

THE TERRACE SCHOOL
MARSLIN STREET, ALEXANDRA. PH/FAX (03) 448-8124
e-mail principal@theterrace.school.nz
website: www.theterrace.school.nz

‘MISSION STATEMENT’

TO PROVIDE LEARNING

IN A CARING

ENVIRONMENT WHERE

EACH INDIVIDUAL

HAS OPPORTUNITIES

TO GAIN

“SATISFACTION FROM

SUCCESS THROUGH EFFORT”

“Ma te kaha – ka u”

The Terrace School

MISSION: TO PROVIDE LEARNING IN A CARING ENVIRONMENT WHERE EACH INDIVIDUAL HAS OPPORTUNITIES TO GAIN "SATISFACTION FROM SUCCESS THROUGH EFFORT"

"Ma te kaha - ka u"

The Terrace School reflects New Zealand's cultural diversity and the unique position of Maori.

Stated below are the values and associated contexts that the Board of Trustees are committed to providing for the families and whanau of the children attending The Terrace School. The following pages give more detail of the specific aims and objectives of the Annual Plan in place to ensure that these key goals are met.

Values

Environment

- Engaging, safe and healthy
- Participate in our local environment
- Conducive to teaching and learning

Relationships

- Treating others the way you want to be treated.
- Valuing whanaungatanga ☺
- Effective communication

Learning and Achievement

- Learning how to learn
- Taking responsibility
- Meeting the individual needs of learners

Contexts

- 1) Finance and Property
- 2) EO TC
- 3) Community Partnership

- 4) Cultural Diversity
- 5) Self Review
- 6) Personnel
- 7) Consultation

- 8) Curriculum Content
- 9) Student Progress and Achievement
- 10) Curriculum Delivery

☺ Relationship, kinship, and sense of family connection - a relationship through shared experiences and working together which provides people with a sense of belonging.

Refer to The Terrace School Policy and Procedures for more detailed objectives and rationale.

The Terrace School

MISSION: TO PROVIDE LEARNING IN A CARING ENVIRONMENT WHERE EACH INDIVIDUAL HAS OPPORTUNITIES TO GAIN "SATISFACTION FROM SUCCESS THROUGH EFFORT"

"Ma te kaha - ka u"

The Terrace School reflects New Zealand's cultural diversity and the unique position of Maori.

Value

Environment

- Engaging, safe and healthy
- Participate in our local environment
- Conducive to teaching and learning

Context

- 1) Finance and Property
- 2) EO TC
- 3) Community Partnership

Specific outcomes and goals for The Terrace School's Board of Trustees and staff in 2013

Environment

- 1A) To efficiently manage and use the school's finances for the benefit of teaching and learning.
- 1B) To meet immediate commitments and longer-term goals.
- 1C) To provide a welcoming, attractive and safe school environment.
- 2A) Help children gain an appreciation of the local community's physical environment.
- 2B) Promote in children an appreciation of their responsibility to the community and to reach an understanding of the Community's structure.
- 2C) Help children gain practical experience in our community's unique social and recreational activities.
- 2D) Enhance learning, through a variety of well designed, first-hand experiences.
- 2E) Provide experiences for children that encourage awareness of the values and philosophies of the tangata whenua, along with other cultures within the school community.
- 3A) Promote parent and community support, goodwill and confidence in the school.
- 3B) Foster a sense of partnership and shared responsibility for the well being of the school and its students, and to contribute to the life of the community.

The Charter Document should be read and considered in conjunction with a number of key documents: Strategic Plan 0 review, The Policy Framework, 5 & 10 Year Property Plans / Programmes, Professional Development Plans, The Budget, The 5 Year Programme of Self Review.

The Charter Document should be read and considered in conjunction with a number of key documents: Strategic Plan 0 review, The Policy Framework, 5 & 10 Year Property Plans / Programmes, Professional Development Plans, The Budget, The 5 Year Programme of Self Review.



The Terrace School

MISSION: TO PROVIDE LEARNING IN A CARING ENVIRONMENT WHERE EACH INDIVIDUAL HAS OPPORTUNITIES TO GAIN "SATISFACTION FROM SUCCESS THROUGH EFFORT"
"Ma te kaha – ka u"
 The Terrace School reflects New Zealand's cultural diversity and the unique position of Maori.

Value

Relationships

- **Treating others the way you want to be treated.**
- **Valuing whanaungatanga**
- **Effective communication**

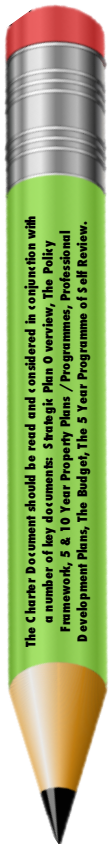
Context

- 4) Cultural Diversity**
- 5) Self Review**
- 6) Personnel**
- 7) Consultation**

Specific outcomes and goals for The Terrace School's Board of Trustees and staff in 2013

Relationships

- 4) The school's policies will be sensitive to the cultural backgrounds, needs and values of individual students and their families. This includes recognition of the unique position of the Maori people.
- 5A) The Board will follow a 5 year Strategic Planning and Review Cycle. (Refer to 5 Year Programme of Self Review 2013-2017)
- 5B) The Board will annually report to its community on its performance for that year. This will form the basis for deciding priorities for school development.
- 6) In consultation with staff, the board will prepare policies and plans to reflect its commitment to being a good employer and the operation of fair and effective performance management systems. Policies and plans will be reviewed regularly and revised as the need arises. (Refer to 5-Year Programme of Self Review 2013 – 17)
- 7A) 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.



