



WEYMOUTH PRIMARY SCHOOL

strive for the best ~ whaia te iti kahurangi



SCHOOL CHARTER STRATEGIC & ANNUAL PLAN AND KAUPAPA

2021

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SCHOOL CHARTER

Strategic and Annual Plan

Our Vision

Strive for the Best - Whaia te iti kahurangi

Our vision is to Strive for the Best in everything we do.

At Weymouth, we will serve our community through setting a vision, direction and strategy where every child achieves success to their potential. We seek to provide quality teaching and learning for every child, every day with everyone responsible. We work together so that all children experience success and have their success celebrated. Education at Weymouth is about creating opportunities for each and every student to dream what their futures could look like. These dreams build on the unique and distinctive stories that students bring, and are supported by the stories that we share as a community. We do not strive alone. Instead, we seek success by developing Whanaungatanga - deep and strong relationships between our school, children, families and community.

Our Logo



Our logo is a woven pattern showing interconnecting of cultures and people at our school. As a community we are stronger together. Together we can weave our future. Our four woven parts of our pattern stands for our Weymouth Way, and represents our Community, our Whānau, our Students, and our Staff.

The Weymouth Way

We think. Ka whakaaro tātou. We think about our words and reject deficit theories.

We help. Ka āwhina tātou. We help each other strive for the best through high expectations.

We learn. Ka ako tātou. We learn new knowledge in well-managed environments.

We care. Ka tiaki tātou. We care for and nurture each other.

Our Values

Respect and Honesty

Who we are

What makes us unique?

Weymouth Primary School opened on 7 September 1891 with nine students. Our school is the gem of South Auckland. Situated in the southwest of Manurewa, the area of Weymouth covers the tip of land that extends out to greet the eastern reaches of the Manukau Harbort whose waters trace our borders.

Weymouth identifies itself with the greater Manurewa area. Manurewa means drifting kite. It gets this name from an incident where two stepbrothers, Tamapahure and Tamapahore, were kite flying. The brothers shared the same father. On one particular day when they were both flying kites, Tamapahore's kite proved to be superior when it ascended higher than Tamapahure's. In reaction, Tamapahure broke the line on Tamapahore's kite, causing it to drift off. Manurewa's full name is therefore "Te Manu-rewa-o-Tamapahore" - the drifted-away kite of Tamapahore.

Weymouth Primary School is geographically placed in the centre of the Weymouth area. In this position, it functions as the heart of the community. It does so, in the first instance, for our local ducks that find haven within our school gates. Every spring, they nest and lay their eggs in our gardens before taking their ducklings back down to the water. In the second instance, the school is an inviting and welcoming hub for the community where we are able to come together for many different events.

Our classroom culture allows students to share their stories and have a voice. Teachers provide an enriched, nurturing, family-like context for learning, and an environment that promotes hauora. Our school culture is built on agentic approaches, relational trust and effective participation and collaboration at all levels.

Celebrating Diversity

At Weymouth Primary School, we place a high value of knowing the learner by building relationships and making connections with our children and whānau. This entails us to understand how our children's identities, language and culture are shaped by their experiences in their world and in their community. We acknowledge and embrace all languages, cultures and identities, viewing them as providing richness and diversity to the fabric of our school. Our school seeks to work in partnership with all cultures so that children can contribute to the life of the school through building on their own unique stories and experience success in who they are when they have opportunities to share their stories.

The unique position of the Māori culture is an important and essential element of our school ethos.

We have guiding documents to support the teaching and learning of our diverse student population: Ka Hikita, Tātaiako, Tapasa, Success for All, English Language Learning Progressions, Supporting English Language Learning in Primary Schools, New to NZ Ethnic Communities in Aotearoa handbook, Tamsin Hanly's Curriculum Programme Resource, Te Aho Arataki Marau mō te Ako i Te Reo Māori, Teaching to the North-East - Russell Bishop.

He aha te mea nui o te ao? He tāngata! He tāngata! He tāngata!

What is the most important thing in the world? It is people! It is people! It is people!

School Organisation

Review and Consultation

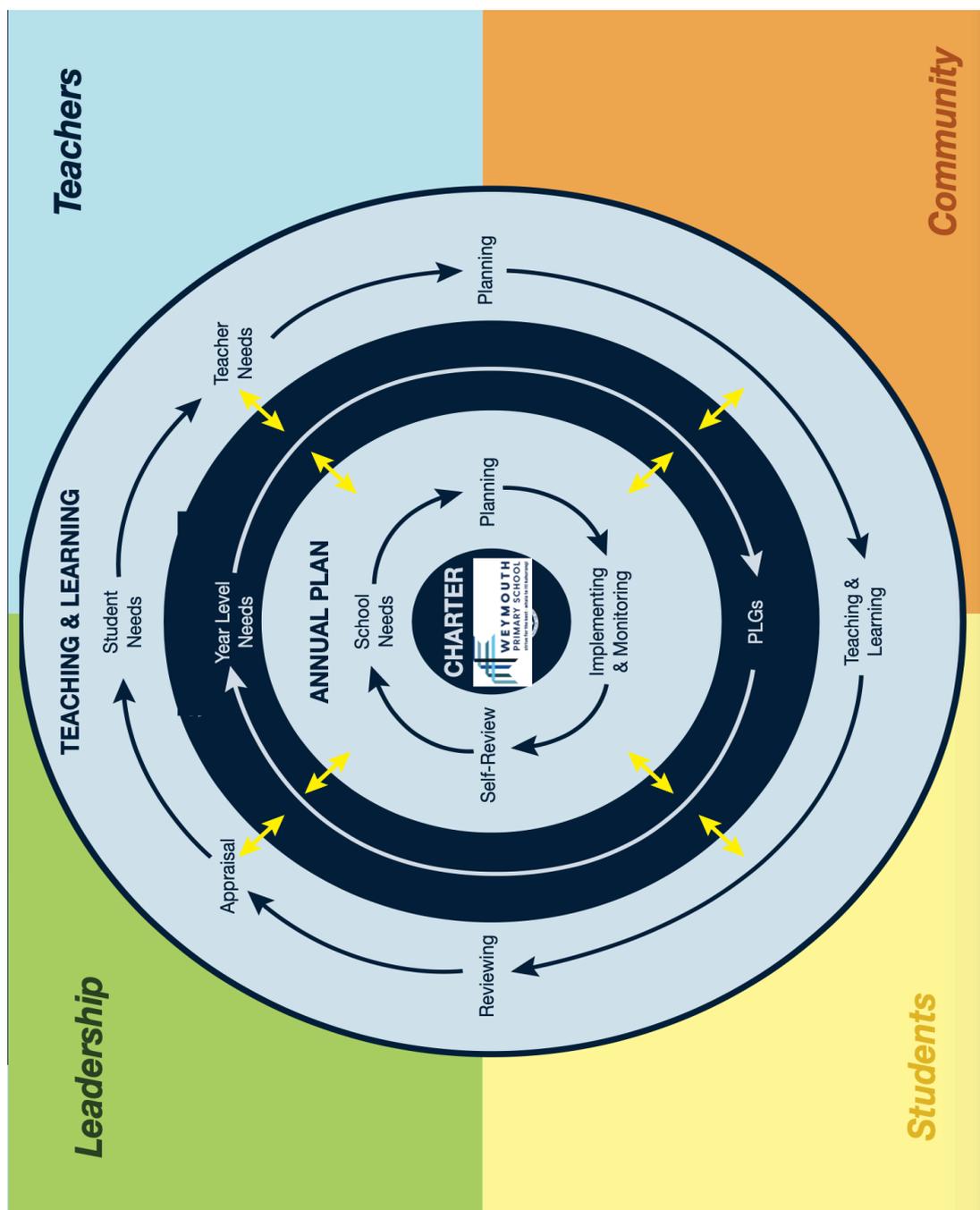
Our self-review tools we use are the ERO School Evaluation Indicators.

We use the Relationships First framework:

AREA: Attendance Retention Engagement Achievement

GPILSEO: Goal Pedagogy Institutions Leadership Spread Evidence Ownership

Our Board of Trustees review our School Charter - Strategic and Annual Plan, and ensure we report on achievement and progress of all students.



Strategic Goals

2021 - 2023



Professionalism at all times.
We are here to serve our children and community.
We are about quality teaching. Every child. Every day. Everyone is responsible.

Student Achievement

READING		WORKING WITHIN OR ABOVE THEIR EXPECTED CURRICULUM LEVEL	WORKING TOWARDS THEIR EXPECTED CURRICULUM LEVEL	NEEDS ACCELERATED PROGRESS TO MEET THEIR CURRICULUM LEVEL
ALL STUDENTS	2020 END 572	418 73%	132 23%	22 4%
	2019 END 588	485 82%	73 13%	30 5%
MĀORI STUDENTS	2020 END 234	166 71%	55 24%	13 5%
	2019 END 266	219 82%	46 17%	1 1%
PASIFIKA STUDENTS	2020 END 231	173 75%	51 22%	7 3%
	2019 END 222	184 83%	36 16%	2 1%
GENDER	2020 END Male 295	201 68%	75 26%	19 6%
	Female 277	217 78%	57 21%	3 1%
	2019 END Male 297	241 81%	55 18%	1 1%
	Female 291	244 84%	45 15%	2 1%

WRITING		WORKING WITHIN OR ABOVE THEIR EXPECTED CURRICULUM LEVEL	WORKING TOWARDS THEIR EXPECTED CURRICULUM LEVEL	NEEDS ACCELERATED PROGRESS TO MEET THEIR CURRICULUM LEVEL
ALL STUDENTS	2020 END 572	394 69%	149 26%	29 5%
	2019 END 588	453 77%	104 18%	31 5%
MĀORI STUDENTS	2020 END 234	155 66%	65 28%	14 6%
	2019 END 266	208 79%	57 21%	1 1%
PASIFIKA STUDENTS	2020 END 231	166 72%	56 24%	9 4%
	2019 END 222	168 76%	52 23%	2 1%
GENDER	2020 END Male 295	181 61%	90 31%	24 8%
	Female 277	213 77%	59 21%	5 2%
	2019 END Male 297	220 74%	74 25%	3 3%
	Female 291	233 80%	56 19%	2 1%

MATHS		WORKING WITHIN OR ABOVE THEIR EXPECTED CURRICULUM LEVEL	WORKING TOWARDS THEIR EXPECTED CURRICULUM LEVEL	NEEDS ACCELERATED PROGRESS TO MEET THEIR CURRICULUM LEVEL
ALL STUDENTS	2020 END 572	410 72%	136 24%	26 4%
	2019 END 588	474 80%	63 11%	51 9%
MĀORI STUDENTS	2020 END 234	158 68%	64 27%	12 5%
	2019 END 266	216 81%	48 18%	2 1%
PASIFIKA STUDENTS	2020 END 231	171 74%	49 21%	11 5%
	2019 END 222	168 76%	55 22%	4 2%
GENDER	2020 END Male 295	207 70%	69 24%	19 6%
	Female 277	203 73%	67 24%	7 3%
	2019 END Male 297	241 81%	52 18%	4 1%
	Female 291	233 80%	55 19%	3 1%

Strategic Plan of Intent

Ako	Whanaungatanga	Rangatiratanga	Hauora	Te Ahurea o te Kura
We will inquire and learn together in ways that are fun and rewarding, within the classroom and beyond	We will engage in positive and collaborative relationships as we care for ourselves, others and society	We will serve our community through setting a vision, direction and strategy where every child achieves to their potential	We will create a healthy, safe and happy environment that fosters our holistic well-being	We will Strive for the Best and uphold our values of respect & honesty through the Weymouth Way. We think. We help. We learn. We care.
Link to Tātaiako				
Taking responsibility for their own learning and that of Māori learners	Actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community	Affirming Māori learners as Māori. Providing contexts for learning where the language, culture and identity of Māori learners and their whānau are affirmed	Participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement	Showing integrity, sincerity and respect towards Māori belief, language and culture
<p>At Weymouth Primary our aims are to create the conditions where accelerated progress and expected achievement for all students is our goal. To achieve this we follow the NZC and develop pedagogical content knowledge through cycles of inquiry driven by student needs. We work under our 5 headings as outlined above and we align to Tātaiako as we honour the Treaty of Waitangi principles.</p> <p>We use the Relationships-Based Learning model - GPLSEO - G = Goals. P = Pedagogy. I = Institution. L = Leadership. S = Systems & Spread. E = Evidence. O = Ownership, and AREA. A = Attendance. R = Retention. E = Engagement. A = Achievement. This review tool helps us to set goals and targets, analyse achievement patterns alongside student experiences and whānau engagement.</p> <p>The leadership team are trained impact coaches where they are able to observe and support the teaching and learning to ensure we have well-managed learning environments that promote learning.</p> <p>Our professional learning and development support is tailored to support teachers and leaders to create optimal learning conditions for all. A key to success is providing multiple opportunities and experiences where our students feel like school is an extension of home i.e. a family-like context for learning.</p> <p>Our Board of Trustees ensure annually the school has: a school charter and annual plan, analysis of variance reports, curriculum reports, budget to meet curriculum demands, and policies and procedures in place, and finally, property 5YA and 10YPP.</p> <p>Our teachers ensure they follow the code of professional responsibilities as outlined in the Education Council and most importantly that learning is fun.</p> <p>Weymouth Primary are part of a Kāhui Ako: Te Korowai Kāhau ō Manurewa - James Cook High School, Waimahia Intermediate, Weymouth Primary School and six Early Childhood Centres. Our vision is to nurture success by developing and implementing best practice across our schools and ECEs; building a strong student-centric bilingual pathway; implementing a stakeholders engagement and communication plan. We will work in collaboration on our 'Achievement Challenges' in order to improve outcomes for ALL students.</p>				

