

Staff Handbook 2020:

Learners at Ponsonby Primary are:



"Seek that which is most precious, if you should bow let it be to nothing less than the highest peak"

44 Curran Street, Herne Bay. Ph 09 376 3568
email : office@ponsprim.school.nz
Web www.ponsprim.com

STAFF HANDBOOK

January 2020

Dear Staff

I hope your association with the school this year will be a happy and fulfilling one. It is the close cooperation we have between us all and the children that contributes to the quality educational opportunity we provide. The school's core business is children's learning. As a staff, the culture we have built up is centred on the belief that every child will be provided with opportunities to achieve success and develop their personal pride.

Our Motto:

Steadfast and True

Maori *Kia u, Kia Pono*

Our school Symbol

Pegasus



Our overarching goal is to provide a school environment where pupils are secure, happy, cooperative and industrious. It is to provide a learning environment where individual strengths, weaknesses and differences are catered for within the educational programmes. Each pupil is expected to do his or her best in whatever is undertaken. This is an inclusive school where everyone should be valued for their own individuality.

The last Education Review Office latest report made the following statements:

Context (selected quote)

- Ponsonby Primary School is a high performing school and continues to provide students from year 1 to Year 6 with a variety of rich learning opportunities. The school's active promotion and support for the wellbeing of all students impacts positively on their engagement and learning. The school tone is vibrant. Staff, students and families are very proud of their school

Learning (selected quote)

- Student-led learning is a significant feature of the school's educational success. Students are active participants in decision –making about learning programmes and can confidently talk about their achievement, progress and next learning steps. Focused class environments, effective teaching strategies and meaningful learning opportunities encourage students to build on their strengths and follow their interests. Staff know the students and their families well.

Curriculum (selected quote)

- The school's broad-based curriculum is highly effective in promoting and supporting student learning. It aligns closely with *The New Zealand Curriculum (NZC)* and the school vision '*Kia U, Kia Pono – Steadfast and True*'. Learning environments celebrate student's successes and encourage self-managing learning. The school is well positioned to sustain good practices and continue to build the capacity of teachers to provide high quality education for children.

In 2020 the staff will continue to build formative assessment practices, develop the Inquiry process and use digital literacy to present and build up children's work and reflective practices. Cultural inclusiveness and student voice will be a focus in 2020. Our Kahui Ako O Waitemata focus aligned to our in school support teachers is on writing and student agency.

With your support and encouragement I believe we can as a staff maintain the highest possible teaching and learning standards and continue working to make our school an energetic and exciting place for children and staff.

Mr Sanjay Rama

Principal

Staff 2020

Principal: Mr Sanjay Rama
Deputy Principals: Mr Francis Naera
Mrs Susan Robins

Senior Leadership team

Ms Anja Kingston:	Puriri	(Year 3, Rm 10)
Mr Matt Allen:	Kowhai	(Year 5, Rm 6)
Mrs Julia Nissen	Kakariki	(Year 2, Rm 16)

KOWHAI SYNDICATE - Leader: Matthew Allen

Room 5	Mr Arran Connor	Year 5
Room 6	Mr Matthew Allen	Year 5
Room 7	Ms Sarah Radcliffe	Year 5
Room 8	Ms Amy Moll	Year 6
Room 9	Ms Nanette Brew	Year 6
Room 21	Ms Morgan Johnston	Year 6

PURIRI SYNDICATE – Leader: Anja Kingston

Room 1	Ms Christina Kelly	Year 3
Room 2	Ms Verity Hall	Year 4
Room 3	Ms Lauren Reuter	Year 3
Room 4	Ms Anne Cowsill	Year 4
Room 10	Ms Anja Kingston	Year 3
Room 11	Ms Hannah Folster	Year 4

KAKARIKI SYNDICATE – Leader: Julia Nissen

Room 15	Mrs Kate Hamilton/Rhona Webb	Year 2
Room 16	Mrs Julia Nissen	Year 2
Room 17	Ms Georgia Merlino	Year 2
Room 18	Mrs Deborah Fox	Year 1
Room 20	Ms Hannah Daghorn	Year 1
Room 19	Ms Rebecca Davis	Year 1

CRT release: Mrs Annika Khouri

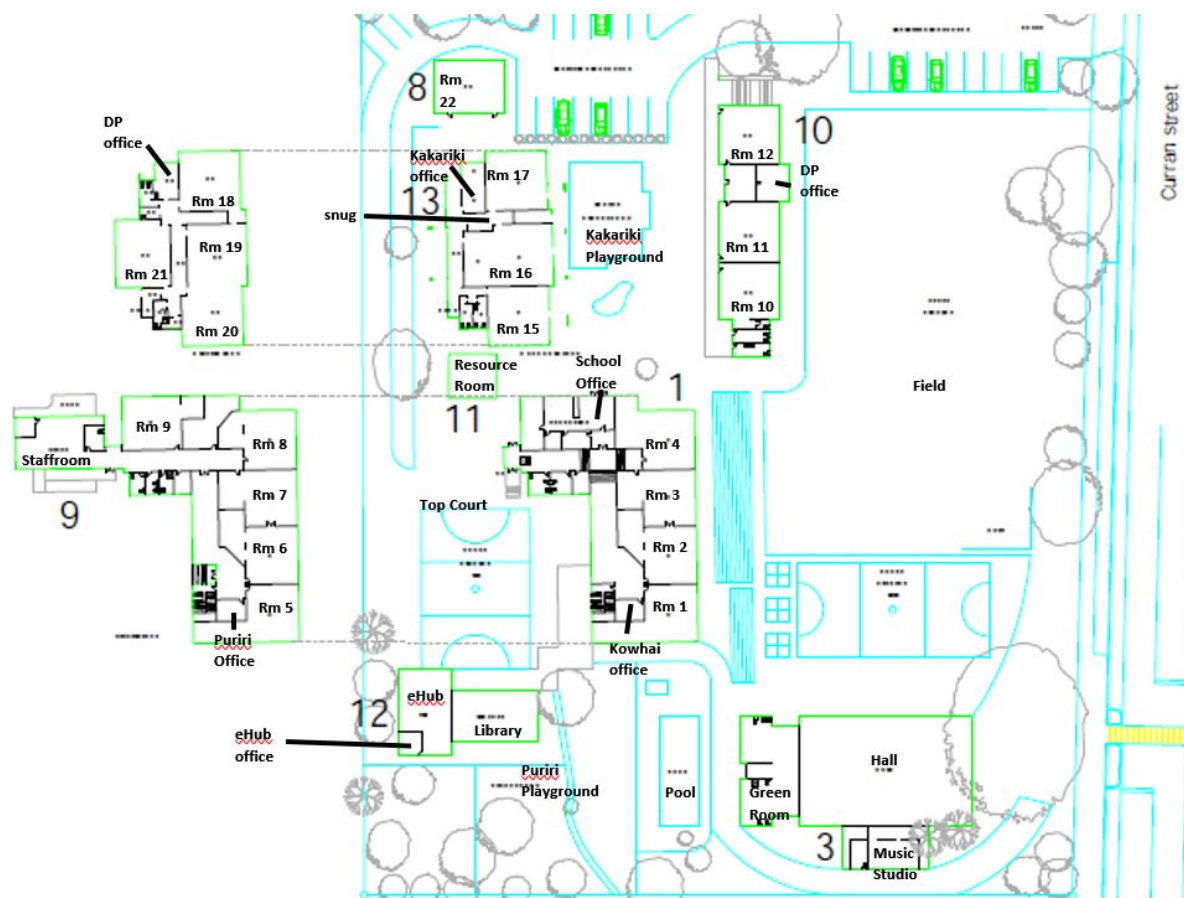
Part-time Teachers: Mrs Cemon Searle (Reading Recovery)
Mrs Anna Wylie
Mrs Lynda Hill
Mrs Darryl Mulvey
Mrs Olivia Papa

Learning Assistants: Ms Nancy Elzenaar
Ms Kessia Stevenson
Ms Linnea Maycock

Administration Staff: Mrs Karla Hobday (Office Manager)
Mrs Wendy Steedman
Ms Lisa Searle

Accounts: Mrs Wendy Steedman

Dental Clinic Number 376 6327 (33 Sheehan St, Ponsonby)
Caretaker: Roman Thomas
School telephone: (09) 376-3568
Email: srama@ponsprim.school.nz. **Cell 0210520914**
Or if contacting for example a classroom: teacher initial and surname @ponsprim.school.nz
School website: www.ponsprim.school.nz



Term Dates- See calendar © in A-Z section

- Term 1 Tuesday 4th Feb – Thursday 9th April : 6th Feb. Waitangi Day, 20th Mar. TOD, 10th Apr Easter Friday
- Term 2 Tuesday 28th Apr – Friday 3rd July : 29th May TOD
- 5th June Teacher Only Day & 6th June Queen’s Birthday
- Term 3 Monday 20th July – Thursday 24th Sep : 25 September TOD Day
- Term 4 Monday 12th Oct – Thursday 17th Dec : 23 October TOD, Labour Day 26 October

All terms finish at 3pm except Term 4 when we finish at midday.

