



# **Gore Main School**

## **Information Booklet**

**39 Ardwick St  
Gore  
9710**

**Telephone (03) 2087 615**

**Fax (03) 2087 615**

**E-mail: [office@goremain.school.nz](mailto:office@goremain.school.nz)**





## Welcome to Gore Main School

Dear Parents and Caregivers

Thank you for your interest in Gore Main School. We are very proud of our school and the history that it upholds. We work hard to make learning stimulating and enjoyable. Gore Main is an exciting place to teach and learn. I am very confident that we will provide your child with a positive and rewarding education experience.

At Gore Main School we endeavour to provide the following:

**Quality learning programmes that encourage excellence, independence and success.**

We build on your child's literacy and numeracy skills, whilst providing support programmes and extension for children who need it. We uphold challenging and stimulating learning experiences and extend children by offering a rich depth of academic, cultural and sporting opportunities. We use people's strengths to ensure each child receives a quality learning programme in all areas of the curriculum. We are extremely excited by the extension programmes that run within the school.

**Open communication between home and school.**

Your involvement is crucial to your child's success. We look forward to developing a partnership with parents in the best interests of your child. We aim to keep parents and caregivers fully informed about what is happening at school. We encourage your involvement in school life and provide you with opportunities to provide feedback on school performance.

**A safe, supportive, caring family atmosphere for learning.**

We recognise that we have an instrumental role in preparing children to fit into society as responsible and caring people. Children at Gore Main School are central to school life and our pupils take great pleasure in helping to create a supportive and friendly, family environment. We really care about our children.

We are currently the only school in Gore that has to abide by an enrolment zone directed by the Ministry of Education. Should you wish to view this, please go to our current website [www.goremain.school.nz](http://www.goremain.school.nz) You will find current information about our school, as well as being able to view our Policies and Procedures at that link.

Once again thank you for your interest in Gore Main School. Should you decide to enrol your child, we look forward to working with you and having you on our support team.

Regards

Mary Miller  
**PRINCIPAL**

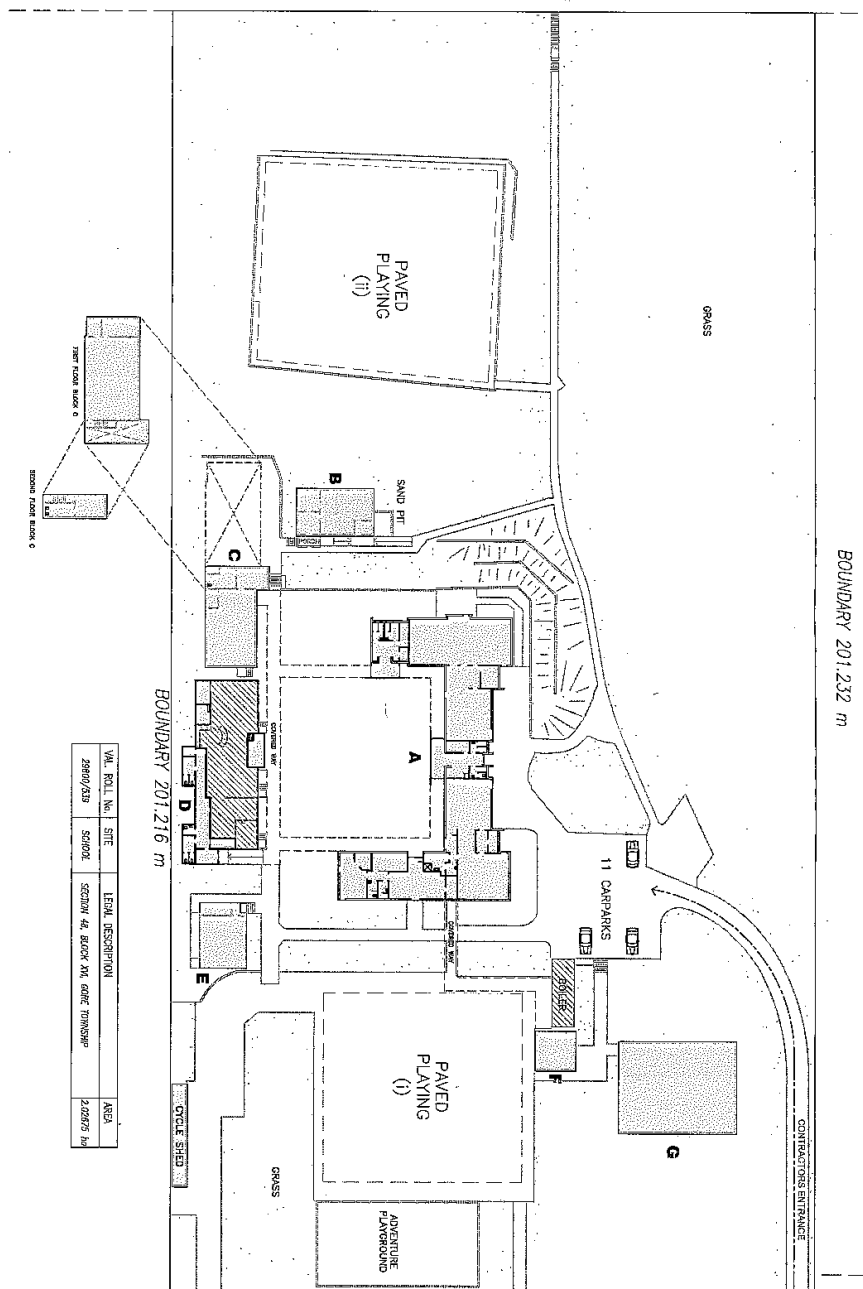


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## ARDWICK STREET



## Site Locality Plan

Scale 1:50M

VOL. ROLL NO.	SITE	LEGAL DESCRIPTION	AREA
29800/539	SCHOOL	SECTION 4E, BLOCK XM, GORE TOWNSHIP	2.02675 A

5

SUPPORT LTD

SOUTH AFRICA

21

97 YARROW STREET  
P O BOX 399  
INVERCARGILL, NZ  
PHONE 03-218-3166  
FAX 03-218-7633  
jgign@schrod.support.co.nz



Southland

**GORE MAIN SCHOOL  
BOILER WITHDRAWAL & STORAGE**

DRAWING REVISIONS		PROJECT
NO.	DESCRIPTION	DATE
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DRAWING TITLES  
SITE LOCALITY PLAN

DESIGN	K PYNIE	DWG NO.	<b>G01</b>	
DRAWN	J BOOTH			
DWG DATE	APRIL 2013			
SCALE	1:500	REV NO.		SET OF
PRINTED	09.04.2013	--		<b>05</b>
PROD NO.	13-04-10			

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## Section One

# Who's Who at Gore Main School?

This section provides information about:

- ❖ *The Gore Main School Board of Trustees*
- ❖ *The Gore Main School Parent-Teacher Association*
- ❖ *The Staff of Gore Main School*

## THE BOARD OF TRUSTEES

Elections for the Board of Trustees are held every three years. The next elections are scheduled for 2019.

The Board of Trustees is made up of five trustees who are elected by the parents/caregivers of children attending the school at the time of the election, a staff representative, who is elected by the staff and the Principal.

The Board has the ability to co-opt other trustees to the Board, provided that at any given time there are more elected than co-opted trustees.

The Board has responsibilities across a wide area. It is the employer of all teaching and ancillary staff, has responsibility for keeping the buildings, grounds, and equipment in good order, and is ultimately responsible for ensuring that the school complies with all legislation relevant to state primary schools.