3 Year Outlook

Ako - Teaching and Learning

TARGET	CURRENT REALITY	2021 INITIATIVES	2022 INITIATIVES	2023 INITIATIVES	MEASURABLE 3 YEAR OUTCOMES
Develop pedagogical content knowledge through cycles of inquiry	Teaching as inquiry NZC. Target groups of students PLGs focused on target students	Increase individual teacher capacity to inquire into practice for sustainability.	Embed inquiry practices across school.	Sustain inquiry practices across the school.	Shift in student achievement Shift in teacher pedagogy
Develop Culturally Responsive Pedagogy	Collaborating with Manurewa Collective: Homai & Rowandale Staff PLD Training for new Impact Coaches Accredited Impact Coaches Impact coaches carry out observations across the school. Individual goals with teachers around 'Relationships-based learning' using the observation tool.	Establish co-construction meetings for teachers Increase the number of impact coaches. Upskill lead Impact Coaches to lead and monitor To build knowledge & expertise across Manurewa Collective	Embed Rbl. practices across the school.	Sustain individual teacher capacity to deepen their understanding of the relationship based learning framework.	All teachers have professional learning & development in 'Relationship-based Learning' around 5 key areas: Agentic talk, Caring for and Nurturing the Learner, High Expectations, Feedback - Feed forward, and Well-Managed Learning Environment.
Develop knowledge and skills in digital literacy to enable students to be active and motivated participants in Inquiry Learning.	Review current digital literacies across the school. Appoint staff to lead the plan for digital literacies across the school. A range of digital tools are provided across the school.	Create an action plan for the implementation of digital literacy Curriculum across the school. Internal & external facilitators to provide professional learning and development of digital literacies.	Embed the plan of digital literacies across the school using the new curriculum Work with internal & external facilitators on ILE and engaging in one to one digital devices in senior school	Sustain the plan of digital literacies across the school.	All teachers have professional learning and development in digital literacy and leadership. Shift in digital practice across the school. Shift in teacher pedagogy.
Develop Te Reo Maori, Tikanga and Kawa across the school to cater for our akonga	Level 2 in our bilingual units. Level 4 across the school. A dedicated teacher has worked in all classes to develop teaching and learning up to level 4. Teachers have been given planning templates to support going forward. Friday briefing sessions have a kupu hou section. Staff PLD on supporting teaching of Māori across the school.	Teachers now have tools to teach Level 4 Te Reo. Professional learning and development of staff to deliver Te Reo, Tikanga and Kawa across the school. Continue weekly briefing sessions to support teachers. To provide professional development for kaiako in three classes of bilingual classes - Level 2. Addition of Kaumātua for school.	Embed practice to deliver Te Reo, Tikanga and Kawa across the school. To embed practice of kaiako in bilingual classes, in Level 2.	Sustain practice to deliver Te Reo, Tikanga and Kawa across the school. To sustain practice of kaiako in bilingual classes, in Level 2.	To increase to Level 4 Te Reo, Tikanga and Kawa across the mainstream. To deliver level 2 Maori bilingual education from Year 1 to Year 6 bilingual classes. To work in collaboration with whanau, iwi and hapu to ensure the best educational experiences for Te Manu Tukutuku

Hauora - Health and Safety

TARGET	CURRENT REALITY	2021 INITIATIVES	2022 INITIATIVES	2023 INITIATIVES	MEASURABLE 3 YEAR OUTCOMES
To ensure our school wide initiatives promote physical activity, healthy lifestyles and safety programmes.	Many opportunities for students to participate in a variety of physical activities have been provided. InnerFit programmes are implemented in classrooms. Keeping Ourselves Safe Programme taught in 2019.	Classroom teachers to ensure children have many opportunities to be involved in Physical Activities, Healthy Lifestyle and Safety Programmes. Inner Fit PLD continues for all staff to support implementation.	Embed InnerFit values-based approach through the implementation of lessons. Opportunities to be involved in Physical Activities, Healthy Lifestyle and Safety Programmes. Embed InnerFit values-	Sustain InnerFit values-based approach through the implementation of lessons. Opportunities to be involved in Physical Activities, Healthy Lifestyle and Safety Programmes.	Review of InnerFit programme across the school that shows an increase in physical activity, healthy lifestyles and safety programmes. Voice Collection
To support a school based curriculum of education for sustainability.	Working towards developing and creating opportunities for staff to work towards sustainability education. Rubbish streams systems are up and running, and community garden is thriving. Composting and worming up and running. Chickens, pig, rabbits on site. Rainwater collection for gardening. Mobile kitchen to support the cooking of produce from garden.	Classes rotate to work in the community garden with guidance/support from full-time staff member. Support from external partner. Guidelines in kaupapa booklet to develop sustainability. Review rubbish stream to reduce waste further. Promotion of 'Garden To Table' concept with use of 'Mobile Kitchen'.	Embed Education programmes within the community: gardening, waste diversion and reducing, reusing and recycling. Develop 'garden to table' concept by reviewing resources & infrastructures that support it. Explore other animals to support waste reduction. Bring in community groups to support the programmes.	Sustain Education programmes within the community: gardening, waste diversion and reducing, reusing and recycling. Embed Garden To Table concepts. Explore other animals to support waste reduction.	Professional learning & development with staff, students and whanau on sustainable education pathway for our school environment inside and outside. Establish waste minimization practices school wide and in our community.

Whanaungatanga - Engaging Families

TARGET	CURRENT REALITY	2021 INITIATIVES	2022 INITIATIVES	2023 INITIATIVES	MEASURABLE 3 YEAR OUTCOMES
To build strong learning relationships with our families, whanau and wider community.	Opportunities provided for school and family to work in collaboration. Voices are collected & analysed. Learning conversations about assessments are held with whanau and whānau voice collected on reporting processes. Curriculum-focused workshops are held for whanau. Whānau hui called for supporting Language Weeks.	Opportunities to share RbL practices with whānau. Explore digital reporting - teacher capability to report to whānau this way - for whānau to access updates on their child's learning	Digital reporting available for whānau. Embed communication practices.	Sustain communication practices.	To provide opportunities for families to engage in school life to support the learning of their tamariki. To provide digital reporting for whānau to access child's learning.

TARGET	CURRENT REALITY	2021 INITIATIVES	2022 INITIATIVES	2023 INITIATIVES	MEASURABLE 3 YEAR OUTCOMES
	Relationships-based Learning underpins the 'Code of Conduct' eg. Agentive talk, High Expectations, Our Weymouth Way, Values of respect & honesty, and vision Strive for the Best are articulated & demonstrated by all.	Voice collection of staff, children and families. Shared agreements on how we communicate our vision, values and goals Communicate shared agreements for all that work and visit our school eg. outside agencies, families, relievers etc	Embed shared agreements on how we communicate our vision, values and goals.	Sustain shared agreements on how we communicate our vision, values and goals.	All stakeholders know our vision, values and goals. All staff can share our vision, values and goals through storytelling.

TARGET	CURRENT REALITY	2021 INITIATIVES	2022 INITIATIVES	2023 INITIATIVES	MEASURABLE 3 YEAR OUTCOMES
To develop the capacity of the leadership team to support teachers, teaching and learning programmes and to develop shared understanding for the urgency to improve outcomes for all students.	Job Description and Leadership goals for team leaders are aligned to appraisals. Deputy Principals had external appaiser. Team leaders worked alongside Principal on goals. Change in leadership team. Inducting and mentoring programme catered for new staff	Leadership external appraiser. Principal to appraise all teaching staff. Review and revise Induction programme for new staff.	Embed practice for leadership team. Embed inducting and mentoring programme	Sustain practice for leadership team. Sustain inducting and mentoring programme	Confident, competent and expert leadership practices are evident across the school.
To develop the expertise of Board of Trustee members	Monthly board meetings. Review of board expertise through a completed survey. Engage in PLD with NZSTA Attend NZSTA BOT conference	Upskill and provide training for board members. New training for new board members after elections. Budget PD.	Embed effective governance practices.	Sustain effective governance practices.	NZSTA workshop training

Annual School Improvement Plan 2021

Ako - Teaching and Learning

We will inquire and learn in ways that are fun and rewarding, within the classroom and beyond.

CURRENT REALITY

All staff work together to create a family-like context for learning at all levels across the school. We do this through Relationships First and culturally responsive practices.

EXPECTATIONS

We will interact within the learning context including the use of discursive pedagogies to improve the engagement, participation and achievement of all students.

We will use the Relationships First classroom observation tool to provide evidence for optimal learning conversations and co-construction of goals.

We will use these to measure the impact of our teaching practices and learning.

ACTIONS	MEASURES	TIMING	MILESTONE REPORTING	RESOURCING	RESPONSIBILITY
Reject deficit explanations for students' learning	Observation Tool Coaching conversation	Observations carried out twice per year	BOT reporting	Teaching to the North-East By Russell Bishop	Leadership Teachers Support Staff
Care & nurture students, including their language and culture	Voice Collection to inform practice and next steps	Voice collection termly	Reporting back to staff	Professional learning development - internal & external	Impact coaches
Voice and demonstrate high expectations	Analysis of Achievement Data	Termly	Staff/Teams/Class	Team meetings - analysing data (AREA)	
Ensure that students can learn in a well-managed environment				Developing Mathematical Inquiry Communities	
Know what learners need to learn				InnerFit	
Develop teachers knowledge and skills in teaching Te Reo Māori & Tikanga	Assessment Task	Termly	BOT reporting	Staff / Students Whānau Human resources	Leadership

Hauora - Health and Safety

We will create a healthy, safe and happy environment that fosters our holistic well-being.

CURRENT REALITY				RESOURCING (TIME, PEOPLE AND FINANCE)	RESPONSIBILITY
All staff work together to create a family-like environment across the school. We do this through our Weymouth Way, our Values of Respect and Honesty, and our Vision of Strive for the Best.					
EXPECTATIONS				MILESTONE REPORTING	
We will use all stakeholders' voices to create a safe and happy environment.					
We will provide opportunities which build character through sport and games, values, problem solving, social skills, decision making and teamwork.					
We will commit to programmes that support the well-being of our students.					
ACTIONS	MEASURES	TIMING	MILESTONE REPORTING	RESOURCING (TIME, PEOPLE AND FINANCE)	RESPONSIBILITY
Reject deficit explanations for students' learning	Observations and Feedback of Innerfit	Termly	BOT report annually	Innerfit - mentoring and professional development	All Teachers Leadership
Care & nurture students, including their language and culture	Voice Collection Observation Tool	Termly Observations carried out twice per year	Report to Staff	Travelwise (SSTP 2020) Cool Schools	Louisa Ashika
Voice and demonstrate High Expectations	NZCER Well-being Survey (Kāhui Ako)	Annually	Kāhui Ako	Police Education Programmes	
Ensure that students can learn in a well-managed Environment	Travelwise Status (Gold)			Life Education Kaitiaki Māra	
Know what learners need to learn					

Whanaungatanga - Engaging Families

We will engage in positive and collaborative relationships as we care for ourselves, others and society.

CURRENT REALITY

Weymouth Primary School is the 'heart' of the community. We are friendly, welcoming and respectful of all cultures. We all work together to develop strong relationships that create optimal partnerships between home, school and the wider community.

EXPECTATIONS

We will engage and interact with our whānau in ways that foster collaborative and mutually respected partnerships.
 We will value and respect the voices of our whānau.
 We will all be responsible for promoting positive and collaborative relationships.

ACTIONS

MEASURES

TIMING

MILESTONE REPORTING

RESOURCING (TIME, PEOPLE AND FINANCE)

RESPONSIBILITY

Opportunities to share RbL practices with whānau.

Voice collection

Throughout the year

Reporting to Principal

Whānau Hub

Leadership

School-wide events

Communication - newsletters, school loop app

Community Engagement budget

Explore digital reporting by engaging with providers and schools who currently report this way.

Throughout the year

Reporting to Principal

Leadership

Te Ahurea o te Kura - School Culture

We will 'Strive for the Best' and uphold our values of respect and honesty through the Weymouth Way: We think. We help. We learn. We care.

CURRENT REALITY

We are working towards ensuring we have a school culture that is reflected inside our classrooms and also our outside environment and even further into our school community and the wider community. We have displays of our school culture for all stakeholders to see daily as a reminder that this is what underpins everything we do as a school. Our assemblies are celebrations of learning and for upholding our School Culture. We operate in 4 houses (Ngā hau e Whā) where children have another opportunity to belong to a wider group and develop friendships throughout the school while engaging in events.

EXPECTATIONS

All classrooms have visual display of the Weymouth Way, our values and our vision of 'Strive for the Best'. Each week we have a whole school focus on the Weymouth Way and the expectations are teachers and students promote what this looks like, sounds like and feels like for all our stakeholders. e.g. We think about using our manners. We help others who need support. We learn by supporting each other. We care for our environment. All teachers to develop a treaty with their class at the start of the year. Our classrooms create a culture where students feel safe and are able to share their stories and have a voice in their learning journey. Teachers promote hauora and a nurturing family-like context learning environment. Teachers follow our kaupapa for pastoral care of students and whānau as they build on our classroom and school culture. Teachers ensure our school culture is built on agentic approaches, relational trust and effective participation and collaboration at all levels. All staff follow our kaupapa created and reviewed annually "Professionalism At All Times".

ACTIONS

To promote & phase-in the new logo and branding for WPS

MEASURES

Visual representation in the school and communication to wider community

TIMING

On-going

MILESTONE REPORTING

Through Principal reports to Board of trustees at each meeting

RE sourcing (TIME, PEOPLE AND FINANCE)

Budget
Team of students, staff, parents and external provider

RESPONSIBILITY

Principal

Communicate our Values, Vision and Weymouth Way, as well as RbL practices to all associated with our school

Visual, symbolic and written communication

Report to Principal

Budget for communication: newsletters / app / Written guidelines etc

Leadership
Office Staff

Voice Collection

Rangatiratanga - Leading and Governing

We will serve our community through setting a vision, direction and strategy where every child achieves to their potential.

CURRENT REALITY

Our board of trustees govern and their primary objective is to ensure that every student at the school is able to attain to his or her highest possible standard in educational achievement. They set the strategic direction through an effective self review programme that measures the performance of the school and the principal against the annual plan and aligned to policy and financial stability. The role of the principal is the board's chief executive in relation to the school's control and management. The principal complies with the board's general policy directions as outlined in our governance manual and manages day to day having complete discretion. This year sees a new leadership structure in order to focus explicitly on the teaching and learning to achieve our goals. The principal is supported by 2 Deputy Principals and 1 Assistant Principal who are dedicated to the teaching and learning. Each team has a team leader to support pastoral care of staff and students, report on attendance, and planning.

EXPECTATIONS

All teaching staff are to engage in the professional learning and development to support success for all students in their classrooms. All teachers are leaders of learning and are responsible for following the 'Code of Professional Responsibility' showing: Commitment to the teaching profession. Commitment to learners. Commitment to families and whānau. Commitment to society. All teaching staff are expected to drive the vision, direction and strategy to ensure every child has the opportunity to achieve to their potential.

ACTIONS	MEASURES	TIMING	MILESTONE REPORTING	RESOURCING (TIME, PEOPLE AND FINANCE)	RESPONSIBILITY
Identify and address key themes coming through from Impact coaches observations of classroom practice and provide tailored professional learning and development	Targeted actions for individual teachers through goal setting	Ongoing	Through Principal reports to Board of Trustees	External provider Budget to resource Leadership team	Principal
Upskill and provide training for Board members.	Level of contribution and participation in Board meetings Board Workplan	Monthly Board meetings	Evaluation of monthly Board meetings	NZSTA Conference NZSTA online modules Committees when needed	Board of Trustees Principal
Upskill team leaders to lead teams	Targeted PLD sessions to support team leaders	Ongoing	Annual team leader report to Board of Trustees	Internal PLD	Principal

KAUPAPA

Introduction

The Kaupapa are the ideas, principles and systems that we use at Weymouth in order for our children to succeed. This component is to sit alongside our Strategic Plan and Annual Plan. The Strategic and Annual Plans set out specific targets that are being prioritised, while our Kaupapa outlines the regular day to day running and everyday practice at Weymouth Primary. Nevertheless, through leading as inquiry, all our systems, policies and procedures are being reviewed and developed. Therefore, our Kaupapa is a working document that will evolve through collaborative partnerships between leaders, teachers, children, families and the community.

Our Weymouth Way

RELATIONSHIPS FIRST

Professionalism and Expectations for Teachers

Teaching to the North-East is the pedagogy for our school. We use Russell Bishop's book 'Teaching to the North-East' for all our professional learning and development.



We use the '**Relationship Based Learning Profile**', which covers 3 parts.

