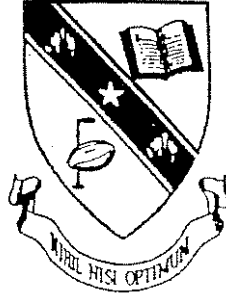


Amuri Area School



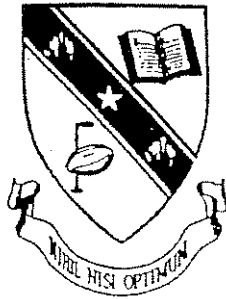
Kia Kitea Toikaka

Nothing But The Best

PARENT HANDBOOK

2010

Amuri Area School



Our School Vision

Amuri Area School is a positive and supportive community that seeks to develop self disciplined learners to become independent and responsible citizens who always give nothing but their best

Our School Mission

Raising achievement; encouraging excellence

Our Values

To have respect for our peers, those in authority, our environment and ourselves

To be proud of ourselves, our school and our communities

To act with integrity, honesty and self discipline

To trust each other

To tolerate difference in a wide variety of settings

To always aim for personal excellence in everything we do

AMURI AREA SCHOOL – PARENT HANDBOOK

Index

Absent From School.....	12
Annual Plan	9
Area Schools Sports Tournament.....	12
Assemblies.....	12
Australian Schools Competition.....	13
Board of Trustees	7
Bringing Money to School	13
Buses	13
Calendar.....	14/15
Canteen.....	16
Careers.....	16
Casafest	16
Cell Phones.....	17
Community Education.....	17
Complaints.....	18
Curriculum.....	18/19
Discipline System.....	19-22
Distance Learning (Correspondence School/Cantatech).....	22
Dux.....	22/23
Education Outside the Classroom	23
Emblem & Motto.....	6
Emergencies	23
Fees.....	24
Fundraising.....	24
Guidance.....	24
Harassment	24/25
Head Students.....	26
Health Nurse.....	26
Homework	26
Houses	27/28
Internet & E-mail.....	28
Introduction	5
Itinerant Music	28
Jewellery.....	29
Late to School.....	29
Leaving School During the Day.....	29
Leaving School Permanently.....	29
Library	29
Lockers	29
Lost Property	30
Lunchtime Activities	30
Magazine	30
Map of the School	11
Medication.....	30
NCEA.....	31
New Entrants	31
Newsletter.....	31
Office.....	31
Open Evening	31
Pets Day.....	32

AMURI AREA SCHOOL – PARENT HANDBOOK
Index

Photocopying/Printing.....	32
Parent Teacher Association.....	32/33
Prizes	33
Religious Education	34
Reports.....	34/35
Rules.....	35
Scholarships.....	35
Scholastic Book Club	35
School Day Organisation.....	36
School History	6
Sick.....	36
Special Education	36
Sport	37
Sporting Affiliations.....	37
Staff List	10
Stationery.....	38
Strategic Plan.....	8
Struggling Financially with the Schools Requests	38
Student Executive	38
Student Leadership.....	38/39
Sun Protection.....	39
Term Dates	39
Uniform	40-43
Uniform Boys	41
Uniform Girls	42
Uniform Problems	43
Vehicle Use	43
Vision, Mission & Values	2
Who to Contact?	44
Windy Point.....	44
Work Experience.....	44

Introduction

The purpose of this handbook is to provide parents and/or students with information relating to the school that might be useful at different times after enrolment. It is unlikely to contain answers to all your queries but it is hoped that most of your queries can be answered by reading the appropriate section in here.

Please do contact the school if you have a question and it is not answered in this book. It is likely that others will have at some time the same question and so in future updates we will include information to help.

At Amuri, we want to encourage contact between the home and school and so please, never hesitate to contact us by phone, e mail, fax or in person. This book is not designed to replace that personal contact. Neil Wilkinson, The Principal, is happy to be contacted at home during the evenings or weekends on 315 8992 or 027 2324 924 or by e mail at neil@amuri.school.nz



Amuri Area School Contact Details

Phone	03 3158 233
Fax	03 3158 476
E Mail	office@amuri.school.nz
Website	www.amuri.school.nz

School History

The original Culverden Primary School was established in 1896. In 1960 the school converted to a District High School and then in 1977, the two schools were amalgamated as the Amuri Area School.



The Secondary School



The Primary School

Emblem and Motto

The school crest or emblem shown on the front of the booklet, has in Latin the saying ‘Nihil Nisi Optimum’ which translated into English means ‘Nothing but the Best’ or in Maori ‘Kia Kitea Toikaka’.

AMURI AREA SCHOOL – PARENT HANDBOOK

Board of Trustees Members

Name	Phone/email	Role	Trustee since	Term expires
Janet Murphy	315 8198 Murphy.M.J@xtra.co.nz	Elected Chairperson	2002	Oct 2011
Matthew Gardner	315 6312 edale@amuri.net	Parent Rep Deputy Chair	2007	April 2010
Trish McIntosh	315 8363 rpmci@xtra.co.nz	Elected Rep	2004	April 2010
Penny Mossman	315 6435 penny@amuri.school.nz	Staff Rep	2006	April 2009
Nicole Eastmond	Eastmonn@amuri.school.nz	Student Rep	2007	Sept 2009
Neil Wilkinson	315 8233/8992 neil@amuri.school.nz	Principal	2005	-
Kathryn Duncan	315 7372 duncanfamily@paradise.net.nz	Parent Rep	2007	April 2010
Craig Smith	315 8210 thevicarage@xtra.co.nz	Parent Rep	2008	Oct 2011

AMURI AREA SCHOOL – PARENT HANDBOOK

LONG TERM STRATEGIC PLAN 2009 – 2011

Student Progress & Achievement	Curriculum	Personnel	Student Welfare	Property	Finance
Eliminate distractions within classes	Implement the new curriculum into teaching programmes and methods	Continue to provide an environment where staff enjoy being a part of a team and are excited about teaching here	Maintain and build relationships throughout all groups within the school community	Implement planned improvements to facilities	Support the strategies contained in this plan
Increase student motivation and engagement	Maintain sporting and cultural opportunities and participation both within the school and externally	Continue with the development of formative assessment strategies from ATOL in the staff PD programme	Use the school structures to further build leadership capability within all students	Maintain and/or improve school property and equipment	Maintain and monitor both income and expenditure to ensure financial stability
Promote the value and importance of education within the student and parent community	Provide a wide range of subject choices to meet student needs in the senior school	Promote mentoring with a colleague for all staff to help overcome isolation and single focus factors	Continue to work on reducing absence from school for reasons other than sickness	Improve the presentation of the school (signs and gardens)	Provide for staff to be able to identify needs and wants on a regular basis
Promote e-learning opportunities through a variety of programmes to address isolation issues	Develop a coherent curriculum across the whole school	Continue to develop staff skills in the use of ICT for delivery of classroom programmes	Use the discipline system and other tools to provide a harassment free school		Look for opportunities to raise student numbers and therefore funding
Further develop the use of asTTLe and other agreed assessment tools to drive teaching programmes					

AMURI AREA SCHOOL – PARENT HANDBOOK

Amuri Area School Annual Plan 2010

Our Vision: Amuri Area School is a positive and supportive community that seeks to develop self disciplined learners to become independent and responsible citizens who always give nothing but their best

Our Mission: Raising Achievement; Encouraging Excellence

Progress & Achievement	Curriculum	Student Welfare	Property	Personnel	Finance
<p>Goals: To use IEP's (11-13) and e portfolios (4-10) for students to set goals and monitor progress</p> <p>To use asTTLe (and other assessment tools) as the basis for teaching programmes in literacy and numeracy in Years 4-10 & as a measure of student progress (with attention to the use of e asTTLe)</p> <p>To report according to the new national standards</p>	<p>Goal: To implement and refine the new curriculum</p> <p>To review the senior curriculum to meet the needs of reluctant senior students while also providing academic opportunities</p> <p>To implement a programme of use of thinking tools</p>	<p>Goals: To promote the use of student voice within the curriculum and wider school life</p> <p>To continue to build leadership capacity in students</p> <p>To continue to reduce harassment levels and classroom distractions</p>	<p>Goals: To improve the presentation of the school.</p>	<p>Goals: To further develop the use of formative assessment tools in classroom teaching using an agreed process of PD</p> <p>To build on the programme of staff buddies.</p> <p>To refine the appraisal process to incorporate development of new curriculum features (kc's, principles, values)</p>	<p>Goal: To monitor expenditure and income within BOT approved levels</p> <p>To support the strategies listed here</p> <p>To look for opportunities to raise income</p>
<p>Target 1: 75% of students regularly use their IEP or e portfolio to review progress and achieve their goals (including NCEA goals)</p> <p>Target 3: 80% of Year 4 – 10 students achieve their individual asTTLe target</p> <p>Target 4: All requirements relating to national standards are met</p>	<p>Target 1: The Amuri curriculum is used in all classes</p> <p>Target 2: The review group presents findings & any recommendations by July</p> <p>Target 3: All classes use the thinking tools agreed to</p>	<p>Target 1: Items agreed to in 2009 are implemented and students give positive affirmation to these</p> <p>Target 2: Leadership opportunities are provided for form and whanau leaders</p> <p>Target 3: Harassment and distraction levels reduce below 2009 rates</p>	<p>Target 1: Staff, students and parents rate the school's presentation and a .8 or better reading is the result</p>	<p>Target 1: 80% of the staff join the PD programme and visit other peoples classrooms</p> <p>Target 2: 75% of the staff have a buddy and are in contact more than once during the year</p> <p>Target 3: A revised appraisal process is signed off on at the first staff meeting and used during the year to develop staff capability</p>	<p>Target 1: A budget is agreed to by the February BOT meeting</p> <p>Target 2: All strategies are supported</p> <p>Target 3: Income opportunities are explored</p>