Section 1 The A- Z of School Procedures 2020

Table of Contents as items not page numbers.

1. Absences includes staff and pupil absences
2. Access to pupils
3. Accidents
4. Alarms includes setting school alarms
5. Appraisal
6. Assemblies
7. Barriers to Learning
8. Class Behaviour Expectations
9. playground rules
10. Bell times
11. Bicycles, Skateboards and Scooters
12. Boundaries
13. Breakage
14. Buddy Systems
15. Induction for New Staff
16. Bus Ordering
17. Cars at School
18. Cell phone use at school
19. Classroom resources
20. Classroom Cleaning
21. Computers
22. Children's Clothing and footwear
23. Communication and reporting
24. Complaints
25. Confiscation
26. Daily rubbish
27. Dental Nurse
28. Enrichment (My- Time)
29. EOTC
30. ESOL Guide
31. Financial organisation
32. Financial procedures
33. Homework
34. Lost property
35. Locking up
36. Library
37. Lunch orders
38. Pupil intervention-includes special needs and gifted
39. Professional development
40. Health strategy
41. Performance Review
42. Photocopying
43. Planning
44. Pupil cumulative Files
45. School Certificates/Awards
46. School Clean up
47. School Records
48. School Review
49. School Wide Data collecting
50. School Wide Leadership & Budget Holiday
51. Sick Bay
52. Staff Inquiry
53. Syndicates
54. Teacher Aides
55. Timetable/Rosters
56. Structure of unit allocation
57. Valuables

Section 2 - School wide focus areas for teachers

Section 3 - Policies & school guiding documents

1. Absences-Staff

If a staff member knows they will be absent because they are attending a course or appointment, please get a form from Wendy Steedman or Lisa Searle in the front office. They are held in the office, then give to Sanjay, Susan or Francis for approval.

Reference the staff leave policy related to leave without pay options and agreed to leave provisions outside the NZEI agreements.

SICK? UNABLE TO TEACH? UNABLE TO CARRY OUT WORK DUTIES?

What to do: CONTACT INFO

If you are unwell and you would like a relief teacher organised for you ... (T.A's also to notify)

1. TXT Susan Robins 021 4624537 between 6:30 and 7am to organise a reliever on the day. If you are able to txt the night before, txt before 9:30pm.
2. Confirmation reply txt should be sent to you before 7.00am. If no text received please phone (not text) and then if no reply ring Sanjay immediately 021 0520914
3. Caretaker to contact Sanjay directly 021 0520914 between 6.20am and 6.45am if sick.
4. ALL STAFF -Please call Ponsonby Primary School Office **(09) 3763568** by 1:00pm (Before the start of lunch please) on the day you are away to advise us of your availability for tomorrow. We may be able to book the same reliever if still needed.

Thanks for your help ☺

1a. Absences- Pupils

In the information handbook parents are asked to phone the school or submit an absence on the web site, if a child is absent or going to be absent. (See also in teacher share under policies: Unnotified absence procedures.)

The school uses an electronic register. The roll is marked at 8.55am and after lunch at 1.50pm.

- Children who are here are marked with a P
- If they are at an alternative education provider enter Q
- If they are at the dentist or doctor enter a D
- Where a child is absent from your classroom at roll call enter ? for the office to follow up by ringing the family or by checking the phone messages and emails for the day. **The front office staff contact all absent children's homes once the registers have been entered and follows up with an appropriate code.**
- The office will enter appropriate codes for children who are on leave (justified and unjustified)
- The office will also enter L for lateness
- If a child arrives late send the child to the office (please do not listen to a child say 'I have seen.....'). They will return with a late form and the office will enter L on to the electronic register

All absences are entered twice each day.

Any teacher with concerns about attendance or lateness needs to notify the Principal or DPs and they will review the data and follow up with a phone call to the parent. If continued concerns the attendance service staff will be asked to attend.

Important to note that if a child is going to be away for more than 5 days the parents need to be told they have to advise the principal in writing eg an email of their intended trip and they will then be advised the school does not set work; that if it is a holiday it is unjustified and the children have to complete a diary. Please teachers do not set work for children on holiday, as you then set a precedence for other teachers.

Codes for attendance for Ponsonby Primary

? Do not know about the child's absence

P Present

L Late (office puts this in)

E Explained but unjustified absence

J Justified absence- explanation fits with school policy

Q Not in class but on school based activity- trip, ski team, sports activity

T Truant- no reason provided therefore unjustified absence

A Attends alternative education provider eg; 1 day school

D Dentist / Doctor M Sick

“J” Justified	“E” Explained but unjustified
Bereavement	Sleeping in
Family trip within NZ	Babysitting
Cultural/sporting representation	Late night and needs more sleep
Illness	No way to get to school
Exam leave	
Medical/dental	E changes to T Truant if:-
Exceptional family circumstances	No explanation provided
Bullying follow-up	
Exceptional family circumstances	

Up to 11 am late make “L” unless at alternative education provider (eg; 1 day school) then “A”. After 11am to 1.50 child would be “?” then “J”or “E” Afternoon same – If a child leaves before lunch they will be absent in afternoon so either “J”, “E”or “A” . If they just have not come back to class please find out where they are so if they go to another programme in the afternoon you need them to roll mark then go.

Having a paper roll for relievers or if unable to get online (See Wendy in the front office)- Please send over to the office for up to date class list.

Emergency paper roll- The office has a file with all details as pertains to evacuation plan.

2. Access to Pupils

All visitors to the school are requested to report to the school office. Parents are not seen as visitors but as part of the school community. If there is a court ruling forbidding access, all staff will be made aware of this. In a separated family situation, on enrolment, the Principal will ascertain whether both parents can remove a child from the school premises, this will be recorded on the enrolment form if there is a problem.

All parents taking children out of school during the day are required to go directly to the office where the front office staff will formally sign the child/ren out for the day or part of the day. The office staff will fill out a leave form for the parent to sign. The parent then gives a copy of this form to the classroom teacher when they collect their child. The office staff will then enter this information on to the electronic register. In the event of a child going home ill the office/parent/teacher follow the same procedure.

3. Accidents

Minor injuries can be dealt with by the duty teacher. If a serious accident occurs contact the school office staff. Mr Rama, Ms Searle, Mrs Robins, Ms Steedman and Mrs. Hobday are trained first-aiders. Every 2 years staff are given the opportunity to complete an emergency preparedness course. This year the course will be offered again.

If the injury occurs in the playground the duty teacher will decide if the child can be moved to the sick bay. **If any doubt do not move the child.** In a severe accident send a red card to the staff room for assistance. An ambulance will be called 1 then 111.

All major accidents must be recorded in the accident register, found in the sickbay, on top of the fridge.

Any staff member who has an accident must also have the details recorded in the register. If the accident was caused by a school hazard, a Hazard Form needs to be completed and given to the office. (See office for a copy) Susan Robins is the health and safety officer or in her absence Sanjay Rama.

In the case of a serious accident one of the senior management will need to write a workplace incident report with an investigation into the issues involved in the incident being fully investigated.

Duty teachers carry a playground emergency kit with red cards.

If a child feels sick, parents will be telephoned by the front office staff member and children sent home. Teachers will then be advised by the office. At the end of breaks, Wendy or Lisa will advise classrooms via the speaker system of any child who has been sent home and the office will update the etap roll.