*The current Board members are:*

<b>Rebecca Moody</b>	<i>Chairperson</i>	<i>Elected parent representative</i>
<b>Marion McFadzien</b>		<i>Elected parent representative</i>
<b>Nick Grant</b>		<i>Elected parent representative</i>
<b>Dan Winkel</b>		<i>Elected parent representative</i>
<b>Julie Chisholm</b>		<i>Elected parent representative</i>
<b>Mary Miller</b>		<i>Principal</i>
<b>Johanna Hargest</b>		<i>Staff Representative</i>



### **Board Meetings**

A schedule of Board of Trustee meetings is available from the School Office.

## PARENT - TEACHER ASSOCIATION

### P.T.A. Committee

<b>President:</b>	Philippa Udy
<b>Vice President:</b>	Not filled
<b>Secretary:</b>	Anna Napier
<b>Treasurer:</b>	Donna Pollard
<b>Committee:</b>	Rachel Ayson, Dione Grant, Kelly Young, Casey Williamson, Rosco & Claire Williamson, Lisa Bushrod



The objectives of the Parent-Teacher Association are to foster support and friendship amongst parents; to promote co-operation between parents, teachers and the wider community; and to raise funds for equipment and projects that will be of benefit to the school.

PTA Meetings are held at least once per term.

A number of the meetings will deal with curriculum matters. Details will be advised by newsletter.





## STAFFING

### STAFFING FOR 2017

<b>Mary Miller</b>	<i>Principal</i>	
<b>Kath Russell/Robyn Thompson</b>	<i>Deputy Principal</i>	<i>Room 7</i>
<b>Tarryn Copland/Becky McIntyre</b>	<i>Teacher</i>	<i>Room 9</i>
<b>Nicola Millar</b>	<i>Teacher</i>	<i>Room 8</i>
<b>Sarah McKenzie</b>	<i>Teacher</i>	<i>Room 6</i>
<b>Tamie Fiveash</b>	<i>Teacher</i>	<i>Room 5</i>
<b>Rose McKenzie</b>	<i>Teacher</i>	<i>Room 4</i>
<b>Aimee Heaps</b>	<i>Teacher</i>	<i>Room 3</i>
<b>Megan MacBeth</b>	<i>Teacher</i>	<i>Room 2</i>
<b>Johanna Hargest</b>	<i>Teacher</i>	<i>Room 1</i>

<b>Robyn Thompson</b>	<i>SENCO (Special Education Needs Co-ordinator)</i> <i>ORRS Teacher</i>
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<b>Kerry Wyeth</b>	<i>School Secretary</i>
<b>Margaret Davidson</b>	<i>Librarian</i>
<b>Robyn Clarke</b>	<i>Teacher's Aide</i>
<b>Angela Black</b>	<i>Teacher's Aide</i>
<b>Kristin McGrath</b>	<i>Teacher's Aide</i>
<b>Carmel Bone</b>	<i>Teacher's Aide</i>

<b>Rowena Gibson</b>	<i>Cleaner</i>
<b>Glenda Pearton</b>	<i>Cleaner</i>
<b>Nic Grant</b>	<i>Boiler Attendant</i>
<b>Neil Sleeman</b>	<i>Caretaker</i>



Guidance & Learning Resource Teachers are available to support our staff, pupils and parents.

If you need to contact the Dental Therapist please telephone 03 203 9042. Should the clinic be closed you will automatically be put through to the School Dental Service District office, where you will be directed to your nearest Dental Therapist.

Two Speech-Language Therapists, Debbie Needham and Lisa Ingram are based at the Gore Main School Speech Clinic. They are employed by the Specialist Education Service.

**Bronwyn Fennessy** is the Resource Teacher of Literacy for the Eastern Southland Cluster. She is based at Gore Main School.

## Section Two

# When are we here?

This section provides information about:

- ❖ *Arriving at School*
- ❖ *School Terms and Holidays*
- ❖ *School Hours and Bell Times*
- ❖ *Absence Procedures*

## ARRIVAL AT SCHOOL

Students who arrive at school may enter the grounds, but need to remain at the bottom of the library ramp until the 8.30 a.m. bell.

Road Patrol is on duty from 8.30 a.m. – 8.50 a.m.



It is important that children arrive at school early enough for them to be organised for their day - hanging up bags, returning books, checking stationery etc.

Classroom teachers, unless they are on morning duty, are in their rooms from 8.30 a.m. onwards to talk with students and parents.

## SCHOOL TERMS AND HOLIDAYS

### ***Starts.....***

### ***Ends.....***

<b>2017</b>	Term 1:	Wednesday, 01 February	Thursday, 13 April ( <i>102 half days</i> )
	Term 2:	Monday, 01 May	Friday, 07 July ( <i>98 half days</i> )
	Term 3:	Monday, 22 July	Friday, 29 September ( <i>100 half days</i> )
	Term 4:	Monday, 16 October	Friday, 15 December or later if Teacher Only Days are held in the year ( <i>88 half days</i> )

## SCHOOL HOURS

<b>8.30 a.m.</b>	Students are admitted to school classrooms
<b>8.30 a.m.</b>	Duty teacher at Pedestrian Crossing
<b>8.55 a.m.</b>	Warning Bell
<b>9.00 a.m.</b>	Bell signalling commencement of classes. All pupils are expected to be in their classrooms ready to commence the day's learning activities.
<b>11.10 a.m.</b>	Morning Break
<b>11.30 a.m.</b>	Classes recommence
<b>12.30 noon</b>	Lunch
<b>1.25 p.m.</b>	Warning Bell
<b>1.30 p.m.</b>	Bell signalling commencement of classes. All pupils are expected to be in their classrooms ready to commence the day's learning activities.
<b>3.00 p.m.</b>	Dismissal – Bus Duty Teacher checks Bus Pupil roll – Road Patrol Duty Teacher at Pedestrian Crossing

## **GORE MAIN SCHOOL : ABSENCES**

If your child will not be attending school, please let the school know, before 9.00 a.m.  
If the absence is only for the afternoon please contact us before 1.30 p.m.

**TELEPHONE**  
**2087615**

or

**FAX**  
**your message**  
**to**  
**2081715**  
**or E-mail to**  
[\*\*office@goremain.school.nz\*\*](mailto:office@goremain.school.nz)

or

**TELL US**  
**Call in at School**  
**Staff available**  
**approximately**  
**7.30 a.m. to 6 p.m.**

or

**WRITE**  
**Send a note**  
**with another**  
**child**

We check our absences at 9.00 a.m. and 1.30 p.m. If your child is not present at 9.00 a.m. or 1.30 p.m., **and we have not** been informed of an absence, we need to check on your child's safety.

The School Secretary will ring you  
to check that your child is safe



If you have no telephone, or if there is no  
reply, then the Emergency Caregivers will  
be contacted

## Section Three

# The Charter of Gore Main School

This section provides information about:

- ❖ *What a Charter is*
- ❖ *The Gore Main School Mission Statement*
- ❖ *The National Education Goals (The NEG's)*
- ❖ *The National Administration Guidelines (The NAGs )*
- ❖ *School Goals*

## SO WHAT IS A CHARTER?

A charter is an undertaking by the Board of Trustees to the Minister of Education to ensure that the school is managed, organised, conducted and administered for the purposes set out.

The Gore Main School Charter was reviewed during 2017, with the amended charter being approved by the Ministry of Education. for 2017-2020.

## MISSION STATEMENT

Gore Main School

**Reach for the stars  
Whatoro mo nga whetu**



## **NATIONAL EDUCATION GOALS (NEGS)**

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

### **NEG 1**

The highest standards of achievement, through programmes which enable all students to realise their potential as individuals, and to develop the values needed to become full members of New Zealand's society.

### **NEG 2**

Equality of education opportunity for all New Zealanders, by identifying and removing barriers to achievement.

### **NEG 3**

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

### **NEG 4**

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's 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 and numeracy, science and technology, and physical activity.