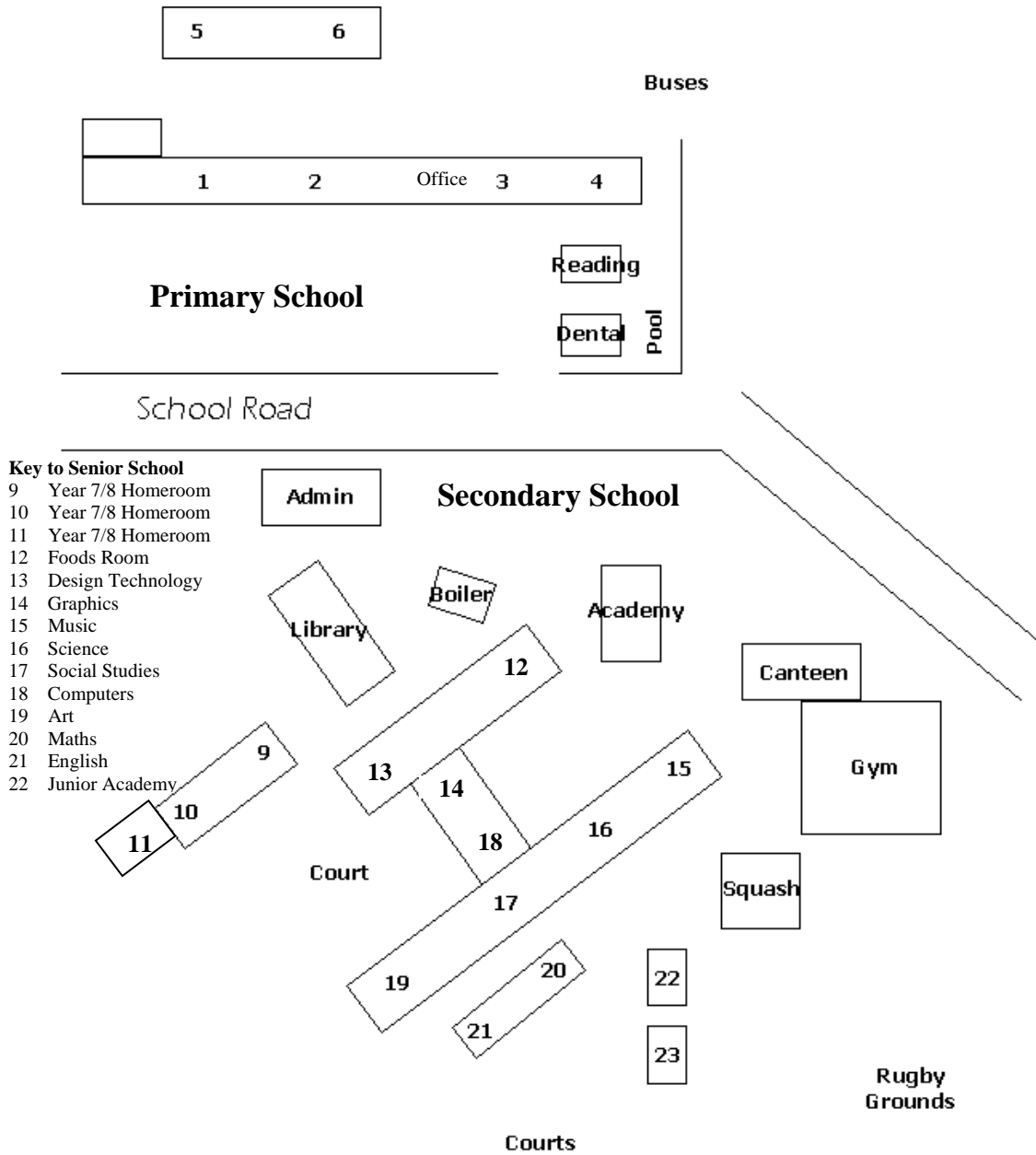
AMURI AREA SCHOOL – PARENT HANDBOOK

<i>Strat 1: Form teachers introduce the e portfolio and classes are provided with time to prepare</i>	<i>Strat 1: A Thinking Tools position is appointed to promote use of the agreed tools amongst the staff</i>	<i>Strat 1: Distractors in class are identified by fellow students once a term and appropriate action taken</i>	<i>Strat 1: The Property Manager works closely with the Principal and BOT to present the school</i>	<i>Strat 1: The SCT implements a PD programme that focuses on formative assessment and promotes class visits, readings, discussions etc</i>	<i>Strat 1: Myojo Gakuen visit</i>
<i>Strat 2: Year 11 – 13 students come to school on Fe 1 to start preparing IEP's with Form Teachers</i>	<i>Strat 2: Thinking tools are made conspicuous in classrooms</i>	<i>Strat 2: A Student Voice coordinator is appointed to promote opportunities</i>	<i>Strat 2: The gardens are rebuilt in line with schools development plan</i>	<i>Strat 2: The appraisal process is reviewed by the SMT to incorporate new directions at Amuri and they bring recommendations to the TOD</i>	<i>Strat 2: The support of the PTA is sought to help fund activities</i>
<i>Strat 3: English and Maths teachers help students set asTTLe goals based on 2009 results for inclusion in plans</i>	<i>Strat 3: The review group meets, considers and presents</i>	<i>Strat 3: Student voice is considered in any review processes of existing school systems or structures</i>	<i>Strat 3: Work on the pond continues with planting and development</i>	<i>Strat 3: Staff maintain links with their buddies or establish a buddy for the year to assist with moderation, unit writing, sharing practice etc</i>	<i>Strat 3: The school produces The Peril as an income source</i>
<i>Strat 4: Form teachers review on a regular basis portfolios or IEP's to check progress and reset goals</i>	<i>Strat 4: All staff implement the Amuri Curriculum</i>	<i>Strat 4: A Leadership Coordinator is appointed to provide training and support to school leaders</i>		<i>Strat 4: Host an AtoL Expo locally involving North Canterbury schools where best practice in formative assessment is shared</i>	
<i>Strat 4: HELA's set up timelines for assessments to be completed</i>		<i>Strat 5: Student Manager is used to record all incidents of harassment</i>			
<i>Strat 5: : Offer a MU for someone to lead the implementation of the National Standards (or more than 1 person)</i>					

Staff List and Teaching Subjects/Role

Christian Alino	Science, Maths, Chemistry, Music
Bruce Anink	Workshop, Graphics, Carpentry
John Bailey	Property Manager
Stuart Barbour	English
Bronwynne Beaven	Maths, Agriculture/Horticulture
Chrystal Boyd	Reception
Sue Boyd	Canteen Manager
Toby Brown	Teachers Aide
Gavin Cate	Phys Ed, Sport, Health, Maths
Lee Cleeve	Home-room Year 4/5, Phys Ed, Assistant Principal (Primary)
Rebecca Cunningham	Art, Employment Skills, School Magazine
Louise Davy	Home-room Year 7/8
Jacqui Dasler	Teachers Aide
Maree Earl	Reading, Assessment
Steven Field	Maths, Science
Sarah Gardiner	Chaplain
Nicola Gray	Home-room Year 7/8
Debbie Gross	PE, Sport
Kylee Habgood	Primary Release
Jason Hagan	Home-room Year 5/6
Brent Hallaran	Home-room Year 2/3
Tina Heaps	Social Studies, Geography, Outdoor Education
Glenys Hendrickson	Finance Manager, Reception Primary Office
Oliver Heuchel	Assisting Teachers, Sports
Amy Hewett	Science, Biology
Kate Hoban	Home-room New Entrants
Helen James	Teachers Aide
Diane Johnson	Teachers Aide
Kay Kennedy	RTL
Claire McCarthy	Maths, Social Studies, Employment Skills, English
Collette Macgregor	French, Japanese, German, Spanish
Don Macgregor	Maori, Physics
Anne Maclaine/JJ Gudopp	Library
Penny Mossman	Deputy Principal – Secondary School, Academy, Careers
Graham Payter	Computing
Melanie Phillips	Office Manager
Marie Pitt	Cleaning
Kirsty Robinson	English, Employment Skills, Gateway
Emily Shaw	Home-room Year 7/8
Jenny Stewart	Dental Nurse
Elizabeth Teulon	Special Needs, Counselling, Community Education
Ann Thomas	Food, Primary Release, Hospitality, Textiles
Neil Wilkinson	Principal, Music
Eleanor Youngman	Cleaning

Map of the School



Absent from School

Year 0-6 absences should be rung through to the junior office (3158 233, extension 810) whenever a student is absent. If the school is not rung, we will ring you to check the absence.

For Year 7-13 absences, wherever possible, caregivers are asked to phone the office each day of absence and leave a message explaining the reason for the absence. If not rung through, all absences must be explained by a note from either a parent or guardian. If it is not possible before the absence, then as soon as possible after the student returns to school.

If you know that a student is going to be away in advance, it is appreciated if you can let the school know before the absence.

Students in Years 11, 12 and 13 need to be aware of the requirements relating to absence and assessment of NCEA Standards – these are clearly explained in the NCEA Handbook issued to all students at the start of the year.