After an accident if a child can, they will be sent back to class. They will have a form to remind teachers to monitor the child and send back to the sick bay if any pain persists.

The office will advise teachers if a child is sent home sick by firstly using the speaker system which requests confirmation of message, or a monitor will be sent with a note and that will be left on the teacher's chair.

Note any head knock a parent will be phoned by office staff- Please teachers ask Wendy ,Karla or Lisa to do this. It is a precaution only.

4. Alarms

Refer to the health and safety posters which are located on classroom and office walls for full emergency details.

We have two cards kept in the classroom – Red for Lockdown and Green for Evacuation .

- **The Evacuation Plan** (Outside Speaker system continuously repeats “everyone evacuate the building”). The ground floor rooms move directly out onto the field. The junior classrooms as well as the classes in the Kakariki new block move down the steps beside Room 10 and 12 and out onto the field. The upstairs rooms move out through nearest exit, past the pool on to the bottom court. Yr 3 & 4 classes move out front doors to the field. ***The office will bring class register lists. Staff close all doors on exit. (Note if you are outside do not re-enter the building. The office manager brings out a copy school roll). Each teacher reports to the senior teacher when all children are accounted for. All ancillary staff and senior staff report to the Principal.*** There will be a practice each term and teachers need to revise regularly what to do in an emergency. If bells ring during a break children move to normal emergency places on the field and bottom court and wait for a teacher.
- **The Lockdown plan** (information comes through the sound system). Everyone is to stay in their classes. See details on green card.
Detailed guidelines are reviewed annually with the staff. The large handbook is kept in the office.

Setting school alarms if last person to leave or here in the weekend

Outside of school hours please turn off and on alarms in the main block so you can fill in when you are on site.

Put in your code and press okay. Scroll through the list. Staff have access to all areas. Choose one of the appropriate access areas shown on the keypad. Area 2 is the smoke alarm- you should not be able to access that. Put the area you choose on or off. If you do set off an alarm try again then staff follow the procedure to contact ADT with voice recognition code.

Please write on the whiteboard if you are in the school in the weekend and cross off when you leave.

5. Appraisal of Staff Performance (Reference Attestation and Personal Development documents)

<https://educationcouncil.org.nz/content/practising-teacher-criteria>

Every staff member working in classrooms has a generic job description based on the Code of Professional Responsibility and the Education Council Practising Teacher Criteria that cover all requirements- see Teacher Professional Handbook for explicit school direction.

The Principal and DPs agree upon an annual performance agreement with DPs the principal and principal the Board Chairperson. Every 2-3 years the Principal is appraised externally. Principal performance is linked to the school development, the government requirements and personal goals.

Ancillary staff (to include the caretaker) meet the Principal in term 1 before school pupils start to evaluate their work and negotiate any new conditions. Conditions are aligned to NZEI contracts.

All part time and teacher aide staff meet the deputy principals to negotiate their remuneration, set hours and evaluate their work in term 4.

Note each Syndicate leader also has a HRM guideline manual that outlines senior job roles and the EEO process and PRT (provisionally registered teacher) process.

All curriculum leaders have defined job descriptions and part of their role is to report to the Board.

6. Assemblies

School

As scheduled on the school calendar. Assemblies are held as diarised on Fridays 2..10pm to 2.55pm. Syndicates and year groups are on a roster developed by Francis Naera throughout the 4 terms. Team leaders run the programme and advise parents when their syndicate is presenting (see Timetables under Teachers Drive /Timetables/2020)

Syndicate.

Regularly meet over each term(weekly or bi-weekly- as agreed with the team leader. The 3 syndicates will schedule at least 3 syndicate assemblies per term. Assemblies all have purpose and clear direction.

7. Barriers to Learning

It is a legal requirement to identify ways to raise achievement for identified learners. See the intervention registers. Assessment data is used to inform the register. Sanjay Rama and Francis Naera have the responsibility for school assessment and Susan Robins the responsibility for intervention programmes for children identified with need. All of these people can act as advice people and they are all open to suggestions for school wide improvement.

8. Class Behaviour Expectations

Children are expected to work quietly and show respect to other children and adults present in the room.

Moving about in the room and between classes as a group should be carried out in an orderly manner, showing consideration to others.

- Encouragement, praise, rewards and consistency of standards are all part of our school culture. Each term in 2020 the focus should be on building an understanding of resilience, self-management, contributing and participating.
- Term 1 is logical time to review the Pegasus Flier (Which is a symbol for a ponsonby student and all that being a student in the school means).

Certificates and awards are motivating extrinsic rewards for good behaviour. We try to avoid unhealthy food as a reward.

PB4L matrices are great to show what behaviours require self and others. <http://pb4l.tki.org.nz/content/download/586/2361/file/PB4L%E2%80%93SW%20Tier%20One%20Manual%20%E2%80%93Section%205.pdf>

Process for dealing with a child stepping outside school expectations. Please always check a child's story.

In the event of noncompliance (Non-compliance is when children do not follow the instructions of the key adults) The following actions in increasing levels of input will take place:-

1. Redirection of behaviour as is normal practice within a teaching environment or playground. Positive reinforcement coupled with clear guidelines around what is expected of our children as is for all students. (You need to use PBL positive language (Tell me what has gone on here/ Who has this impacted on? and what can you do to fix it?))
2. De-escalation strategies are then applied at the next phase which will include giving children clear choices and or directions to help children feel more secure and regain control eg It is best if you sit (tell them where)... until you are ready to be a Pegasus learner and have calmed down. "Or please go and see (the Senior Teacher) and come back when you are ready to be a part of our class.
3. If a child continues to be non-compliant then Sanjay Rama, Susan Robins or Francis Naera - the senior leadership team will be called for support
4. However, if the behaviour is extreme- ie If a child hurts another child or a teacher then there will be immediate removal from the area they are in. Phone or red card to Sanjay or Francis. One of them, or the designated Principal, will ensure that the child is taken from the room and then will remain in the office with a senior teacher and the family will be phoned and the team will discuss the next steps. Ponsonby Primary restricts the use of physical restraint to situations where safety is at serious and imminent risk.

If a child's name keeps cropping up at senior staff meetings we can raise this with all staff at Friday Focus. The notion that we are responsible for every child being encouraged to be successful.

9. Playground Rules

If grounds are out of bounds due to weather the caretaker places a sign on the field to indicate, "No Playing on the Grass".

Ball hitting or kicking activities must be on the grass. In the hall, bouncing and or throwing are allowed and no kicking of balls in the hall.

No running around corners or through access ways.

During summer all children and teachers must wear a brimmed hat or carry a sun shade device. Any child without a hat needs to be sent to a shaded area eg the library or verandah in front of Rooms 10-12 or the Puriri shaded shelter.

Boundaries are to the car park and to the yellow line behind the hall and not outside on the entry path.

No one should be playing behind the hall, amongst the lost property, behind the curtains or amongst the hall chairs.

10. Bell Times

8.30 am Pupils allowed inside the school building. If wet they can enter before this, but are expected to get on quietly as this is teacher preparation time.

8.50 am	Go to classrooms bell rings
8.55 am	School starts begin the day – possible fitness or current events
11 am	Morning Interval.
11.30 am	School Block 2 begins.
1.00 pm	Lunch break
1.45 pm	Hand bell to return sports gear and have a drink and go to the toilet.
1.50pm	Block 3 begins.
3.00 pm	Bell to end day.

NOTE: There is a focus on literacy and numeracy in block 1. If children need a break it is then up to teachers to organise as per need in the first 2 hours

11. Bicycles, Skateboards and Scooters

All children riding a bike must wear a helmet. Children are advised not to ride any wheeled transport down Curran Street, as this is deemed dangerous. No wheeled vehicles are to be ridden in the school grounds between 3.00pm and 3.15 pm. During the school breaks children can ride in the designated scooter area behind the staffroom but must wear helmets. **Note:** Children who do not follow the expectations will be asked not to bring their transport to school for an agreed time. Time will vary on severity of action and will be decided by the management team. **SEE- The policy safety to school journeys on policy doc. The parent handbook outlines this as well.**

12. Boundaries-

All children stay within the school side of the yellow lines in the car park and do not go past the music room. All children stay inside the gates .

