

# ST JOSEPH'S SCHOOL



## Information Booklet 2009

Principal: Tim Mooney

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## **Mission Statement**

The mission of St Joseph's School is to nurture the head, the heart and the hands of each student within a Catholic environment

## **Motto**

Let God be our Leader: Ko te amorangi ki mua

## **Vision**

Today's learners, tomorrow's leaders

## **Values**

Our journey together here at St Joseph's School will cover these seven C's (seas):

Cheerfulness

Compassion

Courage

Creativity

Common-Sense

Commitment

Courtesy

When children live with tolerance

They learn to be patient.

When children live with encouragement

They learn confidence.

When children live with security

They learn to have faith.

When children live with fairness

They learn justice.

When children live with praise

They learn to appreciate.

When children live with approval

They learn to like themselves.

When children live with acceptance and friendship

They learn to find love in the world.



Kia ora and a warm welcome to St Joseph's.

Enclosed in this booklet is exciting information on *our people*, associated learning opportunities and daily school practices St Joseph's has to offer.

Our Catholic school provides a unique opportunity to blending learning with living. Our 'soul' (sole) aim is to provide opportunity for your child to be the best person they can. This will be done in partnership with the home and wider community.

Our learning programmes offer students continuity and progression. We get to know them from 5 to 13 years olds and actively foster fellowship (mates for life)!

It's difficult to cover every activity and eventuality that occurs at school. So if you need further information or clarification then please ring the office and we will do our best to answer your questions.

If you know anyone considering enrolling their child at St Joseph's, please encourage them to contact the office for further enrolment information.

The school has great heart and is seriously committed to providing a quality education for the many young people placed in our trust.

*Tim Mooney*  
Principal

### **ST JOSEPHS SCHOOL BOARD OF TRUSTEES**

The Board is a hard working group of volunteers who have the responsibility for governing our school. They usually meet twice per term on Tuesday evenings at 5.30 p.m. Meetings are advertised in the newsletter and are open to the public.

The Board has opted for mid-term elections which enables it to have a number of its parent representatives elected mid-term (2) and the remainder (3) elected at an election year

#### **Parent Elected Representatives**

Chris Stretton  
Gerard Sens  
Andrew Jones  
Andrea Gibbs  
John Wilson

#### **Proprietors Representatives**

David Sullivan (Chairperson)  
Fr Simon Story  
Jane Beatson  
Cali Holdsworth

#### **Principal**

Tim Mooney

#### **Staff Trustee**

Therese Kinney

## ST JOSEPHS SCHOOL STAFF - 2009

Tim Mooney	Principal
Erin Lawrence	Deputy Principal (Junior Team Leader)
Joy Doggett	Assistant Principal (Senior Team Leader)
Kelly Beals	Director of Religious Studies (DRS)

### Classes:

New Entrant	Room 4	Erin Lawrence (DP)
Year 1 and 2	Room 1	Anneke Fyfe
Year 2 and 3	Room 2	Louise Andrews
Year 1 and 2	Room 3	Laura Hope
Year 3 and 4	Room 5	Harata Hape
Year 3 and 4	Room 6	Kate Cox
Year 5 and 6	Room 7	Theresa Brady
Year 5 and 6	Room 9	Therese Kinney
Year 7 and 8	Room 10	Joy Doggett (AP)
Year 7 and 8	Room 11	Kelly Beals (DRS)

Reading Recovery:	Jo Makinson
Te Reo Maori Tutor	Putiputi Te Wake-Munroe
Gifted and Talented Programme:	Catherine Duncan

Support Staff - Classroom support and student programmes:  
Christine Oliver (along with Librarian)  
Deb Lucy (along with Office Assistant)  
Keri Walton-Sexton  
Dianne Liddell  
Lisa Jones

Caretaker:	Kevin O'Donnell
Part-Time Cleaners:	Mary Broderick Courtney Mooney
Social Worker:	Julie Johnson
School Secretary:	Christine Maloney

Contact can be made with staff through the front office or by visiting teachers before or after school in their classrooms.

## FAMILY AND FRIENDS

This group of committed and hardworking parents and staff organize most of the school's social and fundraising activities which provides much needed resources. . A highlight is our school gala which is a community event held towards the end of term one each year. Meeting days and times are advertised in the school newsletter.