### **NEG 6**

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against these 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 New Zealand.

### **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 New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific, and as a member of the international community of nations.

## NATIONAL ADMINISTRATION GUIDELINES (NAGS)

### National Administration Guideline 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
  - i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
  - ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
  - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
- b. through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
  - i. student achievement in literacy and numeracy, especially in years 1-8; and then to
  - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;
- c. on the basis of good quality assessment information, identify students and groups of students:
  - i. who are not achieving;
  - ii. who are at risk of not achieving;
  - iii. who have special needs (including gifted and talented students); and
  - iv. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.



## **National Administration Guideline 2**

Each board of trustees, with the principal and teaching staff, is required to:

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, Ngā Whanaketanga Rumaki Māori and/or National Standards\*, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- c. report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

## **National Administration Guideline 2A**

Where a school has students enrolled in years 1–8, the board of trustees, with the principal and teaching staff, is required to, in alignment with requirements set in NAG 1, use Ngā Whanaketanga Rumaki Māori and/or National Standards to:

- a. report to students and their parents on the student's progress and achievement in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards. Reporting to parents in plain language in writing must occur at least twice a year;
- b. report to the Secretary for Education by 1 March school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards under four headings:
  - i. school strengths and identified areas for improvement;
  - ii. the basis for identifying areas for improvement;
  - iii. planned actions for lifting achievement; and
  - iv. how students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.
- c. report to the Secretary for Education by 1 March on the numbers and proportions of students achieving Manawa Toa, Manawa Ora, Manawa Āki, Manawa Taki in relation to Ngā Whanaketanga Rumaki Māori and/or at, above, below or well below National Standards, including by Māori, Pasifika, European/Pākehā, Asian, gender, and by year level.
- d. report the NAG 2A (b) and NAG 2A (c) Ngā Whanaketanga Rumaki Māori and/or National Standards information in the format prescribed by the Secretary for Education from time to time.

## **National Administration Guideline 3**

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote

high levels of staff performance, use educational resources effectively and recognise the needs of students; and

- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

#### **National Administration Guideline 4**

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- a. allocate funds to reflect the school's priorities as stated in the charter;
- b. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- c. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

#### **National Administration Guideline 5**

Each board of trustees is also required to:

- a. provide a safe physical and emotional environment for students;
- b. promote healthy food and nutrition for all students; and
- c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

#### **National Administration Guideline 6**

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

#### **National Administration Guideline 7**

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

#### **National Administration Guideline 8**

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

NAG 8 applies in relation to schools with students enrolled in years 1-8 from the 2013 school year, and all schools from the 2014 school year.

\*Schools that have students in years 1–8 that use The New Zealand Curriculum must use National Standards for those students and schools that have students in years 1–8 that use Te Marautanga o Aotearoa must use Ngā Whanaketanga Rumaki Māori for those students.

## **SCHOOL GOALS**

In order to achieve our vision and reflect our beliefs, we will work towards meeting the following goals.

1. Achieve excellence in foundation skills across the curriculum beginning with Teacher Aide support.
2. Create a Modern Learning Environment that will cater for all learning styles beginning with creating an ICT plan for the whole school.
3. Develop the back paddock into an adventure playground and environmental area.
4. Upgrade the School Hall.

## Section Four

# Curriculum Matters

This section provides information about:

- ❖ *New Zealand Curriculum*
- ❖ *Principles*
- ❖ *Vision*
- ❖ *Vaues*
- ❖ *Key Competencies*
- ❖ *Learning Areas*
- ❖ *Sharing of Information*
- ❖ *Home Activities*
- ❖ *Reporting to Parents*
- ❖ *Class Levels – Year of Schooling*
- ❖ *Little Stars*
- ❖ *Special Education Service*
- ❖ *What Gore Main School Believes is Quality Teaching*

## THE NEW ZEALAND CURRICULUM

The New Zealand Curriculum is the official document for teaching, learning, and assessment in New Zealand schools.

### PRINCIPLES

At Gore Main School the principles of the NZC are at work in *all* learning activities, both within and outside the classroom walls. **Principles are the qualities that underpin curriculum design and action.**

<b>Our School</b> <b>Principles to underpin the design of our school's curriculum.</b>	<b>NZC</b> <b>Curriculum practice throughout our school is underpinned by and consistent with the NZC through performing the following actions.</b>
<b>High Expectations:</b> Gore Main School supports and empowers all students to 'Reach for the Stars,' to achieve their personal best in whatever they do and to be the best citizens they can be in our environment.	<b>High Expectations:</b> The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.
<b>Treaty of Waitangi:</b> All students experience learning opportunities and respect within and across curriculum areas and topics, that help pupils understand the bicultural tikanga of Aotearoa New Zealand. Gore Main School puts the spirit and the meaning of the Treaty into practice.	<b>Treaty of Waitangi:</b> 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 Maori me ono tikanga.
<b>Cultural Diversity:</b> Children and teachers respect each others' cultural backgrounds in the ways they interact and speak to each other.	<b>Cultural Diversity:</b> The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

<p><b>Inclusion:</b> All students' identities, abilities and talents are recognised and affirmed in school and classroom practice. Practice is non-sexist, non-racist, and non-discriminatory.</p>	<p><b>Inclusion:</b> 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.</p>
<p><b>Learning to Learn:</b> Teachers help students to learn how to learn through explicit feedback, to ensure they know where they are succeeding, where they are at, and how best to move forward. Students will know what it is they are learning, and what successful learning looks like.</p>	<p><b>Learning to Learn:</b> The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.</p>
<p><b>Community Engagement:</b> Learning experiences at Gore Main School connect with the children's wider lives, and engages the support of their families/whanau and the community.</p>	<p><b>Community Engagement:</b> The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities.</p>
<p><b>Coherence:</b> Curriculum is planned and delivered in ways that make natural connections across the various dimension (Values, Key Competencies, Learning Areas and Knowledge).</p>	<p><b>Coherence:</b> 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 future learning.</p>
<p><b>Future Focus:</b> Where relevant, learning programmes and experiences encourage students to look to the future and to consider associated issues for themselves, others and the world in which we live.</p>	<p><b>Future Focus:</b> The curriculum encourages students to look to the future by exploring significant future-focused issues such as sustainability, citizenship, enterprise, and globalisation.</p> <p>The New Zealand Curriculum (2007).</p>

The above Principles are inherent within our curriculum, and can be seen through **'evidence in practice'**, rather than **'evidence on paper'**.



## VISION

**Vision involves learning how to connect the past, the present and the future. The past is all too familiar. The present is uncertain. The future is untried.**

<b>Our School</b> <b>Visions of the qualities our students will show as a result of their years of learning and living in our school and its community.</b>	<b>NZC</b> <b>Vision for all of New Zealand's young people who participate in our school system.</b>
Through our influence, example and persistent efforts we aim to help our students to be:	
Confident – “dream it, believe it.”	Confident: <ul style="list-style-type: none"> <li>• Positive in their own identity.</li> <li>• Motivated and reliable.</li> <li>• Resourceful.</li> <li>• Enterprising and entrepreneurial.</li> <li>• Resilient.</li> </ul>
Connected – “working together.”	Connected: <ul style="list-style-type: none"> <li>• Relate well with others.</li> <li>• Effective users of communication tools.</li> <li>• Connected to the land and environment.</li> <li>• Members of communities.</li> <li>• International citizens.</li> </ul>
Actively Involved – “give it a go and hang in there.”	Actively Involved: <ul style="list-style-type: none"> <li>• Participate in a range of life opportunities.</li> <li>• Contribute to the well-being of New Zealand – social, cultural, economic, and environmental.</li> </ul>
Lifelong Learners – “always learning.”	Lifelong learners: <ul style="list-style-type: none"> <li>• Literate and numerate.</li> <li>• Critical and creative thinkers.</li> <li>• Active seekers, users, and creators of knowledge.</li> <li>• Informed decision makers.</li> </ul> The New Zealand Curriculum (2007).
<b><i>We do not create visions: they happen because of what we believe and what we can foresee.</i></b>	

## VALUES WE SHARE

We at Gore Main School believe that every decision relating to curriculum, and every interaction that takes place in a school, reflects the values of the individuals involved, and the collective values of the institution. Values are explored, encouraged, modeled and regularly reviewed by everyone in the Gore Main School Community.