The Terrace School

MISSION: TO PROVIDE LEARNING IN A CARING ENVIRONMENT WHERE EACH INDIVIDUAL HAS OPPORTUNITIES TO GAIN "SATISFACTION FROM SUCCESS THROUGH EFFORT"
"Ma te kaha – ka u"
 The Terrace School reflects New Zealand's cultural diversity and the unique position of Maori.

Value

Learning and Achievement

- **Learning how to learn**
- **Taking responsibility**
- **Meeting the individual needs of learners**

Context

- 8) Curriculum Content**
- 9) Student Progress and Achievement**
- 10) Curriculum Delivery**

Specific outcomes and goals for The Terrace School's Board of Trustees and staff in 2013

Learning and Achievement

- 8A) Promote students' learning and well being by recognising their individual needs.
- 8B) Encourage high expectations of achievement, foster positive attitudes, aspirations and self-responsibility.
- 8C) Encourage students to relate well to one another.
- 8D) Provide an encouraging learning environment inside and outside the classroom.
- 8E) Emphasise teaching children 'how to learn' and inquire
- 8F) Comply with (National Administration Guideline 2 Nov 2009) to have a policy/procedures which document how the school is giving effect to National Standards.
- 8G) Plan regular quality physical activity that develops movement skills.
- 9A) Present a broad and balanced curriculum.
- 9B) Extend the essential learning areas by offering a range of experiences that widen our students' knowledge, interests, skills and horizons.
- 9C) Emphasise high standards of literacy and numeracy.
- 9D) Develop social, co-operative, work and study skills.
- 9E) Provide regular quality physical activity that develops movement skills.
- 10A) Encourage students to understand their learning processes and set realistic goals.
- 10B) Identify learning difficulties and take early and effective action.
- 10C) Regularly monitor and report student progress clearly, accurately and dependably to the community, parents and students.
- 10D) Identify and support the learning of our gifted and talented students.
- 10E) Collect and use National Standards data.

SCHOOL INFORMATION







The Terrace School

Marslin St, Alexandra
Central Otago 9320, New Zealand
Ph/fax +64 +3 448 8124
Email principal@theterrace.school.nz
Website: www.theterrace.school.nz



2017 SCHOOL STATIONERY LISTS

Years 7 & 8 will have a separate technology fee.

Mathletics Fee is \$24.00 per child per year.

Mathletics and Technology Fees will be charged to each child's account in 2017.

It would be advisable for all children to have available at school some form of covering to wear over their clothes when participating in art activities.

Stationery List:

Year 7 & 8 Rooms 7, 9, 10, & 16

Students should have ALL items as soon as possible:

- 1 Calculator with % and memory keys.
- 1 14B5 Refill
- 2 1E5 Maths
- 3 Clearfile 20 page
- 2 1B8
- 1 1B5
- 2 Pens (1 red, 1 blue)
- 2 Pencils (HB)
- 1 Rubber
- 1 Ruler (30cm)
- 1 Glue Stick
- 2 Whiteboard pen blue or black
- 1 Compass
- 1 Protractor
- 1 Black Sharpie/Permanent Marker
- 1 Standard set of headphones or ear buds – named, to remain at school.

Please ensure all your books are covered and all books, rubbers, pencils, pens, calculator, etc are clearly named.

Stationery List

Years 5 & 6 Rooms 3, 8, 12, and 13

All Clearly Named Please

- 1 X 1B8
- 4 X 1B5
- 1 X 1E5 Maths
- 1 X 1H5 Maths
- 1 x 40 pocket clearfiles
- 1 x 30 cm Ruler (not flexible)
- 1 x Erasers
- 1 x Pencil Sharpener
- 4 x HB Pencils (Staedtler)
- 1 x Red Ball Point Pen
- 1 x Blue Ball Point Pen
- 2 x Highlighter (green & pink)
- 1 x Large Gluestick
- 1 x standard set of headphones or ear buds

Please ensure all your books are covered and all books, rubbers, pencils, pens, calculator, dictionary, atlas etc are clearly named.

Stationery List:**New Entrants – Room 4**

1	Bookfolder	5.00
2	1A5 Homebook/Poetry	3.00
1	1F4 Printing Book	1.30
1	1U4 Story Writing	1.30
1	Clever Kiwi Activities Book	2.70
1	Rubber (non smudge)	1.00
1	Artfolder – Status Students Drawing Wallet 18NA or Warwick A3	2.00
		16.30

Shared class sets of Grip Pencils,
Coloured pencils, glue sticks, felts, white
Board markers.

All these are supplied in the classroom.

**Please send \$5.00 in a named envelope
to school to cover cost of shared items.**

Parents, please cover and name books
for children. It helps them to recognise
their own books as well as protecting
them.

Stationery List:**Years 1 & 2 in Rooms 5 and 6****All Clearly named please**

- 2 1F4 Handwriting / Writing
- 1A4 Poem
- Bookfolder (from last year)
- Artfolder – Status Students Drawing
- Wallet 18NA or Warwick A3 (from
last year)
- 2 Glue Sticks
- 1 Whiteboard pen

Please send: \$10.50 in a named
envelope to the office. (This will cover 50c
cost of a Word bank, \$10 for communal
class set of Pencils, rubbers, coloured
pencils.

Books from last year that are not
completed are able to be used.