Area Schools Sports Tournament

Each year in the first week of the July school holidays, students from the Area Schools assemble for a South Island sports tournament or a NZ tournament. The tournament alternately each year and students represent their zone in one or more of netball, soccer, rugby, volleyball and basketball. The zone depends on whether it is a South Island or NZ tournament. From this tournament, SI or national teams are picked in each sport although only rugby plays as a team.

The central team for the South Island tournament of which our students form a part, may be selected following trials and then a fund-raising programme is put in place to pay accommodation and travel costs. For the NZ tournament the South Island plays as one team and a mechanism for selecting the team is yet to be determined.



Assemblies

These are held on every second Wednesday in the gym and begin at 8.50. Each week a different house group is featured and student achievement is recognised at assemblies. Parents are encouraged to attend and/or provide the school with information that may be promoted at assemblies.

Australian Schools Competitions

These competitions are held in Mathematics, English, Computing and Science and students are encouraged to enter them. Each competition has an entry fee and a date for sitting the test which is then returned to Australia for marking. A detailed assessment of the students work is returned along with certificates of achievement at the appropriate level for each student. Competition entry closing dates and other details will be advised by Mrs Springett through the newsletter.

Bringing Money to School

If a student brings money to school, they are encouraged to hand it in at the office at the start of the day for collection when needed. Money should not be left in bags or desks etc. There is a money deposit box at the office for money sent for specific purposes – the cash or cheque should be put in an envelope with the details of who and what for written on the front.

Buses

There are six bus runs that service the district and the Bus Controller deals with all aspects of bus travel. This is currently Miss Teulon, and all matters relating to buses should be directed to her. On enrolment, students are asked to complete a bus enrolment form that will enable them to be registered on a bus.

Ringling lists for bus travellers are prepared and revised on a regular basis in the event of the buses going home early or not running at all because of adverse weather conditions. These lists are used by members of staff only.

Calendar

The first or second newsletter of each term carries a calendar of known events for the coming term. All activities are generally promoted in the newsletter each week for the coming week. Some key dates for 2010 are listed here but please be aware that these are provisional dates at this stage.

February 1 st	Term 1 Year 1-6 start/ Leadership Day
Feb 2 nd	All students. Form Challenge Day.
Feb 7 th	Duathlon
Feb 10 th	Swimming Sports Year 7 Parents Evening
Feb 11 th	PpD Swimming Sports PpD Year 7 Parents Evening
Feb 16 th	PTA
Feb 17 th	CCHS Swimming
Feb 23 rd	CSS Swimming Prelims
Feb 25 th	CSS Swimming Finals
Feb 23 rd -26 th	Year 9 Camp
March 2 nd	HPSSA Swimming
Mar 3 rd	CCHS Athletics
Mar 6 th	Amuri Show
Mar 8 th	Crash Bash
Mar 9 th	CSS Athletics Prelims
Mar 10 th -12 th	Year 7 Camp
Mar 13 th	CSS Athletics Finals
Mar 15 th -19 th	Green Week (Set aside for assessments, no class trips or disruptions to school timetable)
Mar 23 rd	HPSSA Softball/T-ball PTA
Mar 25 th	CPS Swimming
Mar 22 nd -26 th	Work Experience Week
Mar 29 th	Parent-Teacher-Student Conferences 3-7pm – Gym SCHOOL CLOSSES 2.45PM
April 1 st	Last Day Term 1
Apr 2 nd	Good Friday
Apr 19 th	Term 2 Starts
Apr 21 st	CCHS Tennis
Apr 25 th	Top of the South Tournament Trials
Apr 27 th	Life Education Caravan Arrives
Apr 28 th	School Cross Country
May 3 rd	Life Education Caravan Leaves School Photos
May 4 th	PTA
May 10 th	Careers Expo
May 18 th	HPSSA Cross Country
May 19 th	CCHS Outdoor Winter Tournament & College Day
May 31 st -June 3 rd	Green Week

AMURI AREA SCHOOL – PARENT HANDBOOK

June 4 th	SCHOOL CLOSED
Jun 7 th	Queens Birthday – SCHOOL CLOSED
Jun 8 th	PTA
Jun 14 th -18 th	Conference Week
Jun 21 st	Year 7-13 Subject Teachers Evening
Jun 22 nd	HPSSA Seven Aside Tournament
June 28 th -July 2 nd	Work Experience Week
July 2 nd	Last Day Term 2
Jul 3 rd	NZ Area Schools Tournament Year 9 & 10 Netball Tournament

Canteen

A school canteen operates on all school days out of the community room kitchen. Under the guidance of the Canteen Managers, food that meets the requirements of the Heart Foundation is sold at reasonable prices. Many items need to be ordered before lunchtime and order forms are available in the newsletter, are on our web site or can be collected from the office to make life easier for all.

Careers

Mrs Penny Mossman is the schools Careers Adviser and is the first point of call for any matters relating to careers. She is always willing to talk with students and/or parents about options for the future and when students make course choices in the senior school, she considers the choices made against possible career choices. Work experience can be arranged through Mrs Mossman to enable students to see what a particular job involves and please don't hesitate to contact her.



Casafest

Casafest is a three day cultural and sporting event where students from the Casa group (Canterbury Area Schools Association) meet at one venue, are billeted and participate in activities and events during the day and in the evening. Students will participate in five or six activities during the festival so need to be multi talented. 40 students from Year 7 – 13 in each school are selected to represent the school and among the criteria for selection are the following factors:



- An ability to represent the school responsibly and in a mature manner.
- An ability to participate in cultural events as well as sporting events.
- A commitment to practices and preparation as well as attendance at the festival.
- Possession of the qualities of sportsmanship, honesty, support for team mates etc.
- A sound work and behaviour ethic at Amuri .

Mr Cate is the teacher in charge of Casafest and will have responsibility for selecting the team and making the arrangements for travel etc.

Cell Phones

It is recognised that for many students who have sports practices etc after school, that a cell phone is a useful tool for contact with the home. Cell phones can be brought to school but their use in class time is prohibited and if used, will on the first occasion be confiscated and left at the office for the day. On a second or subsequent misuse, they will be confiscated and can be collected by the students parent/guardian only.

Use of cell phones is discouraged at intervals and lunchtimes and parents are asked to consider carefully the need for them at school. The school takes no responsibility at all for any cell phone brought to school.

Any student using a cell phone improperly that impacts on student learning ie sending abusive text messages, will be dealt with under the schools discipline procedures.

Unfortunately, there is developing a form of bullying using text messaging and from time to time it causes concerns at school and probably at home. The following suggestions may be useful for dealing with incidents of text bullying:

- Never reply to a harassing message as this can escalate things;
- Make sure only trusted friends are in the phone address book;
- Save harassing messages and then report the incident to an adult;
- Stop using the cell phone!

Community Education

A range of courses are offered through the school in the evenings under the guidance of Community Education and Ms Teulon. Parents/caregivers and in fact any members of the community are encouraged to suggest courses that could be offered and if people have a particular skill they could share through this programme, please contact the above. Details of courses are advertised in the Peril, the Hanmer Springs community paper and the Waiau paper along with the school newsletter.

Complaints

The school has a complaints policy and if you wish to lodge a complaint about some aspect of school the following procedure should be followed:

- If the complaint is of a minor nature, see the person concerned and discuss the nature of the complaint.
- If the issues cannot be resolved, the complaint should then be put in writing to Mrs Cleeve if it is a Year 0 – 6 issue, Mrs Mossman if it is a Year 7 – 13 issue or Ms Teulon if it is a bus issue.
- If the issue cannot be resolved by this person, the complaint should be passed on to the Principal to deal with.
- If it is not resolved by the Principal or the complaint involves the Principal, it should be put in writing to the Board of Trustees through the Secretary or directly to the Chair.

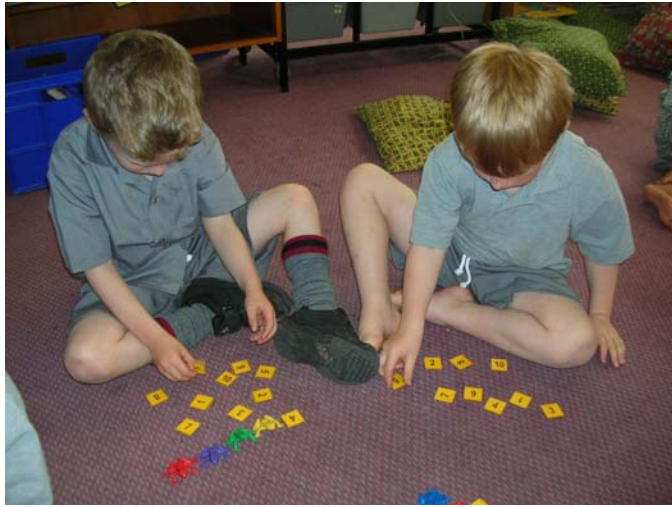
- If it is not resolved by the Board, the complaint can then be lodged with the Ministry of Education in Christchurch.

The Principal is also available to discuss complaints of a minor nature at any time.

Curriculum

Students are taught in a homeroom situation up to and including Year 6. The homeroom teacher teaches most of the subjects although Music and PE are taken in some classes by specialist teachers.

At Year 7 and 8, the ‘core subjects’ of English, Maths, Social Studies and Health are taught by the homeroom teachers – Mrs Shaw, Ms Davy and Miss Gray. Science and PE are taught by specialist teachers.



