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● **Message from the Principal - Tony Austin ( Dip.Tch, B.ed, M.ed)**

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**Kia ora koutou. Nau mai haere mai ki tenei kura. Welcome to Kilbirnie School.**

Our school opened in 1884, the first school in the eastern suburbs of Wellington. We are very proud of our history and very excited about the current and future work of our school. In 2015 we worked with the school community, staff and students to review the vision that drives our work. We based this review on our understanding of how students learn and our thinking about the competencies and skills we believe our students need to be successful now and in the future.



These are presented in the Graduate Profile we developed. The modern world continues to change socially, economically and technologically. Today's young people are growing in a world with huge complexity and uncertainty. Consequently, a modern school needs to work differently if it is to prepare students to succeed. We believe that if our students develop the dispositions expressed in our graduate profile, they will be well equipped to flourish as students and citizens. Our challenge as a school is to interpret our vision, values and graduate profile in classroom and school programmes. We think this starts with nurturing students' curiosity and love of learning. Engagement in tasks, progress, achievement and innovation are natural extensions of this once students are engaged and motivated. We believe there is a clear synergy between student choice, independence and motivation to engage and learn. Simply, learning and school must be interesting, personalised for needs and interests and it must be fun!

**Our Graduate Profile.**

**When students leave Kilbirnie School at the end of year 6, they will be:**

- **Confident, resilient and willing to take risks.**
- **Respectful of others and aware of tikanga Māori.**
- **Independent self-managers, who set goals, self-assess and reflect.**
- **Literate, numerate and keen participants in physical activity.**
- **Skilled users of technologies and discerning consumers of information.**
- **Curious and engaged participants, contributors and leaders.**
- **Creative, innovative and critical thinkers who communicate effectively.**
- **Aware of the environment and eager to protect it.**

● **Contact us**

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- **Phone: 049392311**
- **Address: 72 Hamilton Road, Hataitai**
- **Post: PO Box 14543, Kilbirnie, Wellington 6241**
- **Web: [www.Kilbirnie.school.nz](http://www.Kilbirnie.school.nz)**
- **Email: [office@kilbirnie.school.nz](mailto:office@kilbirnie.school.nz)**

- **Kilbirnie School Vision**

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**Challenge and inspire for lifelong learning and achievement**

- **Kilbirnie School Whakatauki**

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**Wháia te iti kahurangi, ki te tūohu koe me maunga teitei**

This Whakatauki speaks of aspiration, striving for success and determination to be the best one can be. It is about aiming high and persevering when challenged. These themes resonate with the vision, graduate profile, enablers and values of Kilbirnie School. This Whakatauki is aligned to education in a broad sense, with education and learning beginning at birth and continuing throughout life.

- **Kilbirnie School Motto**

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**Whāia te iti kahurangi**

Our motto is associated with the idea of encouraging and supporting learners to strive to reach their personal potential - to be the best they can be.

This motto encourages us to pursue the things that we believe are important in growing our students into lifelong learners and achievers. The motto is closely aligned to the notion of personalised learning. Our school intends to deliver personalised learning regarding student needs and interests. We conceptualise success and achievement in a holistic sense. We also believe all students are capable of engagement, progress and achievement.

- **Kilbirnie School Values**

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We aim to develop the values of The New Zealand Curriculum. These values are integral to school life. They are to be woven through the curriculum, modelled by staff, students and community and at all times explicitly taught.