PART 1 = Creating a family-like context for learning

1.1 Rejecting deficit explanations for students' wellbeing

Agentic talk is the focus where we encourage students to succeed. Errors and mistakes are seen as opportunities to learn. Students' language, culture and identity are seen as assets.

1.2 Caring and nurturing for the learner

We provide culturally responsive learning contexts. Students can bring their own experiences to the learning. Students' prior knowledge is utilised.

1.3 Voicing and demonstrating high expectations

We have high expectations of students' learning and behavior and activities are cognitively challenging. Interactions include talk about learner capability to set and reach their learning goals. What is expected of students is clearly identified.

1.4 ensuring that all learners can learn in a well managed environment

The lessons are well organised and with clear routines for students to interact and learn individually and as a pair/group. Teachers use non-confrontational interaction and management strategies.

1.5 knowing what students need to learn

The teacher knows their subject knowledge. There are models and exemplars to support learners to know what success looks like. Teachers incorporate subject knowledge with pedagogical imagination.

PART 2 = Interacting within the family-like context in a way that promotes learning

Prior Knowledge

Activates what we know
Informs learning intentions
Legitimises cultural knowledge

Co-construction

Student generated questions
Open learning tasks
Models & exemplars
Reciprocal learning
Evaluators of learning

Power Sharing

Work co-operatively
Feedback & Feedforward
Access multiple tools
Generate questions
Learn from each other

Feedback

Task
Process
Self-regulation (personal/behavioural)
Learning intentions & Success criteria

Feedforward

Guides to next steps
Goal setting
Learning intentions & Success criteria
Challenging

PART 3 = Monitoring the progress and impact

We use the following model to monitor the impact of the progress our learners are making.

G = goals

A = attendance

P = pedagogy

R = Retention

I = institutions

E = engagement

L = leadership

A = achievement

S = spread

E = evidence

O = ownership

Our 3 questions are also used to gather student voices to monitor the impact of our teaching.



What are you learning today?



How do you know how well you are going?



What do you think are your next steps?

North-East Meetings

These meetings are held in Weeks 3, 6 and 9 of each term. As part of your appraisal we engage in Case Studies which are discussed at these meetings.

Overall purpose:

Maintain a collective focus on student learning and achievement where data is used to reflect on the effectiveness of teaching, to discuss individuals' rates of progress, and to benchmark and make decisions about the next learning steps.

Professional Learning Protocols set out how we expect each other to interact and support each other to interact. In our PLG we will:

Engage in reflective dialogue that supports us to examine our leading and teaching practice in strengthening the: family-like context, implementing discursive interactions, and monitoring the impact in our classes.

Work together to develop a shared language, so people are encouraged to ask, explore, clarify and set our language together.

Support and challenge each other to deepening instructional knowledge and using research and evidence to challenge their own assumptions and practice.

Give permission to each other to deflect/challenge if I use deficit explanations about student /teacher performance.

Respect each other's learning by coming prepared and by taking agency in our own learning to seek clarification/coaching in what is needed/required of us.

Take opportunities to take leadership roles in the co-construction hui

Screens down when in discussion - one person only takes notes at a time.

To keep everyone safe we need to be clear that we need to be respectful.

The Role of...

Kaiako

Inspire
Encourage
Patience
Communicate
Role Model
Provide opportunities
Provide experiences
Nurture
Fun
Motivate
Build Relationships
Care
Provide Safe Environments
Educate
Support
Friendly

Ākonga

Strive for the Best
Positive Attitude
Curious
Respectful
Set Goals
Honest
Explore
Make Mistakes
Take Risks
Confident
Problem Solve
Listen
Have Fun
Responsible
Communicate
Motivated

Whānau

Support 100%
Role Model
Communicate
Care
Love
Praise
Encourage
Get Involved
Protect
Work Together
Responsible
Collaborate
Nurture
Guide
Positive

A stylized graphic of a human figure in dark blue, centered within a white outline. The figure is surrounded by various colored shapes: light blue at the top, green on the left, purple on the right, yellow and orange at the bottom, and a pink shape on the right side. The word "ADMINISTRATION" is written in white, bold, uppercase letters across the chest of the figure.

ADMINISTRATION

Staff Responsibilities

CURRICULUM

Literacy	Vada
Mathematics	Moana
Relationships First	Vada & Moana
InnerFit	Tania, Sue
Learning Support	Leadership
Te Reo Māori & Tikanga	Danielle

RESOURCING

Purchasing Resources	Leadership
Library	Raema & Vada
Duffy Books	
Literacy Room	All Staff
Resource Room, Processing Resources	Raema
PE Sports Gear	
Kids Can	Kristina, Raema, Carolyn
Staffroom Organisation	All staff
Art Supplies	Carolyn
Work Room Organisation	All staff
Induction & Mentoring	Vada
Fruit / Lunches / Lost Property / Laundry	Raema
Relievers	Saane
Visual & Sound System	
Breakfast Club	Cheryldene

DISPLAYS

Foyer displays	Teams
Staff Pin-board displays	Leadership
Hall Display boards	Teams

LIAISON

Newsletters	Kristina
Community News	Leadership Team
Early Childhood Centres	Vada
Intermediate	Linda
NZEI Rep	Vada / Fiona
Charities	One per term

STUDENT GROUPS

Student Leaders
Cool Schools
Travel Wise/Road Patrol/ Bikes
Enviro Club

SPORTS

Sports
House Points
Swimming
Cross Country/Athletics
Netball
Weetbix Tryathlon

OTHER

Health Centre	Office Staff
First Aid Supplies	Fiona
Social Committee	Teams
School Environment & Recycling	All Staff
Health and Safety	Saane, Reg, Kiwi, BOT
Sandpit	Sarah, Eco Warriors
Attendance	Kristina & Saane
ASB Banking	Office
Dishes	All Staff
Emergency Procedures	Moana
BOT Staff Rep	Amandeep

Staff positions

	ROOM	YEAR	TEACHER
Moana	1	NE/1	Miss Maiken Petersen <i>(Leader of Learning - Kāhui Ako)</i>
	2	NE/1	Mrs Usha Nand
	3	NE/1	Ms Anjallee Sood
	4	1/2	Mrs Tania Johnson <i>(Leader of Learning - Kāhui Ako)</i>
	5	NE/1	Mrs Cara Hughes <i>(Leader of Learning - Kāhui Ako)</i>
Te Awa	6	Y2/3	Mrs Radhika Reddy
	7	Y2/3	Mrs Ashika Pandey
	8	Y2/3	Mrs Joyce Joseph <i>(Leader of Learning - Kāhui Ako)</i>
	9	Y2/3	Ms Louisa Clark
Papa	10	Y2/3	Miss Nicole Manuel
	11	Y3	Miss Ashleigh Johnson
	12	Y4	Miss Amandeep Aujla
	13	Y2/3	Miss Madison Eruera
Maunga	16	Y4/5	Ms Lalueni Fuapoivaha
	17	Y4/5	Miss Tayla Faafo
	18	Y4/5	Mrs Linda Hodge <i>(Leader of Learning - Kāhui Ako)</i> Priscilla Lavakula
	19	Y4/5	Miss Veisia Ha'unga <i>(Leader of Learning - Kāhui Ako)</i>
	20	Y4/5	Mr Daniel Garland
	22	Y4/5	Ms Deanna Eagles
Rangi	14	Y6	Ms Amy Cunningham
	15	Y6	Miss Amy McLaughlin
	21	Y4-6	Danielle Katavich / Ms Deirdre Van der Linden
	23	Y6	Miss Cheyenne Pritchard

LEADERSHIP

Principal	Saane Faafo Oldehaver
Deputy Principals	Moana Iese, Vada Miers, Danielle Katavich

ADMINISTRATION

PA Secretary/Office Manager	Janet McAleer
Office Administrator	Fiona Griffiths
Attendance /Officer Administrator	Kristina Taao

ANCILLARY

Caretaker	Matua Reg Te Whare
Caretaker	Mr Kiwi Walker

OTHER

School Chaplain	Mrs Jan May
SWiS	Ms Ella Wallace

WEYMOUTH ANGELS

Stella Ah Kee	Kiwi Walker
Sandy Petaia	Lila Leau
Cleo Wilson	Mosman Toa
Sanjeshni Bali (Sandi)	Jeanna Taraare
Maria Riwhi	Nina Hirst
Adele Baller	Cheryldene Rere
Kurshida Samut	Denise Topia
Joanne Wharton	Bianca Tua
ELA / ESOL	Carolyn Abbott
Librarian/Resources	Raema Wetini
Enviro	Sarah Price

Phone Extensions

CLASSROOMS

Rm01	201
Rm02	202
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Rm04	205
Rm05	206
Rm06	207
Rm07	208
Rm08	203
Rm09	209
Rm10	210
Rm11	211
Rm12	307
Rm13	213
Rm14	214
Rm15	215
Rm16	216
Rm17	217
Rm18	218
Rm19	219
Rm20	220
Rm21	221
Rm22	222
Rm23	310

ADMINISTRATION

Fiona (Reception)	300
Kristina	301
Cordless	302
Leadership Team - Hub	303
Green Room	304
Janet	305
Hui Room	306

OFFICES

Junior office	308
Middle office	309
Raema	312

Induction of New Staff

All staff will be introduced to the leadership team who will support new staff to become familiar with routines and expectations. The School Charter (Strategic & Annual Plan) and Kaupapa booklet will be your guiding documents in ensuring you know what to do at Weymouth School. Ms Raema will take all new staff on a tour of the school.

A mentor teacher will be assigned to PCTs and a programme of support agreed upon. Information for Mentor teachers is available on the Staff shared drive under Leading and Governing. Master copies for tutees and Tutor teachers are available for use with building portfolios of evidence required for registration. All PCTs and Tutor teachers will attend an external course for the year to support teaching & learning.

Keys

All new staff will be given a classroom key and a gate key from the office staff. Keys are numbered and new staff must sign for these. If keys are lost inform office staff immediately.

Personalised Codes

ALARM CODE: New staff will be provided with an alarm code which will provide you access to the school after hours. An office staff member will demonstrate how to use the key pad and explain the procedures.
PHOTOCOPIER CODE: New staff will be provided with a code to access printing or photocopying. A staff member will provide the necessary training to do so.
An office staff member will administer both codes.

Digital Tools

A laptop and an iPad will be issued for each classroom teacher. This will be provided by the office staff and an ICT agreement will need to be signed by the new staff member. A member of staff will guide you through using your devices and accessing the necessary applications for teaching and learning at our school, as well as HERO, our student management system (SMS).

Classes are provided with other digital tools which the classroom teacher is responsible for ensuring that they are used appropriately and safely secured.

Y1 - iPads Y2-3 = 8 Chromebooks Y4-6 = 1:2 Chromebooks

Student Information

All teachers will receive a class list and Student Profile Folders with the latest assessment information. Any other student information can be accessed in HERO, our student management system (SMS).

Induction Meeting

Ms Raema will meet with all new staff and take them on a tour of the following areas:

- New classroom
- Other team members classrooms
- Library
- Resource Rooms - accessing teaching resources
- Main office
- Play areas for students / Out of bound areas
- Duty areas
- Other teaching spaces (classrooms / garden)

A - Z

The following A to Z is a guide to support you while at Weymouth Primary School.

To ensure your time working here is satisfying and productive, a number of policies operate to ensure your safety and well-being. These policies are on the school docs website. All staff are issued with information on how to view the website and the principal will send out an email when a policy needs reviewing.

Assemblies

Opening at the start of every term - powhiri

Language Weeks

Closing at 2pm at the end of each term.

Other assemblies will be organised as needed.

Teams to organise their own as required or needed.

Attendance

ATTENDANCE REGISTER

Attendance Registers are maintained according to the Ministry of Education guidelines. Our register is found on HERO and must be completed twice a day.

1. 9.30am
2. 1.45 - 2pm

ATTENDANCE CONCERNS

If a student is absent two consecutive days with no explanation then contact with parent/caregiver is to be made - the classroom teacher is to liaise with our Attendance Officer, Kristina Taoa. If the student is absent three consecutive days with still no contact then the Attendance Officer will consult with the Principal and a referral will be actioned for a home visit.

ATTENDANCE CERTIFICATES / REPORTS

Termly certificates are presented to students who have had 100% attendance (includes half day absent).

Attendance can be reported as:

- Excellent - 100% (includes half day absent)
- Satisfactory - one to five days absent per term
- Unsatisfactory - six or more days absent

STUDENT WITHDRAWALS

The office will request any or all documentation held by class teachers. Please ensure all items on the checklist are included and sent to the office as soon as possible. Students withdrawn – teachers are to inform team at team meetings so they can be added to team minutes.

Banking

Our bank is ASB. Families interested in banking can be directed to the office for more information. Students can make deposits using the ASB envelopes and placing it in the Kashin box at the school office. Extra banking envelopes are also available.

Breakfast Club / Lunches

Breakfast is available for all students in classrooms. Supplies are located in hubs around the school. All students will receive free lunches in 2021.

Callback days

Our callback days are the first 2 days of every term break (Monday and Tuesday). This will be confirmed on a term by term basis.

Code of Conduct & Teachers Standards

These are handed out at the beginning of the year to all staff members and as new staff join our school throughout the year. As teachers at WPS we are guided by these professional standards.

Communication

Daily Notices	Daily notices are recorded on the white-board in the staffroom. Please check this board each morning.
Friday Briefing	A fortnightly briefing will be held at 8am to talanoa. <i>The Week Ahead</i> will be emailed out. All staff need to make sure that all TWA notices for the following week are sent to Moana before Thursday lunchtime. Add relevant events to your planning.
Term Overview	An overview for each term is produced before the beginning of each term. Add dates to weekly planning. Forward any dates/events to Leadership so they can be added. Note: this is a working document and changes are made to it regularly.
Meeting Minutes	Minutes are generated from all meetings and will be made accessible to all in our shared drive: Administration WPS. Templates for meetings will be provided and are to be kept as a rolling document.
Cubby Holes	These are a major form of communication. Please check and clear them on a regular basis.
Intercom Notices	A notebook is kept beside the PA system in the office to record notices to be announced across the school. These are made before breaks at 10.55am and 12.25pm.
Email	Many notices are communicated through email. Please check your emails regularly.

Community Garden

Our garden is used as a resource for education outside the classroom. Classes will have the opportunity to utilise the garden as a learning environment. A support staff member will support garden programmes and maintenance between 10am and 3pm.

CRT

All full time teaching staff receive the equivalent of 2 classroom release days per term. CRT days are listed on the Term Overview. Teachers can have one CRT at home around Reporting to Parents time - the Principal must be consulted.

CRT release can be used for: planning, assessment & evaluation, in-class testing & observations, reporting, professional development, reading and research. Teachers can also observe other teachers or other programmes in operation. We encourage teachers of New Entrant classes to visit our Early Childhood centres to familiarise themselves with the environments our children are coming from.

Custody orders

Caregiver information is on our SMS - Hero. Teachers will be notified of custody arrangements concerning children in their classes. If there is a concern or you are unsure about a situation with a parent, please contact the office. All parents collecting students during the school day must have a signed form from the office before students can leave the classroom.