All Year 7 and 8 students study the following subjects two times a week for a term each - this will give them a taste or introduction to each subject.

Art, Music, Information Technology, Food, French, Japanese, Te Reo, German, Spanish and Materials.

At Year 9, the students study for two periods a week for two terms the following subjects in addition to their core subjects.

Music, Materials, Art, Food and Information Technology, Graphics.

At Year 10, in addition to the core subjects listed above, students are offered a chance to study for three periods a week all year, two of the following subjects. This enables preparation for Year 11 and NCEA.

Art, Food, Japanese, Design Technology, French, Graphics and Te Reo.

At Years 11 – 13, a range of subjects are offered and what is taught depends on student demand. An options booklet is sent out to all Year 10 – 12 students in Term 3 seeking choices and a final list of subjects is prepared from this. Currently the following are offered but it should be noted that subjects offered through Distance Learning are not included here and there are at least 12 of these:

AMURI AREA SCHOOL – PARENT HANDBOOK

English 1	Maths 1	Science 1	Employment Skills	Carpentry	Graphics 1
Sen Academy English	Sen Academy Maths	Sen Academy Science	Social Sciences	Art 1	Information Management
Biology 2	Outdoor Ed	Rural Skills	Maths 2	Phys Ed 2	Phys Ed 1
Art 2/3	Chemistry 2	Geography 2	Biology 3	Physics 2	English 2
Phys Ed 3	English 3	Computing 2/3		Ag Hort 3	Maths with Stats 3
				Chemistry 3	Accounting 2
				History 2	
				Economics 1	

All students in Years 5 – 13 have sport for one period a week and in this time, the emphasis is on preparation for school events such as swimming, athletics, CCHS events and inter-schools or house competitions in various events.

Discipline System

Mrs Cleeve and Mrs Mossman have responsibility for the management of the system.

The Principles

1. There is one discipline system for the school
2. There is one school expectation - everyone here has the right to learn
3. Staff are able to use their own system in a classroom
4. The system should be simple and understood by all
5. Students are to be treated as individuals at all times
6. There will be early contact between the school and home
7. The system will recognise positive as well as negative behaviour
8. Guidance will be a feature of the system
9. Form teachers will be the first informed of any issues affecting students in their form
10. The system will cover both in class and out of class behaviour
11. There are incremental levels of referral and/or action in the system

The expectation is printed on a banner and is at the front of every room in the school.

Recognition and Reward

1. Verbal praise
2. A certificate prepared by a staff member
3. A phone call home
4. A letter home
5. A Principals Award
6. Presentation of a strive to the student – there is no recording necessary. When a student collects twenty strives, they pass them to their form teacher who initials the vouchers, records the number and passes it to the office for inclusion in the newsletter in a ‘Roll of Honour’ section with their house group. At this time, a letter is sent home by the Principal. When a student collects forty strives (or multiples thereof) they are presented with a Merit and two movie tickets which are presented at Assembly. At the same time, a letter from the Principal is sent home acknowledging the students efforts. One Merit generates five house points which are collated by the DP.

The following actions should be recognised and/or rewarded and are written on the strive voucher for the issuer to circle so that parents and students can see why the strive was issued.

- Students who comply with this expectation and allow others to learn
- Students who meet the values of the school
- Students who are helpful, cooperative, go beyond the call of duty, voluntarily offer to help staff etc
- Students who consistently work hard
- Students who make significant improvement in class or out of class activities

Punishment/Guidance

For students who commit minor misdemeanours and/or cannot adhere to the school expectation in the classroom:

In class

These actions are **not sequential** although it is recommended that a warning always be given. Teachers will use the appropriate discipline at the appropriate time.

1. A warning
2. A brief time outside the room in a place where the student cannot distract others
3. A detention – for minor misdemeanours. (Not for failure to do homework or failure to bring PE gear.)
4. Withdrawal – for stopping others from learning

Out of class

1. A warning
2. A detention
3. Time out at the picnic table outside the staffroom

Detention (Currently under review)

The following occurs when a detention is issued:

- The students name is recorded in a ‘Detention Book’ kept in the office by the person who issues the detention
- A standard copying sheet is made available for students to copy in their own time
- Their handwritten work is to be put in a ‘Detention Box’ in the office area by 3.15pm on the day after their detention was issued
- The DP will check the box daily and sign off the detentions returned
- Any student who fails to return a sheet will be seen by the DP and asked for an explanation – if it is not a reasonable explanation, they will be issued with a further detention
- When a student receives their fifth detention in a term, their parents will be contacted by either the form teacher or the DP and they will be required to do an after-school detention of one hour. This may be writing or hard labour! At this stage, guidance will also be offered by the DP
- If a student receives ten detentions in a term, their parents will be contacted by the DP, they will be withdrawn from class for a day and participation in future events may be withdrawn from them. They will also go on daily report for a week after this with parents asked to sign the report. The report will focus on no more than three criteria for staff to assess
- Any further detentions will be dealt with by the Principal on a case by case basis

Withdrawal

The following is the procedure for a student who prevents others from learning and is sent to the withdrawal room:

- The student brings a sheet from the class teacher recording the time sent and any further details that may be useful ie the nature of what they did
- The student is sent to the AP’s office or classroom
- They remain there for the rest of that period and do work set by either the class teacher or the AP. They then go to their next class and return to the class sent out of the next day
- The parents are advised that night that the student was sent out of class and why (this may be in the form of a letter or a phone call)
- The student will be seen by the DP and their behaviour discussed (guidance)
- Any student sent to the withdrawal room three times in a term will be withdrawn from class the next day and participation in future events may be withdrawn from them. They will also go on daily report for a week after this

with parents asked to sign the report. The report will focus on no more than three criteria for staff to assess

- Any student sent to the withdrawal room on a further occasion that term will be dealt with by the Principal on a case by case basis

Monitoring/Recording

Positive and negative behaviour is recorded on the Pastoral Care of the Student's File on MUSAC.

Demeanours

The following are some of the things that would be a minor demeanour:

Not following an instruction	Cheek	Lateness
Lack of courtesy, cooperation, consideration	Swearing	Defiance
Incorrect uniform (no green slip)		

The following would see immediate referral to an AP or Principal

Violence	Swearing at a staff member
Damage to property	Theft
Smoking, use of drugs or alcohol	

Distance Learning (Correspondence School/Cantatech)

Where there are insufficient students to run a subject here, students can be enrolled to study that subject through either Cantatech or the Correspondence School. Cantatech is a group of schools in the South Island who have video-conferencing facilities that enable a subject to be taught to a range of schools from one site and currently 14 subjects are offered in this way throughout schools in the group. For subjects not offered by Cantatech, the Correspondence School can be used as a provider. Ms Penny Mossman is in charge of Distance Learning options and any inquiries should be directed to her. She oversees enrolment, work completion and reporting for both forms of delivery.

Dux

A weighting system of points is used to determine the dux at the annual prize-giving.

At the end of the year for the internals:

- For each unit in which an excellence is obtained, a x5 factor
- For each unit in which a merit is obtained, a x3 factor
- For each unit in which an achieved is obtained, a x1 factor

Plus

- For each unit that is at level 3, a x5 factor
- For each unit at level 2, a x3 factor
- For each unit at level 1, a x1 factor

Plus to provide for performance in the externals:

- The points gained from the interim exams sat in September using the same weighting factors

Education Outside the Classroom (EOTC)

This term is usually used to refer to camps but it includes any trip outside the school gate. For all trips, staff are required to complete a Risk Management Analysis that considers all the factors that could have an impact on the safety of the group travelling. Amongst this material will be a permission form and a request to disclose any information that might be relevant. Students will not be permitted to go on any EOTC trip without this approval.



Camps are a feature of the Year 7 – 10 programme and the current schedule sees Year 7 visit the Hanmer Forest, the Year 8's travel to Christchurch and the Year 9 & 10 students stay at Windy Point.

Early Closure

From time to time, the school may need to be closed before opening or bus students may need to be sent home early. Such action is usually caused by weather factors such as snowfall or flooding. A process for this needs to be understood to ensure an orderly process can occur.

GUIDELINES

1. Any decision to close early or not open at all is made by the Principal who should always endeavour to consult with the Board chair, providing conditions are not deteriorating rapidly and a delay would cause problems. In any event, the BOT Chair should be advised as soon as possible.
2. The Bus Controller shall maintain accurate passenger lists at all times and have a process of ringing homes in place in the event of an emergency. A list of Culverden township students will also be maintained by the Bus Controller.
3. In the event of closure before 7.30am, all parents will be contacted and advised. The school will take all reasonable steps to contact each family but shall have no responsibility in the event contact is unable to be made. Parents are encouraged to ring the school if in doubt.
4. A record of Bus company contacts shall be kept at the office to enable the school to contact the contractor and advise if buses will not run.
5. In the event of buses being sent home early, arrangements will be made as appropriate on the day using staff available. The following conditions will apply:
 - Year 10 and above students will be able to go home without pre contact being made with parents.

- Where there is a Year 10 or above family member present, younger family members will also be able to go home.
 - Parents of students in Year 7-9 will be invited annually in Term 2, to give permission for their son/daughter to go home early (or to a neighbours/friends residence) in the event of an early closure of the school without pre contact being made with parents.
 - Students from Year 1-9 who do not meet the criteria above will only be able to go home if pre contact with parents is made and approval is given.
 - Where a Year 1-9 students parent is not able to be contacted, they shall remain at school and further efforts to contact parents shall be made.
 - The school will make every endeavour to ring all parents if the school closes early either before or after the buses have left
6. Where the school is closed for one or more half day(s), application shall be made to the local Ministry office requesting a variance to the need to be open for the required 380 half days.