President: Mike Holdsworth

Secretary: Annette Moran

Treasurer: Lisa Jones

Committee: Shannon Sexton, Elizabeth Peters, Paula Kelly, Natasha Kaye, April Singh, Jenny Finlayson, Kendra Campbell, Tim Mooney (Principal), Harata Hape / Anneke Fyfe (Staff Representatives)

### **ERO: Excerpts from Last Review in June 2007**

- The Special Character of the school is evident through the positive interactions between staff and students. Strong links with parish communities help support the school in its mission 'to nurture the head, heart and the hands of each student within a Catholic environment'.
- Students learn in calm and purposeful classes and are well mannered, co-operative and motivated to learn.
- Staff foster a welcoming, open and inclusive environment for families. Parents value the Principal and staff's accessibility and talk to teachers regularly about their child's progress and achievement. Parents' view are heard, valued and respected. The school is seen as an extension to family life with an ongoing building of a culture of respect.
- This report reflects the impact of changes to assessment practices in improved student achievement across the school since the October 2004 ERO Report. Most students achieve above national expectations in reading and numeracy. Significant progress in achievement levels in oral language is evident.
- Teachers' use of assessment assists them to make a difference for students through purposeful groupings, specific programmes and varied teaching approaches. A wide range of benchmarked student achievement data is used to assist planning for improvement.
- A full copy of the report is available on the ERO website: [www.ero.govt.nz](http://www.ero.govt.nz)

### **CATHOLIC CHARACTER: Excerpts from Last Review in July 2008**

- The Board of Trustees and staff of St Joseph's School, provide a Catholic education where the dimensions of a Catholic community, pastoral care and religious education are valued and addressed. Trustees and teachers are committed to ensuring the Catholic Special Character of the school is being fostered and enhanced.
- Teachers incorporate Catholic teachings and beliefs into their integrated programmes and wider curriculum.
- The school is friendly, welcoming and family-based community where cultural diversity is honoured. Through positive role modelling by staff, and a values based culture, children are encouraged to be aware of the needs of others, particularly those less fortunate, by showing care, compassion and service.
- Teachers have worked collaboratively to develop consistent school-wide processes for handling inappropriate behaviour to ensure the school is a safe physical and emotional environment for students and staff.

## STUDENT SUPPORT AGENCIES

Dental Therapist: Mrs Adele Cochrane Hastings Central Clinic Phone: 878-4233

The clinic is located at Hastings Central School. When the clinic is in operation it is open all week. You will be notified in a note from the office when your child has an appointment. Parents have the choice of transporting their child or having senior students escort them to the clinic.

Public Health Nurse: Maxine Hawea (Phone: 879-9440)

Social Worker: Julie Johnson Phone: 878-7366 (Base School), 878-7262 (Tuesdays and Fridays) or 027 4849601

The Social Worker in Schools initiative provides a school based Birthright H.B., Child Youth and Family Care Social Worker to assist children and families to make positive changes in their lives. Referrals can be made by whanau or family, a child can refer themselves, school (Principal, teachers or staff) or community groups. Some reasons for making a referral may include changes in child's behaviour, mood or school performance, peer relationships, whanau relationships or difficulties, or your family may be in need of support when in contact with other agencies.

## ENROLMENTS AT ST JOSEPH'S

### HOW TO ENROL YOUR CHILD AT ST JOSEPH'S PRIMARY SCHOOL

Students can enrol at St Joseph's as:

- ◆ Preference students: those who are able to establish a Catholic connection with the school (95% of enrolments).
- ◆ Non preference: those who are not able to establish a Catholic connection with the school (5% of enrolments). Currently our non-preference roll is full and a waiting list is in place
- ◆ Non preference students enrolling from another Catholic school will be granted enrolment and dispensation sought from the Catholic Education Office in Palmerston North.
- ◆ All enrolment forms are available at the school office
- ◆ Students starting school for the first time - 5 year olds:  
Please contact the school office and make a time to see our Principal. You can also make direct contact with Erin Lawrence, our New Entrant teacher. Erin will discuss with you the options for pre-enrolment visits. These currently take place on Tuesdays (8.50 - 11.00 a.m.) We like to be flexible so that the needs of the child and the family can be taken into consideration
- ◆ Office staff (Christine and Debbie) will help you complete the enrolment forms. Please allow half an hour for enrolment process
- ◆ You will need to bring:
  - Birth certificate or proof of date of birth.
  - Immunisation record from birth to 5, available from the practice nurse at your doctor's medical centre. This record is a health department requirement.