Stationery List:**Year 2 Rooms: 15 & 17**

- 4 1I5 books (writing x 2, handwriting, homebook)
- 1 1A5 (poetry)
- 1 Clever Kiwi Co. Activities Book (unlined)
- 1 Clever Kiwi Fun doing maths – BK1
- 2 Gluesticks
- 1 Whiteboard pen
- 1 Black Vivid pen (art)
- 1 Bookfolder (from last year)

Please send \$10.00 in a named envelope to
the office. (This will cover classroom supplies)

Stationery List:**Years 3 and 4 – Rooms 1, 2, 11, 14****All Clearly Named Please:**

- 5 1I5 Draft Writing, Diary, Handwriting, Reading,
Spelling
 - 1 1H5 Maths
 - 1 1A5 Poetry
 - 1 1L5 Learning Log
 - 2 Clever Kiwi Company Activities Books
(blue cover – blank pages)
 - 4 20 Leaf Clear Files Maths, Maori, Music,
Homework
 - 4 Pencils HB (named) – good quality
 - 1 Rubber, Ruler, Pencil Sharpener
 - 2 Glue Sticks
 - 1 Pencil Case
 - 1 Bookfolder (from last year)
 - 1 Recorder
 - 2 Red Pens
 - 1 Art Folder – Status Students Drawing
Wallet 18NA or Warwick A3.
- Coloured Pencils (no felt pens please)

Year 4 parents please note: Any of the
above not completed and in good order from
last year may be used. Please ensure all your
child's books are covered and named. We will
put the subject heading on each book when
they arrive at school. Thank you.

Parents please note: any of the above not
completed and in good order may be used.
Please ensure all your child's books are
covered and named. We will put the subject
heading on each book when they arrive at
school. Thank you.

The Terrace School Uniform Order Form

Name:

Phone:

Date:

Room:

Sales Assistant:

Received Items	4	6	8	10	12	14	S	M/L	# items	Price \$	Total
Sweat										\$ 41.00	
Jacket										\$ 55.00	
Short S Polo										\$ 40.00	
Cargo Shorts										\$ 33.00	
Trousers										\$ 43.00	
Skort										\$ 28.00	
Trackpants										\$ 49.00	
Knit Shorts										\$ 28.00	
Sports Shirt										\$ 32.00	
Merino Jersey	Size 5-6	Size 7-8	Size 9-10	Size 11-12	Size 13-14						
										\$ 80.00	
Wide Brim Hat	55cm		57cm		59cm		61cm				
										\$ 10.00	
										Total:	
Ordered Items:	4	6	8	10	12	14	S	M/L	of item	Price	Total
Sweat										\$ 41.00	
Jacket										\$ 55.00	
Short S Polo										\$ 40.00	
Cargo Shorts										\$ 33.00	
Trousers										\$ 43.00	
Skort										\$ 28.00	
Trackpants										\$ 49.00	
Knit Shorts										\$ 28.00	
Sports Shirt										\$ 32.00	
Merino Jersey	Size 5-6	Size 7-8	Size 9-10	Size 11-12	Size 13-14						
										\$ 80.00	
Wide Brim Hat	55cm		57cm		59cm		61cm				
										\$ 10.00	
										Total:	
				Total # Items:						Order Total:	

Notes:

Pay by: Cheque / Cash / Office / To Pay
(Circle one)

Order Filled / Items on order
(Circle one)

Prices effective 2 May 2016

INTRODUCTION

We welcome you as parents and caregivers of children who are to attend The Terrace School. We hope the information in this booklet will be of use to you and help your children feel at home at The Terrace.

STAFFING

The Terrace School is a full primary school catering for children from New Entrants to Year 8: 5 - 13 year olds. The school opened in 1965 and in 2017 will have a roll of around 390.

Our Present Staff Are:

Mr G. Anderson	Principal		
Mr M. Enright	Deputy Principal		
Mrs A. Hamilton	Deputy Principal		
Mrs A. Conder	L3 Senior Teacher	SENCO	(Responsible for Y7-8 Syndicate)
Mrs M. Hanning	Teacher	New Entrants	
Mrs M. Allan	L2 Senior Teacher	Year 1 & 2	(Responsible for NE-Y2 Syndicate)
Mrs J. Campbell	Teacher	Year 1 & 2	
Mrs K. Enright	Teacher	Year 2	
Miss C. Holland	Teacher	Year 2	
Mrs P. Armstrong	L2 Senior Teacher	Year 3 & 4	(Responsible for Y3-4 Syndicate)
Mr M. Dalglish	L1 Senior Teacher	Year 3 & 4	
Miss N. Clouston	Teacher	Year 3 & 4	
Mrs K. Begg	Teacher	Year 3 & 4	
Mr M. Murphy	L2 Senior Teacher	Year 5 & 6	(Responsible for Y5-6 Syndicate)
Ms R. Petrie	Teacher	Year 5 & 6	
Mrs S. Crosbie	Teacher	Year 5 & 6	
Mrs B. Flannery	Teacher	Year 5 & 6	
Mrs T. Armstrong	Part Time Teacher	Year 5 & 6	
Mrs S. Lowe	Teacher	Year 7 & 8	
Mrs S. Sawers	Teacher	Year 7 & 8	
Miss K. Leonard	Teacher	Year 7 & 8	
Mrs S. Rose	Teacher	Year 7 & 8	
Mr C. Lind	Workshop/Technology		
Mrs I. Radka	Food/Fabric Technology		
Mrs J. Blackie	Literacy/Reading Recovery		
Mrs J. Nutsford	Part Time Teacher		
Mrs M. Tamati	Part Time Teacher of Maori (COREAP)		
Mrs S. Richardson	School Secretary	Ms L. Henderson	School Secretary
Mrs J. Coleman	Secretaries Assistant/Teacher Aide		
Mr D. Mount	Computer Support	Mrs. A. Gladstone	Teacher Aide
Mrs. M. Ross	Teacher Aide	Mrs A. Golden	Teacher Aide
Mrs. J. Duffy	Teacher Aide	Mrs R. Fulcher	Teacher Aide
Mr W. Johnsen	Property Manager		
Mrs T. Wilson	Cleaner	Mrs T. Maxwell	Cleaner
Mrs V. Luscombe	Cleaner	Mrs A. Watkins	Cleaner
Mrs S. Jarvis	Cleaner		