**Core Values: C.A.R.E.**

<b>Confidence</b>	<b>Inquiry; Curiosity; Independence; Responsibility</b>
<b>Achievement</b>	<b>Excellence; Creativity; Innovation; Co-operation</b>
<b>Respect</b>	<b>Honesty; Consideration; Integrity; Diversity</b>
<b>Empathy</b>	<b>Caring; Compassion; Sense of Family</b>



Our school logo tells the story of our place. It was developed in 2015 and reflects the local story of Ngake and Whāitaitai, the two taniwha who once lived in the lake that is now Wellington harbour. Ngake, the lithe serpent burst through the side of the lake to get to the sea, while Whāitaitai's attempt left him beached in the shallows near the harbour entrance. After many years, an earthquake lifted Whāitaitai right out of the water, and his spirit transformed into a bird, Te Keo, which flew to the top of the closest mountain, Matairangi (Mount Victoria), which we can see from our playground. This story is also depicted in the carved waharoa (gateway) at the school's Hamilton Road entrance. The blue of the logo references the traditional colour of the school as well as reflecting the local sea, and green shades have been introduced to depict the sea and hills.

The logo was designed and created by graphic designer and illustrator Renee Feith.



- **Latest ERO Report.**

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### Findings:

**(May 2019)**

Achievement data from 2015 to 2018 shows that most students achieve at and above The New Zealand Curriculum expectations in writing and mathematics, with almost all achieving at and above expected levels in reading.

Leaders have clear expectations that all students, including those at risk of not achieving, will be supported to make accelerated progress. In reading and writing, two thirds of students achieving below expectations at the start of 2018 made accelerated progress during the year.

School achievement information from 2018 shows that many students moved from achieving at the expected level to above this level during the year in reading and writing.

Children are engaged, active learners. They talk confidently about their learning and progress. Children know about and demonstrate the CARE values. A sense of belonging is clearly evident. Respectful interactions are an integral part of the school culture. Teachers are responsive to students' interests and holistic wellbeing. They know the students well and build positive and affirming relationships.

Well-considered theory and practice to guide the development of innovative learning environments is in place, supporting current and future teaching and learning. This includes increased emphasis on student choice.

The school's bicultural policy sets high expectations for leaders and teachers to emphasise Māori culture and language. A bicultural curriculum is evident, and the school is extending and further developing this emphasis.

The broad curriculum provides a wide range of learning opportunities for students. Leaders and teachers have developed and documented expectations for teacher practice to guide student learning and development.

There is a considered approach to coverage of The New Zealand Curriculum and students' interests inform their inquiry and authentic contexts for learning.

The school's bicultural policy sets high expectations for leaders and teachers to emphasise Māori culture and language. A bicultural curriculum is evident, and the school is extending and further developing this emphasis.

**On the basis of the findings of this review, ERO's overall evaluation judgement of Kilbirnie School's performance in achieving valued outcomes for its students is: Strong.**

### Conclusion:

The board and senior leaders set clear and positive direction for promoting student learning, achievement and wellbeing in an inclusive school. The curriculum provides an extensive range of experiences to motivate and engage learners. Students are confident, respectful and active in school life. The tone is settled and there are strong partnerships with parents and the community. ERO is likely to carry out the next review in four-to-five years.

## ● School Roll

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Kilbirnie School has had an enrolment scheme in place since the beginning of 2006. The school roll is between 220 and 250 students. The school draws its population from a narrow geographical zone, north of the Kilbirnie shopping area and east of Newtown. In 2019, approximately 63% of students are New Zealand European, 10% Māori, 10% Asian, 6% Pasifika and 11% are from other ethnicities. Attendance figures are excellent and there are no major truancy issues. There is little transience.

## ● Curriculum

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The major focus centres on the implementation of The New Zealand Curriculum, with literacy and numeracy being the core focus areas. Other areas of the curriculum are delivered to students using our integrated inquiry learning model. Our graduate profile guides curriculum review and development.

Our curriculum is designed to foster individual and group learning, and to give students the skills, attitudes and knowledge to become life-long learners. Students are encouraged to take risks to develop their natural strengths and abilities as well as to assume responsibility for their own learning. There is a strong emphasis on building children's self-esteem so that they will have the confidence to use their skills and talents in a positive manner. There is also a clear expectation that children will develop socially responsible attitudes through caring co-operative group behaviour and service to the school.