Students enrolling from another school:

- ◆ Please bring details of the last school attended, workbooks .....
- ◆ Your child's last school report would be a help.

- ◆ We will contact your child's previous school to arrange for records to be forwarded to St Joseph's.

Students enrolling from another country:

- ◆ Please contact the school and make an appointment to see the Principal.
- ◆ Bring both parents' and child's passports and visas so that we can determine if we can enrol your child as a regular student or whether fees must be paid.
- ◆ Enrolment information can be found on the school web site [www.stjos.school.nz](http://www.stjos.school.nz)

### **KICKSTART: Preschool Programme**

Is for those 4 year old children who will be turning 5 in the next 6 months and their parent(s) or caregiver who must attend with them. The *Kickstart* programme is held once a week on a Thursday afternoon (1.25 p.m. to 2.30 p.m.) Kickstart aims to make the transition to school easier for the child and family by being familiar with our school, our staff and some school programmes and routines

### **SCHOOL TIMETABLE**

8.20 a.m.	Children may enter in the school classroom
8.50 a.m.	Session one
10.30 a.m.	Morning tea
10.50 a.m.	Session two
12.30 p.m.	Lunchtime
1.20 p.m.	Session three
2.50 p.m.	School ends for the day

### **MORNING TEA & LUNCHES**

- ◆ Lunch boxes are stored in the classroom until needed.
- ◆ We encourage families to provide sandwiches, fruit and a drink (preferably water).
- ◆ Fizzy drinks are actively discouraged.
- ◆ Friday lunches (as advertised in newsletter), can be ordered through the classroom (Family and Friends fundraiser)
- ◆ Students cannot leave the school to buy lunch.

### **STATIONERY & EQUIPMENT YOUR CHILD WILL NEED AT SCHOOL**

- ◆ Stationery list is supplied by the school at the start of the school year for parents to purchase prior at the commencement of the new school year.
- ◆ Clearly named clothing, bag and lunch box.
- ◆ Clearly named togs and towel during the swimming season (Terms 1 and 4)

### **ATTENDANCE DUES AND SCHOOL ACCOUNTS**

- ◆ We encourage families to set up an automatic payment to enable easy payment of Attendance Dues (currently \$334 per year or \$83.50 per term). Forms available from the school office.
- ◆ Year 7 and 8 students are required to pay a \$20 technology fee. The Board subsidises the balance of the \$40 fee charged by Hastings Intermediate.
- ◆ All students are required to pay a \$10 R/E Workbook Fee.
- ◆ Sports fees must be paid before a child can play for a school team.

- ◆ Families who are having financial difficulties are encouraged to speak with the Principal so that alternative arrangements can be put in place to ensure a child is not disadvantaged at school.

### **REPORTING TO PARENTS AND CAREGIVERS**

- ◆ Each year we have two sets of student-lead learning conferences and dates are published in the newsletter. All students from Year 0-8 are actively encouraged to attend this with their parents and share in this learning partnership activity.
- ◆ A written report is provided at the end of the year.
- ◆ Students' classroom books are kept during the year and used to support reporting to parents and show student progress. Books are sent home at the end of the year.
- ◆ We endeavor to give you an indication of the level your child is working at, how well they are achieving and the effort they are putting in.
- ◆ Parents are welcome to make arrangements for an interview with a child's class teacher at any time of the year.
- ◆ Each term teaching teams send out a newsletter outlining their programme and priorities for the term. This along with class and teaching team activities and other relevant information is available in the class page on the school web site [www.stjos.school.nz](http://www.stjos.school.nz)

### **CONCERNS & COMPLAINTS**

- ◆ If you have a concern or worries about your child, at school, please first make contact with your child's teacher. They will make a suitable time to discuss your concern with you. If you are still concerned then you may ask to speak with the team leader (Junior School - Deputy Principal), (Middle and Senior School - Assistant Principal) or Principal.
- ◆ If you have a concern regarding a teacher or other adult at the school, please contact the Principal. The Principal will meet with you to discuss the matter and attempt to resolve it as quickly as possible. If you are still unhappy then you may make a written submission to the Board of Trustees. The Principal or Board Chairperson can assist you to do this.
- ◆ Our aim is to ensure issues are dealt with as promptly as possible, making sure everybody's views are heard and taken into consideration. With employed staff we are required to abide by the terms of their employment contract.

