do if the child is sick or has an accident at school?*

In cases of accident or illness when children are at school, essential First Aid is carried out by staff and then parents are contacted if necessary. There are staff on both sites who have had First Aid training. Parents are asked to advise staff when a child is taking medication during the school day. Staff will only administer medication to children with the express written permission of parents.

- *Walking School Bus*

There are several walking school bus systems operating in designated areas around Wadestown before school each morning. Contact the office for more information.

## **Useful Information**

### *WADESTOWN SCHOOL IS A NUT-FREE SCHOOL*

#### Generic Permission Forms

Parents are sent a generic permission form for trips and in-school performances. It is a requirement that this be completed by parents.

Parents are also requested to pay a photocopying fee. This fee assists in paying for the high cost of photocopying associated with home and school communication.

#### After School Care

After School Care is provided by an independent franchise-based company called “SKIDS”. After School Care operates from the school hall and small building adjacent to the hall at the Main School. Details of costs and further information are available on the school website.

#### Board of Trustee Meetings

The Board of Trustees meets on the 3<sup>rd</sup> and 9<sup>th</sup> Tuesdays in each term. These are open to the public. From time to time the Board co-opts new members for fixed periods. Parents interested in being co-opted should contact the Chairman.

#### Children’s Register

Every year a register of children’s addresses, telephone numbers and e-mail addresses are given to each family. On request, some children’s details may be omitted from this register. The register provides contact information and parent names arranged in class lists

#### Clothing

Children should wear clothing at school that will allow them to move freely and is suitable for the various seasons. All clothing and footwear should be clearly named.

Both the Side and Main Schools have a designated area for lost property. At the Side School this is kept in a lost property box located in the first aid room and in the Junior corridor at the Main School. Lost property is displayed to children on a regular basis. At the end of each term some lost property is disposed of, usually to local charities.

When children are representing the school they must wear the school’s sports uniform

#### Dental Clinic

From time to time dental nurses do dental checks and minor repairs from a mobile dental clinic set up in an area within the school. Major dental work is not done in at this clinic.

#### Homework

Homework is the extension of the school programme into the home. School related activities are consolidated and developed by providing further practice on topics relevant to the classroom curriculum. Children are expected to complete regular, relevant homework appropriate to individual classroom programmes, and the age and ability of the children. Parents are informed of homework requirements in newsletters and parent interviews at the beginning of each year.

Albeit that homework is a requirement, parents may, from time to time, negotiate homework expectations with teachers when, in the view of the parent, specific homework tasks have become too onerous or are in other ways inappropriate.

### Nut – Free school

Due to the significant number of children in the school with severe allergies to nuts, all nut products are generally banned from the school. If children are required nuts for dietary reasons designated areas may be set aside.

### Parent Activities

School expectations have always been that the involvement of parents in a class programme is at the discretion of the individual teachers. However in our pursuit of consistent practices this has now been more clearly defined. Isolated incidents of parent involvement will remain the preserve of individual teachers. Ongoing involvement (eg. In class music programmes, classroom parent help) must have management approval.

The School encourages all parents and caregivers to take an active interest in the education of their children. There are a number of parent evenings organized at the school throughout the year. These include an information evening in February, parent interviews in early March, and an in-depth interview at mid year. There are also other educational meetings scheduled that will be of interest to parents.

Parents may also wish to be involved in the Wadestown School Parent Association. This group meets regularly throughout the year. Their main purpose is to bring the families of the school closer together by providing social activities, parent help rosters, working bees, catering, and fundraising.

### Personal Property

The school would prefer that children do not bring items of value to school (eg cell phones, family heirlooms). In cases where a child has a particular reason for wishing to bring a valued item parents are asked to contact the teacher in advance. The school does not accept responsibility for loss of, or damage to, items brought to school by children. Inappropriate items will be confiscated from the pupil concerned and handed to parents as soon as practical.

### Reading Recovery Programme

Children are placed in the Reading Recovery Programme based on the results of testing at age 6. The programme relates to the learning needs of individual children. Early identification of children with reading difficulties, requiring the Reading Recovery Programme, has been very successful with many benefits to individual children. If your child is selected to take part in the Reading Recovery programme you will be informed by the Reading Recovery teacher or the Deputy Principal prior to entry into the programme. Please note that the maximum time allocated to each child will not exceed 20 weeks. Parents of children who are selected for the

programme are advised that whilst on the programme the child is not able to take holidays during term time. The Reading Recovery programmes operate from both the Side and Main Schools

#### Release of children during school hours

The school is bound by the Education Act 1990 and associated regulations. If a child has been present at the school for four hours or more on any day, the Principal may allow the student to leave early, if satisfied that there are good reasons to do so. This discretion is to be used sparingly. It is intended to allow for one-off situations where children, for example, need to attend physiotherapy or dental appointments, and when time was not available outside school hours. The provision is not one that allows for a continuous exemption from attendance for part of the school day over a period of time unless this education related.