Only Years 1&2 children may play during school time –

On the junior area playground/Field/Hall

Only year 3 to 6 children on the Puriri playground at school breaks

Out-of bound playtime areas are –

On the top court down the ladder beside the building.

The gardens beyond the start of the bottom court towards the hall on the Curran St bank.

The staffroom except if sent on a message.

Right in behind hall.

Back rooms in hall unless rostered.

Library at morning interval.

The classrooms and corridors on fine days.

13. Breakage

Teachers need to determine whether the breakage is an accident or vandalism. If an accident, report to the appropriate person.

Music Susan, Electronics - Anja, Sports- Arran, School Property- Sanjay, Art- Anne Cowsill, **Photocopiers-Office staff.**

The person responsible will arrange repairs and code repair accordingly.

14. Buddy System

Buddy classes for 2020

Room 21 and Room 20 - Morgan & Hannah D

Room 9 and Room 18 - Nanette & Deb

Room 8 and Room 19 - Amy & Rebecca (to start with Rebecca's class)

Room 5 and Room 10 - Arran & Anja

Room 6 and Room 3 - Matt & Lauren
Room 7 and Room 1 - Sarah & Christina
Room 4 and Room 17 - Annie & Georgia
Room 11 and Room 16 - Hannah F & Julia
Room 2 and Room 15 - Verity & Rhona/Kate

It is important to set a time each fortnight to work and share together.

15. Teacher Buddies for Induction and PRT support/supervision- Sanjay Rama organises the PRT programme and delegated person/SLT ensure to ensure new teachers understand where things are and times etc.

New Staff Induction Checklist 2020

Ponsonby Primary

Allocated mentor system for new teacher support. Meeting twice a term to catch up regarding assessment tasks, important dates, conferences, and anything new staff see as a school need.

Amy Moll	Arran Connor
Nanette Brew	Sarah Radcliffe
Morgan Johnston	Francis Naera
Georgia Merlino	Kate/Rhona
Rebecca Davis	Deb Fox

New staff members can regard their Mentor “1st stop person” for advice and assistance, although everyone is very supportive here. Anne and Sanjay will also ensure time to talk through any needs.

Tutor teachers for PRT / Senior teachers for new experienced teachers or if agreed the mentor ensures a tour of the school to show the location of all resource rooms e.g. resource room, office spaces

The support person for new staff then does the following:-,

- Reviews staff handbook and answer any questions.
- Attends duty with their new staff member for the first time and get them a new PPS hat from the office. (You can use an umbrella as opposed to a hat if you choose)
- Remind new people of our meeting times and collect them for the first couple.
- Discuss “The Pegasus Flier” with special relevance to levels of expectations for manners, classroom behaviour and standards of work.
- Discuss office protocol and the various roles of Karen, Wendy and Lisa , Introduce them.
- Explain our assembly system and certificates.
- Show them how to operate the photocopier, hall sound system.
- Discuss our parents’ expectations and the homework system for your syndicate.
- Go through Health and Safety procedures.
- Explain lock-up systems e.g. shutting windows before leaving.
- Go through E-tap with new staff (Assessment) for eg where to put data on E-Tap and the expectations for comments and filling in data.
- Talk to buddy about not keeping children in for more than 10 minutes of their break time and never asking children to write lines. Also about not making children stand outside the door or stand them up in assemblies. Discuss our support system for difficult children i.e. if a child needs to be removed from class, send to senior teacher, Susan, Sanjay or Francis.
- And any other help that you can see as beneficial to them settling in.
- Go through Assessment procedures (writing moderation, maths assessment and assessment tools used for eg e-Asttle maths/reading, gloss, Jam, running records, probes, PAT’s Yr 3-6,)
Running records - what our expectations are for an instructional and independent text

- Make sure they catch up with Anja to cover Google Drive/Twitter/Pushout/emailing protocol .

The new teacher will be guided to handbooks on arrival.

16. Bus Ordering

Any buses required for school trips must be ordered by Wendy Steedman. The cost of the bus needs to be incorporated in charges for trips. **Remember to confirm your quote with Wendy and get the phone number before your trip in case you need to cancel or check where a bus is.**

17 Cars at School - code to get into the gate 1446

Please park in the staff car parking areas or if no spaces available the bottom field car parks. Please avoid parking where children play as your vehicle could be damaged.

All staff are responsible for their own car insurance. Unfortunately, the school cannot be held liable for damage to cars within the school grounds. It is as if you were parking at the supermarket.

Any staff leaving the grounds must remain at the gate in their vehicle until the gate closes.

On return take the same caution to enter and check pupils. No contractors will be allowed to leave school during school breaks unless they have someone from the staff at the gate.

The gate code is 1446. Please see office staff and she will talk to you through the application Omgate which allows access from your phone.

18. Cell phone use at school

The use of cell phones is changing as we integrate them into educational learning situations, both as ways of recording information through visual images or through feedback to students. The use of a cell phone during teaching time should be used solely for this purpose.

Children who bring cell phones to school must keep them in their school bag or can hand them to the office. School has no responsibility for children's IT equipment but we will look after them in the school office if asked to by a child or parent.

19. Class Resources

a) Stationery from the Office – standard issues.

If taking any stationery from the resource stationery cupboard please advise Wendy or Lisa if it is the last item.

If you require large quantities of any items, please use an order form and ensure it is authorised by the appropriate person responsible.

Class publishing needs can be replenished each term through your class (\$450.00 a year or team budgets (\$400 per year),

or as agreed in the list provided by the senior staff.

Each staff member is allocated \$450 to go towards things like stickers etc- receipts to Wendy Steedman in front office daily 9am- 11am and 1.50- 3pm. in accounts for reimbursement.

Extra clay might need to come through team budgets now that we have a kiln.

b) Art Supplies

All art supplies are stored in the art room next to Room 4. Anne Cowsill (who is allocated time 3 hours per term not units for this work), looks after the art cupboard and supplies are ordered through her.

Children are not allowed in the art storage room without a teacher.

Shelves are allocated for different supplies, and it is important for things to be returned to these shelves so we can reorder when running low.

If you need something special for art which is not in the art room eg. Sculpture mould or tissue paper, you need to see Anne Cowsill, preferably a couple of weeks before you start the activity so it can be ordered.

A series of posters and pictures – examples of artist’s works, are also kept in the art room. These are stored in boxes under headings – eg. buildings, people doing things etc. Other books with examples of artists’ works are kept in the reference part of our school library, and the teacher’s library in the staffroom.

The school printing press is in the top corridor. See Anne Cowsill if you need a lesson on how to use it in your room.

The kiln is kept in the boiler room, Anne Cowsill can train anyone in its use. Anne Cowsill will liaise with syndicate leaders/art team leaders each term for specific visual art syndicate requests.

c) AV Orders

If you want to use a video camera or wish to access a set of devices and other items see Anja in room 12.

d) Music Equipment

Music equipment is stored in the Music studio and the Music room behind the hall, with marimbas in room 12. All instruments are to be returned to the music store rooms when not in use. Some classrooms have guitars depending on teachers’ preference for one or not. The pianos are in the hall, and in the back of room 16.

Class music lessons can be taken in the hall or room 12 the music room (please check the timetable for availability)- please tidy after use. Music room key is your school key.

e) PE Orders

The Sports Shed is for children’s break time gear and the key to the padlock is kept with the year 5 teachers or our caretaker.

Sports gear needed for class PE lessons is all in the room in the hall with the roller door and can be opened with school key. Arran Connor will ensure this is kept tidy. This shed is for the storage of sports equipment specifically for use during PE lessons -not to give out at play times. Please return the equipment at the end of the lesson to ensure it does not end up in the sports shed.

f) Children’s Sports Shed Organisation

The Sports Shed is open daily at lunch times and is run by Yr 5 students. A checkout system is used. Children are to return the sports gear at 1.45 pm when they hear the 1.45 ready for class, hand bell. Some equipment is not available for children’s use unless an adult is supervising e.g. hockey sticks and rackets.

If you have any problems with PE gear please see Arran.

The Resource Rooms

As we do not have an employed person running a booking system for recording resources which are in use, staff are therefore “honor-bound” to return resources as soon as possible after use to the area they took them from.

h) Other resources

Teacher aides and parent helpers will file return resources for you within their allocated times.