### **ATTENDANCE**

- ◆ All children enrolled at school are required to attend school.
- ◆ If your child is absent, please notify the school either by telephone (answer phone service available), text message (027 2310800), message with sibling or by note.
- ◆ Unexplained absences of more than two days are followed up on. If we have concerns i.e. two days unexplained absence and we cannot make contact with you then families will be visited by the Hastings Truancy Officer.
- ◆ Children's attendance is checked each week. If your child's attendance is unsatisfactory you will be contacted. If it continues then the Hastings Truancy service will be asked to make contact.

### **SICKNESS\ACCIDENTS**

- ◆ Occasionally during the school day children become sick or have an accident. Contact will be made with you as soon as we can. You will be asked to collect your child and if necessary advised to take them to the doctor.
- ◆ A file of home telephone and emergency contact numbers is kept at school.
- ◆ In the event of a serious accident or injury the emergency services will be called and parents notified, where practicable.

- ✦ Children with allergies must be brought to the teacher's attention. If you require a staff member to dispense medication to you child, a letter absolving the teacher from any responsibility must be provided. Any medication (including asthma inhalers) must be clearly labelled and will be held in the sick bay with medical supplies for the school.

### **CONTACT DETAILS**

- ✦ It's essential we have up-to-date contact and emergency contact details.
- ✦ This information will not be shared with anyone without your consent.

### **NEWSLETTERS**

- ✦ Newsletters are published and sent home every Wednesday. The newsletter has up-to-date information about things happening at school and the community.
- ✦ The youngest child in the family is given responsibility for bringing the newsletter home.
- ✦ Where the youngest is sick we will endeavour to ensure the next eldest brings home the newsletter.

### **SCHOOL & CLASS TRIPS**

- ✦ School and class trips are organised to support the school's learning and teaching programme. We aim to keep the costs as low as possible.
- ✦ Generally only those who pay will be allowed to go. Students not paying to participate will have their normal classroom programme provided or alternative activities provided at school.
- ✦ Please contact the school if you are experiencing financial difficulties so arrangements can be made for your child not to miss out.

### **VISITING PERFORMANCE GROUPS**

- ✦ The Board budgets to pay for at least three visiting groups and activities each year.
- ✦ All children will attend these planned events unless parents and caregivers choose to withdraw them.
- ✦ The school also offers other cultural opportunities on a user pays basis (if necessary).

### **SCHOOL CAMP**

- ✦ Each year, the Year 6 to 8 students go on camp for 2 to 3 nights.
- ✦ We aim to keep the cost as low as possible. The cost is subsidised by grants and fundraising.
- ✦ Only those who pay or make a payment arrangement are allowed to attend.
- ✦ Information is sent home at least 6 weeks prior to the scheduled camp and payment, health forms and permission forms are required by the time children go on camp.

### **PERMISSION FORMS**

- ✦ Families are asked to sign, on enrolment, a general permission slip giving approval for trips in and around Hastings.
- ✦ You will be advised of trips by newsletter.
- ✦ Trips and camps away from Hastings require special consents to be completed.

### **HEALTH & SAFETY**

- ✦ All trips are planned according to the school Education Outside the Classroom policies and procedures and Ministry of Education Guidelines.
- ✦ Risk analysis and management plans are used to ensure the safety of students when away from the school.

## UNIFORM

- ◆ The school has a number of uniforms for sporting and cultural events. These are coordinated by the Board's uniform sub committee.
- ◆ Uniforms are issued at the start of each playing season and managers and coaches are responsible for ensuring they are looked after.
- ◆ All requests for approval to organise a sports uniform must be made to the sports co-ordinator.