Digital tools

It is the responsibility of the teacher to ensure that laptops, iPads and/or Chromebooks are secured daily. Please see office staff if you need a lock for a cupboard. Staff must look after devices and ensure they have systems within their classes for students to act responsibly with them also. If they are broken, the cost will be taken out of classroom budgets. Ensure you read the agreements so you are aware of your responsibilities for these devices.

All classes should refer to the 'Digital Citizenship at WPS' poster (shared drive) to support responsible use. Year 2-6 classes have been allocated chromebooks for classroom use. These are assigned by serial number so must not be swapped between classrooms. It is the responsibility of the classroom teacher to ensure these are used appropriately and safely. Teachers are to use the Chromebook Guidelines (poster) & Chromebook Licence to support their use. All devices must be locked away securely when not in use. There will be a termly check on all devices. Any working issues or damages to chromebooks or ipads must be reported to Moana as soon as possible.

Dress code

All staff need to be dressed in a professional manner. We value staff who are good role models for students. Gym and beach clothes (jandals) are not suitable to support this image.

Duffy books in homes

We are a Duffy School. Each term teachers will receive a form to record book selections for each of their students. Once completed this is to be returned to the Duffy Co-ordinator. Books will be presented to classes at a special Duffy Assembly. Teachers will be asked to gift wrap their box prior to the presentation. We also support special book awards which are presented for: Mothers Day, Fathers Day, Grandparents Day, Children's Day, and Teachers Day. Details for entries will be provided closer to each of these dates.

Duties

All duties & wet weather procedures are shared on a google document prior to each term. It is expected that all duty teachers be on time, be visible, and be proactive. Each playground duty teacher must wear a fluoro vest and carry a belt bag. This bag contains:

- Plasters to treat small cuts and abrasions
- Ice block sticks – given to authenticate a child coming to sickbay
- White tokens for children following the Weymouth Way and upholding our vision and values
- Health Info/Photo for any child who has specific needs
- Red card for urgent assistance. White card for First Aid Assistance.

LUNCHTIME ACTIVITIES

PE gear will be put out daily for students to use. The Library and Garden will be open during lunchtime (12.30-1pm) for all children.

PLAYGROUND DUTY

Staff on duty will be allocated one of the four areas as indicated on the map and will circulate this area during their duty time. Lunchtime duties are in two shifts: 12.30pm-12.50pm and 12.50pm-1.10pm.

Children can only be in classes if teacher is present, or on wet days with wet day monitors.

WET DAY DUTY

Duty teachers actively walk through the classes of their duty area. Wet Day monitors will be distributed to Junior Classes to help supervise. No devices are to be used during wet break times unless the class teacher is present and actively supervising. Supervision of students who need it during wet break times can be escorted to the library at the start of the wet break.

End of term guidelines

Terms 1-3: Sinks cleared. Furniture moved away from walls/windows. Vinyl areas cleared so these can be cleaned. No food is to be left in classrooms.

Term 4: Furniture stacked on vinyl areas. If no vinyl areas, furniture to be stacked in one area to the side of the room so carpets can be cleaned.

Computers are to be covered and moved away from windows. All devices must be secured. No furniture is to be moved from classes unless advised. All teaching resources are to be returned to the correct place.

Equipment - Teacher and Class

TEACHER EQUIPMENT

Each class should have:

- Gun-stapler & Staples
- Stapler & Staples
- Sellotape Dispenser and roll
- Wall clock
- 1 pair teacher's scissors
- Extension cord and Multi-box
- Whiteboard markers
- Ballpoint pens
- Permanent markers & Eraser
- Blu tack
- (Please see office staff if items need replenishing or there are other requests.)

CLASSROOM BUDGET

Teachers are allocated \$50 per term to purchase classroom consumables. A GST receipt is required for reimbursement and must be presented once a term, Week 9 and or by October. These should be given to the office staff who will organise reimbursement.

ART SUPPLIES

A list and order forms will be in your cubbyhole. Teachers need to fill in the order form with what is required and place into Carolyn's cubbyhole. Ordering the day before you require your supplies would be appreciated. Any projects being done, please check availability well before you need it.

DIGITAL DEVICES

Classroom Devices: Devices have been assigned to classrooms to support teaching and learning. Devices must be secured daily. Y2-6 have lockable charging units and Y0-1 must use a lockable cupboard. Any damages or working issues can be reported to Moana.

Teacher Devices: Every teacher is issued a leased laptop. All staff sign a User Agreement. Key statements are:

- suitable care must be taken. Damage or loss must be reported immediately.
- excess charges for damage or loss is the responsibility of the staff member concerned
- laptops and ipads must be returned to the school when you leave

STATIONERY / HATS

All students will receive free stationery. These can be collected from Raema in the Library.

Each class will have a set of hats, enough for each of your students. Hats are not to be shared. See Raema.

SPORTS / PE EQUIPMENT

A range of PE equipment is available. Procedures for ordering class equipment will be shared at the start of the year.

Timetables will be established for the use of the swimming pool (T1 & T4) and bikes.

Fruit in Schools

Fruit deliveries start Week 2 of each term. Fruit is delivered on Monday and Wednesday to our school hall. Fruit will be evenly distributed into class fruit buckets and can be collected by Weymouth Angels & children from the hall. Clean and wash buckets weekly.

Fruit is not to be handed out to students to eat on the way home. On Friday afternoons, leftover fruit will be called for to bag up and then handed to families to take home.

Hall

The hall is available for use for a wide range of activities. It can be booked by entering details on the timetable on the staff noticeboard. Air conditioning remotes and cabinet keys for the Audio-Visual system are in the office. Teachers are responsible for powering off all systems, and collecting and returning all keys and remotes to the office. When using the hall, please ensure that it is clean and tidy before you leave.

Incentives

Teachers may like to have incentives to acknowledge students. Lollies are not a preferred incentive, however, Lollie Lei's are an exception on special occasions eg. Prizegiving.

Below are incentives that acknowledge our students at WPS:

Principal Awards: Teacher to nominate one student each Week (on shared doc from Kristina). Principal to deliver certificates to recipients each Friday. Two students from each team will be randomly selected at the end of each term to attend a special lunch with the Principal.

Attendance Awards: Students are encouraged to attend school every day. At the end of each term, students who have attended every day are awarded Attendance Certificates. Class attendance is calculated at the end of each week. The class that has the best attendance in each team is announced over the intercom on Friday at 2.30pm and awarded with the team Attendance Award.

White tokens / House Points - Teacher may hand out tokens. Student places token into their house container located in the office area. House Captains count the tokens at the end of the week and announce the House Points over the intercom.

Weymouth Way nomination - Teacher fills out the nomination (teacher supply / duty bags) and student places into the 'Weymouth Way' container at the office. House Captains will randomly select one nomination each week to receive the Weymouth Way Trophy. This will be announced over the speaker on Friday at 2.30pm.

Newsletter Acknowledgements: See Kristina if you have any student work or special acknowledgements that you would like to put forward for consideration in the newsletter.

Stickers / Certificates

Golden Time (10mins free time - within limits)

Duffy Book: The Duffy co-ordinator will provide teachers with a certificate to present to a student. The student will collect their Duffy book from the co-ordinator.

\$2 shop prizes: At the discretion of each teacher, and may be purchased using class expenses.

Keys

Staff are allocated a key. As it is a security key- please look after it carefully. Keys can only be re-cut with written authority from Principal. Please report any loss immediately. All keys must be returned to the school office when you resign or leave. Lost keys will be paid for by staff.

Leave

SICK LEAVE

It is a professional responsibility to attend school where possible. If you are unable to work you must ring Saane 0276269269 and state the reason eg. sick or sick child as this is a Ministry requirement and absences are coded. If there are no relievers, classes will be split: Year 1-3 classes split amongst Y 1-3 (not Moana team) or Year 4-6.

Also:

- If you are on road patrol you must organise a swap.
- If you are away and WON'T be returning the following day, please phone the office before 3.00pm or it will be assumed you are returning the next day.
- The teacher must provide planning for the reliever
- If your class is being split you will need to provide work for your students to do as well as prepare a 'Class Split List' showing the names of students and which classrooms they are going to. Arrange with a Buddy Teacher to prepare your student work if you are unable to.

DISCRETIONARY LEAVE

Please refer to Collective Contract and school policy for specific leave entitlements and conditions. The following indicates guidelines for this school. If you require a leave form you can access it on the Shared Drive.

For discretionary leave (all leave other than sick leave), all requests should be addressed in the first instance to the Principal. The granting of leave is covered by the School Policy and the Collective Agreement contract (please check what you are entitled to before being disappointed). Discretionary leave is at the discretion

of the Principal/BOT - the aim is to have consistency and equity for all (in most cases, this may be Leave Without Pay). Please fill in leave form, hand it to Janet McAleer and await approval. If you require leave of absence for more than 5 days in a row you must fill in the form and it must go to the Board of Trustees for approval. Forms must be handed in at least 2 weeks prior.

Library

Our school librarian - Ms Raema, oversees the Library, and assists with the day to day running. Student librarians are trained each year to enable lunchtime use. All books must be borrowed using the correct process. A timetable will be provided for class library sessions. Our school librarian is happy to receive suggestions of books you would like to see in the library. The library is closed the last two-three weeks of the year for stocktake.

Lost property

Ms Raema is responsible for lost property. Named clothing is returned to its owner. Unnamed clothing is stored in the large blue bin outside the library. Students can be directed here to look for lost clothing. On the last day of each term, lost property will be displayed for reclaiming, then washed and redistributed or used for spare clothes in the sickbay.

Lunches

This year we have been successful in being on the free lunches to all children at our school. In week one, we will send out a Survey to inform parents and find out what the dietary requirements, (if any) are for their children. This information will come back to you then you will need to inform Raema how many lunches you need, so we can send the list in. Lunches start on day one – we will have some gluten free and vegetarian delivered to the office to begin with, until we know exactly who wants what lunches. If children do not want a lunch – you will still receive the number as per your class – therefore you can choose who to give the extra lunches to. NO lunches to be left on site daily. Raema is overseeing the lunch scheme – so any queries to Raema please. All lunches will be delivered after 12.30pm straight to your classroom in a bin. Children are to eat from 1.10 to 1.25pm daily. All food scraps to go into your bucket – and your monitors to take them to the pig food bins on the deck outside the gardens. All containers to be put back in the bin and left outside your doors by 2pm for collection daily.

Meetings

It is a requirement that all teachers must attend all meetings. Meetings start at 3:15pm. Expect meetings to run until 4:30pm on Mondays and Tuesdays. Please do not ask to be excused on these days.

Money

There may be occasions where money is collected throughout the year. A yellow money bag and notebook is issued to each classroom and this must be used to record and send money to the office before 9.30am. Any money that is brought to school by students must be handed to the class teacher to secure until the end of the day.

NZEI

NZEI is the national union for teachers. Members of the union have a Collective Employment Agreement. Support Staff have a Support Staff in Schools Collective Employment Agreement. Staff who are not NZEI members have an Individual Employment Contract Agreement with the Board. A staff representative is appointed and attends the local NZEI branch meetings and reports back to staff.

Pay enquiries

If you have any queries or concerns about your pay, please email the Office Manager (Janet McAleer) who will make enquires with Novopay on your behalf if necessary.

Personal items

We encourage students to leave personal items at home. At times when inappropriate items are brought to school, they will be securely stored and returned to the student at the end of the day if safe to do so.

Phones

School phones are business lines and we are charged for every call. Please keep personal calls to a minimum. All phones in classes have a toll bar, therefore any calls to regions outside of Auckland, or to mobile numbers can be made at the office. Students are to be taught phone etiquette when answering class phones. Office staff will ring classes with messages to avoid intercom interruptions where possible. Mobile phones are to be turned off or on silent during meetings and class times.

Photocopier

All staff are responsible for their own photocopying. Access is by PIN number, allocated to individual teachers by office staff. NO students are to photocopy or release copying using your PIN. Teachers should observe Copyright laws which are displayed beside the photocopier. Non-negotiables – photocopying worksheets.

Policies

All school policies are located on 'School Docs' <http://weymouth.schooldocs.co.nz/1893.htm> Username: weymouth Password: strive It is an expectation that teachers are familiar with our policies. Each term policies are up for review. Teachers will be notified by Janet if there are policies up for review.

Pupils leaving the school grounds

Pupils may not be taken out of school unless the parent hands the class teacher a signed sticker label which they have obtained from the office staff. Politely redirect parents/caregivers to the office should they not have the signed label.

Pupils not picked up at 3pm: All teachers of NE, Y1 and Y2 classes must wait until 3.15pm for children to be collected. If student is still not collected bring them to the office to wait and let office staff know. Office staff will contact family if necessary.

All other students waiting at the front of the school at 3.15pm should be directed to the office to wait.

Privacy

All information regarding children or staff, gained in a professional capacity at this school, is confidential. This information must not be shared in the community or discussed with people at large.

Relievers

Relievers will only be used in Y1 classes when possible, and other classes will be split. A 'Class Split' list is to be created for each class in the case of a class being split. Teachers will prepare work for their students to take, or if this is not possible, the teacher is to liaise with a teacher buddy to prepare work for them. Someone from Leadership will split the class.

Road Patrol

Two pedestrian crossings are situated around our school: Estuary Road and Weymouth Road. Both are monitored before and after school by duty teachers. Student road patrollers are trained by the Police Education Officer and the teacher in charge, then rostered on road patrol throughout the year. The duty teacher will record the names of the road patrollers that attend each duty in the book provided.

The Whānau Hub houses the Road Patrol vests, jackets, gloves, gumboots, flags and Road Patrol Book. Duty teachers and Road Patrollers must wear the vests provided.

The Road Patrol signs hang on the outer pool fence closest to Estuary Road. These are best transported by both patrollers holding both the signs, one in front and one at the back. If it is too windy and unsafe to use

the signs, flags must be used to stop people from crossing. The duty teacher must take control of when it is safe for crossing. Under no circumstances should the students walk into the middle of the road to stop traffic. Flags are located in the Whānau Hub.

WHAT TO DO ON ROAD PATROL

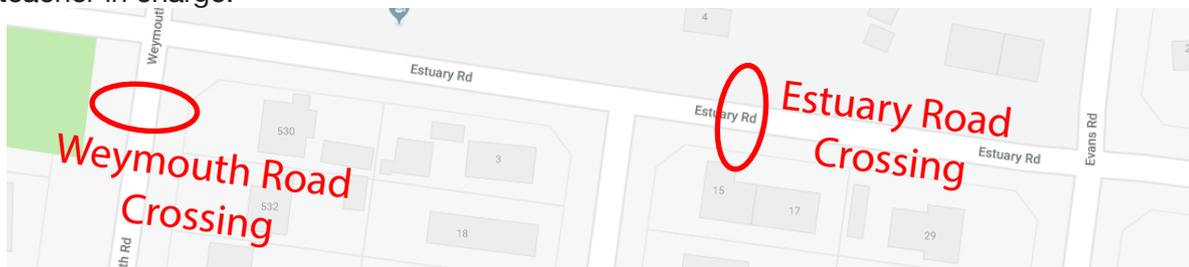
Mornings

- Be at the Whānau Hub by 8.20am (this allows you time to sort out students if you need to)
- Be at your crossing from 8.30am - 8.45am
- You need to stay at the crossing point until you can visibly see no more students walking towards you

Afternoons

- Be at the Whānau Hub by 2.55pm. Arrange with a buddy teacher to have your class supervised until 3pm.
- Be at your crossing from 3pm - 3.15pm
- You need to stay at the crossing point until you can visibly see no more students walking towards you

Duty teachers who are not on site for the day must organise a swap as no relievers will be asked to do Road Patrol. If you have any questions/concerns regarding Road Patrol or the monitors, please see the teacher in charge.