Curriculum leaders are responsible for their area of resources in the staffroom library and teachers resource room. Susan Robins has overall responsibility for the staff library.

Please leave photocopiable books by the photocopier.- Photocopiers:- Note, each syndicate has access to a photocopier- resource room, Kowhai and Puriri corridor. Colour costs 4 cents per copy and is only cost

effective if large colour component eg photos. Try to set copying to black and white for the majority of your work please. Photocopiers can send PDF directly to your email.

Lisa Searle is the teacher's teacher aide in the resource room (refer to office staff timetable). Any photocopying or laminating to be done, please leave in her in tray. Her system is easy to follow – if not ask.

If doing volume-copying use the resource room machine, please as it is more cost effective.

20. Classroom Cleaning

All teachers need to ensure that all paper and food is picked up, that sink areas are clear. The Class bin is emptied at 2.50 into the big bin **by your monitors**. The caretaker will be at the bins at this time Each classroom-please set up monitors to **close windows** and take out the rubbish. The school cleaners empty toilets, staffroom and office bins only. Puriri and Kowhai also require bin monitors for the corridors.

Cleaning liquid and cloths are available from the office. Each class has a squirt bottle with cleaner and cloth that can be refilled by Lisa or Wendy..

Each classroom has a dustpan, cleaning fluid and carpet spot clean is kept in the syndicate office.

The caretaker has a vacuum cleaner available.

Ace Care cleans our rooms each evening. **Advise Karla if not satisfactory.**

Carpets are cleaned 2x annually - as advised by Karla (1st clean is in the 1st week of the April holidays 2020.

Urinals are cleaned each holiday.

A big focus by syndicates has to be on ensuring cloakrooms and corridors are tidy during and at the end of the day.

21. Computers

Everyone has a laptop and all staff sign a laptop user agreement. The laptops belong to the school so must not be used for accessing any illegal or gambling sites.

TTS technical people support our network on an allocated day each week, so staff need log any problems via email to akingston@ponsprim.school.nz

Active boards or projectors are in each classroom and the hall.

Anja leads school E-Learning programmes and professional leadership in this area. Francis to coordinate professional development needs.

Laptops are school property but they are for teacher work at the school not as a pod for student use. In essence they are for your use and you are not expected to share them unless you choose to. **Take special care never to leave laptops in cars where they can be seen.**

22. Children's Clothing and Footwear

Each child needs a 'House' shirt.

There is an optional school sports shirt available at a reasonable price. Costs are outlined in the enrolment pack or are available through the office. **Note: Any child representing the school needs to wear a school uniform. Year 4-6 children are expected to have their own shirt.**

Clothing should be appropriate for activities at school. Fashion clothing is at times inappropriate and we ask parents to consider whether the clothes could be harmful to a child's safety. Long dresses and long shorts (below the knee) often get wet or are less safe in PE lessons and on play equipment and are generally impractical at school. Sensible sandals, jandals, low heeled shoes, sneakers/running shoes are favoured. See the parent handbook for the direction we give to parents.

During summer months, all children must wear a brimmed hat outside. (November to April). This is a school rule. Children without brimmed hats play in designated shade areas. **Please could teachers ensure they role model this behaviour by wearing a brimmed hat or carrying a sunshade whenever outside.**

It helps if all clothing is named. The lost property is held on racks in the hall on the mezzanine floor. Children should be shown all the lost property in the hope that items will be identified.

Note If a child wears a T-shirt displaying written or visual obscenities, the child will be asked to wear a Ponsonby shirt for the day. It is not acceptable to have bare midriffs or shoulders uncovered. Children will be given a shirt by the office if this is what they wear to school.

23. Communication

School/Staff

Our calendar is accessed through the school website. www.ponsprim.school.nz

Each Friday morning we have an information staff meeting at 8.00am. Staff email Francis if they need to speak on any administration issues. Francis prepares the Friday Focus news sheet each Thursday.

A daily prompt is accessed through "Kids News" on e-tap. **Please ensure these notices are read through each morning.**

A whiteboard in the staff room, which Francis sets up, tells of the day's events, visitors, and relievers. If anything is missing please add it to the day.

Senior Leadership Team meetings are held every Monday during lunch which are scheduled to enable syndicate meetings every other Monday.

Full Staff professional development meetings are as scheduled. We aim for Tuesdays as staff meeting day but occasionally changes occur if resource people are available on other days.

Executive staff (DPs & Principal) meet regularly throughout the week

Sanjay will schedule meetings with Caretaker as needed. The caretaker attends Friday Focus meeting for dates.

Susan meets with teacher aides 11.30 Mondays

Karla meets all office staff Friday 11.30am

Principal's report is written each month.

If it is necessary for the Principal to meet with a staff member to discuss parent concerns or school organisation, an email asking to set a time will be sent.

Home

The Wednesday push-out/newsfeed goes weekly 6pm through the website. Staff are asked to add events for that week by 3pm when the office manager orders the events.

A newsletter link is emailed home twice a term and it also goes onto the web www.ponsprim.school.nz

Home information emails detailing syndicate programmes go home at the beginning of each term through an email. At least 1 per term.

New parent inductions for junior parents are held in week 8 of each term.

A reminder to all staff that letters and emails to parents need to be proofread. Formal letters such as trip advice needs to be proofread by senior teacher and a copy to the office for filing and for any parent enquiries.

If setting up a parent email tree please ensure copies of parent information is forwarded to senior staff. Reports – complete these and give to the senior teacher to ensure school wide cohesiveness in comments.

The school office needs copies of all organisational letters.

24. Complaints (see the complaint's policy for detail on the website.)

<http://www.ponsprim.school.nz/ponsonby-primary-school/school-policy/>

By pupils about other pupils

It is an accepted practice for the pupils at this school to ask for teacher help. Teachers will encourage children to discuss the problem together and the teacher will act as a mediator. Both sides of any complaint must be heard and any action taken must be deemed fair and just.

By pupils or parents about staff

The person who has received the complaint will suggest seeing the person concerned or the Senior teacher in charge.

By pupils about parents

See class teacher first.

By staff about pupils

See Senior teacher and consultation with Principal to ascertain intervention agency.

By staff about a parent's behavior.

Directed to the Principal.

Staff about staff

Directed to Senior Management member or the Board of Trustees, whichever the staff complainer deems most appropriate. (See complaints policy on our school website)

25. Confiscation

If any article is confiscated **it is the teacher's responsibility to hold secure until 3 pm and then return it.** The teacher needs to tell the pupil to pick up the item at 3pm. If the article is deemed dangerous, give to the Principal who will contact the parents to pick up the object.

26. Daily Rubbish.

Every class has a monitor who takes the class bin to the caretaker at the big bin for emptying from 2.50pm. Caretaker is at the bin at 2.50pm except on Friday assembly days then it is 1.50pm.

Please make sure corridors are tidied before sending down the bins.

27. Dental Clinic

Our school office has the phone number for the Ponsonby Intermediate clinic. The dental van checks teeth at our school bi-annually.

28. Enrichment Programmes e.g. choir, orchestra

Choir, orchestra, drama and dance are classified enrichment for years 4, 5 & 6 and some classes for year 3. All Maori and Pacific Island children are invited to join the Kapa haka group and then the group is open (numbers permitting) to the rest of years 5 and 6 (and year 4s in term 4). This year we will be carrying on

with all comers junior Kapa Haka for children in Years 2-4 and year 4 join performance kapa haka in Term 4. Lewis Eady music lessons happen on this day as do Head Held High drama and speech lessons.

29. EOTC Education- Outside the Classroom

Syndicates are encouraged to have one trip outside the classroom each term. December-Year 6 has a 3 day camp on Motutapu. Year 5 has water experience and Marae experience. Year 3 & 4 has an EOTC week with the year 3 sleeping at the zoo and Years 1&2 have an EOTC week. **All EOTC safety forms are under EOTC in our School Doc policy section of the school website. Access school website www.ponsprim.school.nz.**

30 ESOL (English second language)Procedural Guide For ESOL Students in your classroom

Any concerns see Susan Robins SENCO

Anne has ascertained on enrolment that there are language learning needs.