SCHOOL HOURS

8.30	Children allowed to enter school grounds.
8.45	Children should be at school ready for instruction.
8.55	First Morning Session
9.55 – 10.10	Health and Physical Education Break with Brain Food
10.10 – 11.10	Second Morning Session
11.10 – 11.25	Morning Interval
11.25 – 12.25	Third Morning Session
12.25 – 1.20	Lunch
1.20 – 2.00	First Afternoon Session
2.00 – 2.45	Second Afternoon Session
2.45 – 2.55	Clean Up
2.55	End of school day.
3.25	Students to clear school grounds.

Please encourage your children to remember that the time between 8.30 and 8.45 is the time to order their lunches, put their tinfoil lunches in their class box and for those children in the Junior School to get their book covers from their bags. After 8.45 a.m. children should be in class.

Children need two snacks as well as their lunch each day – Brain Food for the Health and PE Break and a Morning Tea snack.

Brain Food:

Vegetable sticks. Can serve with cottage cheese or peanut butter.

Cold cooked vegetables – cook a few extra potatoes, kumara and taro at mealtimes.

Fresh Fruit – serve whole or cut up with yoghurt.

Frozen fruit – bananas, oranges, canned unsweetened pineapple or peaches

Sandwiches – peanut butter, banana, vegemite, cheese, cottage cheese, baked beans or jam. Spread margarine or butter thinly or only on one side of the bread. Use bread rolls, crackers, rice cakes, crumpets, pita bread, muffins and baked bread fingers as well as bread. Muffins, crackers, fruit buns, scones, fruit bread, pancakes.

Cereals – choose cereals low in fat and sugar.

Plain Popcorn – pop using a little oil, margarine or butter or use a microwave.

Yoghurt, cubes of cheese or milk. Water

After 4.30 p.m. children may play in the school grounds providing they have been home, are supervised and have parents permission to return to play.

SAFETY

Road Transport Safety Authority advise that children up to ten years at least and possibly older will struggle to co-ordinate road rules and the physical requirements of riding a bike. So children under 10 are really at risk biking and should not bike to and from school.

Traffic Safety When Delivering or Picking Up Children at School. :

1. A really safe suggestion for parents who regularly pick up children (or any person picking up children for that matter) is to drive to the end of Russell Street and into the carpark at the back of Molyneux Park - right alongside our field. Arrange this with your child / children. It would actually be less distance for most children to walk. Children can see you and the car and there's plenty of room. Try it for safety's sake and see if it works.
2. If you drive into school please remember all vehicles (excluding heavy transport i.e. buses) must turn right immediately after the gate and go around the Manual Block - do not drive directly into the bus turnaround.
3. Please park your cars and wait for children in legal parking areas. There are yellow "no stopping" lines painted in the turnaround (the key) in front of The Terrace School. It is illegal for drivers to stop on these lines. Children should not get out of or into cars in this area.
4. Children with bikes should enter the school from the DHS field. Bikes can be ridden along the DHS fenceline to the entrance at Room 7. Children should enter DHS grounds at the Kea Crossing entranceway. Children should not be in or around DHS buildings or carparks.



SCHOOL BUSES

The school is serviced by buses from Go Bus. If your child is to be a bus pupil please enquire for details from the school office.

If your child is not travelling on the bus for any reason please send a note to school in advance.

If your child is to make a one off trip on the bus (to go home with a bus pupil etc) please ring Go Bus on 448-6868 to get permission for this to happen.

The safety and wellbeing of the children who travel to and from The Terrace School by bus, is paramount.

In place are procedures to ensure children's safety.

Bus Procedures:

- All bus children to be released from class immediately on the 2.55 bell.
- All bus children to go straight from class to the designated area for their bus line.
- No children from Dunstan Road and Galloway buses to be playing on the playground before their bus arrives.
- Duty teachers to mark the roll as children arrive. Teachers may supervise e.g. Monitors mark – Teachers check.
- Check numbers of children against those marked off on the roll.
- Children walking to DHS to catch their bus
 - Must walk together after the Duty Teacher has checked them off and released them.
 - Must wait in the designated area at DHS and not play in DHS bus turnaround, car park, trees etc.
- Bus monitors to be selected at the beginning of each new school year and will set the standard for behaviour on the buses.
- Bus monitors will be responsible for reporting inappropriate behaviour to bus duty staff.
- Any pupils not going home on their regular bus run must inform the office staff by way of a note from parents.
- Any other children travelling by bus must have prior permission from Go Bus and also have a note from parents for office staff.

“Each individual has opportunities to gain ‘satisfaction from success through effort’.”

Children at The Terrace School are grouped and taught according to their needs. The classroom they use depends on the group they are in but generally they begin as New Entrants in Room 4.

NEW ENTRANTS

Enrolling procedure:

- Children may be enrolled at 5 years of age and must be enrolled by the age of 6.
- Children may be enrolled on their 5th birthday or at any other suitable time.
- The child may not begin school until he or she is 5 years old. Enrolments can be made with the Principal or School Secretary.
- There is certain information required to enrol each child:-
 - *Birth Certificate and child's full name, parents initials, address and occupation, home and work telephone numbers, emergency contact number, medical information, inoculation certificate, medication, allergies, custody situations, permission to contact doctor if the child is ill or sustains an injury and parents cannot be readily contacted.*
 - *Bus route if applicable.*
 - *Iwi (where applicable)*
- International Students require:
 - Copy of Student's Passport showing residency status and student permit.