On occasions parents may wish that children be taken from school for extended holidays. When this is the case parents may seek permission from the Principal in writing. If permission is granted a requirement is that the child complete a holiday work project of their choice. Children will not be able to participate in the Reading Recovery programme if, during the programme, parents choose to take the child on an extended holiday.

#### School Office Hours

The school office staff are available from 8.00am – 4.30pm daily except the lunch break (1.00 – 1.30). The office staff will pass messages to other staff at the Main or Side School. To make appointments or to contact any of the staff it is best to ring the school between the above hours. A telephone answering service is available at all times. The best time to contact individual staff is at lunch time (12.30 -1.30) or after school.

#### School Hours

School hours are 8.55am to 3.00pm. Morning interval is 10.30 – 10.50 and Lunch Break is from 12.30pm to 1.30pm.

#### School Newsletters

The following newsletters are distributed:

- BOT – as required
- Community - one per fortnight, sent out on a Thursday;
- Class - one per term

As the need arises other notices are distributed.

Please note that Community newsletters are sent out only by electronic means. An e-mail is forward to parents with a link to the newsletter published on the school website.

#### Sports Handbook

Each year a Sports Handbook is compiled informing parents of the sporting opportunities available to children of the school. This list of sports, with contact names and dates, refers to sports both available within the school and by outside clubs. It is distributed at the beginning of each year.

#### Western Zone Dates for Sporting Fixtures

<b>Event</b>	<b>Preferred Date</b>	<b>Alternative Date</b>
Yr 3 Sports Festival	March 26	March 31
Western Zone Football	April 7	April 9
Western Zone Swimming	May 4	
Western Zone Cross Country	May 26	May 28
Western Zone Netball	August 4	August 6
Western Zone Hockey	September 8	September 10
Western Zone Athletics	November 10	September 17

### Staff Meetings

Teaching staff meet every Tuesday on even weeks between 3.30 and 5.00pm for either full staff or syndicate meetings, alternately at the Main School and Side School. It would be appreciated if parents could avoid making appointments with teachers on these meeting days. We would also be appreciative if children are collected promptly at 3pm on Wednesdays when the teachers are involved in planning meetings throughout.

### Stationery

Stationery supplies are sold from the office and the Side School. Stationery requirements can be purchased on line through School Supplies from December each year. A list can be obtained through the school office if you don't wish to order on line.

### Student Council

Each class at the Main School elects two representatives to the Student Council, which meets weekly to discuss issues affecting the children in the Main School. The Student Council also arranges activities such as Talent Quests, food stalls, Pet Shows, discos, barbecues and a number of other fundraisers. At present the Student Council also sponsors a World Vision child in Malawi.

### Sun Smart

During Daylight Saving months between 11am and 3pm children are encouraged by staff to wear hats and sunscreen when outside. Newsletters to parents and creative activities with children are used to reinforce these procedures. Prior to Daylight Saving parents are requested to put a suitable hat and sunscreen in the children's bag. Parents need to make teachers aware if a child is allergic to sunscreens.

### Transition to primary school and preschool visits

Parents of children turning 5 years are required to fill out a pre-enrolment form and return it to the school office. These forms are available on request from the school office and at local preschools. When the forms have been processed, enrolments are acknowledged to parents in writing. Closer to each child's 5th birthday a written invitation is sent to parents outlining the date and planned programme for the morning that we ask children and parents to spend at the Side School. This is the first preschool visit that formally arranged by the school. From this initial visit, prior to the child starting school, individual teachers are able to arrange extra visits if required according to school procedures. The name of the new child's teacher is given to parents at the time that parents receive the written invitation from the school.

### Transition to secondary school

Each of the colleges have their own induction process. The practice in most schools is for the Dean of the Year 9 children to meet with the teachers of the children at the end of each year to determine the child's needs and discuss the course elected by the child. The schools will usually meet with the Year 8 children before the end of the school year.

### Trips (Education Outside the Classroom)

New regulations governing EOTC activities require the school to be particularly careful regarding any outdoor activities away from the school. It is expected that all children will take part in planned activities to support and enhance the school curriculum. Parents need to be aware that under these new health and safety procedures parent/teacher ratios must be strictly adhered to before each excursion can take place. Parents need to also be aware that preschool children can no longer accompany parents assisting with supervision of school children in trip.

### Uniforms

Children representing the school in events such as sports and culture are required to wear the school uniform. This compulsory uniform consists of a red polo shirt and green shorts. It can only be purchased from the school office.

## **2009 Terms and Holidays**

*A full list of school and syndicate activities planned for each term is noted in the first Community Newsletter of each term. This may be accessed on our website:*

Term 1 Wednesday 4th February – Thursday 9th April

Term 2 Monday 27th April – Friday 3rd July

Term 3 Monday 20th July – Friday 25th September

Term 4 Monday 12th October – Friday 18th December

Teachers will be involved in professional development for on Monday 2<sup>nd</sup> and Tuesday 3<sup>rd</sup> February. A further professional development day is to be held on Friday 23<sup>rd</sup> October.