If a child has a migrant background they are eligible for funding automatically. SENCO moves straight to assessment process and allocation of teacher aide and classroom teacher inducted.

If not a migrant and child is a New Zealand citizen and parent appears to have second language traits on enrolment or at parent induction. The teacher and SENCO (Susan) Term 1 over 1st week of student attending Ponsonby school will review needs using observation and testing.

If this child fits with the ESOL funding criteria Senco then works with teacher aide programme to put in appropriate hours.

All identified children are assessed on ESOL/AF profile. Teacher aide is advised of programmes needed e.g. reading mileage, Steps, Writing, Rainbow reading and lots of vocabulary building through concrete experiences. This is monitored by SENCO.

Senco and teacher then work informally monitoring and using next step learning processes. The children continue with school wide assessments (generally un-adapted).

Teacher aide meets weekly with teacher when in class and SENCO formally at weekly meetings with

After 6 weeks students are assessed and attitude to the learning reviewed with teacher and teacher aide and to ascertain if funding re application needed. This is the settling in period.

31. Financial Organisation

See Wendy Steedman, Accounts Manager if any problems. (please refer to office staff timetable)

All money for example school trips, sports trips must be paid directly to the office or via our school website.

With online payments Wendy Steedman will mark payments and tell teachers of the payment as requested.

Please make sure you check in with the office to ensure payments are being made.

Staff ordering of resources:-

All staff need to complete order forms, prior to ordering with permission to order from the budget holder-see Wendy or Lisa if unsure. All orders must have an order number from the office and if you are not the budget holder it must be authorised by the curriculum leader/ budget holder.

Budgets are organised November each year, confirmed February by the BoT and reviewed each July.

32. Financial Procedures

From 2020- Beginning of the year set up stationery is agreed to by senior staff and the principal to the total amount \$3600 for the full school.

Class & Syndicate budgets

All teachers have a budget at the beginning of the year of \$450.00 to buy stickers, extra scissors, paper cutters, books if needed. All things that are in your teacher stationery set up pack, can be renewed through the office. If you buy something keep the receipt (name it) and give it to Wendy Steedman in accounts in the office. If it is less than \$20.00 you can be refunded out of petty cash by Wendy.

Syndicate budgets of \$400 are there for the team leader to use for things like clay etc. if you have a team focus.

Payments:

All payment in 2020 (EOTC non donation events and School donations included,) must be paid online or to the office. **Money for school events (this excludes children's fundraisers) should not be given to classroom teachers. For the zoo, Marae and Camp which are voluntary outside the curriculum activities, parents will pay the office. Senior Teachers check when these activities are on for any non payment. S an example of wording has to be eg for year 5 children who choose to go to the writer's festival " This is a voluntary activity for this group. Going to the.... sits outside the curriculum for year 5, hence there is a cost to attend".**

Note:

School Photo payments are made directly to the photographers, so the check sheet that accompanies the photos when they are distributed is filled out as pupils return either their photos or payment. They are all sent to the Accounts Office for secure storage until collected by the photographers.

Please Note: Karla and office staff, issue order numbers to teachers for purchasing goods, receive school donations, sell uniforms and stationery. They also handle Petty Cash and reimburse teachers on production of receipts up to \$20. Anything over that amount will be reimbursed by cheque. or put directly into your account by Wendy. Sometimes fundraising activities require money to be paid directly to the main office eg tickets for events..

Reimbursed travel for school business.

Submit an invoice to Wendy Steedman stating reason for travel and current NZEI agreed amount.

Checking on who has what budget

A sheet outlining responsibilities is recorded under staff leadership. A budget holder leads that area so if you need something eg Maths- you see the Math's budget holder. If you are a budget holder you have a responsibility to stay within your budget unless you consult with the principal for extra funds in the July review. Syndicate leaders have a syndicate budget.

33. Homework

If homework is set – we expect children to complete it. All homework set must be marked. Please aim for syndicate and class consistency.

The parent handbook is online outlining our homework procedures and expectations are outlined for families at the beginning of the year.

Yr. 1 & 2 Includes reading, current events, spelling and basic facts when ready.

Yr. 3 & 4 Reading, spelling and basic facts, mathematics, or research information gathering related to inquiry are optional. Maths homework will be set by their maths teacher as from Yr 3 - 6 children are cross grouped. Speech writing mid year.

Yr. 5 & 6 Reading, spelling, maths and a possible research project or information gathering exercise/inquiry each term. Maths homework will be set by their maths teacher. Speech writing mid year.

Note any homework must not be new work it is to practise what they know and no more than 2 hours weekly.

34. Lost Property

Any lost property is sent to the hall. Once a week a parent helper will check for tidiness. Any clothing not claimed goes to a chosen charity during the holidays. **Tell children to name property.** Small items found in the playground such as jewelry and money are brought to the office and handed out at the end of each term.

35. Locking up

At the end of the day teachers make sure class monitors **close all windows**, turn off lights and log off the computer. (This is very important so it stops outsiders accessing computers.)

Art room is opened by the caretaker at 8.00am and locked at 3pm. so, anyone accessing material after 3pm is responsible for locking the door.

All school doors are locked at 3.30pm. If entering or leaving please lock doors behind you.

When entering school after hours or on weekends, write your name on the whiteboard beside the alarm and rub off when leaving. Alarm areas are main block, junior areas community, and hall and music room.

Training to access –see DPs or Principal.

On leaving if you are the last person, reset the alarm

Key for the pool and music room is your school key.

36. Library

Visual literacy is important to be taught in the library. There are a number of ways that books may be taken from the library. You simply use the code wand to take books and return books. If you are unsure, Lauren Reuter (room 3) will train you.

Class Set

Teachers can select up to 10 non-fiction books.

Please note that teachers are responsible for making sure that these books are returned and checked off the computer.

They may be left on the trolley to be shelved.

Class Visits to Library

During class visits children may take up to two books. The computer will tell them if they have outstanding books. **Please ensure you teach information skills during your lesson.** For guidance in

lessons you can get advice from Lauren. The literacy landscape requires that all children are taught the skills to research and find books of choice.

Between Class Visits

Between class visits to the library children may return and borrow books as long as they have a total of no more than two. The library is open for borrowing at 1.10 pm each lunchtime. Children may return books 'through the slot' at other times. Lauren creates barcodes for children and is working with the library team to accession books with key words onto the computer as required.

As the library does not have a teacher librarian each staff member can support the others by leaving the library tidy.

Other Points to Note:

Please do not take a book out without ensuring it has gone through the computer system.

Take time during class visits to the library to reinforce Library 'rules' about borrowing, returning, care of books, shoes off etc.

Remember we can also visit our local Ponsonby Leys Library. Just ring and organise a time with the children's librarian.

37. Lunch Orders

Subway and EZI-lunch. All ordered online through Kindo payment system. Set up an account and book online.

Remind children lunch orders need to be in by 9am. Subway is delivered to classes and children collect EZI - lunches from the terracotta steps. year 6 monitors to hand out.

38. Pupil Intervention. Who, How and Why.

Reading problems

Reading Recovery for children, Rainbow Reading operates at our school. Reading Recovery is for six-year-old children whose progress has fallen behind the expected norm for that age. Cemon Searle will take the children 11:30-1:00 in the reading room in the junior building. Children are on the programme until their reading ability has been accelerated back to the correct level for their age. Other intervention programmes include alphabet club, reading mileage, 1-1 Reading. These interventions are coordinated by Susan Robins and are available for year one and two children.

Rainbow Reading is for year 3-6 akonga. It is a three times a week one-to-one programme using specially trained parents. Susan Robins coordinates this.

Sight and Hearing Problems

Children are tested twice yearly at new entrant level or any children who fail a test.

Behaviour or Learning Problems

Email Susan for intervention concerns. See Susan if you are not sure what to do.

Susan is also the referral person for liaison with the RTLB teacher-.

RTLB = Resource teacher for learning and behavior-

39. Professional development

Staff are encouraged to undertake Professional Development either related to the school wide development plan or their own professional goals. Annually linked to the school development plan the school has a key focus. The 2020 focus is continued development of formative assessment practices to build student voice. We are also developing cultural competency of both students and teachers. We are enhancing our writing assessment capability and looking to ensure a broad creative arts programme and school wide inquiry focus.