Emergencies

Where the school needs to close because of an emergency eg snow, flooding, prepared ringing lists are actioned and parents rung to advise that students will either be coming home on the buses early or that their children can be collected from school. Such an event tends to happen once a year and if parents have concerns in the event of snow falling etc, they are asked to contact the school so that we can consider getting buses away early.

Emergencies caused by a fire, earthquake or some other event are thankfully very rare but the school does practice drills regularly to ensure students know what to do in such an event. Again, if the school had to close early the ringing lists would be actioned.

If the school is not going to open on a morning, the local radio stations (91FM and The Breeze) will be advised and a message will be put on the school phone.

Your patience is appreciated in such situations as our first responsibility is to ensure the students and staff are safe and this can take time to check and provide for.

Students and parents are asked not to use cell phones to make direct contact before the school has put in place procedures and actions to ensure we can account for all students.

Fees

The school donation or 'fee' is currently \$40 per student or a maximum of \$60 per family. While the school cannot enforce its payment, the money is used to pay for many items that students use eg photocopying, sports gear and activities, class resources etc. Invoices are sent home in Term 1 for fees along with course costs.

Course costs cover any item that students make that can be taken home and these costs are always outlined before a course begins. They are found mainly in technology but camps, music hire fees, academy courses and trips for sports events etc are other examples.

For trips away from school to sports or other events, the cost must be paid to the office before going on the trip unless prior approval has been given by the Principal or the teacher in charge.

Fundraising

Fundraising is often undertaken by groups within the school who are going on a camp or some other activity within their class. Approval for any activities needs to be gained from the Principal before starting selling. The sale of chocolate or other confectionery items is not permitted in any fundraising programme.

The PTA currently run two major fundraising events annually – the calf and lamb scheme in August/September and the trail bike ride in October. Both have the ability to raise significant funds for the school and support for one or both is appreciated.

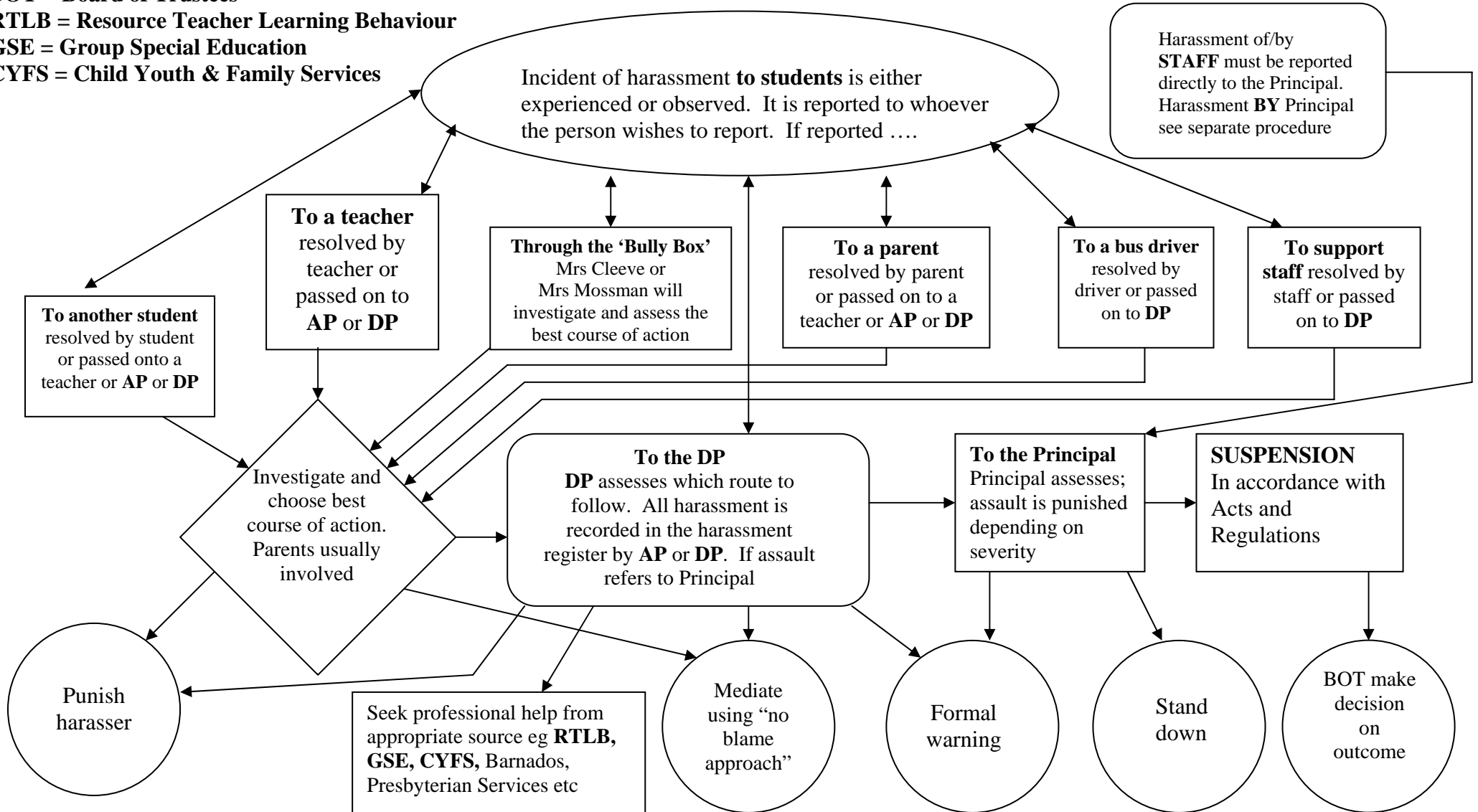
Guidance

Miss Teulon, is trained in the provision of guidance and counselling needs and she also has access to a wide range of providers who may be able to assist where appropriate. Students and/or parents are encouraged to discuss any issues to do with school or home, relationship issues or any other matter with her with total confidentiality assured. The school is anxious to be proactive in this regard and guidance is associated with our discipline procedures as can be seen in the discipline section – if you are contacted by the school, your support and understanding will be appreciated and our aims are the same as yours.

Harassment

To ensure students are able to learn and achieve, the school must at all times be a site where students and staff feel physically and emotionally safe. Harassment of others (commonly called bullying) in any form is unacceptable at Amuri and the school has in place procedures to deal with those identified as harassers. The following flow chart outlines those procedures.

DP = Deputy Principal
BOT = Board of Trustees
RTLB = Resource Teacher Learning Behaviour
GSE = Group Special Education
CYFS = Child Youth & Family Services



Victims of harassment will be offered counselling/support.
The person who reported the harassment will receive feedback from the action taken.

Head Students

Our Head Students are appointed by an appointment group consisting of two students, two staff and a member of the BOT and after application, candidates are short-listed and interviewed. Their main roles are to promote the school in the public eye and to promote positive choices and activities for the students. The Head Students chair meetings of the school council and meet with the Principal following these meetings to advise of any concerns or commendations!

For 2010, the Head Students are Gerard Beaven and Ben Parkinson.

Health Nurse

The Public Health Nurse visits the school on every second Monday during lunchtime and is available to meet students who wish to discuss any aspect of health with her. Appointments are taken in confidence at the office on Monday mornings if students wish to use this service.

Homework

In the Year 0 - 8 classes, homework is issued by the homeroom teacher and they ensure that students are not overloaded at any one time. If you have any concerns with homework at these levels, contact the homeroom teacher.

At Year 9 & 10 level, homework is issued by subject teachers according to a timetable that is overseen by the Deputy Principal.

At Year 11 – 13, students are expected to maintain a regular programme of homework set and revision of work covered in class. If you have any concerns with homework at these levels, contact Mrs Mossman

For all levels, the following guidelines have been issued:

- When homework is issued, it is marked either by the teacher, the students or a combination
- Homework should be at a level that is relevant to the learners abilities and needs
- Homework completion is recorded each time it is set
- Students who complete homework are recognised, praised and rewarded from time to time using the recognition/reward aspects of the discipline system.
- Students who do not complete homework are not penalised with detentions or extra work
- When a student has failed to complete 3 homework assignments, their parents are contacted by phone or letter (return slip needed) explaining that homework has been set, has not been done three times and the schools policy is to advise you of this. This contact would not be repeated after another 3 misses!

Houses

Three house groups operate and are named after early local settlers in the district – Caverhill (Red), Hamilton (Green) and Mitchell (Yellow). Students are placed into one of these houses on arrival and the house groups meet every second Wednesday in a whanau meeting instead of having assembly. The house groups are used for playing inter-whanau sport and other events while building a sense of school spirit.



Students are encouraged to wear a T-shirt in their house colour on various days during the year so it is a good idea to have a coloured top suitable for wearing.

House Captains are elected in house groups at the start of the year – they are elected at both junior and senior level.

In each house in the senior school, there are four vertical form classes with each class having a form teacher and a student form leader.