Notify the School (in Writing):-

- If your child is being picked up by any other person besides parents / caregivers.
- If your child is not going on their bus.
- If your child is going on a bus to a friends home and permission has been granted from the bus company.
- If your child has a notifiable infectious disease.
- If your child has been absent from school.

Remember every child takes time to settle in at school. It may take six weeks or even three months. This is a time of apprehension for your child and complete understanding of this is necessary if your child is going to be confident and enjoy school.

Toilet Independence:

Children should be able to attend to themselves in this area. It is helpful if you leave an article of underclothing with the New Entrant teacher in case of accidents.

Parents are very welcome to come and visit their child's classroom any time, and we like to see you taking an interest in the school. All that we require is that you ring and confirm the time of the visit.

If there are any problems concerning your child, please contact the teacher concerned immediately.

We operate a "Parent Help" scheme in the New Entrant class if you wish to participate - this involves helping children with reading and writing activities for approximately an hour before lunch or after lunch on the school day. With the number of parents involved, participating parents / grandparents usually come once every fortnight.

To help with class organisation could your child / children have all books covered and named (wallpaper, calendar pictures etc.) The books are easily identifiable for the child, apart from keeping them clean and looking attractive.

CLASSIFICATION

The policy for classification of children within the school:

- All children enter school between the ages of 5 and 6 years.
 - It is the school's policy to take the children on their 5th birthday regardless of which month their birthday falls, provided it is during term time. Parents are encouraged to accompany their child to school for 3 pre-entry visits, dates and times to be arranged, prior to the child starting school.
 - If the parents / teacher see a need for further class contact this can be arranged taking into account the ongoing needs of the class already enrolled. On enrolment day parents are invited to stay with their children if it would benefit either the parents or the child.
 - Children enrolled at school when 5 years old are classified as New Entrants and will be classified as below.
 - Children enrolled at school when 5 years old are classified as New Entrant until the end of that piece of their first school year is completed in December.
 - In the new year these children are classified as Year 1. After that first full year of Y1 they are then Year 2.
 - Each pupil must have had 2 full years in school prior to classification as Year 3.
 - For classification purposes, if a 5 year old New Entrant begins school prior to 31 March these children are regarded as NE/Year 1 from the outset and move to Year 2 classification after the completion of their first year at school (as this year is regarded as their first full year). (The school is also happy to consider that as a NE Year and only classify them as Year 1 in the new year.*)
 - Classification, or the class they are in, is a chronological decision; they are in their class because of their age. The programme though for each child is based on needs, not classification. Our goal is to teach at a level that the child needs to be taught at not based on what class they are in.
- | | | |
|----------|-----------|---|
| • NE* | 4.9 - 5.9 | The child turns 5 after 31 March of this year |
| • Year 1 | 5.9 - 6.9 | The child turns 6 after 31 March of this year |
| • Year 2 | 6.9 - 7.9 | The child turns 7 after 31 March of this year. |
| • Year 3 | 7.9 - 8.9 | The child turns 8 after 31 March of this year.
(.... and so on). |

** For classification purposes those 5 year olds who have their birthday and enter school before 31 March are classified Year 1 immediately unless the principal approves otherwise.*

ABSENTEEISM

Parents / Caregivers are responsible for their child's regular attendance at school.

Parents / Caregivers must apply for leave if a child is to be absent from school. The Principal, on behalf of the BOT is responsible for approving applications for leave.

Boards of Trustees are required by the Education Act to manage student attendance. Absences are defined as follows:

Justified Absence: Absence that is explained to the satisfaction of the principal. Common forms of explained absence include medical appointment, illness, bereavement, or personal or family circumstances.

Unjustified Absences: Absence that is either unexplained, or not explained to the satisfaction of the principal.

Intermittent absence: Absent that is periodic – that is, where a student is late to class or misses part of a period or a full day, with no explained reason.

Truancy: The total of all of a particular student's unjustified and intermittent unjustified absences.

Frequent truancy: Truancy that occurs three or more times in any one week.

As a safety precaution if your child is going to be absent from school you should **telephone the School Office before 8.45 a.m.** If we do not hear from you the School Secretary will check with you.

On return to school a **note of explanation and request for leave approval is sent with the child. This is required to justify the absence** and should go to the principal via the classroom teacher to have the absence assessed.

SCHOOL RULES

Our goal is to help children to learn what it means '**to treat others the way they would wish to be treated**'.

School Rules for children will be kept to a minimum, but will include respecting the rights of others and their person and property etc.:-

- Children cannot fight, play fight, watch a fight....
- Bicycles and scooters must be wheeled in school grounds at all times, this includes out of school times, weekends and holidays. (Roller Blades etc. cannot be used around the buildings and pathways.) Adults are required to follow this safety rule.
- Watches and single ear studs are the only jewellery allowed.
- No chewing gum or bubble gum.
- Cellphones should not be brought to school. If a parent requires a cellphone to be at school please advise your child's teacher so they can look after it until after school.
- Children leave grounds only with permission. Prior notice is required before children are allowed to leave the grounds at lunch times. (This does not apply to children who regularly go home for lunch.)
- School equipment must not be interfered with. This includes classroom equipment, hoses, sprinklers, irrigation pipes.
- School grounds are open only from the morning bell at 8.30 a.m. each day.
- All children leave grounds by 3.25 p.m. unless engaged in some supervised activity.
- ***Please go over these with your child/children Remember, we are helping our children to learn to treat others the way they would like to be treated.***

SMOKE FREE ENVIRONMENT:

Under the Smoke Free Amendment Act 2003

The Terrace School is a "Smoke Free Environment" at all times. This means that by law - Smoking is not allowed within the school boundaries; Sports Grounds under the school's control; Alternative education centres; Any facilities used by our students for sport, recreation, relaxation and cultural activities (this includes camps and day trips) and also vehicles transporting children to and from an activity.