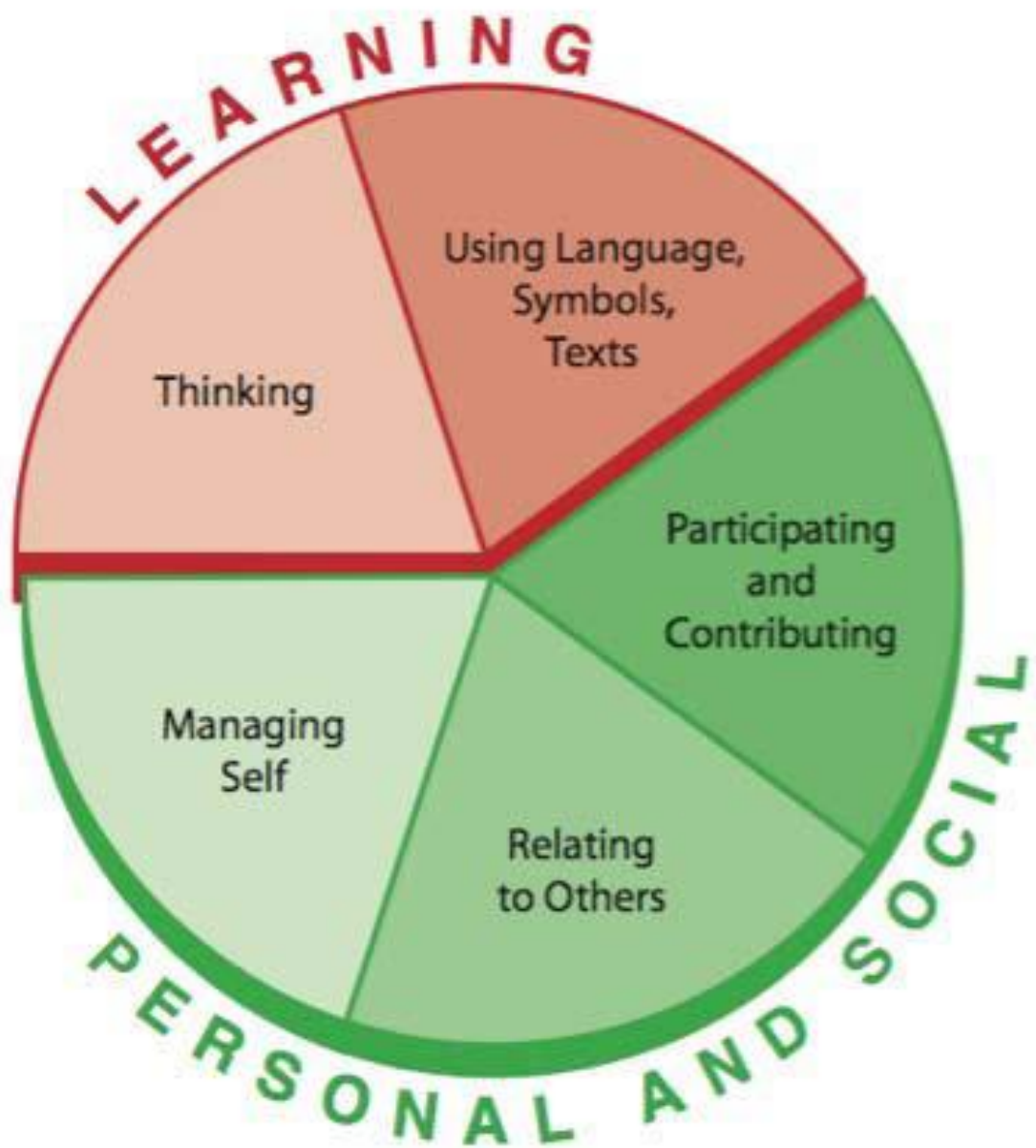
<b>Our School</b> <b>Values that are encouraged, lived and regularly reviewed by everyone in our school.</b>	<b>NZC</b> <b>Values we support as a national direction, through encouragement, modelling and exploration.</b>
Our values are the important qualities and beliefs we try to live by and show in the ways that we ourselves go about our work and relationships with others in our school.	
<b>Honesty, compassion, courage and perseverance.</b>	<b>Excellence - Hiranga</b> Aiming high, persevering.
<b>Rational decision making.</b>	<b>Innovation, inquiry, curiosity - Pokirehau/whakamatemate:</b> Thinking critically, creatively, reflectively.
<b>Compassion and respect.</b>	<b>Diversity – Rereketanga:</b> Different cultures, languages, heritages.
<b>Duty.</b>	<b>Equity -Tika/pono:</b> Fairness and social justice.
<b>Consideration and concern for others and kindness, habits of the mind (knowing the good), habits of the heart (desiring the good) and habits of action (doing the good). Citizenship awards.</b>	<b>Community and Participation – Porihanga:</b> For the common good.
<b>Law of consequences. Enviro-schools.</b>	<b>Ecological Sustainability – Kaitiakitanga:</b> Care for the environment, etc.
<b>Honesty and truthfulness, kindness and responsibility.</b>	<b>Integrity -Ngākau/tapatahi:</b> Being honest, responsible, accountable, ethical.
<b>Respect, compassion and obedience.</b>	<b>Respect</b> <b>Manaaki/āwhi</b> The New Zealand Curriculum (2007).

Through the Cornerstone Values students will learn about their own values and those of others; as well as moral, social, cultural, aesthetic and economic values. The values on which New Zealand's cultural and institutional traditions are based will be upheld, along with the values of other groups and cultures, where practical/appropriate. Through their learning experiences, students will develop their ability to; express their own values; explore, with empathy, the values of others; critically analyse values and actions based on them and discuss disagreements that arise from differences in values. Students will negotiate solutions, and make ethical decisions and act on them. The success of our values programme will be underpinned by how children are behaving in the school setting.



## KEY COMPETENCIES

Competencies are integrated, holistic and complex. They include the knowledge, skills, attitudes and values needed for living, learning, working and contributing to the life of the community. Key Competencies are those competencies needed by everyone across many life contexts. School is only one of those contexts, and the matter of transfer or generalization from school to life needs to be considered.