For 2009 the House Captains, Form Teachers and Form Leaders are as follows:

Caverhill

Senior House Leaders Richard Coughlan, Ryan Hubbard, Chanell Sutherland
 Junior House Leaders Emilee Hickey, Simon Smith

	<u>Form Teacher</u>	<u>Form Leader</u>
ATC	Ms Thomas	Chanell Sutherland
BAC	Mr Anink	Matt Price
LDC	Ms Davy	Joanna Smith
CMC	Ms McCarthy	Josh Hickey

Hamilton

Senior House Leaders Nicole Eastmond, William Duncan, Ben Parkinson
 Junior House Leaders Casey Smith, Lachie McIntosh

	<u>Form Teacher</u>	<u>Form Leader</u>
GPH	Mr Payter	William Duncan
RCH	Mrs Cunningham	Andrew Forbes
ESH	Mrs Shaw	Katie Abernethy
SFH	Mr Field	Claire King

Mitchell

Senior House Leaders Gerard Beaven, Bruce Diamond, Megan Williamson
Junior House Leaders Anna Crean, Toby Sloan

	<u>Form Teacher</u>	<u>Form Leader</u>
NGM	Miss Gray	Bruce Diamond
THM	Ms Heaps	Kendall Bond
AHM	Mrs Hewett	Baden Petrie
CAM	Mr Alino	Megan Williamson

Internet and E Mail

The school has an extensive computer system and students can access the internet and e mail through the system. To do this, they need to be 'logged on' and this can be done by the office once the responsibilities of such use are agreed on and signed in a Netsafe form by the student and parent/caregiver. These forms are completed on enrolment but students have an ongoing responsibility to use this resource sensibly. Misuse will see them taken off the system for a period of time in addition to any other consequences that may be appropriate.

Itinerant Music

Neil Wilkinson has responsibility for the provision of this programme and currently tuition in violin, clarinet and flute is offered to students. Instruments may be hired from the school and a hire fee paid but they can also be hired through a Christchurch music store – details can be gained by contacting the school. The scheme is designed to provide tuition for students in groups to encourage further learning.

Tuition is also offered in piano and guitar but these instruments are not part of the itinerant scheme at present and there is a charge to learn these from their respective teacher.

Mrs Margaret Shearer and Mr Phil Garland offer private lessons on piano and guitar respectively.



Jewellery

2 plain studs or sleepers, a watch and a single necklace are the only jewellery that may be worn.

Bangles, rings and other items of jewellery are not permitted. Parents are asked to ensure students do not come to school wearing such items.

Late to School?

This happens occasionally and students are asked to call at their respective office on arrival and get signed in to ensure we know they are on site in the event of an emergency.

Leaving School During the Day?

Students are not permitted to leave the grounds during the day for any reason other than meeting parents or completing an errand for them at lunchtime – in both cases a note needs to be brought to the Deputy Principal or Assistant Principal. Students who leave to meet parents etc during the day at any time are required to sign an exit book kept at the office. Again this is to ensure that we know who is on site in the event of an emergency. Year 12/13 students are able to leave without permission but still need to sign out (and in if they return).

Leaving School Permanently

Students who are leaving school because they are moving location or are moving to employment, are asked to sign a leavers form available from the office at least a week before they go. This enables any debts to be settled, library books returned and gives us a forwarding address for any items that may need to be sent on. Students are discouraged from leaving school at 16 years of age without having employment or further training to go to.

Library

The school shares the library facility with the community and this brings many advantages to both the school and the community. On enrolment, a library enrolment form needs to be completed to gain access to the wonderful resources in the library. For any questions relating to the library, contact Mrs Maclaine, Mrs Gudopp.

Lockers

Lockers are available at school for students in Years 9 and above. At present we are awaiting refurbishment of the H block when new lockers will be installed. No keys are being issued. There is no cost for lockers this year.

Lost Property

Finding clothing without a name on it is a common experience and it would be much easier for both staff and parents if all items of clothing were named enabling a quick and easy return. Parents are urged to name clothing either with a label or in permanent ink somewhere on the garment.

Clothing that is found without a name is kept in the office and parents are encouraged to check the box if clothing has been lost.

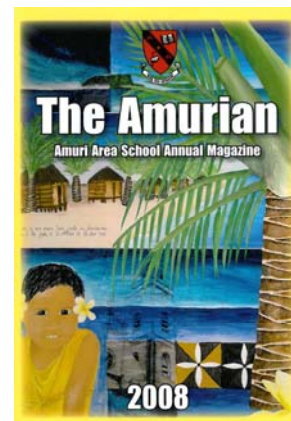
Lunchtime Activities



Positive lunchtime activities are arranged on Friday by the Lunchtime Activities Committee under the guidance of Mr Wilkinson. They rely on the students participating and a variety of activities are held with nothing set down in concrete – activities can be as varied as the imagination allows given the skills available. Any parents wishing to assist are encouraged to contact Mr Wilkinson and the more offers we have, the more activities we can offer. Sport and cultural activities are both run and events are advertised in the newsletter.

Magazine

The Amurian is published annually and is distributed on the day of prize-giving. The editor this year is Mrs Rebecca Cunningham who has a team assisting her with the preparation of material for it. The magazine relies on advertising to help meet the costs of printing but a portion of school fees is also needed as advertising alone is not enough.



Medication

At enrolment time, parents are asked to give any information on medication students may be required to take but over time this may change. The school should be advised through either the form teacher or the office if there is a change or new medication is needed. Any students bringing medication to school are asked to leave the items at the office and staff there will ensure medication is taken at appropriate times. Students are not permitted to take medication from staff without parental approval and this needs to be sent to school when the need arises.

Also on enrolment, parents are asked if the office staff may issue Panadol to students who occasionally report pain or request a Panadol tablet. We will not issue Panadol without permission and if your position on this changes after enrolment, please let the office know either in writing or by phone.

NCEA

All matters relating to NCEA are dealt with by the NZQA co-ordinator who is currently Mrs Mossman. Parents are sent written information relating to course costs, applying for financial assistance and all other relevant information. All students participating in NCEA courses will be given a written course statement outlining the standards and assessment times, methods and procedures in the first two weeks of the course.

New Entrants

Children are entitled to start school on their fifth birthday and we welcome new students. An enrolment pack is available at the office for students starting school and this can be obtained and completed any time before the anticipated start date. We do appreciate knowing at least a month in advance so that pre-visits can be arranged and a meeting of new entrant parents is held when there are enough new parents to make such an evening worthwhile.

Newsletter

A newsletter is published every Friday and the oldest in the family is given a newsletter to take home. This is the schools most regular and practical form of communication with the home and it is important you insist that the newsletter be brought home. It can be e mailed to you if you contact the school and is posted on our website each week.

Office

The school has a main office in the senior side and another office on the junior side. All contact with the school should be through the main office initially as the junior office is only staffed for the first hour of each school day.

The main office is staffed from 8am to 4pm daily and outside these hours, there is no guarantee of anyone being present. The phone is switched to a different mode after 4pm and messages can be left on the answer phone - messages are cleared each morning and during the day.

Open Evening

This evening which runs from 4 to 7 is held annually to enable you to come in and see aspects of your school in action. Static and 'live' displays (performances) are held on the evening and a timetable of activities along with a map is issued at the gate to allow you to see as much as you can. The evening also acts as the beginning of our enrolment process with contributing school students invited to visit and see us. In addition, members of the wider community are also invited to come and visit.

In 2010 it is not proposed to hold an Open Evening although if a school production is not put on, there may be an Open Evening suggested in Term 3.

Pets Day



One of the features of rural schools is Pets Day and every second year, an opportunity is provided for junior school students to bring their pets to school and take part in a fun day culminating in a grand parade at the end of the day. Parents are encouraged to come in for a picnic lunch and enjoy the wonderful and wide display of animals. The next pet day is scheduled for 2009.

Photocopying/Printing

The school consumes reams of paper in a year and while computers were designed to reduce the paper use, they seem to be increasing it! The costs of printing computer generated material and photocopying is a major part of the schools expenditure in a year and students are asked to contribute toward this cost with a printing fee for those who study ICT/Computers. This fee is invoiced along with the school donation and course costs for those involved.

We are always happy to photocopy items for people needing such a service either in large or small numbers – a fee for this is payable and currently is 20c a single sided sheet of A4 sized paper.

The library has a colour printer and material including photos can be printed on it – the cost for this service is 25c a page of A4 and material needs to be either e mailed or brought to school on a CD or disc.

Parent Teacher Association (PTA)

The PTA committee aim to meet on the third and eighth Tuesdays of each term in the staffroom with meetings starting at 7.30pm. Their second meeting of the year, usually held in March, is the Annual General Meeting. The group focuses on supporting the school through fundraising and run two major events – the calf and lamb scheme and a Trail Bike ride. The calf and lamb scheme sees local farmers encouraged (coerced!) into donating a calf and/or lamb. The calves are identified at calving and ear tags are provided - in November the PTA arranges for the collection of the stock and after a social evening where the support is recognised, the stock is sold with proceeds going to the PTA.

The Trail Bike ride is part of a local series and is usually held on the last Sunday in October. The emphasis is on families and food is provided to all entrants and helpers on the day as part of their support for the PTA.

Other activities supporting the school either financially or in some other way are also taken on by the PTA as and when assistance is asked for.

The group also brings questions, concerns, comments on any aspect of school life and has an ‘eyes and ears’ role along with providing the financial support to the school.