Security

ALARMS

Each area of the school is alarmed and each teacher has a PIN to disarm and arm the areas. Instructions for use are beside each key pad.

Please ensure that you call **Intercept** on **0800 903 903** whenever you:

- Come on site after hours
- Intend to work late
- Accidentally trip the alarms

The following call procedure applies:

1. Once the call is answered by an alarm monitoring operator please state the following:
2. Your name
3. The name of the company and street address if appropriate
4. Voice code/password
5. Duration/time that you are going to be on the premises
6. Areas that you are going to access
7. In the event that you cannot be reached on the reception/main telephone on-site, please provide your mobile number.

If a voice code/password cannot be given, the alarm monitoring operator will require further information to verify your authority to be on-site.

In the event that you know you are going to stay longer than initial given duration/time, please phone **Intercept** on **0800 903 903** to extend the duration/time on-site.

LOCKING UP AND SECURING AREAS

Classrooms - It is the teacher's responsibility to secure their classroom: lock windows, turn off lights & data projectors, and lock doors before they leave. After 4.30pm, all gates are to be locked. If you leave after 4.30pm you must lock the gate behind you, regardless if there are cars still in the carpark.

Admin area - Caretakers will lock the admin area before they leave. If you enter after this time, use your key to lock any doors behind you.



ADMIN Staffroom/Office/Admin
ICT Room 21/24 Resource Room Library/SWIS
JUNIORS Rooms 1 - 8 Bookroom
MIDDLES Rooms 9 - 15 Room 23 Whānau Hub
SENIORS Room 16 - 20 Room 22
HALL
GARAGE

Smoking / Vaping

All school buildings and grounds are NO SMOKING OR VAPING areas.

Split class

Occasionally we need to split classes. When this happens, ensure you send work with the children in your class. A list of where students have been placed must be given to the office and one attached to your classroom door. Teachers receiving students will need a list of the students they will have in their care. Please see the office for these Class Split forms.

Staff directory

To support collegial contact, staff are asked for contact addresses and phone number details. This is issued at the beginning of the year and when updates are produced. Lists are confidential to staff only-they should not be displayed nor should numbers be given to anyone outside the school.

Student Leader Opportunities

There are lots of opportunities for students to be in leadership roles. At the beginning of the year the teacher responsible for student groups will hand out application forms for students to apply for these roles. Roles include: Librarians, Road Patrol, Peer Mediators, Eco-Warriors, Bike Monitors, Lost Property, Fruit Monitors, Sports Monitors, Ambassadors, House Captains

Student Profile Folders

All students will have an individual folder. As new students arrive the folder will be sent to teachers from the office. They will contain information pertinent to the student and necessary for the next year's teacher. The following information needs to be kept in these folders:

- Enrolment Form
- ICT Agreement
- Latest Assessment Information
- IEP/Medical/Health Information
- Student Profile to support transition (if applicable)
- Latest School Report

Support staff

We are fortunate to have many support staff that assist in our school. We refer to our support staff as our Weymouth Angels who are overseen by Saane. Our Weymouth Angels are learning assistants and may work with one particular child, groups of students, or support the learning across different classrooms. Weymouth Angels are timetabled to specific classrooms. Our Weymouth Angels are offered Professional Development in Week 1, and start in classes in Week 2. Any enquiries regarding support staff please see Saane.

Swimming Pool

The swimming pool is open in Term 1 and Term 4. There must be a supervising teacher with students at all times and the gate is to be locked when leaving the pool area. Please ensure the following instructions are adhered to:

- Teachers must list the number of swimmers on the whiteboard
- All students are to toilet before going to the pool
- The changing rooms are to be used for dressing
- All teachers are to line students up after the lesson and wait for all students before leaving the pool area
- Teachers are to check that all items of clothing, towels and rubbish have been removed from the changing rooms and pool area. This also applies to teachers taking lunchtime swimming.

Teacher Google Shared Drive - Administration WPS

This shared drive provides access to supporting resources pertaining to our school eg. Minutes of meetings, teaching resources, overviews, learning support resources, timetables, guidelines etc. Please seek permission from the owner of documents before sharing/copying/changing/moving.

Teacher – procedures to follow when not in class

Teachers are to ensure a sign is left on your door clearly stating where your class can be found if you leave your class for any reason. This helps the office/whānau locate you should they need to.

Teacher registration

It is the teacher's responsibility to ensure their registration is current. The Education Council website should be the first port of call for any information and documentation. If registration is due please see Janet with all completed necessary paperwork for her to process. <http://www.educationcouncil.org.nz/>

Times of our Day - A day @ WPS

8am	Children allowed into classroom
8.50am	Prepare for learning
9am	<i>Te reo Māori and Tikanga</i>
9.30am	Classroom programmes
11am	Children go out and play
11.15am	Children return to class - Morning Tea
11.30am	Classroom programmes
12.30pm	Children go out and play
1.10pm	Children return to class - Lunch
1.30pm	Classroom programmes
3pm	School finishes

Trips/Excursions

All trips must be approved by the Principal. Trips that are in close proximity to school may not require parent permission, however whānau must be informed prior. Trips beyond our local community will require parent permission. At WPS there is no cost for trips. We encourage all classes to go on trips termly to support learning programmes - locally first then further if needed. Exclusions from trips should not be used as a consequence. Means of supervision should be sought for students who may require it. Support can be sought from anyone in the leadership team.

TEACHER IN CHARGE

- Year 1-3 trips planned with Vada Year 4-6 trips planned with Moana
- oversee the organisation of the trip
- organise pre-trip visits/briefings if applicable
- liaise with venue/organisation and gain all necessary information
- ensure student/adult ratio is met
- establish clear guidelines/expectations with teachers eg. roles & responsibilities, parent helpers etc
- organise suitable transport and liaise bus bookings with Fiona Griffiths
- keep all involved well informed (leadership, teachers, whānau, students, office)
- provide at least a week's notice to whānau and seek signed permission if necessary (all notices going home need to be checked by Vada/Moana and copies given to the office)
- At least 48 hours prior to trip, complete RAM (Risk Analysis Management) form, checked by Vada/Moana, and signed off by the Principal.
- Provide copy of RAM to office & ensure that on departure of trip that a list of non-attenders is also provided. If students are remaining at school and being split across classes, a list must also be provided to the office.
- seek clarification and support from anyone in the leadership team if unsure

CLASS TEACHERS

- keep students and whānau informed
- collect signed permission and follow-up with phone calls if necessary. Verbal permission is acceptable however the teacher must note this on permission slip (date, time, and adult who provided permission)
- collect medication from sickbay for students (liaise with office staff prior to trip)
- provide necessary information to parent helpers
- seek clarification and support from teacher in charge if needed

Van bookings

We currently have two vans. To drive the vans you must have: a full drivers licence, clean record, be able to drive a manual/auto and finally you must see Fiona Griffiths to be put on the drivers list and to fill out an insurance form. The booking form is in the back room of the office (tardis). Write your name and date you wish to use the van on the form. Inform the caretakers at least a day before to ensure there is petrol. Also inform the office staff who will give you the keys. All children must wear safety belts. Four booster seats are available and are stored in the bookroom.

Please leave the van neat and tidy. Caretakers will wash and vacuum the van ready to begin each term.

Visitors to the school

All visitors must call in at the office first and sign in. A visitors sticker will be issued. Staff should redirect any adult in our school grounds who is not wearing a visitors sticker to the office.

Waste Management & Disposal

See guidelines in Health & Safety - Waste Wise

Wet day

Teachers need to ensure that children have wet day options and know expectations of their behaviour. Wet day monitors (Seniors) will be assigned to classes. They must be fully supported by teachers and ensure their classes behave appropriately. Extra supervision is provided in the library for students who require it during wet day breaks. Please escort them there and place them with the supervising duty teacher. No computers are to be used during wet day break times unless actively supervised by the classroom teacher.

Workspaces

There are workspaces located around the school for staff to access when on release. A blank timetable for bookings is located on the admin board of the staffroom. All staff to show respect for how these spaces are used and kept. Some spaces are utilised by outside agencies on a regular basis and have first priority - please check with the office.



AKO

Teaching & Learning

Foundations of our School Curriculum

The principles set out below are taken from the New Zealand Curriculum. They embody beliefs about what is important and desirable in our school curriculum. They should underpin all our decision making.

These principles put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity.

High expectations

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Treaty of Waitangi

The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

Cultural diversity

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

Inclusion

The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

Learning to learn

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

Community engagement

The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.

Coherence

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

Future focus

The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

Teaching as inquiry

Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students.

Inquiry into the teaching–learning relationship can be visualised as a cyclical process that goes on moment by moment (as teaching takes place), day by day, and over the longer term. In this process, the teacher asks:

What is important (and therefore worth spending time on), given where my students are at?

This *focusing inquiry* establishes a baseline and a direction. The teacher uses all available information to determine what their students have already learned and what they need to learn next.

What strategies (evidence-based) are most likely to help my students learn this?

In this *teaching inquiry*, the teacher uses evidence from research and from their own past practice and that of colleagues to plan teaching and learning opportunities aimed at achieving the outcomes prioritised in the focusing inquiry.

What happened as a result of the teaching, and what are the implications for future teaching?

In this *learning inquiry*, the teacher investigates the success of the teaching in terms of the prioritised outcomes, using a range of assessment approaches. They do this both while learning activities are in progress and also as longer-term sequences or units of work come to an end. They then analyse and interpret the information to consider what they should do next.

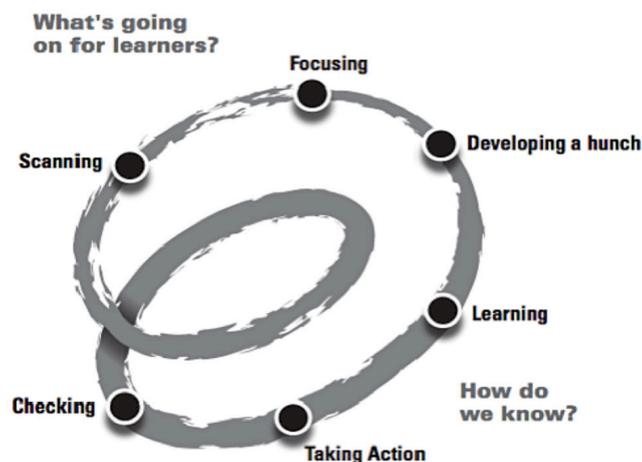
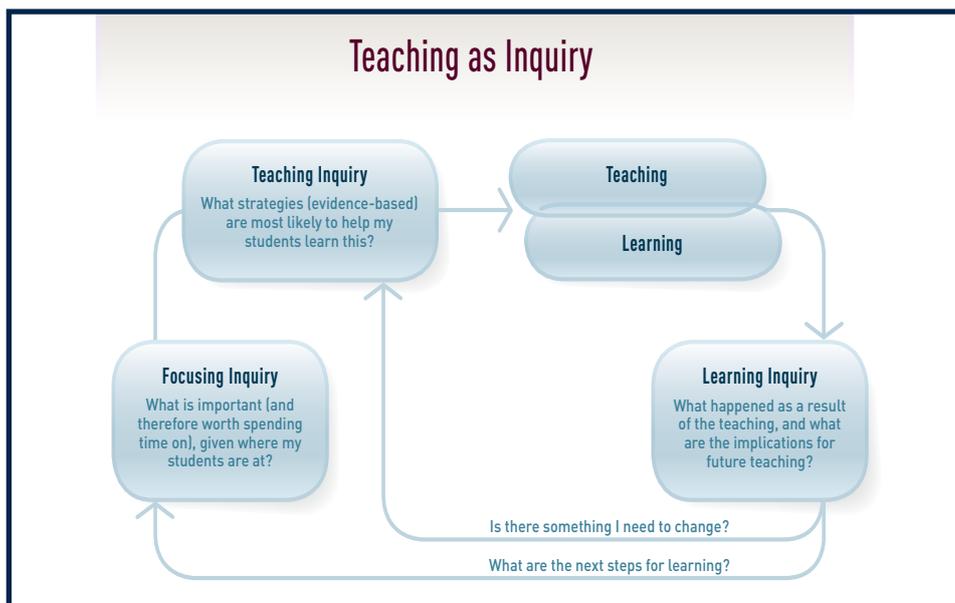
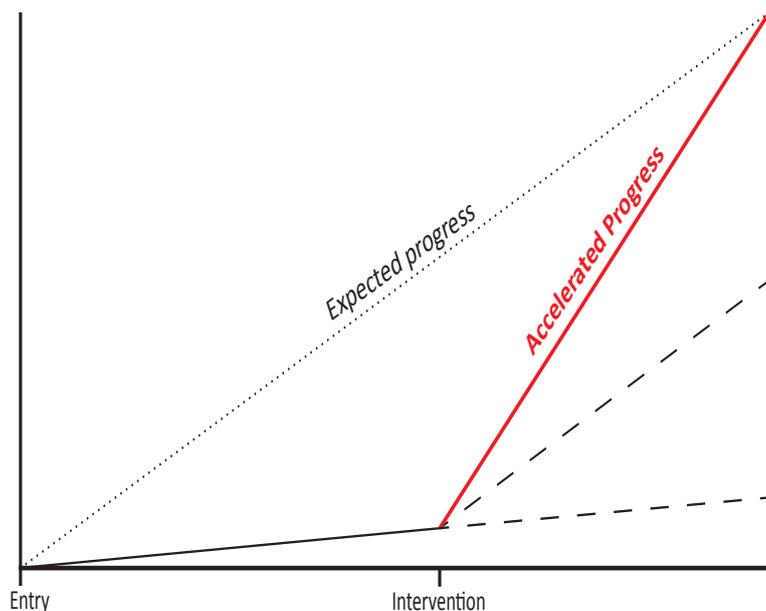


Image: Timperley, Kaser & Halbert, 2014

Accelerated learning

The goal of teaching inquiries is to see accelerated progress. Our definition of accelerated learning is that an intervention results in a student changing their rate of progress so that they eventually reach an expected level of achievement. In order for an intervention to result in a student meeting expectation, it is not enough to just improve the rate by which they are progressing. Even if a student improves their rate of progress to a normal rate, they will still always be below expectation. Therefore, this cannot be considered as accelerated progress. In order to qualify as accelerated learning, the rate of progress must increase beyond normal rates so that the student is able to make extra ground in order to catch up and meet the expectation.



Our Profession

Our Obligation and Commitment to our Profession

Code of Professional Responsibility

The code has been developed with our profession for our profession. It reflects the expectations of conduct and integrity that we all share: what we expect of each other and what our learners, their families and whānau, their communities and the public can expect from us.

1. Commitment to the teaching profession
2. Commitment to learners
3. Commitment to families and whānau
4. Commitment to society

Standards for the Teaching Profession

There are six standards that are designed at a high level so every practitioner can apply them to suit the context they are working in.