### *Girls' Summer Uniform:*

- Blue check, button front, one piece dress. (Note: Senior students may wear grey skirt with white blouse)
- Brown sandals with ankle strap (exemption may be applied to Year 8 students during the fourth term who can continue to wear shoes / socks or purchase sandals in college colours for the following year)
- Monogrammed navy V neck jersey.
- Monogrammed navy hat (baseball, legionnaire or slouch styles available).
- Navy bike pants permitted as an undergarment

### *Girls' Winter Uniform:*

- White blouse or skivvy.
- Green and blue check pinafore.
- Monogrammed navy V neck jersey.
- Navy tights or white socks.
- Navy bike pants permitted as an undergarment
- Black school shoes.
- Senior Girls - Grey skirt with white long sleeved blouse
- Green / navy ribbons, clips headbands.
- Jewellery appropriate to the Special Character of the school may be worn.
- Plain stud earrings ONLY are to be worn.

### *Boys' Summer Uniform:*

- Navy drill shorts.
- Navy polo shirt with school monogram (as in sports uniform).
- Brown sandals with ankle strap
- Monogrammed navy V neck jersey.
- Monogrammed navy cap (baseball, legionnaire and slouch styles available).

### *Boys' Winter Uniform:*

- Navy shorts.
- Navy skivvy or blue polo shirt.
- Black 3/4 socks with white trim.
- Black school shoes.
- Monogrammed navy V neck jersey

### Sports Uniform

- Blue / Gold Canterbury shorts
- Navy polo shirt with school monogram

School Uniform Shop: Sells jerseys, navy shorts, polo shirts, boys socks (black with white hoops), hats (baseball, legionnaire and slouch), girls winter pinafore, girls summer dress, sports shorts and grey skirts (senior students only).

### **SUN HATS, SCHOOL DRESS CODE AND SCHOOL UNIFORM**

- ◊ We expect students to wear the school summer uniform in Terms 1 and 4.
- ◊ The school has a compulsory sun hat policy. Refer school procedure booklet: NO HAT - NO PLAY.

### **LOST PROPERTY**

- ◊ A well named item of clothing is more likely to be found.
- ◊ At the end of each week, lost property is sent for storage in the hall.
- ◊ At the end of year, all unclaimed lost property is recycled through the uniform shop and non-regulation uniform given to the St Vincent de Paul Shop.

### **PARENT HELPERS**

- ◊ We appreciate the wide range of assistance the school community gives us. When specific help is required we advertise in the newsletters.
- ◊ Some examples of the type of activities parents assist with are:
  - Listening to children read.
  - Library work,
  - Parent helpers on trips, outdoor education and sport.
  - Art and craft activities
  - Activity Days
  - Parent tutor programmes.
  - Cultural activities.
  - Computer skills.
- ◊ If you would like to help out at school please contact your child's teacher or the school office.

### **POLICE CHECKS**

- ◊ Volunteers working alone with children, coaching sports teams or staying overnight at camp are required to complete a Police check. This is done to help ensure the ongoing safety of our children.
- ◊ Checks are organised through the Principal.

### **THE SCHOOL'S LEARNING & TEACHING PROGRAMME**

All children from Year 1 to year 8 are given instruction in the eight essential learning areas of the New Zealand Curriculum:

- ◊ Religious Education
- ◊ English
- ◊ Maths
- ◊ Science
- ◊ Social Studies
- ◊ Technology
- ◊ Health & PE
- ◊ The Arts

We also provide instruction in:

- ◊ Te Reo Māori and Tikanga Māori (the language and culture)

## ◆ Computer skills

Key competencies:

- ◆ Managing self
- ◆ Relating to others
- ◆ Participating and contributing
- ◆ Thinking
- ◆ Using language, symbols and texts

We focus on developing children who can:

- ◆ Read with understanding (and at least to their chronological age by Year 4)
- ◆ Write neatly and to convey a message
- ◆ Listen actively and speak confidently
- ◆ Can add, subtract, multiply and divide
- ◆ Know their addition and subtraction basic facts
- ◆ Know their timetables
- ◆ Can solve problems using a range of knowledge and strategies
- ◆ Have developed effective work and study habits
- ◆ Are able to interact socially with other children and adults
- ◆ Build and maintain relationships with others i.e. know how to make and keep friends, cope with and solve problems, put into practice the school's 7 C's

We have carefully developed learning and teaching programmes that are regularly reviewed to ensure that they meet the needs of our students. The provision of special needs and enrichment programmes are a particular area of strength at our school.