PRIZES

1. Each subject teacher in Year 7 – 13 nominates from each class students who have displayed either
 - Excellence in their work
 - Achievement in their work
 - Progress in their work
 - Industry in their work

Progress and Industry could be both awarded but a student nominated for excellence would not be nominated for any other award in that subject

2. Once all subjects have completed their nominations the following takes place
 - If a student received nominations for excellence in over 75% of their subjects, they would be eligible for a ‘General Excellence’ prize and this would be recognised at prize-giving with presentation of the same
 - Students who received a nomination in more than 75% of their subjects would also be recognised at prize-giving by being presented with either an Achievement Award, a Progress Award, an Industry Award or combination of these ie a Progress and Industry Award. The certificate would identify the subjects where nominations were received
 - Students receiving an Excellence nomination in 50% of their subjects but not receiving nominations in 75% of their subjects should also be recognised at Prizegiving with an Excellence Prize.
 - Students receiving nominations less than the 75% threshold would still receive a certificate recognising the nomination(s) but the certificate would be presented at the ‘practice assembly’, the day before prize-giving and this assembly would be called the Awards Assembly
3. In Rooms 1, 5 and 6, the homeroom teacher would nominate students in the same categories as for Year 7-13 in each of the curriculum areas taught
 - Excellence in their work
 - Achievement in their work
 - Progress in their work
 - Industry in their work
4. The same criteria would be used as in 2 above to determine whether a student had their efforts recognised at Prize-giving or the Awards assembly.
5. In Years 1 - 3, the teacher would be asked to nominate up to 25% of the class for an award (teachers discretion) at prize-giving and any further nominations would be presented at the Awards assembly.

Religious Education

The Board has approved religious education being delivered to Year 0- 6 students on a weekly basis for 30 minutes and each Friday morning, a team from the local churches attends at 9.00am and take the students for the first half hour. Any parents wishing to withdraw their children from this instruction are free to do so but need to notify the school office at the start of the year.

Reports

The following timelines outline the reporting process but please remember that if you have a concern, you do not have to wait until the set times – contact the parents to discuss the concern at the time.

Feb 1 – 12 Parent/Student/Form teacher goal setting in mini conferences with an e portfolio used to record goals etc.

Ongoing Students will add samples of work to portfolio for sharing

March 29 All staff available in the gym to share assessment data results (Star, asTTLe) and discuss progress against goals set, key competencies, general work etc.

- To talk about strengths and areas of progress
- To show test results in STAR, asTTLe, PAT and any other diagnostic tests conducted (or for NCEA students to show their interim NZQA report which indicates the standards entered)
- To review progress against the goals set at the start of the year
- To talk about areas needing improvement
- To set next learning steps to achieve the goals set at the start of the year or reset these goals if necessary

Ongoing Students will continue to add samples of work to portfolio for sharing

June 14 – 18 Mid year conferences with sharing of portfolios, review of goals progress, resetting new goals etc as in recent years

- Parents will be invited to attend - those that do not return invite will not get a conference.
- Students to prepare material for conference in weeks 7/8
- Senior form teachers to gather subject information from subject teachers informally in weeks 7 & 8 (paper note, hand written)
- Students to lead the conference as much as possible
- Form teacher to provide a summary report after the conference to the student. This will be stored electronically in the students folder

- Any parent/student wanting specific subject information not gained from this process, to be able to see subject teachers in week 1 term 3 – contact arranged by form teachers

June 21 Year 7-13 Subject Teachers in Gym to meet with parents/students to discuss specific subject

December 10 Issuing of a final summative report for all students

End of each term Reports issued for Year 7 & 8 modules and at half year, Year 9 modules

The introduction of National Standards is likely to affect this process.

Rules

The school does not have a lengthy set of rules for students to abide by. Instead we expect all students to show standards of common sense, courtesy and consideration for others at all times.

We do expect students to be neatly dressed, attend all classes, stay within the school boundaries during the day and look after the environment and school property.

In every classroom a copy of the classroom expectation is displayed and all actions of students should meet this expectation - everyone here has the right to learn.

Scholarships

The school offers one or more scholarships, funding through the Nancy McMillan Trust, each year. This scholarship provides \$2,000 to a student to use for course costs for tertiary study. Applications are invited in November each year and the recipient is selected by a committee consisting of staff and Board representatives.

Other scholarships are from time to time offered through local agencies such as the Hurunui Council and staff are always willing to help students complete such applications.

Scholastic Book Club

Twice a term, pamphlets are issued by this club to students in Years 0 – 8 giving opportunities to buy books, CD's and other items at very reasonable cost. Students complete the order form with the pamphlet and return this to the office with a cheque or cash by the due date (cheques made out to Scholastic are preferable). Mrs Oakley in the junior school office has responsibility for this process.

School Day Organisation

Year 7-13		Year 1-6	
Entry to the grounds	8.30	Entry to the grounds	8.30
Warning Bell	8.40	Period 1/Assembly	8.45
Form time/Assembly/Whanau	8.45	Snack Break	9.45
Period 1	8.55	Period 2	9.55
Period 2	9.55	First Break	10.55
First Break	10.55	Period 3	11.20
Warning Bell	11.15	Period 4	12.20
Period 3	11.20	Second Break	1.20
Period 4	12.20	Period 5	2.05
Second Break	1.20	Finish/Bus Prep	3.00
Warning Bell	2.00		
Period 5	2.05		
End of School Day	3.05		

A warning bell rings five minutes before classes start at the start of the day, interval and lunchtime. On Wednesdays, a whole school assembly is held at 8.45am instead of form time and whanau meetings are held every other Wednesday in this time.

Sick – Feeling Unwell at School

Students who fall sick during the day are taken to the sick bay where their arrival is recorded along with the symptoms they show. Where appropriate, parents are rung to come and collect their son/daughter and they should be signed out of the sick bay and the exit book before leaving school.

In the interests of other students, students who show symptoms of being unwell at home, should not be sent to school.

Special Education

Special Education is the over-arching term used to describe any form of education for students with learning needs that are outside the normal mainstreamed class curriculum delivery situation. At Amuri, it is a term used to cover those with learning difficulties and those who are known as the gifted and talented according to the definition developed by the school. Students involved in this education often attract funding which can be used to buy teacher aide time to assist the students or resources/opportunities etc that meet their learning needs. Ms Teulon, has responsibility for this area and should be contacted if you have any questions or inquiries.

For the students identified as Gifted and Talented, a programme is prepared and overseen by Ms Springett who should be the first contact for matters in this regard.

Sport

Sport is held weekly on Wednesdays. Year 7-8 have sport in period 4 and Year 9-13 in period 5. Students are expected to be changed into their sports uniform as prescribed for sports and those who are not, will be required to attend the sport withdrawal room. Any students unable to participate for medical reasons will also attend this room.

Those with a note explaining the reason will be permitted to use the time to complete work, read, or attend to any other activity that does not impact on others around them. Those without a note will be required to complete work given to them by the teacher in charge which may include writing, cleaning, picking up litter or some other task that is needed around the site. A record will be kept of all students who attend the sports withdrawal room and where concerns are held or repeated patterns of withdrawal become evident parents will be contacted by the DP.

The sport programme is based around the programme of events organised for Country High Schools and the Hurunui Primary School Sports Association who have an annual series of events throughout the year. Exchanges with other schools are also a feature and this time enables preparation for these events.



Sporting Affiliations

CCHS= Combined Country High Schools – This is our country school cluster for Canterbury region. Involving Y7-13 in activities like swimming, athletics, outdoor winter tournament (Hagley Park), indoor winter tournament (Christchurch venues), equestrian.

CSS = Canterbury Secondary Schools – Activities for Y9-13 – swimming, athletics, cross country, road race, equestrian.

HPSSA = Hurunui Primary Schools Sport Association – Involves Y4-8. North Canterbury cluster of primary schools involved in swimming, 7-a-side, tee ball, triathlon, cross country.

CPSS = Canterbury Primary School Sports – Y4-8 – Students who win their grades in the above Hurunui Championships have a chance to compete against others from the Country Primary Schools.

NZASA = New Zealand Area Schools Association – For more information refer to ‘Area Schools Sports Tournament’.

Stationery

The school office holds stocks of all stationery used at school and books, rulers, pens, pencils etc can be purchased at the junior office. There is no compulsion to use school stationery but it is easily available.

Struggling Financially with the Schools Requests?

Schools do ask parents for a lot and despite the concept of a ‘free education’, for many activities it is still ‘user pays’ particularly for trips away, camps etc. For some families these opportunities put pressure on the home finances and parents are encouraged to contact someone at school to ask for either a time extension to pay or for financial assistance that the school can provide and has budgeted for. Anyone can help in the first instance but the Principal or the Finance Manager, Mrs Hendrickson, will receive and sign off any requests in total confidence so they are always available to be contacted.

Student Executive

Each form group is represented on the Student Executive that meets once a month with the Head Students chairing. Student Executive is a place where students can take requests, comments, grizzles or compliments and find out the views of other groups within the school to determine what should happen next. Issues from the Executive that get agreement there usually go to the Principal for further consideration.

Student Leadership

There are many leadership opportunities open to students at Amuri, beginning on the junior side with Peer Mediation and equipment monitors moving through the school to Bus Monitors, School Council Form Leaders, Whanau Leaders, BOT rep and Head Students.