Some staff have identified leadership as their key areas and others a range of curriculum areas as discussed with Sanjay, Susan or Francis.

The amount available for personal professional development is determined by need. Courses available are sent out by email.. Course funding needs to be approved by Francis Naera who is in charge of the school professional development budget and reporting to the BOT. Sanjay is responsible for the leadership development budget.

If you wish to enroll in a course, consult with Francis who is responsible for authorisation. Courses exceeding budget limits, but with potential benefit to the school, will be discussed by Sanjay and Francis. In some instances, shared costs between the teacher and school may be an option for extra-mural studies.

(Reminder all funded university or major course professional development must benefit the school and a full report or qualification reached must be presented to the BOT.)

The professional learning booklet outlines the school expectations for development.

40 Health at the school. (Refer to school Health Policy on school docs)

The school 2 year health strategy is up for review at the end 2021 through consultation with staff, parents and board.

41. Performance Review (Attestation & Personal Professional learning)

For teaching staff

Staff will continue to collect evidence for the school appraisal system in line with PTCs and school based goals.

All staff will set inquiry goals in 2020 and use this goal to create their own personal story.

The AFL team and coaching triangle teams will provide feedback and the PDP team will provide effective feedback.

All part time teaching and teacher aide staff are monitored by Francis Naera and Susan Robins as designated at the beginning of the year. Part time teaching staff require a portfolio of evidence

For ancillary staff

Discuss job descriptions Term 4 annually through the review process.

Task review in Term 1.

Pay increases are in line with NZEI contract increases.

Caretaker annually negotiates his/her salary with the principal in line with union negotiated increases.

For senior staff

See ongoing teacher learning document and attestation is by Sanjay Rama

For the Principal

Annual performance agreement and Appraisal by the Board of Trustees.

42. Photocopying

Four photocopiers – no limits on photocopying in black and white and 100 copies per term colour (negotiable), but remember that blackboards, charts and OHPs, data projectors and activboards are great ways to present information as well.

The main photocopier, and cheapest for class sets is the resource room copier.

Please advise the office if there are any faults with any machine.

The copiers are great for PDFs that can be sent to your email.

43. Planning

Staff planning books orders are completed in Term 4 annually.

School wide planning and evaluation proforma used by syndicates for long term plans- prepared termly
Daily planning is up to individual teachers in consultation with senior teachers. The daily plan must be able to be followed as a working document by senior staff. Every class has to have a visual timetable displayed for relievers. Learning plans identify groups of learners learning needs.

Team meetings are used to reflect on learning and learners through our 'faces on the data' approach. Somewhere in your planning you need to show clarity of learning through WALTs/ LOs.

Anecdotal evidence of learning is evidenced through team meetings and assessment data.

44. Pupil Cumulative Files (see assessment implementation document)

Pupils data is kept on etap. The teacher work book is the anecdotal note file

Teachers prepare parent discussion sheets; student conference sheets and or reports re student capabilities in term 1,2, 3 and 4

The assessment booklet outlines the requirements for each child's cumulative folder.

Please follow our school procedures for identifying students and their needs – and reference pastoral care files on etap or through the intervention register.

Kowhai Syndicate uses personal portfolios (e-portfolios and hard copy). Other syndicates use in class books to show samples of learning evidence. The portfolios and class books are there to aid the 3 way conversations/conferences/ student sharing sessions to show and tell parents about their learning. They all use completed work as a prompt for discussions about children's learning and thinking. See assessment implementation document re assessment expectations. Note we will continue to develop the capacity for sharing children's work with their families throughout 2020. Sarah Radcliffe will be focusing on how this can support student agency development.

45. School Certificates & Awards

'Most Valued Person Pegasus Flier' awards, two per class for Friday assemblies. 'Welcome to School', 'Farewell' certificates available in black cubby hole at staff room entrance.

A cup once a year for personal qualities. This is given out term 2- The Max Seddon Cup.

Year 6 end of the year awards are given out for sport, cultural involvement, effort and academic achievement and for overall involvement and excellence, sportsmanship and swimming. All cups are returned term 3 of the following year.

The speech cup is returned to school from the end of term 2. This cup is awarded to the person or persons who have the highest achievement in Rehu Tai for the inner city schools.

Children also get lucky dip recognition awards which are drawn each assembly. The box for these is in the main office.

Also please send good work to the Principal and Deputy Principals.

House points are also reward mechanisms.

46. School Clean Up Areas.

School Field and entry steps- Rooms 15, 16, 17,

Junior playground and behind Rooms 18, 20 & 21 - new junior block

Bottom Court, path up to letter box, around the pool and the path in front of bottom main building rooms- Rooms 1,2,3,4,11 & 10 - on an agreed roster

Top court around library and adventure playground- Kowhai on agreed roster

47. School Records

All pupil files ETap are on computers. Francis will help you with the input of data. Each child has a school record card kept in the office.

Pastoral Care is used to record incidents that pertain to children's health and welfare. Also use Pastoral care to record meetings with parents.

Francis oversees the management curriculum team school- wide assessment. Guidelines for the year assessment requirements are in the assessment handbook. Senior staff will remind staff of needs.

48. School Review

This is formulated in the school strategic plan. The aim is to focus in depth on one or two school development areas. In 2020 we will continue developing formative assessment practices to enhance student agency, through introducing students to coaches (Yr 6 students). Another focus area will be looking at maths with also a focus around student agency.

Our extending high standards education programmes and special needs programmes and resourcing are also annually reviewed. Info communication technology skills integrated into classroom programmes and numeracy continue to be reviewed. The school targets reflect the review aligned to Annual Plans. Writing and student agency are aligned to the Kahui Ako goals as is coaching development.

Our Maths curriculum is under review in 2020.

49. School Wide Data collecting (see assessment implementation booklet 2017)

Francis Naera and Sanjay Rama are responsible for school wide assessment but each team is expected to regularly review data especially for the identified fragile learners. Our notion of Faces to the Data has to be a continued focus by teams at team and SLT meetings.

50. School Wide Leadership & Budget Holders

Curriculum leader with budget responsibility - name in underlined italics- not each manuin curriculum area has a team. This list is for budget approval names.

Curriculum Areas

Assessment –*Sanjay Rama and Francis Naera* overall coordinator with senior leadership staff liaison

Dance – Arts team (Kate)

Drama – Arts team (Kate)

EOTC - *Matt Allen/Anja Kingston/Julia Nissen*

Extending High Achievers – SLT

e-learning Leadership Team – *Anja Kingston*

Foreign Language in school – *Sanjay Rama and Francis Naera*

Gardens -Individual classes have been allocated gardens if wanted but gardens are part of the Thursday programme and trees for Survival. Spending for gardens has to be through team budgets which can be topped up by Sanjay Rama

Inquiry Julia Nissen, Kate Hamilton

Literacy –Overall leader – Matt Allen (includes Rehu Tai) Writing overall Verity Hall WST (Within school teacher)

Maths: Sarah Radcliffe and Lauren Reuter

Maori: *Morgan Johnston*

Music – Annika Khouri and **Lewis Eady Francis Naera**

Sport, EOTC, Fitness and PE – Arran Connor (specific sports basketball- Arran/ netball Sarah/ Flippaball - Julia

Student Council – Susan Robins

Visual Art consumables- *Annie Cowsill*

Logistics Full Operational team Sanjay Rama

Leadership & Student welfare PDP team (principal and DP) Sanjay Rama, Susan Robins & Francis Naera

Developing leadership capacity- PDP team

Pastoral care – Susan Robins

Student wellbeing/ agency reviews- Sarah Radcliffe

Behaviour programmes- *Senior leaders [team led by Sanjay Rama & DPs]*

PPSG staff liaison/ fundraising direction – Francis Naera

Special Activities-

Art exhibition – A. Cowsill in conjunction with Arts team

A-thon- *F. Naera*

Performers in school- *Arts team- (emails/ adverts to Kate)*

Speech Competitions – Matt Allen

Social Club – Syndicate Teams Responsible for this

School wide programmes/ Organisation

ACE & student teacher organisation – Sanjay Rama

Basketball – Arran Connor

Band –

BOT Rep – Susan Robbins

Budget - Sanjay Rama, Susan Robins, Francis Naera, Wendy Steedman and delegated curriculum leaders

