

WELCOME TO SCHOOL

WITHERLEA BOOKLET

"BE KIND, BE SAFE, BE FAIR"



KEEP IN THE KNOW AT WITHERLEA

- School App; download from Apple or Playstore
- Newsletter; emailed once per fortnight
- Assemblies
- School Website
- Facebook Page
- Seesaw



PRINCIPAL'S MESSAGE

Our school:

First called 'Ararangi', Witherlea School is nestled just beneath the Wither Hills. We have Harling Park adjacent to the school and we are very proud of our EnviroSchools focus. Our students, staff and community live by our motto; "Be Kind, Be Safe, Be Fair - Kia Atawhai, Kia Ora, Kia Tika" which is a key component of what makes our school unique. In our ever changing world, Witherlea still believes in a community built on values where our children are motivated, engaged and inspired by the myriad of opportunities as they develop from New Entrant students in the Ferns Room into Year 6 leaders in our Kauri Team, following the 'Pathway to the Sky' through our six aspirational goals;

- * **Global identity:** *Tuakiri*
- * **Personal management:** *Rangatiratanga*
- * **Creativity and innovation:** *Auahatanga*
- * **Student-centred learning:** *Ako Arotahinga*
- * **Effective relationships:** *Whakawhanaungatanga*
- * **Sustainability:** *Kaitiakitanga*

Your child will receive a personalised and balanced learning programme where teachers use collaborative practices to support learners and utilise their strengths so every child can reach their potential. We prioritise the curriculum we believe is important and highlight the key competencies which weave through our six aspirational goals, in all we do.

It is an exciting time in education and we look forward to you joining us on this journey.

Andrea Harnett, Principal



Our Vision

"Ararangi - Pathway to the Sky"

Empowering all learners to reach their potential in an innovative learning community.

Our Motto

BE KIND, BE SAFE, BE FAIR
KIA ATAWHAI, KIA ORA, KIA TIKA

Our Values

Term One: Respect
Term Two: Integrity
Term Three: Courage + Resilience
Term Four: Compassion