<b>Our School</b> <b>In our school we emphasise students' development of the following:</b>	<b>NZC</b> <b>Five Major Competencies which we support students to develop.</b>
<p><b>Thinking (Learning)</b></p> <ol style="list-style-type: none"> <li>1. Using creative, critical and metacognitive processes to make sense of information, experiences and ideas.</li> <li>2. Use above processes to develop understanding, make decisions, shape actions or construct knowledge.</li> <li>3. Have intellectual curiosity.</li> <li>4. Seek, use and create knowledge.</li> <li>5. Reflect on their own learning.</li> <li>6. Draw on personal knowledge and intuitions.</li> <li>7. Ask questions.</li> <li>8. Challenge the basis of assumptions and perceptions.</li> <li>9. Be familiar with relevant thinking skills from Gore Main School Thinking Skills Matrix - Thinking Hats, Habits of Mind, Thinkers' Keys.</li> </ol>	<p><b>Thinking</b></p> <p>Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.</p> <p>Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.</p>
<p><b>Relating to Others</b></p> <ol style="list-style-type: none"> <li>1. Interact effectively with a diverse range of people within a variety of contexts.</li> <li>2. Listen actively.</li> <li>3. Recognise different points of view.</li> <li>4. Negotiate and share ideas.</li> <li>5. Be open to new learning.</li> <li>6. Take different roles in different situations.</li> <li>7. Aware of how their words and actions affect others.</li> <li>8. Know when it is appropriate to compete/co-operate.</li> <li>9. Come up with new approaches, ideas and ways of thinking.</li> </ol>	<p><b>Relating to Others</b></p> <p>Relating to Others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas.</p> <p>Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.</p>

<p><b>Using Language, Symbols and Texts</b></p> <ol style="list-style-type: none"> <li>1. Represent and communicate information, experiences and ideas.</li> <li>2. Interpret and use words, number, images, movement, metaphor and technologies in a range of contexts.</li> <li>3. Recognise how choices of language, symbol or text affect peoples' understanding and the ways in which they respond to communications.</li> <li>4. Confidently use ICT to access and provide information and to communicate with others.</li> </ol>	<p><b>Using Language, Symbols and Texts</b></p> <p>Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological.</p> <p>Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.</p>
<p><b>Managing Self</b></p> <ol style="list-style-type: none"> <li>1. "Can-do" attitude through self-motivation.</li> <li>2. Establish goals, revisit goals and self-assess.</li> <li>3. Be enterprising, resourceful, reliable and resilient.</li> <li>4. Make plans, manage projects.</li> <li>5. Set high standards.</li> <li>6. Develop strategies for meeting challenges.</li> <li>7. Know when to lead, follow and act independently.</li> <li>8. Be organised and act responsibly.</li> </ol>	<p><b>Managing Self</b></p> <p>This competency is associated with self-motivation, a "can-do" attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.</p> <p>Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.</p>

Participating and Contributing	Participating and Contributing
<ol style="list-style-type: none"> <li>1. Making connections with the local community and being actively involved in it.</li> <li>2. Contributing appropriately as a group member.</li> <li>3. Create opportunities for others in groups.</li> <li>4. Sense of belonging, and confidence to participate within a new context.</li> <li>5. Becoming aware of how to balance rights, roles and responsibilities.</li> <li>6. Contribute to the quality and sustainability of social, cultural and physical environments.</li> </ol>	<p>This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.</p> <p>Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.</p>



## LEARNING AREAS

**Students are provided with effectively taught programmes in the learning areas, pp 18-23, NZC.**

The learning associated with each area is part of a broad general education, and lays a foundation for later specialised learning.

The learning area statements give clear direction to the scope of the school's programmes. These statements are intended to be the focal point for deciding important learning goals relevant to the needs of the students, and their entitlement to rich and balanced educational experiences. Equally, they provide a strong basis for assessment and reporting of student achievement.

When designing programmes, content and context are inseparable. The more meaningful and relevant the context is to the interests and the world of students, the more motivated they are likely to be to learn and achieve.

<b>Our School</b> <b>'Big picture' goals for students across all levels of the school.</b>	<b>NZC</b> <b>Learning Areas and Strands.</b>
<p><u>English:</u> Children will speak and listen at or above the NZ National Standards as shown in 'Learning Through Talk Y1-3, Y4-8' documents <b>(creating meaning</b> for themselves or others).</p> <p>Read at or above the NZ National Standards <b>(making meaning</b> of ideas or information they receive).</p> <p>Utilise effective deeper and surface features when writing for different purposes or audiences, achieving National Standards - <b>(creating meaning</b> for themselves or others).</p> <p>Think critically and in depth - <b>(making meaning</b> of ideas or information they receive and <b>creating meaning</b> for themselves or others).</p> <p>Understand, use and create visual texts <b>(making meaning</b> of ideas or information they receive <b>and creating meaning</b> for themselves or others).</p> <p>Spell independently at an age appropriate level as indicated through the Schonell Spelling test.</p>	<p><u>English:</u> Students study, explore and enjoy language and literature communicated orally, visually or in writing:</p> <ul style="list-style-type: none"> <li>• Listening, Reading and Viewing</li> <li>• Speaking, Writing and Presenting.</li> </ul>

<p><u>The Arts:</u> Students will be creators, presenters, viewers and listeners of The Arts, and will participate in, interpret, value and enjoy the arts throughout their lives.</p>	<p><u>The Arts:</u> Students explore, refine and communicate ideas as they create works and respond to the works of others.</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Music</li> <li>• Visual Arts</li> </ul>
<p><u>Health and Physical Education:</u> Demonstrate a positive, responsible attitude, respect, care and concern for other people in the school environment while performing sporting skills.</p> <p>State how to uphold good personal well-being and how to keep themselves safe in a range of environments.</p> <p>Show good food choices and contribute to the Gore Main School environment by taking responsible and critical action.</p>	<p><u>Health and Physical Education:</u> Students learn about their own well-being and that of others, in health-related and movement contexts.</p> <ul style="list-style-type: none"> <li>• Personal Health and Physical Development.</li> <li>• Movement Concepts and Motor Skills.</li> <li>• Relationships with other people.</li> <li>• Healthy Communities and Environments.</li> </ul>
<p><u>Mathematics and Statistics:</u> In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations.</p>	<p><u>Mathematics and Statistics:</u> Students explore relationships in quantities, space and data.</p> <ul style="list-style-type: none"> <li>• Number and Algebra.</li> <li>• Geometry and Measurement.</li> <li>• Statistics.</li> </ul>
<p><u>Science</u> Students will develop understandings of the composition and properties of matter, the changes it undergoes, and the energy involved.</p> <p>Students will use their understanding of the fundamental properties of chemistry to make sense of the world around them.</p>	<p><u>Science:</u> Students learn to investigate, understand, and explain our natural, physical world and their wider universe:</p> <ul style="list-style-type: none"> <li>• The Nature of Science.</li> <li>• The Living World.</li> <li>• Planet Earth and Beyond.</li> <li>• The Physical World.</li> <li>• The Material World.</li> </ul>



<p><u><b>Social Sciences</b></u></p> <p>To identify and use the Cornerstone Values to understand, and to be a contributing member, of the communities to which they belong.</p>	<p><u><b>Social Sciences:</b></u></p> <p>Students learn about how societies work and how people can participate as critical, active, informed and responsible citizens.</p> <ul style="list-style-type: none"> <li>• Identity, culture and organization.</li> <li>• Place and environment.</li> <li>• Continuity and challenge.</li> <li>• The economic world.</li> </ul>
<p><u><b>Technology</b></u></p> <p>To design, adapt and innovate in order to address a need or to realise an opportunity.</p>	<p><u><b>Technology:</b></u></p> <p>Students learn to use practical and other resources to develop products and systems that expand human possibilities by addressing needs and realizing opportunities:</p> <ul style="list-style-type: none"> <li>• Technological practice.</li> <li>• Technological knowledge.</li> <li>• Nature of technology.</li> </ul>
<p><u><b>Learning Languages</b></u></p> <p><b>Communication:</b></p> <p>The children can understand well-rehearsed sentence patterns and familiar vocabulary.</p> <p>The children can interact in predictable exchanges.</p> <p><b>Language Knowledge:</b></p> <p>The children can read and write straightforward versions of what they have learned to say.</p> <p><b>Cultural Knowledge:</b></p> <p>The children are aware of and understand some of the typical cultural conventions that operate in interpersonal communication.</p>	<p><u><b>Learning Languages:</b></u></p> <p>Students develop their means of communicating with people from another culture and exploring their own personal world:</p> <ul style="list-style-type: none"> <li>• Communication.</li> <li>• Language knowledge.</li> <li>• Cultural knowledge.</li> </ul>



## **SHARING OF INFORMATION**

At Gore Main School, we believe that the education of each child is a shared responsibility of the home and the school. It is very important that we all share our information about the child so that the child's programmes and participation are at a successful and valuable level.