Curriculum implementation/ school effectiveness reviews - Sanjay Rama, Curriculum leaders in line with job descriptions & senior staff

First Aid supplies –Office Wendy Steedman

Flipperball – Julia Nissen

International Student Welfare – Susan Robins

Kapa Haka – Morgan Johnston

Lost Property – Francis Naera & parent liaison

Monitors in school – Matt Allen

ESOL (includes fee payers) –Susan Robins

Netball – Sarah Radcliffe

NZEI – Julia Nissen

Organisation rosters/ all timetables – Francis Naera

Patrols – Matt Allen in conjunction with Kowhai teachers

Performing Arts Performance – Kate Hamilton

Reading Recovery - Cemon Searle, Susan Robins

Road Safety – Matt Allen

School displays – senior team leaders for own areas/ Christina Library

School tidiness/ rubbish control (council) – Francis Naera/ Sanjay Rama

Ski Team- S. Rama

SENCO (special needs coordinator) – Susan Robins

Resources – Lisa Searle

School Culture – Sanjay Rama and Senior Leadership team

Other School responsibilities

Charter linked to achievement expectations and outcomes. Sanjay Rama, all staff

EEO officer –Under the Health and Safety team- led by S.Robins

Finances – Sanjay Rama & Wendy Steedman

Health and Safety Officer – led by S.Robins

Newsletters – Sanjay Rama /Karla Hobday/SLT

Weekly news feed – Sanjay Rama / Karla Hobday/SLT and all staff

Office Management – Karla Hobday

Teacher Aide Coordinator – Susan Robins

Website – All staff / Karla Hobday main person

Twitter accounts - overseen by Team leaders

Whanau/ staff liaison person – Sanjay Rama

Calendar Dates – All staff ensure that dates are entered in the calendar correctly with appropriate information so that it is easily understood by other staff and parents.

Part-time teachers – Francis Naera

Offices: *Delegating by senior team*

51. Sick Bay

All staff should have a pack with rubber gloves and band-aids to treat minor cuts and abrasions.

Before sending a child to the sick bay ascertain from those who often go to sick bay as an avoidance strategy that they are unwell- there are many classrooms and only 1 sickbay.

Remind children when you do send them to tell the office they are there. If you think they need to go home, send a little note with them.

Do not send their bag until the office requests it-sometimes we cannot get a parent to pick up a child. It is once we contact parents the office advises you that they will be leaving.

If a child has been in the sick bay and wants to go back to class and the office staff are concerned about them, they will send a note asking teachers to monitor the child and the concern will be stated.

Please don't ever touch blood and please don't take ice packs away from the sick bay - any child requiring an ice pack should be in sickbay. Reminder some children do have allergies to plasters- check your duty bag names.

If a child goes home at lunchtime you will be advised with a note from the office and you then mark the child JA for afternoon only.

Fully trained first-aiders.

Wendy Steedman, Roman Thomas, Lisa Searle, Karla Hobday, Susan Robins and Sanjay Rama.

Morning Tea and Lunchtime duty first aid bags

1st person on duty picks up the bag, hands over on the lunch time swap and the last person returns it. Plasters only - any other injury sent to sick bay. Note down any incidents in the notebook in bag.

Children who have specially identified needs, heart, epilepsy, anaphylaxis will have photo cards attached to bags and their medication is held in the sick bay- send a red card if you are concerned. In each duty bag there will be a notebook, this is used for recording behavior issues in the playground. **Teachers it**

helps to record smaller incidents eg behaviour or any need to discipline in the notebook but if you have a major issue please email senior staff

52A Staff Injury

Any staff member who injures themselves at school needs to record the injury on a health and safety form held in the sick bay. Please give your form to either Karla or direct to Susan Robins - the H & S officer

53. Syndicates

We have three syndicates.

Leader: Kowhai Room 6 Matt Allen (Yr 5)

Leader: Puriri Rm 10 Anja Kinston (Yr 3)

Leader: Kakariki Room 16 Julia Nissen (Yr 2)

54. Teacher Aides

Susan Robins monitors and allocates programmes, appraises and organises resources etc for all teacher aides. Any issues with the work of teacher aides please see in the first instance Susan.

55. Timetables/ Rosters

Class / Syndicates have their own timetables. They need to be able to be seen in the classroom- and be in the teacher Google Drive so anyone can access eg Wendy for relievers.

All classes need to adhere to allocated PE and library times. Intervention times are worked around these timetables and space is limited for sports.

Francis Naera prepares all the school rosters

56. Structure of unit allocation – please refer to the Human Resources handbook 2020.

In 2020 the Board is funding 3 above entitlement units.

57. Valuables

Children are advised not to bring valuables to school. The school cannot be held responsible for their toys. Cell phones can be left with the office for safe keeping.

Please lock handbags and wallets away. The school cannot be held responsible for your personal effects. We have several lock up areas in the main office eg the safe or smelly cupboard.

58. Water & Sunscreen

Children are encouraged to have a water bottle at school (in the classroom) and to keep themselves hydrated. Teachers need to encourage this. They are also encouraged to put on sunscreen before going outside-Teachers need to remind them verbally or with signage.

Section 2- 2020 Focus areas for teachers in classrooms

Growing global citizens/Recognising Maori bi- culturalism/ Respect for all cultures.

- Upskilling staff in Te Reo and Te Ao Maori
- Signage in classrooms to reflect Maori and other cultures of your children
- Identify in planning- team or individual class- celebrations of cultural events for your children

- Reviewing mathematics and cross grouping
- Looking at phonics programmes across the school to see the levels of consistency.
- Grow student coaching and build on staff coaching capability

Continue building our CoL focus area of Writing and Student agency & Well being

Section 3: School Documents

All Policies/Procedures can be accessed through our school website and school docs.

Follow the pathway-<http://www.ponsprim.school.nz/ponsonby-primary-school/school-policy/>

Including...

Curriculum

EOTC

English second language

Health and safety strategy

Homework policy

Complaints and grievance procedures

Caring for animals policy

Un-notified Absences policy

Dealing with non- custodial parents

Note the Curriculum is taught from the NZC (New ZEaland Curriculum) with localised themes and topics.

Our Ponsonby Primary Beliefs about Learning

Key areas of focus for 2020

Building on the notion of success and happiness for every child through the explicit development of student agency.

At Ponsonby Primary learning is for everyone. We want it to be enjoyable, challenging, meaningful and relevant. Students, staff and families need to feel positive about the learning programmes, the school delivers.

Learning is always maximized in a positive, co-operative and inquiring type environment. It is everyone's job to help create that learning ambience.

At Ponsonby Primary students, teachers and families encouraged to take risks; try something new, to be independent and persistent; to take responsibility for your own learning.

Every learner needs to learn how to set personal goals for improvement and at Ponsonby Primary by year six every child is expected to be able to clearly enunciate and reflect on their learning goals.

Reflection Reminder: The 6 Conditions of Quality Schoolwork at Ponsonby Primary.

- There must be a warm, supportive classroom environment. A place where everyone is listened to and ideas valued but where challenge and creativity are also identifiable.
- Teachers encourage positive, collaborative, caring relationships.
- Students should be asked to do only useful, meaningful work.
- Students are expected to try their hardest; to build on their perseverance and resilience skills.
- Students are regularly expected to evaluate their own work and be provided with skills to help them look at ways to improve it.
- Quality work always has to feel good.
- Quality work is never destructive; children and staff need to feel valued for their work.

The emphasis is on students' developing autonomy as learners – finding out who they are in relation to others, how they learn, how their ideas and skills change over time, and why they think, act, learn, and interact as they do.

Children go home at the end of each day and make various comments about school. Through daily reflection- eg reflective journals, thinking hats or PMIs you give children things to say about their day.

We want all children to understand that to learn you have to feel good and be happy as a learner at Ponsonby Primary. We want the children (akogna) to visualise themselves as Pegasus Fliers and over time understand what they can do to make learning good for them- as DR Malcolm used to say "They need to stretch those rubber bands".

For teachers and parents:

The emphasis is on students' developing autonomy as learners – finding out who they are in relation to others, how they learn, how their ideas and skills change over time, and why they think, act, learn, and interact as they do.