## ● Personnel

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We take great pride in our strong commitment to professional development, collegial decision making and co-operative team endeavour. Performance management systems are designed to improve the quality of learning and teaching in the school. Regular assessment of both teaching and learning assists the school in identifying priorities and implementing changes. All professional development is linked to the school's strategic direction.

**2022 Teaching Staff:** This year **Peter Dobson** will work as Deputy Principal alongside **Glenys Johnston**. **Asha Patel** is our senior teacher and completes the management team.

<b>Ngake Hub led by Asha Patel.</b>		
<b>Teacher</b>	<b>Home room</b>	<b>Student year level</b>
<b>Asha Patel</b>	Mrs Patel's Homeroom	Year 1
<b>Rachel France</b>	Rachel's Homeroom	Year 1 and 2
<b>Kay Mudge</b>	Mrs Mudge's Homeroom	Year 1 and 2

<b>Whāitaitai Hub led by Glenys Johnston.</b>		
<b>Teacher</b>	<b>Home room</b>	<b>Student year level</b>
<b>Elaine Cooper</b>	Elaine's Homeroom	Year 2 and 3
<b>Glenys Johnston &amp; Tina Davies</b>	Ms J's & Tina's Homeroom	Year 3

Matairangi Hub led by Peter Dobson.		
Teacher	Home room	Student year level
Lou de Lange	Lou's Homeroom	Year 4, 5 and 6
Peter Dobson & Katrina Te Rito	Mr D's & Mrs Te Rito's Homeroom	Year 4, 5 and 6
Soazik Dunkin	Soazik's Homeroom	Year 4, 5 and 6

**Katrina Te Rito** will work in Mr D's & Mrs Te Rito's Homeroom. Katrina will also lead our comprehensive sports programme. **Rachel France** will work across the school providing both teaching and learning and teacher professional development in te reo and tikanga Māori. Rachel will lead the junior and senior choirs and also our kapa haka group. **Tina Davies** will work regularly in Ms J's & Tina's Homeroom.

### ● Property

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The school has undergone considerable redevelopment, with a new hall, administration and four roomed classroom learning studio being built. The Ngake hub works in this learning studio which is architecturally designed as an Innovative Learning Environment (ILE).

The Matairangi Hub was fully modernised in 2021 and now operates as a modern learning environment. The design also allows the sliding doors between the homerooms to be closed at times allowing the groups to work independently of each other. The toilet block near this hub was modernised in 2016.

The Whāitaitai hub works out of three prefabs and a resource area. The original prefab has been located on the school site since the early 1970's; the other two were relocated to the school in the late 1990's. We have plans to replace this hub with a new building.

The school has a number of asphalt playground areas, a shaded area, a grassed field and well-equipped adventure playground. The school pool, built in 1945, has undergone extensive redevelopment and is now heated by a heat pump.

### ● School Board.

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The School Board is an elected and co-opted group, consisting of parents/caregivers, staff representative and principal.

The Board's role is to ensure that correct and adequate resources are available to the staff to enable them to teach the children to the best of their ability. These resources include well maintained property, current learning materials and equipment, as well as relevant professional learning and development and management processes. **The 2022 board is :**

- **Davin Hall- Presiding member (chair).**
- **Chris Montgomerie**
- **Robin Fepuleai**
- **John Denton**
- **Heidi Cannell**
- **Andrew Davies**
- **Peter Dobson (Staff Representative)**
- **Tony Austin (Principal)**



## ● **Enrolment Procedures**

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In the latter weeks before a 5-year-old starts school, we welcome preschoolers and parents to meet and spend time with their class and teacher. The time is Friday morning, from 9.00 until 10.30am.

Please advise friends or neighbours to contact the school prior to enrolling new students. A Birth Certificate must be presented when all students are enrolled, as well as proof of immunisation. Proof of address is also required.