The purpose of the standards:

- describe the essential professional knowledge in practice and professional relationships and values required for effective teaching
- promote high quality teaching and leadership for all learners across all settings
- set the standard expected for teachers to be issued with a practising certificate
- provide a framework to provide professional learning and development
- promote the status of the teaching profession through making explicit the complex nature of teachers' work
- strengthen public confidence in the teaching profession

The standards are:

1. Te Tiriti o Waitangi partnership (demonstrates commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa)
2. Professional Learning (uses inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners)
3. Professional Relationships (establish and maintain professional relationships and behaviours focused on the learning and well being of each other)
4. Learning-focused Culture (develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety)
5. Design for Learning (design learning based on curriculum and pedagogical knowledge assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures)
6. Teaching (teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace)

At Weymouth School we work in accordance with the code of professional responsibilities and we adhere to the professional standards to support our professional growth and development. It is the teachers' responsibility to compile evidence towards their appraisal interview with the Principal. There will be scheduled one-on-one interviews throughout the year.

Appraisals

We now have 'Professional Growth Cycles'. The Code of Professional Responsibility outlines the high standards of ethical behaviour expected of every teacher. This also influences the way in which the Standards for the Teaching Profession are understood and enacted within the teaching profession. At WPS we will use our 'North East' meetings to support our professional growth.

All teachers will be given the opportunity to discuss and receive feedback on their practice including observations. Teachers can create their own inquiry and set their own goals to support their responsibilities of the standards and the code.

The principal will sign each teacher off annually based on the discussions and sharing of work towards the standards and code that each teacher has developed. The final sign off will be in term 4 when a conversation is held between the principal and the teacher – aligned to Hapori Matatu's statements where the teacher is able to show they have met the criteria.

Planning

Inquiry Plan

At the end of the year our staff will generate ideas for inquiry topics for the following year. These are taken by a group of teachers and from these ideas, the bones of the Inquiry Plan is produced: Key concepts, key curriculum focuses & achievement objectives - all of which are consistent across all levels of the school.

The Inquiry Plan is presented to our teachers. As a staff, we generate further ideas for learning intentions, learning experiences and assessment tasks. Teachers then use these to personalise the plan for their students. It is expected that all teachers will evaluate and assess termly.

Weekly Plan

Teachers will use the Inquiry Plan to plan in more detail for the week. Planning can be in any format, but must be accessible to the Leadership Team at all times. Planning will be checked regularly throughout the year.

Class Timetables

A copy of all class timetables must be placed in the shared drive and updated termly. Timetables should reflect a balanced curriculum.

WPS Inquiry Model

We use our Weymouth Way to support our inquiry process.

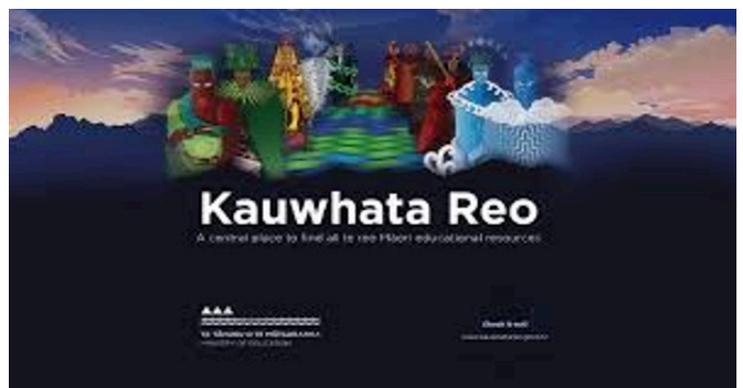


Te Reo Māori

Te reo Māori is indigenous to Aotearoa New Zealand. It is a taonga recognised under the Treaty of Waitangi, a primary source of our nation's self-knowledge and identity, and an official language.

At Weymouth Primary, an English medium setting, the provision for Māori language in education is through immersion level 4b. This means a learner is learning te reo Māori as a separate subject for at least 3hrs per week.

At Weymouth Primary we create Māori language opportunities for our learners by dedicating the first 30 minutes of every day to Māori language, along with participation in kapa haka and integration into inquiry learning. When planning our reo Māori programmes, we focus on our students and take account of their diverse requirements.



Assessment

At Weymouth we continue to review and develop our assessment processes and the purposeful use of assessment tools. For the teacher, assessment is an important part of teaching as inquiry in determining what an intervention should look like and how effective an intervention has been. In this respect, assessment informs and guides teaching and learning. The effective use of assessment is about ensuring that teaching and learning is being driven by students' current knowledge and interests so that learning experiences build on students' existing proficiencies.

For the student, assessment should be meaningful. It should also be driven by the concept of ako in which both teacher and student are involved in a reciprocal relationship. In this way, assessment should empower the student to take responsibility and have an active role in their learning. This involves goal setting regularly and providing feedback and feedforward which lead pupils to recognise their next learning steps.

Assessment can involve experiences such as: day-to-day activities (such as learning conversations); a simple mental note taken by the teacher during observation; student self and peer assessments; a detailed analysis of a student's work; assessment tools. At Weymouth, we use a variety of formal assessment tools. These play an important role in our inquiry cycles at both the classroom and school-wide level. However, they should only be understood as one part of our broader assessment practices.

Formal assessment timetable

Details of dates and times for assessing will be shared with staff.

READING		
Year Level	What	When
<i>Years 1-6</i>	Running Records Students reading at levels on the colour wheel using Ready to Read, PM Benchmark, Seen texts	Minimum of 2 per term. Individual tracking recorded on Reading Tracking Sheet.
	PROBE Students reading at Level 16 and above	End of term, current RR data entered into SMS.
<i>Years 1-2</i>	WPS Year 1-2 Assessment Booklet Booklets to be kept in Student Profiles & to be recorded in over a two year period.	Termly End of term, relevant data entered into SMS
	Observation Survey assessments: Letter Sounds, Letter ID, Concepts About Print, Sight Words, Reading/Writing Vocab, Running Record	
	JOST (Jnr Oral Language Screening Tool) Students new to school, and students with vocabulary, expressive and/or social language concerns.	Time 1: within first month of entry Time 2: six months from first time of entry Data entered into SMS once administered
<i>Years 3-6</i>	STAR (Supplementary Test of Achievement in Reading)	Term 1 Enter into NZCER site on completion of assessment

WRITING

Year Level	What	When
Years 1 - 6	<p>Unassisted Writing Sample - marked and moderated</p> <p>e-asTTle Writing</p> <p>Writing across the Curriculum</p> <p>All pieces of writing will support making an OTJ:</p> <ul style="list-style-type: none"> • Writing samples • Student workbooks • Modelling books <p>with the use of supporting resources:</p> <ul style="list-style-type: none"> • e-asTTle Writing Rubrics • Literacy Progressions • WPS Writing Pencils 	<p>Term 1 and Term 3</p> <p>Term 2 and Term 4</p> <p>Data entered into SMS/e-asTTle site</p>
Year 2-6	Schonell Spelling Test	<p>Term 2 and Term 4</p> <p>Data entered into SMS</p>

MATHEMATICS

Year Level	What	When
Year 1-6	JAM (Jnr Assessment of Maths) Students working at NZC Level 1/early Level 2	<p>On-going to inform next steps.</p> <p>Termly (end) data to be entered into booklet and SMS</p>
	<p>Assessment Tasks</p> <p>Appropriate problems/tasks selected/created by teams during planning stages to assess specific learning/strands.</p>	As strands are taught - as per Mathematics Overview
Years 4 - 6	PAT MATHEMATICS	<p>Term 4</p> <p>Data entered onto NZCER site on completion</p>

TE REO MĀORI

Year Level	What	When
Yr 1-6	<p>Assessment Tasks</p> <p>Appropriate tasks to assess specific achievement objectives</p>	Termly (end) data to be entered into SMS

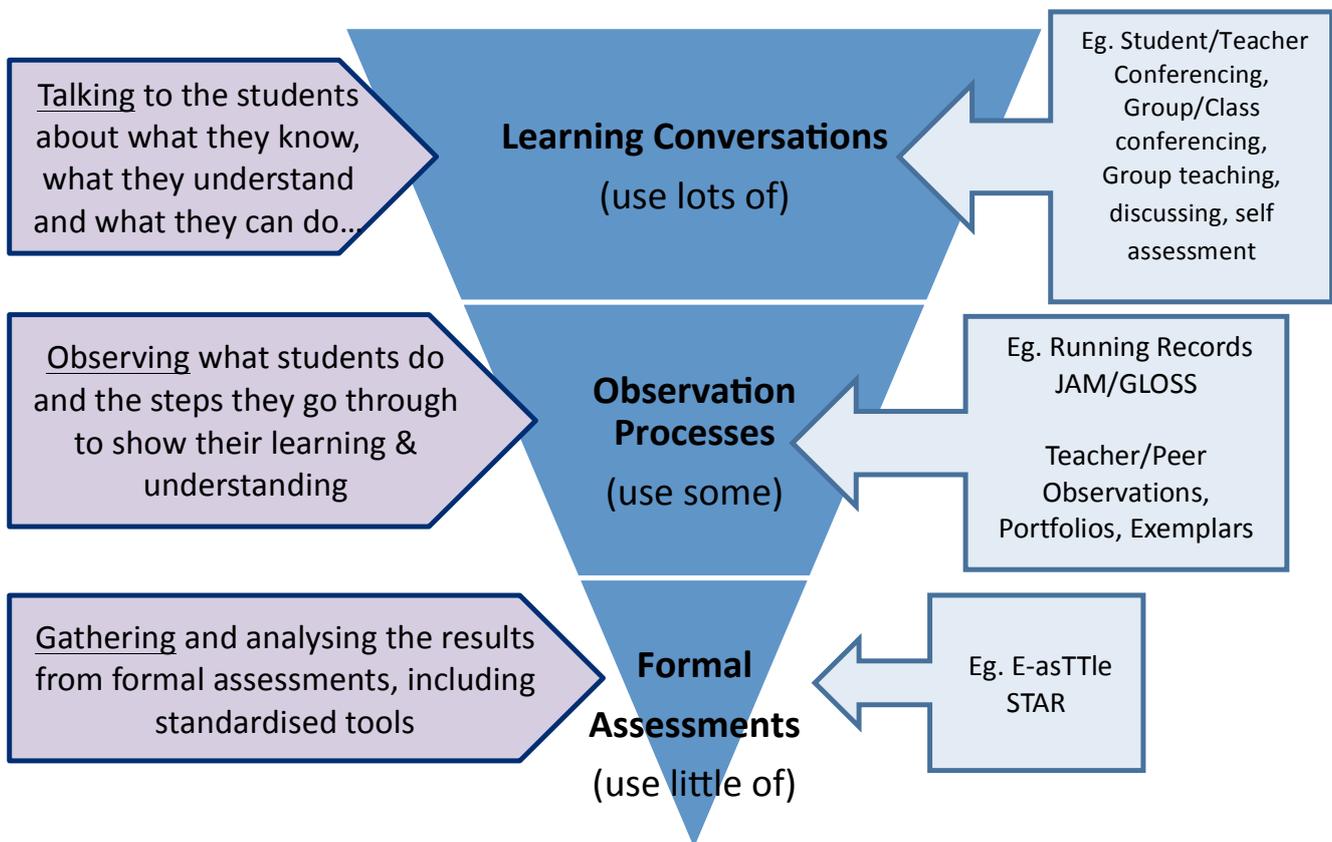
Moderation

Moderation helps teachers to increase the dependability of the assessment information they gather. This improves the decisions we make about student learning. Meetings may be held throughout the year to support this.

Evidence for Reporting Student Achievement and Progress

No single source of information can accurately summarise a student's achievement or progress. A range of approaches are necessary in order to compile a comprehensive picture of the areas of progress, areas requiring attention, and what a student's unique progress looks like. Using a range of approaches also allows the student to participate throughout the assessment process, building their assessment capability. Therefore, teachers need to bring together a range of evidence in order to form a picture of student achievement and progress. This should reflect what a student can do independently, most of the time.

At Weymouth Primary School we will draw on evidence using the weighting of the following approaches to inform our reporting:



Inclusive Practices

Learning Support at WPS

Rationale

Students with special educational needs have the right (Education Act 1989 - Section 8) to attend their local school and receive equitable educational opportunities which will enable them to reach their full potential as individuals. This school will recognise, respect and respond to the needs of all students and their families/whānau with a strong sense of inclusion for all.

Purpose

To promote the development of programmes which support children with special educational needs. This will be achieved through identifying the needs of individuals, adapting/modifying the curriculum, providing support learning programmes and monitoring their success.

Our Support People

The **Learning Support Team** is made up of the Leadership Team. They will meet fortnightly on Tuesdays to review students on our Learning Support Register, then visit classes of these students to offer support for teachers.

Saane: Oranga Tamariki referrals, IRF referrals, facilitate meetings and take minutes

Danielle: ORS, High-Health, SWiS, RTD, RTV, SLT, MOE referrals

Moana: RTLB, RTLit

Vada: Transitions

Roopu Āwhina is a group made up of: the Learning Support Team, Ministry of Education representatives, supporting outside agencies (RTLB, RToV, RToD, SLT etc), Health Nurse, Attendance Officer, and the Social Worker in School. They will meet once a term to discuss, feedback, review, and update the support our students are receiving. It is a chance for us to review the special education programmes we provide for our students collaboratively.

Individual Education Plans will be developed for children with identified needs. These will be formulated by a team of people who have regular interaction with the child or a role in teaching and learning programmes. All IEPs will be given to teachers and families, and a copy placed in the student's file.

A 'Learning Support Organisation Manual' is on our Google drive to show what support is available to all teaching staff.

Teaching Resources

Classroom Equipment

Each class should be equipped with all the necessary basic equipment needed. Consult with the Leadership Team should there be any basics missing or if you require other equipment.

Classroom Kete

Each classroom has a 'Classroom Kete' containing the core Literacy and Mathematics resources and tools to support the teaching and learning at WPS.

Resource Rooms

1. Resource Room: Located in Miss Raema's work space off the Library. A variety of curriculum resources are available for use. A photocopier, laminator and cutting tools are also available to use within this room.
2. Book Room: Located behind Room 4 and 5. All readers, poem cards, big books are available for use. In the adjoining room, there are some other curriculum resources, booster seats for transporting younger students, and assessment resources.
 - all borrowed resources must be returned by the teacher to the rightful place
 - all readers must be returned on a regular basis by the teacher eg. weekly

Other Resources

Other digital supporting resources can be located on our shared drive, as well as hard copy resources located on the teachers bookshelf outside the staffroom and in the Hui Room.

LITERACY LINKS

Journal Surf

Username: Weymouth School

Password: weymouth

ZIPTALES <http://www.ziptales.com>

Username: weymouthp

Password: literacy14

SUNSHINE ONLINE <http://www.sunshineonline.com.au>

Username: weymouthp

Password: literacy14



HAUORA

Health
and
Safety

Emergency Response Plan

There are TWO responses to an emergency:

1. Evacuate (Go) - continuous ringing of bell
2. Lock Down (Stay) - repetitive intermittent (off/on) of bell

The following two posters must be clearly displayed in the classroom. Teachers need to be familiar with the procedures and practice these as a class - especially showing students how to line up and the best route to the evacuation area (field). School-wide emergency drills will be conducted each term. All teachers to ensure an updated class list is close to their door at all times and is ready to access in an emergency. If a Lock Down occurs during a play break, or your class are outside, all staff and students must enter the nearest class or building and follow the Lock Down procedures.