Te Reo Māori and Tikanga Māori are an integral part of our school's culture and all students are encouraged to participate in and value our Māori heritage along with our European heritage.

We also enrol a number of students from other countries (for which we provide English as a second language programmes). These students provide a cultural diversity in our school which benefits all our students and provides a rich multicultural environment.

### **SPECIAL NEEDS AND ABILITIES**

- ◆ The school maintains a register of students who need extra support and assistance at school.
- ◆ Families are encouraged to come and talk with the team leader and class teachers to ensure children get the best support possible.
- ◆ We have funds available to support students particularly in the areas of literacy and numeracy skills.
- ◆ Where necessary we will discuss with families the options of referring students on to the *Resource Teachers of Learning and Behaviour* or other support agencies.

### **ENGLISH AS A SECOND LANGUAGE**

- ◆ The school provides programmes and assistance for children who do not have English as their first language and need extra tuition.
- ◆ The Ministry of Education provides a limited amount of extra funding, in particular for refugee families or families who arrive to live and work in NZ for the first time.

## WEB SITE

- ◆ The school has its own web site [www.stjos.school.nz](http://www.stjos.school.nz)
- ◆ The site is regularly updated and includes news, photographs and work submitted by the different classes.
- ◆ Families are asked to sign a form giving permission for their child's photo to be used on the web site.
- ◆ You have the right to refuse to have your child's photograph and name published and you can ask for their work or photograph to be removed. This will be done within a reasonable time frame.
- ◆ Students' photographs may still be included on the web site in a large group or general photographs of the school. We try to avoid full face photographs or large individual photographs.
- ◆ The copyright of a student's work belongs to the student.

## BUILDING RELATIONSHIPS THE ST JOSEPH'S SCHOOL WAY (Managing Student Behaviour)

By committing ourselves to putting in place the 7 C's, we will have by the time the students leave the Catholic classrooms, corridors and playgrounds of St Joseph's, made a significant impact on their lives.

### Building positive relationships: teacher to student

Provide interactive and innovative ways to:

- build relationships around the 3 A's: attention, affection, acceptance\*
- acknowledge success (no matter how big or small)
- reinforce positive behaviour (a smile, thumbs up, happy face, class, school awards...)
- welcome students into your class each day, greet others as you meet them across the playgrounds
- involve and show an interest in the students life outside of school
- make learning fun and relevant to their interests. And be part of learning activities in the classroom
- let students know that making mistakes both academic and social, are part of the learning and growing process
- involve students in decision making i.e. class covenants, learning intentions...
- develop a sense of belonging with your class. For example: class meetings or circle time which could include peer mediation opportunities, what's hot and what's not, role play for solving a problem, celebrating birthdays, sharing jokes...
- catch the students in the act of being good i.e. awarding of the 7 C's certificates
- ensure you are catering for different learning styles i.e. practical tasks for tactile learners

### \* Interpreting the 3 A's:

*Attention* - showing interest in what they've done especially outside of school and in what they're about to do by giving positive feedback/affirmation;

*Affection* - students need to know they're okay, that it's okay to make mistakes and that you like them;

*Acceptance* - they need to feel they're part of the gang and decision making group, and that they are treated equitably and fairly.

### Building positive relationships: student to student

Provide interactive and fun ways for students to:

- learn how to care for each other (refer to feels like, looks like, sounds like sheets)
- learn how to make and keep friends
- learn how to cope with and solve problems
- learn how to put the school courtesies into practice
- learn how to co-operate, share and listen to one another

Students should be given regular opportunity to practice the above skills.

### Behaviour Management

If we are serious about developing risk-takers, decision makers and problem solvers (and resolvers), then students both in academic and social situations are going to make mistakes. Encourage all students to take responsibility for their actions. At the beginning of the year establish a class covenant which embraces both school expectations and the Assertive Discipline programme. The covenant will have mutually agreed and acceptable rewards and consequences for both good and not so good behaviour. Look also at using rewards and consequences that are both intrinsic and extrinsic in nature.