There are a number of ways in which we can share information. Some of these are listed below.

### **Informal Times**

The school staff are always willing to talk to you about your child. Minor matters can usually be dealt with before or after school. Some days teachers will have commitments to meetings or duty, and it is often easier to make an appointment to ensure that there is uninterrupted time to talk. You can do this by telephoning the Office, 2087615.

### **Formal Discussions**

#### **1. School Entry Assessment**

You will be invited to an interview with your child's teacher after six (6) weeks at school.

#### **3. Parent Interview**

Parent/Caregiver interviews/conferences are held twice a year. Conferences are timetabled, with a ten minute slot for each child.

Parents/caregivers and the class teacher have the opportunity to discuss progress and achievement, and to set goals for further learning.



## **HOME ACTIVITIES**

The School believes that it is important that school learning activities are reinforced in the home. As children grow older, the need to develop positive and sustained attitudes towards learning activities at home, becomes increasingly more important.

## **REPORTING TO PARENTS**

Twice a year a written report will be sent home for children in Years 0 – 6.

## **CLASS LEVELS - YEAR OF SCHOOLING**

The following is a reprint of a notice first published in the Education Gazette of 14 July 1995:

A new naming system for class levels is being introduced throughout New Zealand for 1996. The old naming system of infants, standards and forms is being replaced with this single system of Year of Schooling.

Year of Schooling measures the number of years of schooling a student has received and provides the Ministry of Education with a method of counting students for funding and staffing purposes which is independent of the way schools are organised, or the particular programme of study that a student may be undertaking.

### **STUDENTS WHO JOIN THE SCHOOL SYSTEM AFTER THE COMPULSORY STARTING AGE OF SIX**

Students who start school after the compulsory age of six, such as migrant children and children who have been homeschooled, will be given the same year level as the majority of students the same age.

Children who have birthdates from January to February are usually Year 1 students on entry, whilst students with birthdates from April to December are Year 0 students. Children born in March have the option of being either classified as Year 0 or 1.

## **LITTLE STARS**

At Gore Main School, we run a transition to school programme, for all four year old children who are intending to come to our school.

The programme is called “Little Stars” and is run on nominated Wednesdays during the school term by Mrs Jane Lawrence and/or Mrs Jo Hargest.

Sessions will begin at 1.30 p.m. and will end by 3.00 p.m.

During the course of the programme your child will:

- Have the opportunity to become familiar with our school.
- Learn about our school rules and some of the routines they will follow in class.
- Get to meet their peers and classroom teacher.
- Learn by playing and experimenting in a safe and controlled environment.
- Be engaged in learning activities that include letter, alphabet and number knowledge and fine motor skill development.

All of the above will help to ensure that your child’s transition from preschool or kindergarten will be as smooth as it can be.

## **SPECIAL EDUCATION**

It is a free-standing self-administering organisation established to provide advice, guidance and specialised support for the benefit of children and young people with special educational and developmental needs.

Special Education currently employs Speech-Language Therapists, Psychologists, Advisers, and those who work in the area of Early Intervention.

A close working relationship with Special Education is maintained by Gore Main School. In all cases, parents are contacted prior to a child's referral to Special Education.

## **WHAT GORE MAIN SCHOOL BELIEVES IS QUALITY TEACHING**

At our school we have identified and decided on the following characteristics of quality teaching. These characteristics are reference points for regular teacher self and peer reflection and appraisal.

1. Teachers engage students by making teaching and learning fun. We want teachers to have passion about their profession. Not only for students to be motivated to learn, but teaching them how to learn, and doing so in a manner that is relevant, meaningful and memorable. It's about caring for their craft, having a passion for it, and conveying that passion to everyone, most importantly to their students.
2. Teachers are on top of their field, being on the leading edge. We know good teaching is about bridging the gap between theory and practice. We are up to date with research and teaching practice that works in the classrooms. We continually talk about teaching and learning utilising a 'Teaching as Inquiry' model.
3. Good teaching is about listening, questioning, being responsive and remembering that each student and class is different. It's about having high expectations for their learners and ensuring reflection and goal setting is a part of the daily programme.
4. Good teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. Good teaching is about creating balance between what needs to be done and the teachable moment.
5. Quality teaching is being a master of their craft, engaging students, being energized. Teachers need to have a sense of humour.
6. Good teaching is about caring, nurturing, and developing minds and talents. Teachers are accepting and understand their learners well ('we know our children'). Teaching practices enable classes and other learning groupings to work as inclusive and cohesive learning communities ('we care for each other').
7. Good teaching is believing in their school vision, understanding where we are going and being part of a team. We are all responsible for the students in our school.
8. Quality teaching is focused on student achievement (including social outcomes). We want our students to be high achievers.
9. Great teachers are always well prepared, planned and organised, because they know that we owe that to the students in our care.
10. Teachers interact and communicate with parents positively, and ensure an open door policy is maintained. In the mornings teachers are talking with students in their classrooms, and interacting with parents to engage parents in their child's learning and to create a fantastic learning community.
11. Good teaching is about making connections across learning areas as well as to home practices and the wider world.
12. Teachers understand that to be fresh for the children, they must have a good balance between home and work.
13. Teachers have a large part in budget setting to ensure the needs of their children are catered for by appropriate resourcing.

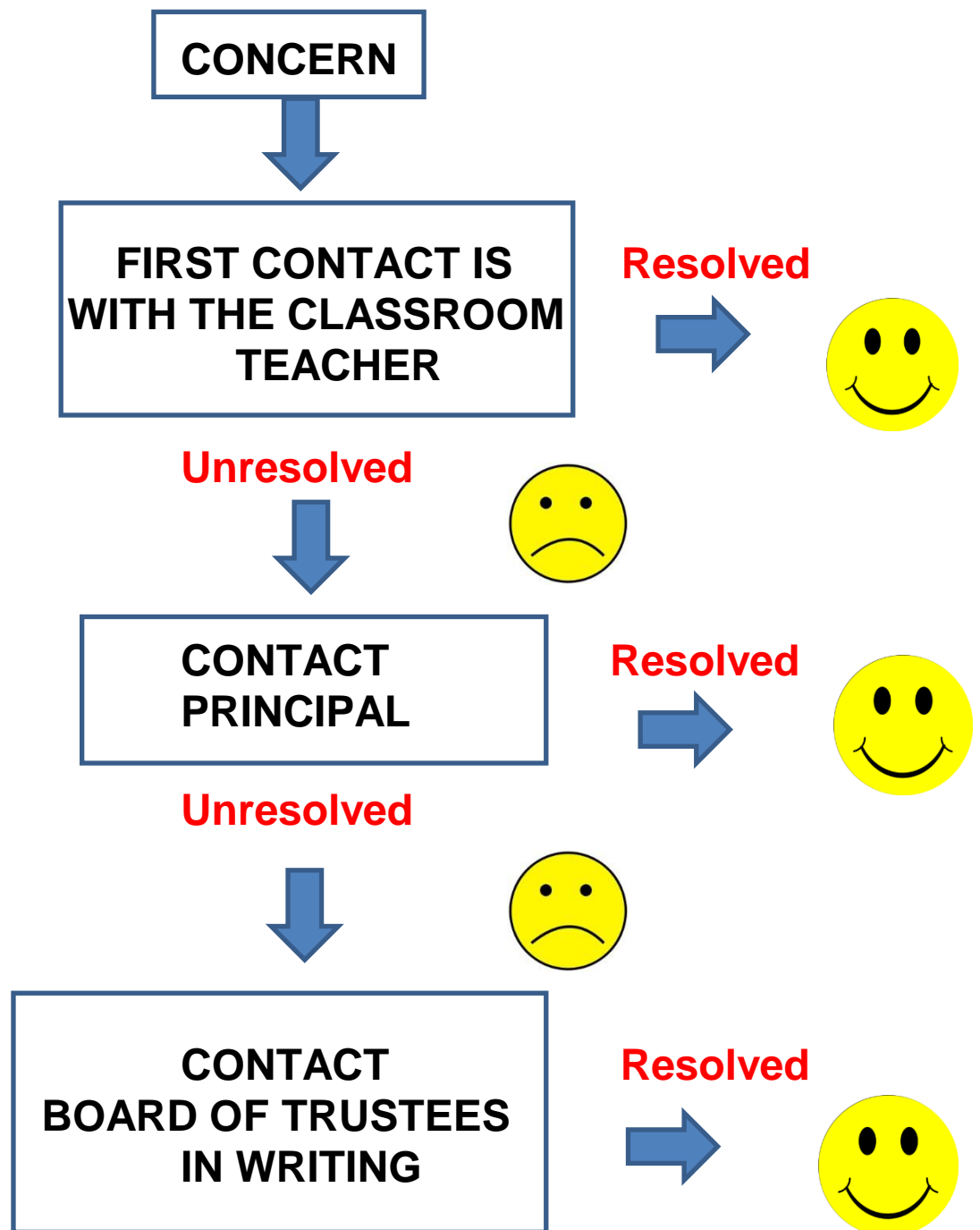
# Communications – Finding out about what’s happening at home and at school