Evacuation (Go)

In the event of a threat to the safety of students or staff within any of the school buildings, the school evacuation alarm will be activated.

On hearing the school evacuation alarm (continuous ringing of the fire alarm) evacuate all school buildings immediately.

Dial 111.

Assemble at the designated evacuation assembly area (field).

Staff to accompany group of students they have at that time to the evacuation assembly area where they will line up in their class in an orderly and quiet manner.

Teachers to check roll and advise the Assistant Warden.

A designated person shall meet Emergency Services at the front of the school.

Be prepared to move to an alternate evacuation assembly area if directed.

Lock Down (Stay)

An event occurs outside of the school buildings which poses an immediate threat to students or staff at Weymouth Primary school.

A lock down is indicated by the repetitive intermittent ringing of the school lock down alarm.

Lock down procedures are initiated and police are advised 111
Stay on the phone with emergency services

Teachers to clear all toilets, hallways and other rooms that cannot be secured if safe to do so.

Go inside or stay inside - Keep students calm, on the floor and away from doors and windows.

Lock exterior doors and windows and do not open until the lock-down is declared over.

If blinds are on windows, ensure unobstructed to allow for visual inspection.

Control movement in class.

Be aware that further information may take some time - be patient.

The Principal, member of the Leadership Team or Emergency Services will announce 'All Clear'

Waste Wise

Rubbish

Teachers are responsible for upcycling bins to use for rubbish.

- Foodscrap Bin: must be a sealed container. Monitors are to take food scraps bin (anytime after 10am) to the garden area. Empty buckets into bins located at the end of the hall deck by garden
- Paper Card Bin: is for all paper and card that can't be re-used. Teachers to empty this bin into the Paper recycling bins
- Landfill Waste: everything else goes into this bin. Teachers empty daily into the skip bin located in the carpark between the garage and Room 7.

Ensure classroom systems are in place and these areas are clean & tidy at all times. Classes are to ensure that waste is being put in the correct bins.

Travelwise

Bikes and Scooters

Bikes sessions are timetabled each term for you to use for lessons with your class. This is kept on the google drive. These lessons are to be integrated into the teaching of your curriculum areas wherever possible. A guide handbook can be located in our shared drive.

Children who want to ride their bikes to school must have permission from caregivers. Letters can be retrieved from Louisa. Bikes are stored outside Room 11 and scooters are stored next to the reading room. It is the responsibility of the students to provide a lock and to lock their bikes/scooters.

Walk to School Wednesday

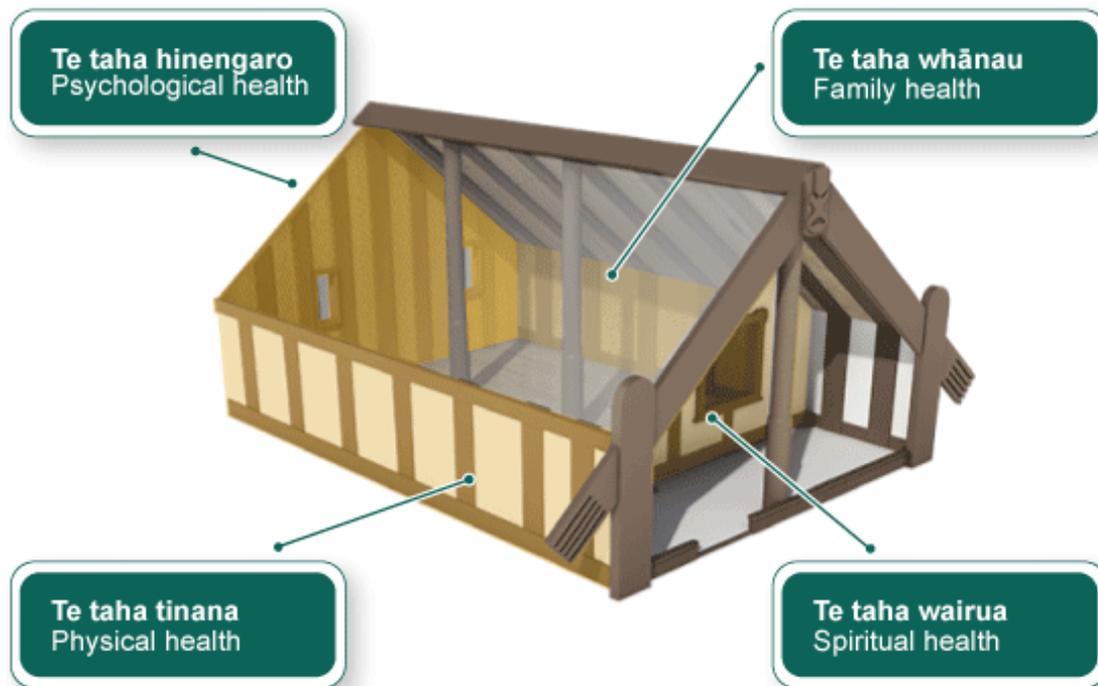
Students can meet teachers at the reserve on the corner of Weymouth Road and Settlers Cove Road before school at 8.15am each Wednesday morning to walk to school together.

Travelwise Initiatives

School and community days will be held throughout the year to promote travel safety. These will be scheduled into the term overview.

Health promoting schools

What is health?



General

First Aid and Health Centre

The centre is located in the office area and manned by support staff on a rotational basis.

ACCIDENTS

When children have minor wounds and bumps in the playground, please treat on the spot with supplies from the Duty Bag. Other accidents or illnesses, send or accompany the child to the Health Centre with an ice-block stick from the Duty bag to authenticate the visit. A ring clip gives details and photos of students who have specific medical conditions, which need specific responses. For seriously injured children, remain with the child, follow standard first aid procedures and summon help from the office by sending a Red Alert (Red card in the duty bag). All injuries and treatment are to be recorded at the Health Centre. Attending staff should also inform the Health Centre staff of any additional information regarding the injury.

Each class has a small first aid kit containing basic items. Please treat minor matters in class. If, during classtime, a child needs to be attended to at the Health Centre, send the child with a yellow pass from the first aid kit. For urgent assistance, send a Red Card to the office.

MEDICATION

Children may only take medication which has been prescribed for them. No Aspirin or Panadol or similar is ever given without parental consent. Medication sent to school by parents should be kept at the Health Centre and administered by Health Centre Staff. Some senior students are permitted to look after their own inhalers. Individual medical treatment and safety plans for students are also located in the Health Centre.

Dental Therapist

The mobile Dental Clinic is timetabled at different schools throughout the year. When on-site, it is located near the swimming pool. The Dental Therapist will work a block of time at our school seeing students. Parents with dental concerns for their child can contact the therapists if they are on-site, otherwise they will need to contact a mobile Dental Clinic that is convenient to them. The office will have all relevant information and phone numbers.

Sunsmart

Sunsmart Policy is on our school docs website. All students are to wear hats in Terms 1 and 4.

Kids Can

Weymouth Primary is a Kids Can School where we are supported with food, shoes, and raincoats for kids. Our Kids Can co-ordinator liaises with our school community and Kids Can to meet our needs. Ms Raema oversees the supply and distribution of food and Carolyn Abbott, the jackets & shoes.

Health Nurse

The Health Nurse visits the school on a regular basis. In the first instance, teachers should communicate Health Concerns to the Learning Support Team who will provide referral forms. Forms are also available at the office. All referrals are dated and filed in the blue folder in the back office (tardis). We expect to get feedback from our Nurse regarding action taken.

NB: Please note the rating system in our Learning Support @ WPS Booklet, on the shared drive, for priority of cases referred and time frame.

Mana Kidz Clinic

A Mana Kidz Clinic for rheumatic fever, throat swabs & skin ailments operates in the back room of the hall four days a week. A nurse visits classes daily to see if any students need to be seen. Follow-ups with families will happen if required.

Head Lice

If head lice is detected in any student's hair, the class teacher will need to retrieve a class set of head lice notices from the office to distribute them to each student in the class. If head lice is noticeably severe, the child should be sent to the office and the office staff will notify the family.

Head lice lotion and combs are available in the office.

Whānau Hub

The Whānau Hub is the building closest to the Estuary Road entrance. Whānau workshops will be provided throughout the year based on the needs of our community.

Property maintenance and hazards

As employees, we all have a responsibility to ensure our school is a safe environment for students and staff. It is everyone's responsibility to identify and report hazards. Caretakers are employed to ensure our buildings and grounds are safe and well maintained. Requests for maintenance, or reporting hazards should be made directly to the caretakers and then notifying the Principal. The Caretaker will report when the hazard or maintenance has been addressed. Commercial cleaners are responsible for the daily cleaning.

Property Checks

A Health & Safety check is carried out monthly by the Principal, Caretaker and BOT rep.

Workplace injuries

If a staff member is injured on-site, they need to complete an incident report and notify the Principal. Incident Reports are available at the school office.

Education NEGs and NAGs

The following are the National Education Goals for the education system of NZ

NEG 1 - the highest standard of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of NZ society.

NEG 2 - equality of educational opportunity for all NZ children by identifying and removing barriers.

NEG 3 - development of the knowledge, understanding and skills needed by NZ children to compete successfully in the modern, ever-changing world.

NEG 4 - a sound foundation in the early years for future learning through programmes which include parents as first teachers.

NEG 5 - a broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy, numeracy, science and technology and physical activity.

NEG 6 - excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

NEG 7 - success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

NEG 8 - access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post school education in NZ.

NEG 9 - increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori consistent with the principles of the Treaty of Waitangi.

NEG 10 - respect for the diverse ethnic and cultural heritage of NZ people, with acknowledgment of the unique place of Maori and NZ's role in the Pacific and as a member of the international community of nations.

The National Administration Guidelines are for the boards of trustees to ensure desirable principles of conduct and administration for specified personnel or bodies are being adhered to.

Computer Usage

In order for students to use digital tools, an agreement is signed on enrolment, and a copy is given to classroom teachers. Students using digital tools must always log in using student login details. All teachers need to ensure they are following and promoting the 'Digital Citizenship at WPS' document, poster and guidelines.

Health and Safety Programmes

Life Education and Keeping Ourselves Safe programmes will be done bi-annually.

The Children's Act 2014

Our child protection policy is on our school docs website. Please ensure you are familiar with the policy.

Cyber Safety and Risk Assessment

Each year we will host an event to ensure we have systems in place for cyber safety and risk assessment.



WHANAUNGATANGA

Engaging Families

Reporting to parents

Reporting to parents

WRITTEN REPORT: Students will receive a written report twice yearly in Term 2 and Term 4. The report template will be shared well in advance.

LEARNING CONVERSATIONS: This is a prioritised time to discuss learning & progress, set new goals, and provide support for whānau to support learning at home. Student work is to support these discussions eg. student workbooks, digital workbooks, displayed work. Learning Conversations can be carried out face-to-face, via a digital platform eg. zoom, or by phone call, depending on what is more convenient for the whānau.

INFORMAL CONVERSATIONS: A 'Meet & Greet' is scheduled at the start of the year. This is a time to connect with whānau. Teachers are encouraged to communicate with whānau on a regular basis - sharing successes and/or to discuss concerns. Preferred ways of communication should be established with each whānau within a child's first two weeks of school.

Reporting Timeline

Term 1	Week 2-4	Meet & Greet
Term 2	Week 10	Written Report
Term 3	Week 2	Learning Conversations
Term 4	Week 9	Written Report

Students who enrol within 6 weeks of Reports going home will not receive a written report, but will receive a 'New to School Report' in the form a letter, which reports on how the student has transitioned and inform whānau of current learning.

CHECKING REPORTS

Reports need to be checked according to the following steps:

1. Teacher writes reports, checks and edits themselves.
2. Printed black/white drafts of reports are given to Critical Buddy. Buddy teacher reads through reports, checking for spelling, punctuation and grammar, correct names, pronouns, as well as checking for completion of all components in the report. Draft copies with highlighted errors are returned to the teacher who then will make the necessary changes and corrections.
3. A member of the leadership team will be assigned classes to check second draft of reports. Teachers will be informed of any more changes or corrections to be made. Teacher will make changes and final check will be made by teacher.
4. Teacher to print final report and hand in to Principal for final read and signing.

REPORT WRITING

When writing reports, use clear and specific plain-language, avoiding teacher jargon. Comments must be specific to learning, focus on what students are able to do, and be written agentically.

Guidelines for report writing are located in our shared drive.

Parenting workshops

Our school will offer workshops throughout the school year for our school community. These may be run at various times of the day, and/or the evening. The purpose of our workshops are to foster and encourage collaborative and mutually respected partnerships between home and school. Workshop content will be mainly based on what whānau are wanting eg. school-related, supporting learning at home, positive parenting, budgeting etc. There will also be some workshops offered that support our school priorities.

General

Home study

Mandatory reading 10-15 minutes daily.

Mandatory basic facts and number knowledge.

Home tasks should be to practise current learning or focus on maintenance of knowledge in literacy/ maths. Home tasks could include families engaging in tasks together - Mahitahi.

Newsletters, Notices, Letters to go Home

All written communication sent home must be approved by someone in the Leadership Team. At the beginning of each term all teaching staff must send a letter home to parents and families.

A hard copy of all letters/notes sent home re: trips and outings should be given to the office staff and Principal in a timely manner so everyone knows what is happening. There are some parents/ family members, who aren't the primary caregivers, who have requested, and are entitled to certain communication about their child. Please familiarise yourself with these families and ensure that all necessary communication is provided for them. If you are unsure, please see the office staff for assistance.

Letters from parents

All written communication from parents to teachers should be retained by the classroom teacher for that year. This includes written notes through the office for phoned absences. Where issues or concerns arise teachers can ask advice from the Leadership Team.

Communicating with parents/caregivers

Teaching staff will establish an agreed method of communication between school and home. We encourage teachers to regularly communicate the sharing of successes as well as concerns. Seek the guidance from the Leadership Team should you have any concerns about meeting or communicating with whānau about any concerns.

The image features a stylized graphic of a person's head and shoulders. The person's head is a large yellow circle with a white outline, and their shoulders are a dark blue shape with a white outline. Behind the person's head is a large, bright yellow sun. The background is white, and the entire graphic is enclosed in a dark blue border. The text is centered within the sun.

**TE AHUREA
O TE KURA**
School Culture

Pastoral care

Pastoral Care at Weymouth Primary is driven by positivity and our Weymouth Way. All children are taonga and our role as teachers is to find the potential in every child so they are treasured. We refer to our students as 'taonga', extensions of our own whānau, and promote 'mana enhancing' opportunities at all times. Mana enhancement, opens the doorway to the discovery of everyone's inherent potential.

The Weymouth Way underpins everything we do. Classroom expectations should be co-constructed together with children, worded agentically, displayed, and re-visited daily, with a copy being shared with whānau. Restorative practices restore relationships when things go wrong, and going back to our Weymouth Way, Relationships-First profile, teachers can inquire into what we can do differently to help maintain positive, respectful relationships so issues are more easily managed.