### ***POSITIVE REINFORCEMENT SYSTEMS: REWARDS***

Rewards across the school take the form of:

Verbal praise and encouragement i.e. plenty of smiles, thumbs up...; class awards, certificates, stickers; *7 C's award* - issued to students for displaying common-sense, community, consideration, creativity, commitment, courage and compassion (the 7 C's) ... along with care and concern for others and the school environment.; *Surfee of the week* (awarded to one student per week for displaying leadership/role-model qualities); communication with parents by phone, letter home, notebook...; being sent to other classes, team leader, Principal to share their achievements/successes; special activities; mention at team/school assembly; mention in school/parish newsletter; organised activities - these will be once every term and given to children who have not been on 3 detentions, stand-down...; Principal's award; Fairplay shields.

Positive support programmes to grow school tone and leadership/role-model opportunities for students:

*The Blues Leadership Award*; Health and well-being officers; Buddy classes; Officiating programme (refereeing/umpiring); Anti-bullying programme box; Visiting cultural groups (x1 per term); Fun days (at least one per term i.e. wild hair day, mad hatters...); Green team recycling programme; EOTC programmes; Teacher-student challenges (i.e. netball...); Senior school challenge shield; Interclass sports; Chess club; RTLB intervention and support programmes (individual and small group); SWiS counselling and support programmes; Family/whanau meetings (restorative conversations) when things go seriously wrong to discuss options for behaviour other than stand-down, suspension, exclusion; DARE, Kia Kaha... programmes; Homework tutors (Year 7&8); Library monitors; Restorative practice; *7 C's* (school values) weaved into school culture via regular and sustained modelling to students (i.e. school or team assemblies 2-3 times per term) and Integrated units of work (one unit per term); School council with class reps from middle and senior school. Class meetings held 1-2 times per term with school council meeting to follow with key ideas/submissions being presented to the Principal and/or Board of Trustees

### Natural Justice:

Involves children having the opportunity to tell their side of the story, having representation (i.e. friend, parent...), involvement in decision making regarding consequences, opportunity to ask questions of accuser, ask other people to verify or validate their story and involves the use of natural consequences i.e. dropping litter- pick up litter over a period of time.

### Reconciliation:

As a Catholic school, a commitment to repairing (healing) and rebuilding relationships needs to be made. For students to take fuller responsibility for their actions, they need to be able to internalise the behaviour. Learners need to verbalise what's gone wrong (i.e. rule that has been broken) and how they will fix it (i.e. often in the form of seeking forgiveness).

- what happened? (i.e. what did I say or do)
- what rule has been broken?
- what did I learn? (about myself and the effect of my actions on others)
- what do you need to do differently next time?
- what can I do to fix it up? (how can I say sorry and fix any hurt/harm I have caused)

Reconciliation involves relationship restoration (facilitator, wrongdoer, and victim). It also involves the hurt party having a say in the consequences. If using restorative conversations, focus children on the feelings rather than the facts - the damage, hurt, upset they have caused to other people.

### Consequences

When things go wrong, as inevitably they will, aim to use a consequence (i.e. strategies that impose a punishment or withdraw a privilege) that fits the crime. Consequences can vary from a brief verbal reprimand to suspension from school. They must be clearly linked to the specific behaviour, used as immediately as possible, able to be consistently enforced and be fair and reasonable.

### Consequences to consider using include:

Verbal reprimand, oral or written apology, timeout- both within the classroom and in another area, minutes staying in, copying and/or interpreting school rules, extra work, loss of free time or other privilege, withdrawal from group, working in another teacher's room, visit to Principal, detention, phone call to parents, parents to come and collect, loss of privilege at home (e.g. TV time), in school suspension, shadowing duty teacher, restoring damage, job around school, daily report... through to having to say or do a number of nice things for the other person i.e. get them to do something together to start repairing and rebuilding the relationship.

Always follow-up and follow-through on consequences.

## **EARTHQUAKE, FIRE OR EMERGENCIES**

### **WHAT HAPPENS IN AN EARTHQUAKE, FIRE OR OTHER EMERGENCY SITUATION?**

The school has emergency procedures for fire, earthquake and other emergencies. Drills and evacuations are practised each term.

In the event of a major emergency or event, students will be kept at school until collected by a parent, caregiver or other responsible adult. Students may be moved away from the school as directed by Civil Defence authorities, emergency services or Police.

Efforts may be made to contact families using contact details. No student will be sent home without suitable adult supervision. It is likely that the school will use the local radio to communicate with school families.

It is essential that the school have up-to-date contact information.