## ● **School Zone**

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The school operates a zoning policy, intended to avoid overcrowding. All students who live within the home zone described below shall be entitled to enrol at Kilbirnie School.

‘From the southern end of Hinau Street continue north east following Konini Road then along Hataitai Road. The zone turns east onto Huia Road and follows it until it intersects with Rata Road. Continue along Rata Road, onto Evans Bay Parade, then along Cobham Drive till it intersects with Troy Street. Continue along Troy Street, Rongotai Road and Childers Terrace into Rodrigo Road. The zone turns north at the intersection of Rodrigo Road and Duncan Terrace. Continuing along Duncan Terrace and including Kotinga Street, until it intersects with Crawford Road. The zone turns west and continues along Crawford Road until it intersects with Wellington Road and Constable Street. Continue along Wellington Road into Ruahine Street until it intersects with Taurima Street. The zone then continues east along Taurima Street, north along Moxham Ave and east along Waitoa Road until it intersects with Hinau Street and Konini Road.’

Further information can be found on the school website:

[www.kilbirnie.school.nz](http://www.kilbirnie.school.nz)

## ● **School Donation**

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This is set by the Board of Trustees each year and charged to all pupils. The amount may be paid on an annual or a term basis. School donations can be paid by direct credit. The school also operates an EFTPOS machine.

## ● **Stationery**

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The school office does not keep stationery. There are options for purchasing stationery online at OfficeMax and Warehouse Stationery, or instore at the latter.



## Programme Information

### ● Assessment

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We recognise that all students are different and learn at different rates. Students of the same age may work towards objectives at different levels, revisiting and building on existing skills, knowledge and understandings.

We assess work essentially to improve student's learning and the quality of the teaching programme, as well as providing information to parents and building up a profile of individual achievement. We assess student's work through observations, checkpoints, individual and peer assessments, pupil conferences, running records and testing.

### ● Biculturalism

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We are committed to supporting and upholding our commitment to the Treaty of Waitangi. All classes incorporate aspects of tikanga Māori in their programmes and we hold an annual full day and evening of celebration and learning at the time of Matariki.

The school employs a part-time teacher to assist class teachers in the delivery of programmes. All classes have te reo instruction and kapa haka groups operate. The school is also intent on increasing students' knowledge of tikanga Māori. In 2017 the school introduced mihi whakatau to welcome new students and whānau into our school.

### ● Class Organisation

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All students are grouped in classes depending on their age. They are taught according to their academic level and personal learning needs. Teachers work to differentiate the curriculum according to the strengths and needs of students. We acknowledge the power of tuakana-teina (peer to peer) relationships in supporting learning. This is promoted within classes and across the school. We organise our school into hubs and expect students to strive for improvement regardless of their level in the school.

Government policy states that students starting school in the first half year, up to June 30, are classified as Year 1, moving to Year 2 status the next year. If students start school during the second half of the year, after July 1, they will be classified as a New Entrant/Year 0, and will become a Year 1 at the start of the following year.

### ● Information/communication technology and e-learning

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Our school strives to prepare students for the information/digital age. It is vital to ensure the students develop literacy in e-learning. Our school has a well-developed digital infrastructure. The school owns a variety of ICT tools, including class data projectors, Surface pro tablets, iPads and several sets of Apple laptops. Students are using this new technology as an increasingly integral part of their classroom programmes.



Computer programmes and websites are carefully chosen by the staff to ensure that the students gain maximum benefit from these valuable teaching tools. The school is networked and all students are given the opportunity to learn through this medium. This includes learning the safe use of ICT equipment, experimenting with a range of ICT tools, exploring a range of different information products, as well as communicating ideas and information.