We look to minimise issues by ensuring we have well-managed learning environments, and catering to individual needs of our learners. We look to co-construct solutions, with the student, with whānau, and with colleagues.

In our classrooms

The following can provide a guide for teachers to address inappropriate behaviour if required. This is not intended as a consequence checklist, but more as process for teachers to work through should they need it.

1. Warning - address the inappropriate behaviour, and discuss what needs to change
2. Thinking time / Thinking space - A designated space in the classroom for students to reflect on their behaviour for a short period of time. What was I doing? What should I be doing? What should I have done? What will I do next? Follow-up with restorative conversation in a timely manner.
3. Time Out - Student given no longer than 10 minutes in another class for further reflection time. Conversation with student on return.

RED CARD - When the safety of an adult or child is compromised, and or urgent assistance is required, give a red card to a student to bring to the office. Someone from the Leadership Team will come immediately.

Minor incidents of concern should be discussed with whānau. If these are re-occurring, seek guidance and support from the Leadership Team.

In our playground

Following our Weymouth Way keeps our playground a safe and a happy place to be. We do this by:

- looking after our school environment
- speaking in a polite and friendly manner
- playing safely and nice with others
- playing in the right areas
- treating other people fairly and with respect

RED CARD - When the safety of an adult or child is compromised, and or urgent assistance is required, give a red card to a student to bring to the office. Someone will come immediately. Parents will be informed, and if necessary, asked to collect their child from school.

Major incidents

It is important that all necessary information has been gathered in order to respond appropriately. The reporting staff member is to investigate and provide as much information as possible to the Leadership Team, so that they can follow-up further investigations, and then make informed decisions. This can often take time, and therefore, in some instances, consequences may not be instant.

Major Incidents:

Causing harm to others with intent	Red Card - child sent home Teacher to investigate further (who/what/why) and inform Leadership. Incident recorded into SMS.
Swearing with intent	Red Card - child sent to office Leadership team to inform whānau. Child to write apology letter.
Swearing without intent	Teacher/Duty teacher to discuss Weymouth Way - and use of appropriate language
Damaging property / environment with intent Vandalism	Red Card - child sent home Leadership team to contact whānau and follow-up
Self-harm	Principal informed. Refer to Oranga Tamariki. Teacher to record date/time of incident or disclosure. Principal will follow-up.

If whānau cannot be contacted, the student will remain with a member of the Leadership Team and be given tasks to do during this time. When a child returns to school, the teacher welcomes back the student, and reminds them of our school and class expectations.

Support for students and whānau

SCHOOL CHAPLAIN

Mrs Jan May works in our school on Tuesdays and Wednesdays. A self-referral box is located at the office where students may write their name and room number on a piece of paper and place it in the box. Mrs May will visit students in their classroom and may conference with them in her designated space.

SOCIAL WORKER IN SCHOOL (SWiS)

Ella Wallace works in our school Mon, Wed, Fri and at Waimahia Intermediate on the other days. Our SWiS works alongside whānau and students on their caseload. Referrals must be discussed with members of the Leadership Team.

Students remaining in class during break times

All students are entitled to have a break and run around, have a drink and use the bathroom. At morning tea students should not be kept for longer than 5 minutes. At lunchtime students should not be kept for longer than half the lunch break. Any students remaining in class need to be supervised by a teacher.

Concerns & Complaints Procedures

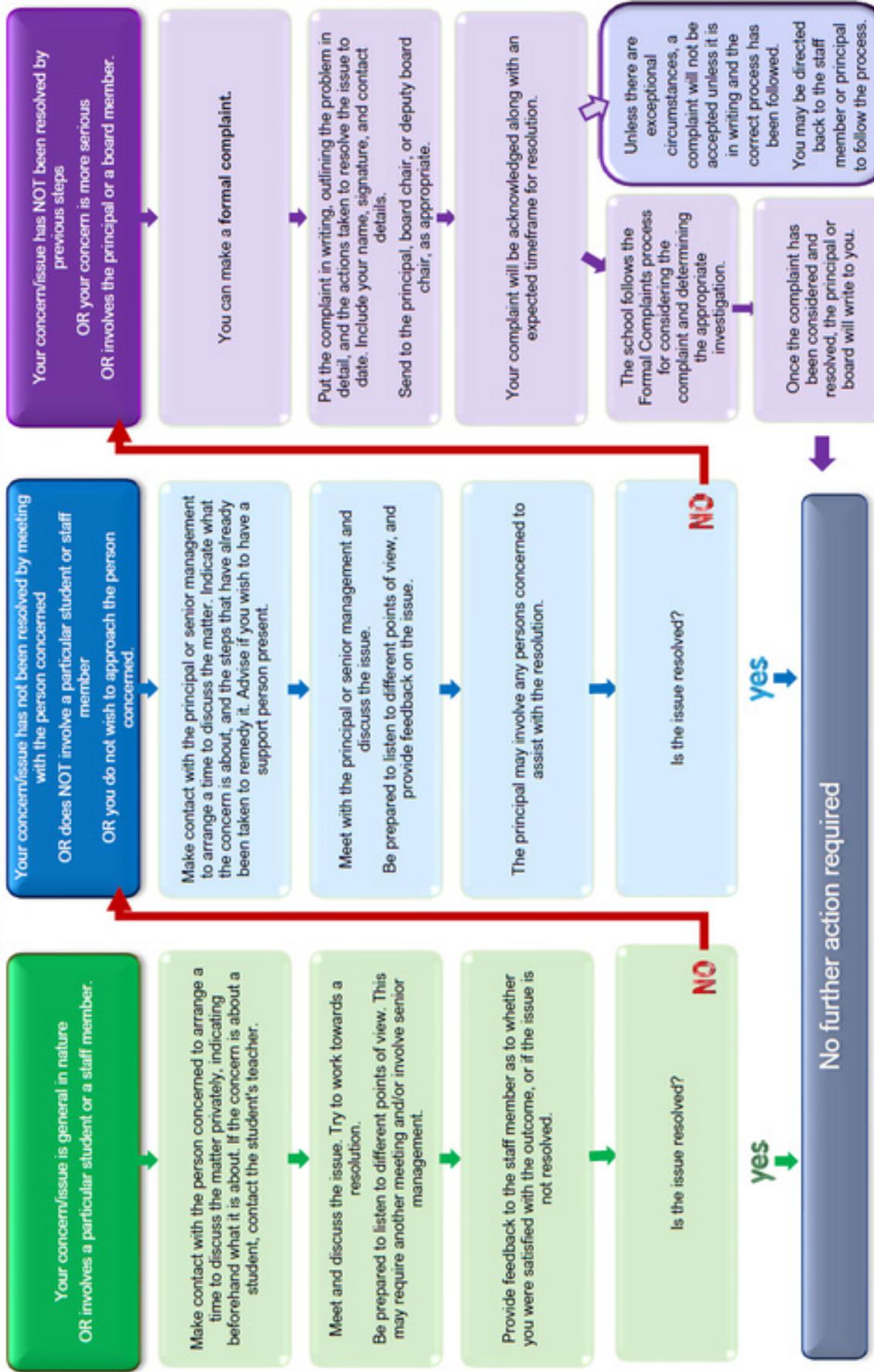
At our school we have a 'Concerns and Complaints Process' as outlined on our website, attached to regular newsletters and displayed around our school. Parents should not approach other students or parents about school behaviour concerns, but should contact the school to address them on their behalf. Please refer to the diagram on the next page and be familiar with it so you can point this out to parents should you need to. Follow the procedures.

Making contact with whānau

Early in the year the teacher should consult with their whānau as to which method of communication is best for them. If you have any concerns contacting whānau, please see the Leadership Team for guidance and support.

Concerns and Complaints Process

Most concerns can be resolved informally by discussions with the people concerned.



Transition to school

New Entrants

The ECE liaison will be in close contact with all local centres and will meet with them on a regular basis. These meetings will gather information such as: expected number of children attending our school; identify students who need special support with transition or who have special learning or behavior needs; strengthen the partnership between ECE and Primary, offering and receiving ideas that can assist with the smooth transition for children.

ECE centres are invited to participate in “Moana Team Time” with our Year 0/1 classes. This is a developmental time where our pre-schoolers who are close to starting school, get to interact with our teachers and children in a school setting.

The ECE liaison will conduct Transition Information Meetings for prospective parents throughout the year. Invitations for whānau will be given to all local Early Childhood Centres. These may be held here at school or at the ECE centres. The focus of these meetings is to provide parents with information regarding the enrolment process, how parents can prepare their children for school, and to answer any questions parents may have.

On enrolment, Year 0/1 students will ideally have three pre-visit dates which are held on Tuesdays between 9-11am. These visits are prior to the child starting. Students enrolling will visit the class they will start in. On the first visit, the ECE liaison will meet with the parents in the staffroom. This meeting will focus on information pertinent to the child starting school, an opportunity for other parents to meet, and to answer any questions parents may have. Children and their whānau will have mixed emotions about starting school so it is important that we provide a warm and friendly welcome and make them feel at ease.

Year 6 students

At the beginning of the year a parent evening will be held for all parents of students moving to intermediate. Information will be shared about local intermediate schools and to answer any questions regarding enrolments. Prospectus for each of the local intermediates will be available in term 4, and many local intermediates have open days/evenings to also support the enrolment process. Any parents wanting support filling in forms will have an evening scheduled in term 4. All schools that send scholarship information will be forwarded on to parents and we will support their applications.

At the end of Term 4, a meeting will also be held for families of Year 5 students to inform them of Intermediate options and scholarships for the following year, as many of the scholarships have closing dates early in the year.

Transition from year to year

At the end of each year, the Leadership Team will work with teachers to place students accordingly for the following year. Once classes have been finalised, one block in the last couple of weeks of school, will be allocated for students and teachers to meet. Students will receive a letter from the teacher introducing themselves to share with their whānau. Students & whānau will prepare an ‘All About Me’ poster to share with the teacher. This contains information that the student and whānau want the teacher to know eg. the way I best learn; my interests; my strengths; what I need support with; etc.

At the start of the school year, class lists will be displayed for the students and whānau to view. Members of the Leadership Team will be there to support students who do not know what class they are in. New enrolments will be directed to the hall. Our office staff will be there to process enrolments.

Houses

The houses have been named according to 'Nga Hau e Wha'. Ngā Hau e Wha translates to the 'four winds'. This symbolises, for us, the 'four corners of the world' in which we all stem from. The four winds bring us together. The four houses are:

Te Tonga (Green)

Te Uru (Red)

Te Whiti (Yellow)

Te Raki (Blue)

Every staff member and student will be a part of a house and participate in the events that take place. The purpose of the houses are to foster the 'tuakana-teina' concept where our older students are working with, and supporting our younger students. Siblings will be placed in the same house. Teachers to ensure this happens as at times some of our siblings have different surnames. At the beginning of each year two house captains are selected for each house.

Points system

Up to 5 white tokens can be awarded to students for demonstrating our Weymouth Way, upholding our vision 'Strive for the Best', and our values of Respect and Honesty. Tokens are placed into the House Boxes that are located in the office foyer (side entrance by Junior Courts). House Captains are responsible for counting and reporting updated house points each Friday.



Annual Awards

Name of trophy	Awarded for	Process
Centennial Trophy	Academic excellence in Year 6	Y6 teachers to nominate. Decided by Saane.
The Simmonds Ringa Awhina Award (Helping Hands)	Attitude, helpfulness, positive and involved monitors or students with responsibilities.	Year 6 teachers to shortlist students. Staff vote decides.
Weymouth Primary School Cup for Sporting Excellence	High level of sporting skills, i.e. - School rep. - Club rep. - Community rep.	Decided by Sports Co-ordinator
Sports Cup for Contribution to School Sport	Attitude, sportsmanship and involvement.	Decided by Sports Co-ordinator
Kia mau ki to Poutama	2 students inclusive of language and cultural involvement - tikanga and te reo. Supporting others.	Decided by Danielle
Pasifika Award	2 Students. Inclusive language and cultural involvement across the school	Pasifika support teachers to shortlist nominations. Lead teacher/s to decide.
Mainfreight Duffy Award for Excellence in Attitude	Year 6 student who demonstrates an excellent all round attitude or effort.	Decided by Y6 teachers - facilitated by Moana <ul style="list-style-type: none"> • Excellent attitude towards staff and peers. • Excellent attitude/effort towards reading. • Role model - leads by example. • Respectful and helpful in school environment. • Consistent effort in curriculum areas - even if not a high achiever. • Positive attitude.
Weymouth Way Shield	Year 6 student who epitomises the Weymouth Way: We think. We help. We learn. We care.	Staff to make nominations. Leadership team to decide.
Music Award	A student displaying outstanding excellence in music, choir and the performing arts.	Principal and The Arts teacher decide

Name of trophy	Awarded for	Process
Librarian award	A student who displays effort, enthusiasm and energy towards the role of librarian.	Decided by the School Librarian
Literacy Award	Top Y6 literacy student in reading & writing	Decided by Literacy Lead
Mathematics Award	Top Y6 student in mathematics	Decided by Maths Lead
Individual Class Awards	6 classroom awards: <ul style="list-style-type: none"> • 2 most improved • 2 academic excellence • 2 teachers choice 	Decided by classroom teacher. A Google Document will be sent out to enter names. The office staff will prepare the certificates.
Enviro Cup	Student who supports the sustainability of our school environment (Yr1-6)	Decided by Enviro Co-ordinators
Enviro Award	Student who supports the sustainability of our school environment (Yr 1-6)	Decided by Enviro Co-ordinators
Individual Class Certificates	All students will receive a certificate and be acknowledged.	Class teachers



RANGATIRATANGA

Leading & Governing

Board of Trustees - Guardians of Education

The Board performs the Governance role.

The Principal is delegated the day to day management of running the school.

The monthly meeting of the Board is held on the third Tuesday of the month, commencing at 6.00pm. Meetings are held in the staffroom.

A staff representative is an elected trustee.

Leading

Principal: Saane Faafo-Oldehaver,

Deputy Principal: Danielle Katavich

Deputy Principal: Vada Miers

Deputy Principal: Moana Iese

Kahui Ako - Across School Lead Teacher: Linda Hodge

The role of the leadership team is to:

- Use evidence to make decisions
- Ensure a high quality curriculum design
- Ensure Charter, Strategic Plan and Annual goals are being met
- Ensure professional development and performance appraisal align to annual goals
- Ensure the procedures and practices align with policies and directions
- Responsive to community aspirations, interests and concerns
- Ensure student voice is evident in everything we do
- Ensure we are constantly promoting student learning, engagement, progress and achievement.

The School Charter - Strategic & Annual Plan and Kaupapa booklet will be our guiding document and used on every occasion.

The following documents will be used to support our work.

- Best Evidence Syntheses
 - School Leadership and student Outcomes: Identifying What Works and Why
 - Teacher Professional Learning and Development
 - Effective Pedagogy in Mathematics/Pāngarau
 - Effective Pedagogy in Social Sciences/Tikanga ā Iwi
- Leading from the Middle – Educational Leadership for Middle and Senior Leaders
- Pasifika Education Plan
- Ka Hikitia Accelerating Success
- Tātaiako
- Tapasā
- Teaching to the North-East By Russell Bishop
- ERO Publications