IN AN EMERGENCY:

At School:

1. If the Emergency Alarm Rings (continuously) at school follow the teachers' instructions and go to the hard court. Line up in your classes quickly and quietly. The roll will be taken. If it is interval or lunchtime, go directly to the area and line up with your class next to your room number.
2. If the **bell rings** intermittently over an extended period of time children are required to clear the playground areas and go to class immediately for roll call.

Note:

There will be regular drills of both procedures throughout the year and for other emergency procedures such as earthquakes. All students and teachers have to be accounted for in an emergency. Students therefore must provide a note if they are leaving the school grounds during school time (e.g. to go to the dentist, etc.) To leave the room e.g. toilet, permission must also be sought.

If there is an earthquake

- Get under your desk or the door frame. Shield your head with your hands and face away from windows.
 - If outside adopt a turtle position – do not go into buildings.
 - When the aftershocks have passed, follow your teachers' instructions.
- A continuous bell will go for staff and students to assemble as for a fire drill.

In the community:

When there is a community or civil emergency there is the possibility that students will be sent home early, especially in situations where:

- The school is without water
- The school is without heat in the winter
- There is a situation that would prevent students getting home at the end of the day e.g. floods, snow, fire, etc.

Please Note: Parents / Caregivers would be advised and asked to collect children or assure the school that they can receive children coming home early.

Please Listen Carefully to the Local Radio Station:

90.3 MORE FM, 99.9 Classic Hits, 91.9 Classic Gold

In such a situation information will be put over the local radio station. Please note that in situations where conditions are worsening (eg floods, snow, icy conditions) don't send students to school by alternative transport if their school bus is not running – we may not be able to get them home again!

HOMework

Homework will be set regularly by the classroom teacher to: build up liaison between home and school, to give parents the opportunity to note progress, standards of work and attitudes of the children, and to give practice in aspects of current school work.

Guidelines:

- Homework should be a meaningful experience.
- Homework should be varied and consolidate and / or extend work started at school.
- Parents support children's effort by providing an enjoyable experience.

Reading:

Books sent home are usually at an independent reading level (this is easier than their class instructional readers).

A shared fun reading time between parents / family and child will be of immense value to child throughout his or her primary school.

Homework is a reinforcement of programmes covered in class.

Homework content and time spent doing it will vary according to class level.

To ensure that homework is a meaningful experience we ask for parental support in encouraging and supervising your children.

REPORTS AND INTERVIEWS

Both formal and informal reporting is important in the establishing of good relationships between parents, child, and teacher, and this is essential to good learning.

"Goal Setting" interviews between the child, parents and teacher are held at the beginning of the school year.

Reports are issued at Mid -Year and End of Year. Pupil / Parent / Teacher interviews will be held after the mid year report has been sent home.

Teachers, parents or caregivers who wish to discuss aspects of a child's progress or attitudes, can arrange an interview at any time convenient to both parties.

An initial report will be sent home after a New Entrant has been at school about 6 weeks.

SUNHATS

All Alexandra schools have adopted a "**no hat stay in the shade**" policy. It is essential for all children to wear sun hats and to use a suitable sunblock during the summer months.

The School has a uniform sun hat (forest green in colour) Aussie Style with the large brim available at our Uniform Shop and The Warehouse. Similar hats can also be bought from other local shops. Uniform sunhats are compulsory in Terms 1 and 4.

LOST PROPERTY

Named articles can generally be returned. Periodic displays of lost clothing etc. are made to enable children to locate missing items. Lost Property is stored in the school hall and can be looked through at any time during the hours school is open. Parents are asked not to contact staff over weekends to locate missing clothing.

NEWSLETTERS

These are put out once a week on Wednesdays and are given to the youngest child in each family at our school.

Items for the newsletter must be with the School Secretary 9.00 a.m. on the Monday before publication.

NOTICES FOR PUPILS

Sporting groups and others often have notices for pupils. All such notices must go through the Principal.

MONEY

All money brought to school (not including lunch money) must go straight to the office. It should be in an envelope with the child's name and room number on it, amount enclosed and what the money is for.

e.g. *Mary Smith*

Room 10

\$1.00

Visiting Musician

If you wish to you can make payments to your school account via internet banking: BNZ 02 0916 0020191 00 Please use name and what you are paying for as a reference.

STATIONERY

Replacement stationery is available throughout the year from the school office. Invoices are sent home at the end of each term. Stationery lists are available at local stationery suppliers.

TELEPHONE

To avoid congesting phone lines pupils are not permitted to use the phone without a teacher's permission, and then only if the call is important or urgent. (Cellphones should not be brought to school.)

LUNCH TIME RULES

Children waiting for lunches to be brought to school are to wait behind the chain fence in front of the bus turnaround.

All drinks brought to school should be in plastic containers.

Children must have a note of permission from parents if for any reason they will be leaving the school grounds during the lunch hour, unless they go home for lunch on a regular basis. **Children are not given permission to leave the school grounds to order lunches.**

LUNCHES (heated)

The children may also bring a lunch to be heated (pies, etc). The lunch should be wrapped in tin foil with the **child's name and room number clearly marked on.**

These are collected from the classroom by monitors and returned at lunch time. Yoghurt etc. brought from home can be put into a fridge at school, similarly named.