Our current website provides information on the following:

- school and board newsletters
- recent ERO report and Ministry of Education profile
- student's work through hub blogs
- student achievement and curriculum information
- sport and cultural activities/information
- school promotional activities
- Board of Trustees and fundraising information
- stationery lists and enrolment forms

Further information can be found on the school website:

[www.kilbirnie.school.nz](http://www.kilbirnie.school.nz)

### ● **Education Outside the Classroom**

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We work hard to develop educationally powerful connections between the community and our school. This is an increasingly important aspect of the broad based curriculum we deliver and includes such activities as sporting, musical and educational trips, local walks and visits and education programmes at the museum. Wherever possible, school excursions and trips are directly related to current classroom programmes and are designed to deepen and enrich learning.

An important aspect of the senior school EOTC programme is the school camp. This is held in term 1 for all year 5 and 6 students. The Kilbirnie School camp is exceptionally popular amongst students and parents. The quantity, variety and quality of activities is excellent.

### ● **Learning needs**

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Early in each year teachers work with students to ascertain learning areas of strength and areas to target for accelerated development. Teachers use both formal and informal assessment information to make decisions regarding the support needed by individual students. Student needs are detailed in a class needs analysis and in the special needs register. The school Special Needs coordinator (SENCO) monitors these systems and students. Some of this support will be to enrich classroom and whole wide programmes for those students identified as needing extension. Other support will be intended to raise the level of achievement to meet the expected standard.

Personalized programmes of support and other methods of adapting the curriculum to meet the needs of students can operate in the classroom or in small groups working in resource rooms around the school. Teachers, support staff or on occasion parents may operate these programmes. Learning needs, planned actions and personal goals are shared with parents as part of the conferencing process.



## ● Homework

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All classroom teachers assign homework for those families that want it. This usually takes the form of regular reading each night at home, this also includes spelling, mathematics and language in the Whataitai Hub and includes personal studies and research work in the Matairangi hub.

## ● Library

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All classes are scheduled to use the library at least once a week for regular book exchanges, as well as developing and practicing library skills. Students are permitted to have up to two books on loan at any one time. Please help by ensuring books are returned regularly. All classes have scheduled visits to the Kilbirnie Public Library. Our school library is open and very popular at lunchtimes.

## ● Physical Education & Sport

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All students are required to participate in the physical education and sports activities of the school to the best of their ability. If your child is unable to participate because of health reasons or injuries then please send a note to the class teacher.

Classes take part in daily physical activities. Students are involved in a number of sports and other physical activities, including netball, floor ball, mini polo, miniball, touch rugby, cross country, soccer, inter-school sports challenges and so on. The school runs annual athletics and swimming days.

## ● Reading Assistance

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Students are tested at six years of age and some students are selected for our Reading Recovery programme. This is an intensive short-term daily programme, taken by a specialist teacher, Alison Tannock. Generally, this intervention early in a child's schooling achieves and maintains normal levels of progress. Reading Recovery is in addition to the normal classroom programme, and there is a close consultation between the Reading Recovery teacher, parents and the classroom teacher.

We run a Parent Tutor reading programme in the Ngake Hub. Groups of parents are trained and work with selected children. Other support programmes are in operation in other hubs.



## ● Reporting to Parents

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Planned meetings take place throughout the year. We operate a three-way conferencing system across the school. This involves the parent, child and teacher. This approach is consistent with our school wide goal of developing independent, reflective learners. The graduate profile expresses our focus on developing engaged students who assume responsibility for their own learning. Our work to develop these competencies is different depending on readiness of the learners, this includes the conferencing process. Learning portfolios which provide examples of students' work and progress over time are used as part of our approach to reporting to parents. A summative, written record of achievement is included with the portfolio at the end of the year.

Parents are encouraged to make an appointment with the class teacher or Principal at any time during the year (separate from the conference) if they have other matters to discuss.

## School Expectations

### ● Hours

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Students are not encouraged to enter the school grounds before 8.30am each morning.