This section provides information about:

- ❖ *Parents/Caregivers with concerns*
- ❖ *Communicating with the school*
- ❖ *Communicating with the home*
- ❖ *Notices and Newsletters*
- ❖ *Policy*
- ❖ *Assembly*

## CONCERNS

If at any stage you have cause to be concerned about school related matters please use the following flowchart:-



## **COMMUNICATING WITH THE SCHOOL**

We like to deal with any issues as they arise, rather than leaving them for a period of time.

Parents telephone us about a variety of matters and in almost all of those cases the matter is dealt with satisfactorily. Other concerns may take a little longer to work through.

## **COMMUNICATING WITH THE HOME**

Staff members understand the importance of prompt communication with the home when issues concerning specific students arise. They do, however, have responsibilities to their classes and for this reason such communication is likely to happen outside of school hours.

## **NEWSLETTER / NOTICES**

School Newsletters are e-mailed every second Thursday and also put on our Facebook site.

With 99% of families the system works smoothly. If at any time you miss out, please get in touch with the school office. We'll be only too happy to attend to the matter.

## **ASSEMBLY**

Assembly is held every second Friday from 2.15 p.m. until 3.00 p.m. A class is rostered to run assembly each term.

## **POLICY FOLDER**

The school has a range of Policy statements, which are used to guide the teaching and learning programmes, and the administration and management of the school.

The Policy Folder is available for parents and caregivers to read, at the School Office and these are also available on our Gore Main School website.

A Policy is approved by the Board of Trustees following consultation with the school community.

## Section Six

# Health and Safety Matters

This section provides information about:

- ❖ *Student Supervision*
- ❖ *Lunchtime Supervision*
- ❖ *Use of the School Carpark*
- ❖ *Collecting Students by Car*
- ❖ *Medication*
- ❖ *School Rules and Assertive Discipline Policy*
- ❖ *Immunisation Register*
- ❖ *School Bus Students*
- ❖ *Biking to School*
- ❖ *School Vests*
- ❖ *Smoke Free Zone*

## STUDENT SUPERVISION

All teaching staff are rostered to provide student supervision. Parents can also be on this roster if they have volunteered to do so.

The duty teachers' tasks include:-

- supervision of road patrols
- supervision of bus students
- moving about the school buildings and grounds providing support and supervision during interval and lunch breaks

Enquiries related to the above matters should be directed to the Principal, who has responsibility for these matters.

## LUNCH TIME SUPERVISION

These comments relate to the **12.30 - 12.45 p.m.** period when students are supervised as they eat their lunches. Children take their lunchtime rubbish home. This lets parents know what they are eating during the day.

### Fine Days

Students remaining at school for lunches will be supervised, by the duty teacher. Students will be dismissed by the duty teacher after they have eaten their lunches, but not before 12.45 p.m.

### Wet Days

Students will eat in their classroom with their teacher.

## USE OF SCHOOL CARPARK

The Board of Trustees has decided to restrict use of the School carpark between the hours of 8.00 a.m. and 4.00 p.m. to **staff and service vehicles only.**

This is being done for two reasons:

1. *Student safety*
2. *To limit congestion in the car park*

## COLLECTING STUDENTS BY CAR

Parents/Caregivers collecting students from the Ardwick Street entrance are asked to refrain from parking on the areas marked with yellow lines.

Your co-operation with this matter ensures that those on Road Patrol have a clear vision of on-coming traffic, and limits congestion for cyclists and pedestrians.

Your co-operation is also sought in ensuring that access to the property on the corner of Ardwick and Onslow Street is not obstructed in any way.



## MEDICATION

The Board of Trustees has a policy statement covering the administration of prescribed medication by school staff to students.

Parents/caregivers of students who need routine medication during school hours should see the Principal.

Students should not have medication in school bags or desks.

## SCHOOL RULES & ASSERTIVE DISCIPLINE POLICY

An Assertive Discipline Programme operates throughout the school. This aims at rewarding those students who maintain appropriate behaviours.

**Speak positively.**

Sense of humour, positive

*= I enjoy the things I do at school*

**Try your best.**

Motivated, risk taker, self-improver

*= I am proud of what I achieve*

Resilient, confident

*= I try and I try*

**Act responsibly and make good choices.**

Ethical, makes good choices

*= I make good choices, I am honest, I do what I know is right*

**Respect yourself, others and our environment.**

Caring, co-operative, interdependent

*= I take care of myself, others and all things around me*

## IMMUNISATION REGISTER

From the start of the 2000 school year, primary schools must keep a register recording the immunisation status of all enrolled children born on or after 1 January 1995, under the Health (Immunisation) Regulations 1995. The purpose of the Regulations is to promote immunisation, encourage caregivers to make an informed choice regarding the immunisation of their children, and facilitate control of the infectious diseases covered by the childhood immunisation programme.

When enrolling your child, you will be asked to show their Immunisation Certificate that is in the back of their "Wellbeing – Tamariki Ora" (Plunket) Book.



## **SCHOOL BUS STUDENTS**

Those eligible for school transport assistance are students up to Year 9 who live more than 3.2 kilometres from the nearest school, where no suitable public passenger services are available, and are living in the Gore Main School Transport Entitlement Zone.

Eligible students are required to make their own way, or be taken by the parents, up to 1.6 kilometres at least, to a school bus service. (Ref: "School Transport - What you need to know" - Ministry of Education 1997).

At Gore Main School, a roll of students who travel to and from school by bus is maintained in the school office. That roll is used by the duty teacher at 3.00 p.m. each day.

Given that there is only limited time between the 3.00 p.m. bell and the arrival of the school bus, it is important that the roll is maintained accurately. We seek the co-operation of parents/caregivers in the following ways:

- (1) If your child is not travelling on the bus after school, please advise us by either a telephone call or written note.
- (2) If your child is not going to be on the bus after school on certain days over a period of time (e.g. 'Music on Thursdays') only one advice is required - we'll alter the roll each week.
- (3) If you arrive at school to collect your child/children, instead of them travelling home by bus, please ensure that the duty teacher is advised so that the roll can be marked.

The instruction to staff is that if the school has not been advised of any changes, then students are to be put on the bus.