The leadership roles on the senior side are as follows

- **The Head Students** –these positions are available to senior students, they must apply in writing and the short listed candidates are put through a formal interview process. The Head Students are expected to be role models to all other students and must be seen to be approachable and also above reproach by all members of the school community. They will be expected to liaise closely with the Principal and management team and BOT student rep. They will also head the student executive.
- **BOT student rep.** Nominated and elected by the student body the BOT rep is responsible for ensuring student concerns are raised at Board of Trustees meetings
- **Form Leaders** – are selected by staff as being the most suitable senior Year 11, 12 or 13 students to take on the leadership of the vertical form group. This is a pastoral type role and students are expected to support and help the form

teacher and students. They will lead by example, maintaining good communication links with staff and uphold the school values particularly in respect to uniform, behaviour and positive attitude. These leaders are appointed at the end of the year so that they can make contact with new form members at the end of the holidays

- **Whanau Leaders** – these 3 senior students will be elected from a vote taken in early November by the whanau. The role of the whanau leader is to encourage house members to be actively involved in the range of whanau activities available. This includes sporting and cultural activities. Whanau leaders will also help facilitate, run and organise activities with staff and would form a group called ‘lunchtime activities group
- **School Council** – Each form group will be given a year level to select a council representative from. This student will be decided upon by the whole form and approved by the form teacher

All senior students involved in leadership roles will take part in leadership training activities both on and off site. There will also be times when they are required to assist out on school camps and with lunchtime duties.

One student can hold a maximum of two leadership roles in any one year.

A list of the students elected/selected for 2010 is contained in the ‘House Groups’ section

Sun Protection

The school has a role in educating students and staff on the dangers of unprotected exposure to the sun's rays.

In New Zealand ultraviolet radiation is at its peak from October to March, especially between 11am -4pm. Therefore the following guidelines are implemented during terms 1 and 4 only.

GUIDELINES:

1. Sun hats of a legionnaire or bucket type (minimum 6cm brim) are compulsory in Terms 1 and 4 for Year 1-6 students whenever children are outside in the sun. Students in Year 7-13 are to be encouraged to wear a similar hat.
2. Students without a hat in Year 1-6 will be required to stay in a shaded area when outside.
3. Sunsmart tips information will be publicised in the school newsletter from time to time and parents will be made aware of our “protection from the sun” procedures, particularly when enrolling.
4. The school will have SPF 30+ broad-spectrum sunscreen available in the junior and senior administration offices for student use provided parents permission has

AMURI AREA SCHOOL – PARENT HANDBOOK

been given. Sunscreen will also be available for use at prolonged sporting events such as the athletics and swimming sports.

5. Wearing of sun protective clothing will be encouraged (eg sleeves, collars and rash vests when swimming)
6. Staff and parents are role models in the school and are expected to support this procedure by using protective behaviours themselves (sunhats etc). The school will regularly remind adults of these responsibilities.
7. The Board of Trustees will endeavour to provide adequate shaded areas. This will be considered in planning for buildings and grounds development.
8. Sun Smart awareness will be part of the health education curriculum throughout the school.
9. Consideration will be given to scheduling outdoor activities and sports before 11am whenever appropriate.
10. Sun shelters will be used at prolonged sports events for personal or as wide a use as possible.
11. Ongoing assessment of SunSmart behaviour, curriculum emphasis and shade provision will occur.

Term Dates

	<u>2010</u>	<u>2011 (to be confirmed)</u>
Term 1	February 1 st – April 1 st	January 31 st - April 15 th
Term 2	April 19 th – July 2 nd	May 2 nd - July 15 th
Term 3	July 19 th – September 24 th	August 1 st – October 7 th
Term 4	October 11 th – December 10 th	October 25 th – December 13 th

Uniform

In the junior school, uniform is not compulsory. However most students tend to wear the Amuri uniform.

In the senior school, uniform is compulsory except for Year 13 students and details are listed below.

The shoes for all students are the same - plain lace up brown or plain black school shoes or sandals (not sports shoes).

A separate sports uniform is required and details of this are also listed. For sporting events with other schools, part or all of the uniform is supplied and students are expected to wear correct uniform at all times.

A second hand uniform market is run and the PTA have responsibility for this. They will sell uniforms on a 'behalf of' basis and take a small commission or they will accept donated clothing for sale. To find out what is available, contact the school office who will advise the current contact.

For any uniform issues, contact the Deputy Principal, Mrs Mossman.

Boys Uniform

Primary (Winter)

Grey flannel shirt or bottle green skivvy.

Grey Winter shorts or bottle green trackpants.

Grey socks with red/black/red stripes at the top.

V necked jersey in 'Brick' or school polar fleece.

Primary (Summer)

Grey shirt or grey polo shirt.

Grey shorts.

Grey socks with red/black/red stripes at the top.

Years 7 – 10 (Winter)

Long sleeved grey shirt (collars worn down) or bottle green skivvy.

Grey Winter shorts or long grey flannel pants.

Grey socks with red/black/red stripes at the top.

V necked jersey in 'Brick' and/or school polar fleece.

Years 7 – 10 (Summer)

Grey shirt or grey polo shirt (collars worn down)

Grey shorts.

Grey socks with red/black/red stripes at the top.

V necked jersey in 'Brick' and/or school polar fleece.

Years 11 & 12 (Winter)

Long sleeved white shirt and optional tie (collar worn down).

Bottle green shorts or long grey flannel pants.

Oatmeal socks.

V necked jersey in 'Brick' or school polar fleece.

Years 11 & 12 (Summer)

White polo shirt or white long sleeved shirt and optional tie.

Bottle green shorts.

Oatmeal socks.

V necked jersey in 'Brick' or school polar fleece.

Girls Uniform

Primary (Winter)

Long sleeved white shirt, or bottle green (or white) skivvy.

Winter pinafore Simplicity (bib front) or kilt for Year 6 made in McInnes tartan.

Navy tights or white socks.

Bottle green tracksuit pants.

V necked jersey in 'Brick' or school polar fleece.

Primary (Summer)

White polo shirt or white cotton shirt.

Bottle green shorts/culottes – tailored style, or green checked dress.
Available ready made or made to order.

White socks.

Years 7 – 10 (Winter)

White long sleeved shirt and optional tie (collars worn down) or bottle green (or white) skivvy.

Tartan kilt (McInnes tartan).

Navy or natural tights or navy socks.

V necked jersey in 'Brick' and/or school polar fleece.

Years 7 – 10 (Summer)

White cotton short sleeved blouse or white polo shirt (collars worn down).

Bottle green shorts/culottes – tailored style, or green checked skirt.

Years 11 & 12 (Winter)

White long sleeved shirt and optional tie (collars worn down) or bottle green (or white) skivvy.

Tartan kilt (McInnes tartan) or bottle green woollen mix skirt

Navy or natural tights (or pantihose) or navy socks.

V necked jersey in 'Brick' and/or school polar fleece.

Years 11 & 12 (Summer)

White cotton short sleeved blouse or white polo shirt (collars worn down).

Bottle green shorts/culottes – tailored style, or bottle green skirt or green checked skirt.

While the above uniforms are classed as ‘winter’ and ‘summer’, students are permitted to wear either style at any time of year. However, they must not mix and match winter and summer uniforms.

Sports Uniform

The PE/sports uniform requirements are a black polo shirt and black shorts (above the knee). The polo is sold at school only and has the logo on it paid by the PTA. A track suit is available for hire from the PTA through the school office for interschool fixtures and official sports events or alternatively, the school polar fleece and plain black trackpants. The track suit is optional for use within the school; they are compulsory for representative sports events.

Further Information

- Polar fleeces are available to purchase through the school office.
- Patterns for the green and white summer check skirt (Y7- 13) can be hired from The Culverden Store.
- Fabric for skirts is available from The Culverden Store along with some other uniform items.
- Ready made senior girls skirts and junior girls dresses can be made to order by The Culverden Store. Contact them on 315 8123 for further details.
- Ready made uniforms are also available from Mainland Uniforms (formerly Redwood Drapery). 511 Wairakei Road, Christchurch. 03 360 3037.
- Jerseys are stocked at Postie Plus in Bishopdale. How ever you can order one from Rangiora.

Uniform Problems?

If a Year 7 - 13 student has any problem with an item of uniform, they should take a note from the parent/guardian to the Form Teacher in the morning for a ‘green slip’ excusing them for a brief period until the problem is corrected. The student should carry this slip with them and it saves potential lengthy inquiries from staff all on the same issue! The same procedure applies for sports uniform problems.

Vehicle Use

Students wishing to bring a vehicle to school must complete a Permission to Drive to School form available from Mrs Mossman. Students are expected to drive according to the conditions of their license and any breach of these while travelling to and from school that are observed could result in permission being withdrawn and/or reporting to the police. Vehicles brought by students must be parked in the car park by the Community Supper room.

Who to Contact?

The person you wish to contact is determined by the nature of your request. For subject matters, contact the class teacher; for most other matters, especially in the senior school the form teacher is the best starting person. The office can always help you with who you should talk to and the Assistant Principal/Deputy Principal/Principal are always available to help.

Windy Point

Windy Point is the site of the schools outdoor education lodge that was built some years ago to offer students at Amuri opportunities to enjoy the outdoor environment in a low cost setting. The lodge which is on the Lewis Pass road at the entrance to the Lake Sumner Forest Park, can accommodate up to 40 people and has power, showers, two large bunkrooms and a well resourced kitchen. The lodge can be hired – contact the school office for further details.



Work Experience

Work Experience placements for short periods can be arranged through the school with local employers and if accommodation is available in Christchurch, placements can be organised there. Students wishing to go on a work experience placement should talk with the Careers Adviser, Mrs Mossman, who will discuss the reasons for going, the requirements and the expectations. Work missed at school must be caught up by students on their return. (See also Careers.)