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|-----------------|--|
| ● 8.55am        | <b>First bell rings - students into classes.</b> |
| ● 9.00am        | <b>School begins</b>                             |
| ● 10.30-10.50am | <b>Interval</b>                                  |
| ● 12.30-1.30pm  | <b>Lunch</b>                                     |
| ● 3.00pm        | <b>School finishes</b>                           |

Students are not permitted to leave the school grounds during the day without written permission. We would ask that parents endeavour to have their children at school on time.

### ● Attendance

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Regular attendance at school is vital if your child is to maintain a satisfactory rate of learning. It is also important that your child arrives on time to school, as late students cause unnecessary disruption to classes, when the teacher has no option but to repeat instructions for latecomers. If your child is absent or late for any reason, please contact us by phoning 939-2311 or emailing:

[office@kilbirnie.school.nz](mailto:office@kilbirnie.school.nz)



## ● Behaviour

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To assist in the development of our students we expect them to be responsible citizens, to have high standards of courtesy, manners and to take care of property. Students are encouraged and expected to take responsibility for their own actions at all times.

Our philosophy is that everyone has the right to work and play without fear and without intimidation from others. We are committed to a friendly, peaceful and safe environment.

### **Specific Expectations:**

- Students must go straight home after school unless directed by parents to do otherwise.
- Once at school a child may not leave the school grounds without the permission of either the teacher or the Principal.
- Students are not permitted to bring sweets, chewing gum or dangerous items to school such as matches, pocket knives, etc.
- Students are discouraged from bringing toys, radios, money or other valuables to school and if brought, must be handed to the teacher for safe keeping. We cannot be responsible for loss or damage to any such property brought to school.
- Under council by-laws, dogs should not be brought onto school property.

At Kilbirnie School we operate Assertive Discipline and Restorative Practice procedures and teachers take the following stance:

- No child stops a teacher from teaching for any reason.
- No child stops another child from learning for any reason.
- No child will engage in behaviour that is not in his or her best interest or the best interest of others.

## ● Road Safety

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Road patrols operate on the Moxham Avenue pedestrian crossing and the Hamilton Road “Kea” crossing between 8.45 and 9.00am, and between 3.00 and 3.10pm. We would ask parents to ensure children use these patrols.

We also ask parents picking up children from Moxham Avenue not to stop or park on the yellow lines. As well as being unlawful, it also obstructs the view of the patrol wardens.

The Hamilton Road entrance can be very congested, we would ask that parents not drive into the school grounds to drop off or pick up children, or to park on the yellow lines either side of the entrance.



## At School

### ● **After School Care**

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Kilbirnie School has an excellent after school care programme. Our after school care programme is registered with Out of School Care and Recreation (OSCAR).

KASC is a supervised childcare programme, which runs from 3.00-6.00pm Monday to Friday during the school term. Only students attending Kilbirnie School are able to attend. Students are provided with afternoon tea and a range of enjoyable activities to choose from.

There is an hourly charge for each child attending the programme, and the facility can be used on a regular or casual basis. Childcare subsidies are available through Work and Income New Zealand (WINZ) for those families that meet the criteria. Information can be found on the school website.

We welcome you to visit us and discuss your childcare needs with the KASC supervisor, or for further information you can contact the school office. People wishing to contact KASC can do so between 3.00-6.00pm, phone 027 230 4798.

KASC also runs a regular holiday programme at the school for Kilbirnie students and siblings up to the age of 12 years. Contact the Supervisor for more information.

### ● **Book Club**

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Scholastic Book Club offers cheaper editions of popular student's stories, which may be purchased through the school. A list of books available is sent home once a term. Please send the correct money with your order. Orders can also be placed online.

### ● **Lunches**

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All students are encouraged to bring a nutritional lunch from home. Subway, Pita Pit and Sushi may be ordered online. Subway is available on Mondays, Pita Pit on Wednesdays, Hell Pizza on Thursdays and Sushi on Fridays. Students are not permitted to leave the grounds to go to the shops during lunchtime. Parents must advise the school if they require their child to go home for lunch.