The school does not have the authority to approve casual or short term transport by school bus. Such matters should be dealt with by contacting the school bus contractor directly .

## BIKING TO SCHOOL

Children under 10 years of age are **NOT** encouraged to ride bikes to school, as recommended by the New Zealand Police.



## SCHOOL VESTS

On entry to Gore Main School each child purchases a high visibility safety vest. The wearing of this vest is **compulsory** when children go on all school trips and when they are travelling to and from school.

When your child is wearing the vest:

- The vest should be worn over the child's backpack.
- All possible care must be taken to keep the vest in good condition.
- If the vest requires cleaning please carefully follow the manufacturers directions on the garment.
- Name it clearly with your child's name.
- Please do not cut the manufacturers tags off the garment.



## SMOKE FREE ZONE

Please note that the school grounds and school buildings are a Smoke Free zone and that there are no exceptions to this rule.



## Section Seven

# Financial Matters

This section provides information about:

- ❖ *Scholastic Book Club*
- ❖ *School Donation*
- ❖ *Sending Money to School*
- ❖ *School Stationery*
- ❖ *School Heat-Ups*

## SCHOLASTIC BOOK CLUB

The Scholastic Book Club now operates in one condensed booklet and contains reading material for 5 years - 13 year olds.

Book Club offers are received at about two-monthly intervals. Orders are collated at the School Office. Parents are asked to place named order forms and money in an envelope before forwarding it to school. (Please make all cheques payable to Gore Main School). Should you wish to order on-line – visit [mybookclub.scholastic.co.nz](http://mybookclub.scholastic.co.nz) and select Gore Main School – payments on-line can be made via credit card.



## SCHOOL DONATION

Each year the Board of Trustees sets a school donation payable by families with children at the school.

School donations paid by parents / caregivers are spent in areas directly benefiting students currently attending the school. The school donation is payable at the commencement of the school year, or in termly intervals, and is set at **\$60.00 per child**.

A sliding scale of school donations is in place for families enrolling a student during the year.

All payments to Gore Main School can be made by either cheque written out to Gore Main School, cash or via internet payment. Our school bank account is with Westpac Bank, Gore – Gore Main School B.O.T. 03 0915 0253014 00.

## SCHOOL ACTIVITY FEE

In 2016 the Board introduced an Activity Fee of **\$50.00** per student. This fee will accrue an additional \$2.00 per term that the amount remains unpaid.

## **SENDING MONEY TO SCHOOL**

It is often necessary to send money to school to pay for such items as stationery, transport, book clubs etc. Please send this in an envelope clearly marked with the child's or family name, and details of what the money is for. If at all possible, please send the correct change.



Cheques are most acceptable, and in all cases should be made out to "Gore Main School."

## **SCHOOL LUNCH 'HEAT-UP'S'**

A pie warmer is available and pupils are able to bring items to school to be heated. Items are to be left on the table in the library corridor before 9.00 a.m. All items are to be clearly named and wrapped in tinfoil.

## **SCHOOL STATIONERY**

At the end of each year, children will be supplied with a list of stationery requirements for the following year and a book list will be available at local retailers.

The school places emphasis on students having the necessary stationery items at the beginning of the year. This enables teaching and learning programmes to commence on Day One of the school year.

During the year, class teachers will let parents know when replacement stationery is needed.



## Section Eight

# School and Personal Property

This section provides information about:

- ❖ *School Uniform*
- ❖ *Footwear*
- ❖ *Lost Property*
- ❖ *Sports Uniforms*

## SCHOOL UNIFORM

The Gore Main School Board of Trustees have officially approved the school uniform as follows and this will be compulsory for all students. **Please note** that the sports shorts uniform is compulsory for Wednesday afternoon sports.

**Any combination** of the following items is acceptable.

### **For Boys and girls:**

Tartan Blue Box Pleat Pinafore  
Colour TRT023 Style 70731  
Tartan Culottes Style 70744  
Pongee straight leg trackpants  
Style 713159  
Pongee cuff leg trackpants  
Style 713161  
Black Fleece trackpant – elastic waist  
Style 6055  
Black Double Knee Trackpant  
Style 93291  
Black drill shorts  
Style 6934  
Black Techno Dry Sport Short  
Style 33734  
Royal Blue or white polo short sleeve  
Style 6608  
Royal Blue or white polo shirts long sleeve  
Style 6012  
Polar fleece vest in Royal Blue with GMS  
logo Style 707287  
Polar fleece full length zip jacket in Royal  
Blue with GMS logo  
Style 707286  
Aussie style sunhats in Royal Blue  
Style 6691  
Black or white socks/tights  
Black Shoes  
Coats – Any coat is suitable  
School Fluoro vest available for \$8.00 from School Office



**(March 2015)**

All items listed are available from The Warehouse and are part of the School Tex range. Please advise staff at The Warehouse that you are buying a Gore Main School uniform as the school is part of their loyalty programme and will receive a small commission.

The PTA also offer a small selection of second hand items which are available for viewing and purchase by contacting Mrs Philippa Udy – 208 9904, Cell 021 104 5765.



## **FOOTWEAR**

Please note that the school uniform requires children to wear black shoes with non-marking soles.

Parents are urged to ensure all children have shoes which they can independently take off and put on.

## **LOST PROPERTY**

Children's clothing and property should be clearly named. A 'Lost Property Box' is maintained in the WonderWorld walkway.

Property in this box can be recovered at any time during school hours.

The contents of the box are put on display at regular intervals during the year. Items remaining unclaimed are donated to charity.

Parents/Caregivers are encouraged to call and look for lost items.

## Section Nine

# Student Opportunities

Gore Main School also offers:

❖ ***Bible-in-Schools Programme***

The Bible-in-Schools Programme is an interdenominational programme run in the school on Thursdays. The programme is run by local adults who have been Police Vetted. Teaching staff are not involved in the programme.

Any parents who wish to do so may withdraw their child(ren) from the Bible-in-Schools Programme by advising the Principal of their wish to do so. These children are to be supervised by their parents.

❖ ***Year 6 School Camp – Education Outside the Classroom***

❖ ***Senior Student Leadership***

❖ ***BP Technology Challenge***

❖ ***School Council representation***

❖ ***Assembly – Shooting Stars Trophy, Positive Behaviour Reinforcement Award, Classroom Award, Values Award***

❖ ***ICAS Exams - Science, Mathematics, English, Writing, Spelling Assessment and Computer Skills Exams***

❖ ***Speech Competition Opportunities***

❖ ***School Council***

❖ ***Librarian training***

❖ ***School soccer, touch rugby, rippa rugby, tee-ball, netball, hockey, miniball, Rippa Rugby, superstar and girls smash cricket, and futsal.***

❖ ***Annual School Concert***

❖ ***SMARTS Programme***

❖ ***Specialist Sports***

❖ ***Southland Festival of Dance – Primary Section dancing for free***

❖ ***Talent Quest***

❖ ***Enviro School – Silver Award***

## Section Ten

# Miscellaneous

This section provides information about:

- ❖ *Materials*
- ❖ *Rubbish*



## MATERIALS AND RESOURCES

The school is constantly in need of many resources that most families regard as waste. In many of our programs such items as icecream and margarine containers, yoghurt pottles, egg cartons, odd balls of wool, cotton reels, buttons, brightly coloured material off-cuts and scraps, and coloured paper, etc. are constantly sought. From time to time, teachers require small grocery packets and supermarket bags.

You can be of great assistance by saving such items and sending them along to school.

If any parents have access at their workplace to off-cuts of paper and cardboard, or materials and fabrics suitable for collage work, the school would gratefully arrange for collection.



## RUBBISH

All lunch items brought to school (unused) are sent in your child's lunch box. All food packaging is also sent back home with your child. This assists the Enviro-Group to reduce rubbish within our school.