Social Worker - Guidance Co-ordinator:

- The school has access to social worker's to provide some support and guidance for children and their families.
- As part of the guidance role in the school the SENCO makes contact with new children soon after they enrol to help and support them through that early settling in period if required.
- The SENCO / Senior Teacher can also link students and families to support agencies if specific help is needed.

Social Learning Programmes that your child could participate in:

- Seasons for Growth (Grief / Loss Education)
- Dare to Make a Change (Year 8 studies)
- Social Development Skills (Chaplain / Guidance Co-ordinator)
- Friendship Skill Development
- Grandparenting
- One to One Guidance if required.
- Wellness Clinic (Public Health Nurse for Y7 & 8 students)
- Walk Tall Tamariki (Self Confidence Programme) Dunedin Methodist Mission
Ph: 0800-477-2000

PUBLIC HEALTH NURSE:

The Public Health Nurse is Paula McHugh. Her work phone number is 440-4309. She will check vision and hearing if you think your child has a problem with either one. Paula is available to assist with health concerns of parents / caregivers

DENTAL THERAPIST:

Pupils are generally enrolled at the Dental Clinic from 6 months. Dental Therapist Ruth Lunn can be contacted by phoning 448-5915 or her cellphone which is 027-284-9857.

The new Dental Clinic is beside the Alexandra Kindergarten in Ventry Street. The office is manned daily.

SPORT

All children are encouraged to participate in sport. Sports organised through/by the school include: cricket, softball, tee-ball, swimming, hockey, netball, cross country, athletics, tennis.

Sports organised by local clubs include: rugby, soccer, swimming, athletics and ice skating.

The PTA also hire School T-shirts and shorts at a cost of \$2 a day.

When teams or individuals represent the school they are required to wear The Terrace School Uniform as follows:

Girls:

The Terrace Tee Shirt (Green with white) available at uniform shop

The Terrace Green Shorts for Athletics, Cross Country etc. or The Terrace Green Skirt for Netball, Hockey etc.

Boys:

The Terrace Tee Shirt (Green with white) available at uniform shop

The Terrace Green shorts

TRACKSUITS

Children representing the school in Sports, Cultural or Academic areas will be given a Track Suit (no charge) to be worn for the event, this must be returned (unwashed) to the school at the first opportunity.

INFORMATION COMMUNICATION TECHNOLOGY (ICT) / CYBERSAFETY

ICT plays a big part in our lives. The Terrace School teaches children how to use ICT as a tool and be 'cybersafe'. The nature of this technology requires us to have staff and students alike follow specific procedures for use. Staff and students agree to a protocol about respecting the technology and being 'cybersafe'.

UNIFORMS:

The Terrace School introduced a uniform in Term 2 of 2006. Order forms are available at the school office. The Uniform Committee have a shop open on Thursday afternoons 3.00 – 3.30 p.m. where you can view and try on for size. Stock of Uniform 'Tops' and 'bottoms' on hand for immediate delivery. All children new to the school will wear the uniform on starting school. The uniform is compulsory for all children.

Uniform 'bottoms' can either be bought through the school system or can be bought from The Warehouse. If you have a problem in getting to the uniform shop on a Thursday please ring Kate Nicholson on Ph: 448-8777 or ask at the School Office.

The shop is now also open the first Monday evening of the month 5.30-6.00

Please ensure that all clothing worn to school is named. This ensures that items can be returned to the owner when lost.

WARN YOUR CHILD AGAINST

- Loitering to and from School
- Visiting friends without your permission
- Accepting sweets / presents from strangers
- Going anywhere with strangers

TRANSPORT TO SCHOOL ACTIVITIES:

When private cars are being utilised by the school for school activities, the number of pupils per car shall not exceed the number of restraints available.

It shall be the responsibility of drivers providing vehicles for transporting students and / or staff to and from school activities, to provide a suitably registered / warranted vehicle and that they be the holder of the appropriate class of licence.

Regarding travel reimbursement:

Parents taking children other than their own to school related events outside of the Alexandra area will be reimbursed for petrol. The amount varies according to the distance travelled. This reimbursement will not be paid in cash, but will be applied to your school family account, even if it puts your account into credit.

PARENTS:

Get to know your child's school

- Your child's Principal
- Your child's Teacher
- Your child's Classroom

They are all there to help you to have the best education for your child.

If anything is worrying you ring up immediately. An appointment will be made for you to talk things over.

Children in the Computer Room



PARENT TEACHER ASSOCIATION

This is your association and meets once a month. The PTA is of great value to the school in promoting good relations between Home and School, and in fundraising. It is a good way to get to know others with an interest in the school and in your child's education.

<i>President:</i>	Victoria Wearing	Ph: 448-7324
<i>Secretary:</i>	Chelsea Donnelly	Ph: 448-8051
<i>Treasurer:</i>	Jeanine Coleman	Ph: 448-5325

BOARD OF TRUSTEES

The Board of Trustees is elected every 3 years.

<i>Chairperson:</i>	Simon Wearing	Ph: 448-7324
<i>Principal:</i>	Garry Anderson	Ph: 448-8124
<i>Other Elected Members:</i>	Simon Tierney	Ph: 448-8697
	Tara Druce	Ph: 448-8439
	Leonie Williamson	Ph: 448-8434
	Kirsty Deans	Ph: 448-5477
	Maree Denniston	Ph: 448-6805
	Kate Smithies	Ph: 448-9328
	Rochelle Hack	Ph: 021-360-456
<i>Staff Representative:</i>	Lana Henderson	School Ph: 448-8124

DESCRIPTION OF THE TERRACE SCHOOL ALEXANDRA:

Type of School

The Terrace is a State, full primary, co-educational school located in Marslin Street, Alexandra, New Zealand.