### ● **Newsletters**

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These are sent out electronically every second Friday. These newsletters keep parents informed of school activities, future events and other matters of interest. The Board of Trustees newsletter, Trusty News, is distributed to parents after each board meeting.



## ● Parent Involvement

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Parents support the school in many ways. Some are part of the Parentlink group that meets regularly to plan for a range of fundraising activities eg disco, market night etc. Parents also support management of the school pool through water testing, supervision and working bees.

Other parent support is demonstrated through membership of the Board of Trustees, providing additional support in the classroom or for off-site excursions, helping as sports coaches or through other activities in and around the school. Parents interested in providing support to the school would be welcome to do so by contacting the school, e.g. teacher or principal.

It is school policy that on trips outside the school there should be an adequate child/adult ratio. Forms are sent home requesting parent help. If parents provide transport, a seat belt and booster seat for younger children must be available for each child and must be used. All cars must have a current Warrant of Fitness.

Each year the contact details of each family and other useful information for parents is published in a parent directory. If you consent to making your details available, you will be sent a copy of the information to correct before the directory is printed.

## ● Sun Hats

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Sun hats with a wide brim must be worn by all students during the interval and lunchtime breaks in terms 1 and 4 and students are encouraged to wear sunscreen. Students without hats will be requested to play in the shaded areas.

School sun hats may be purchased from the office.

## ● Swimming Pool

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The heated school pool is open for Kilbirnie children and their parents/whānau outside school hours from November to March. Keys may be purchased from the school office.

## ● Health & Safety

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Whilst at school we make every effort to ensure that students are able to learn and play in a safe environment. It is inevitable that accidents will occur from time to time, and it is our aim to minimize the occurrence of such accidents. Specifically, in an effort to maintain a safe environment, we undertake the following safety procedures:

- Regular emergency drills are held.
- All buildings are checked for safety compliance by an independent agency annually.
- The caretaker conducts regular checks for potential hazards around the school. These are formally recorded and action taken to attend to concerns.

- Teachers rostered onto playground and road traffic duties, senior students are trained as peer mediators for lunchtime duty as well.
- Some staff have basic first aid training and certification.

## ● Emergency Procedures

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In the event of a school fire, the bell or hand bell is rung continuously and classes line up on either the top or bottom asphalt courts. Regular practices are held. In the event of a major earthquake or other disaster in Wellington we wish to reassure parents we will hold all children at school in our care until you, or a person nominated by you on your Civil Defence Register, can collect them.

## ● Medical

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If a child becomes sick or has an accident, a staff member initially gives first aid. If the problem is of a more serious nature, parents or caregivers are telephoned immediately. It is school policy to notify parents of any head injury. Names of students actually treated for injuries are recorded into our Accident Register.

Parents are requested not to send children to school if they are obviously unwell. It is most important that we have an accurate and up-to-date record of the address and phone number of both parents and caregivers. It is also essential that we have an emergency contact number in case we are unable to contact the parents in the event of an emergency. This could be a relation, friend or neighbour who could collect the child and take them home if necessary.

## ● Term Dates 2022

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### TERM 1

- Wednesday 2 February (first day for students) - Thursday 14 April (Last day of Term 1)
- *Holidays in term one: Monday 7 Feb (Waitangi Day)*

### TERM 2

- Monday 2 May (first day of Term 2) - Fri 8 July (last day of Term 2)
- *Holidays in term two: Monday 6 June (Queen's Birthday)  
Tuesday 7 June (Teacher Only Day)  
Friday 24 June (Matariki Holiday)*

### TERM 3

- Monday 25 July (first day of Term 3) - Friday 30 September (last day of Term 3)

### TERM 4

- Monday 17 October (first day of Term 4) - Thursday 15 December (last day of Term 4)
- *Holidays in term four: Monday October 24 (Labour Day)  
Tuesday October 25 (Teacher Only Day)*