General Description and Specific Features of the School:

The average roll is 390. 81% are of European descent, 18% Maori and 1% other, covering a broad range of socio-economic groups. 27% of children travel on a bus to and or from school from rural areas with the remainder either walking / cycling or travelling by car.

Property

The Board of Trustees has a property occupancy agreement with the Ministry of Education for the Marslin Street site of 2.5647 hectares. Buildings comprise of seven classroom blocks (including three community owned classroom spaces), library, specialist technology (manual) block, dental clinic, old hall –community owned computer suite and additional classroom, principal's residence, and sheds for caretaking equipment. The site has been further developed to include Property Manager / Caretaker / ICT Technician facilities, sports shed attached to the old hall, extension to the library, an irrigation scheme and improved asphalt and concrete surface around Blocks A and B and up to the Library, shaded areas, new adventure playgrounds, paved areas for netball/basketball, driveways and car park with the balance in grass. Other improvements have been, a new 2011 two-classroom block (one classroom community owned), upgraded adventure playgrounds 2010, the cabling of the site for ICT and the conversion of part of the old hall into a computer suite in 2009, the old boiler room bunker was prepared for use as a resource / storage space in 2003. In 2004 the Board took ownership of the Principal's Residence (42 Marslin Street) that adjoins the main school property, and in 2007 the school completed stage one of The Terrace Centre, a multi purpose community centre. In 2011 the School achieved Bronze Enviro School's status in recognition of the school's commitment to teaching sustainability. This is evident in the care of the property and gardens. Each class has the responsibility for a garden plot where vegetables and fruit are grown and tended by the children.

Teaching and Other Staff: 2016

The permanent teaching staff consists of the Principal, Deputy Principal and 20 classroom teachers. Other staff include:

- 2 Specialist Technology Teachers
- 1 Specialist Literacy Teacher – Part Time
- 1 Library Assistant Part Time & Teacher Aide
- 5 Teacher Aides – part time
- 1 Tikanga Maori Teacher – part time
- 1 full time Property Manager
- 3 P/T Property help
- 5 part time cleaners
- 2 clerical assistants
- 1 clerical support – part time
- 1 Information Technology Teacher Aide / Technician part time
- 1 Music Teacher – part time

General Description of the School's Community:

The Terrace School draws its pupils predominantly from the northern side of Alexandra and from the rural areas to the north and north - east of the town. While some farming, vineyard and orchard blocks remain there is an increasing number of smaller units being developed in the area with families choosing the rural lifestyle over the urban.

The full range of socio-economic family types are represented in a within the school's community. The ethnic mix of families contributing to the school are predominantly those of European descent with some Maori and few families of other cultures. The trends evident in families in other parts of New Zealand have also been noted here – increasing and significant numbers of single parent families and an increase in families where both parents are in part, or full-time paid employment.

Many of the families have moved to the area - attracted by employment opportunities or the lifestyle, once here they tend to settle and so the school has a small reasonably stable population base. Over and above that base, in recent years the school has experienced considerable roll turnover with a strong trend towards a growth in the roll of about 7% per year. This has now stabilised. The roll has grown from 230 in 1993 to 360 in 2000 and has settled around 390 in recent years. Up to a third of each class are regarded as “mobile” i.e. Have been in 3 or more schools and/or have been in The Terrace programmes two years or less. At the end of Term 1 2004 43% of children in the school had been enrolled for 2 years or less although in 2005 the ‘mobile’ group was nearer to 20%.

Climate and physical environment have a major influence on the lifestyle of many of the families in the community. Low rainfall, with hot summers, cold winters and clear distinction between the four seasons - the climate in Alexandra is unique to this part of New Zealand. Surrounded by high ‘craggy’ mountains with no bush, little flora and large rocky outcrops, wide dry plains cut by the streams and rivers that feed the Clutha and fertile pockets of land where there is irrigation - Alexandra's physical environment is also unique.

These conditions encourage people to participate in outdoor activities for a good portion of the year – formal and informal sports – social and recreational pursuits. The area also benefits by the wealth of skills and experience found in its population – with a wide variety of sporting, cultural and craft talent evident. This is best seen in the number of very capable people who have retired to the area and continue to ably contribute.

Community Strengths:

In the past like most small communities - this one could be described as ‘close and caring’ - which implies good formal and informal levels of communication, good support systems and a high level of involvement in community activities. With the changing population base it is a priority for this to be maintained. The relative ‘isolation’ of our community has meant that people have to be prepared to travel, are independent and have a degree of self-reliance.

But there is something special about the spirit of this area. A solid foundation to the spirit is provided by the tenacity of our forbears. The evidence of gold mining, by early settlers, as they sought to make a living from the land and cope with the harsh conditions. Then this is mixed with the ‘community spirit’ that has run well over 50 ‘Blossom Festivals’ - the profits of which built a range of sporting and community facilities. The final ingredient is the ‘holiday’ spirit encouraged by the good weather, the many visitors, and the relaxed and friendly nature of business in the town.

This special community spirit is still evident during various sporting tournaments, at the annual celebration of the blossom and in support given to community projects – examples include the building of the cycle park, the development of the ice skating rink, and the new Swimming Pool. There is also the Otago Central Rail Trail.

Community Expectations of the School:

Some formal testing of these expectations has been done by way of public survey - and the results show most want to see children provided with a well balanced education, with social development acknowledged as being as important as scholastic achievement.

The caring and thoughtful approach encouraged at all levels within the school has resulted in many positive comments coming from a range of sources - complimenting The Terrace children on their performance and behaviour when in public.