Our Teams

Punga

Ferns Room
Year 1 - Year 2

Kowhai

Year 3 - Year 4

Kauri

Year 5 - Year 6

BOARD OF TRUSTEES

Chairperson
Mark Elkington

Finances
Emma Morrow

Human Resources
Sarina Ibbotson

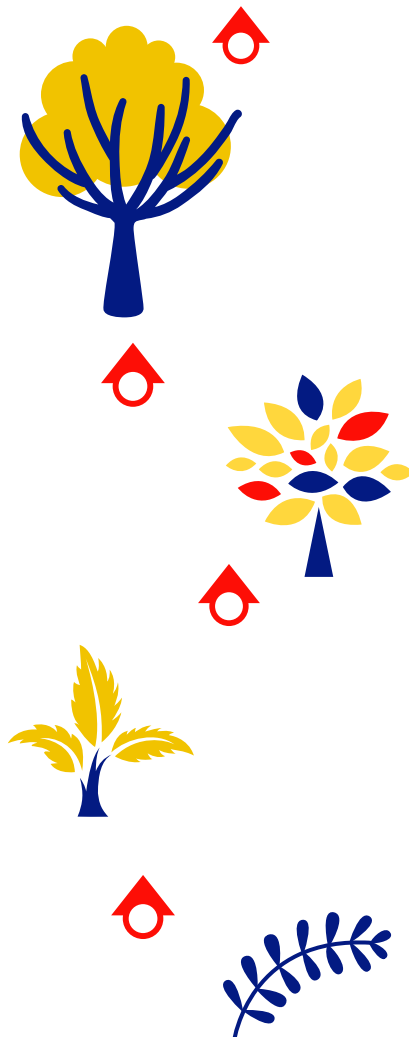
Property
Peter Crowe
Khalid Suleiman

Policy
Anna Straker

Staff Representative
Phoebe Meyrick

Principal
Andrea Harnett

Secretary
Jen Sim





OUR PEOPLE 2020

Witherlea School Staff

Matt Robertson: Tane Mahuta Leader

Phoebe Quirk
PJ Muir

Year 5-6 Teacher: Room 20
Year 5-6 Teacher: Room 8
Year 5-6 Teacher: Room 9

Ariana McIntyre: Uenuku Hub Leader

Jemma Herdman

Year 5-6 Teacher: Room 19
Year 5-6 Teacher: Room 18

Hazel Halton: Year 4 Hub Leader

Naomi Anderson
Maree Herdman

Year 3-4 Teacher: Room 17
Year 4 Teacher: Room 16
Year 4 Teacher: Room 15

Catherine Stringer: Year 3 Hub Leader

Larrissa Robertson and Shontell Green

Year 3 Teacher: Room 12
Year 3 Teacher: Room 11

Kirstie Stone: Year 2 Hub Leader (TI)

Gemma Bryant
Kelsie Brown

Acting: Term One
Year 2 Teacher: Room 6
Year 2 Teacher: Room 7

Angela Clark: Year 1 Hub Leader

Sue Holmes and Amy Lucas
Dan Stephens
Jordan Schollum

New Entrant Teacher: Ferns Room
New Entrant Teacher: Ferns Room
Year 1 Teacher: Room 3
Year 1 Teacher Room 4

Marion Barakat

Rachael Pottinger
Sue Johnstone
Jane Walkenhorst
Phil Holmes

Reading Recovery

Teacher Release
Teacher Release
Teacher Release
Teacher Release: Hub Planning

Management Team

Andrea Harnett
Principal

Phil Funnell
Deputy Principal

Kirstie Stone
Deputy Principal

Hazel Halton
Assistant Principal: Middle School

Angela Clark
Assistant Principal: Junior School

Administration

Jen Sim: **Executive Officer**
Val Nelson: **Office Manager**
Rochelle WiRepa: **Administration**

Learning Support

Maree Turbitt: **ICT/Library**
Evelyn Burrows: **Resources**

Kim Robinson
Meegan Graham
Vanessa Flood
Deborah Moran
Rochelle WiRepa

Edible Gardens

Kelly Ogilvy

Grounds/Property

Cyril Dawson

GENERAL INFORMATION

Expectations;

Absences

- When a child is absent from school it is essential that the parents contact the school office by phone, txt message or email before 9am.
- If the absence is not reported the school is required to make contact to determine safety. It saves hours of time if this is done before 9am.
- The school keeps detailed data on attendance for the Ministry of Education and is required to act on unexplained absences.

Assembly

- We hold a school assembly fortnightly 12:30pm-1pm just before our lunch break.
- Children lead and present items and we encourage our parents and caregivers to share this time with us.
- Most Hubs will hold Hui's on the opposite week to assembly.

Homework

- We prefer to regard this as 'home practice'.
- The main purpose of any practice at home is to reinforce learning that is occurring in the classroom.
- It will vary from class to class.
- Junior children are expected to spend 10 minutes of reading, phonics exercises, spelling and/or basic facts revision.
- Older students may have to research associated tasks as well as reading, spelling and basic facts.

Stationery

- The school does not stock stationery.
- Packs can be purchased from selected suppliers who know our requirements.
- Stationery lists are available from your child's teacher or the office.

Lunches

- We do not have a tuck shop at school or an arrangement for bought lunches.
- We strongly promote healthy food and litter-less lunch boxes if possible.
- Please do not provide drinks in a glass drink bottle.
- No fizzy, juice or lollies should be put into lunch boxes.
- Sausage sizzles will be available to purchase once per week on a Wednesday through our WSPCG.

Money

- We do not recommend any money being brought to school other than payment for school-related activities.
- It should be carried in a named purse or envelope with a description of what the money is for and handed to the office on arrival.

Dogs

- Dogs (except guide dogs) are not permitted on the school grounds at any time except for educational purposes.

Smoking

- Witherlea School is totally smokefree.
- Smoking is not permitted in the school grounds or in the proximity of children when on school trips and events.

Damage to School Property

- While damage by students to school property is rare, children responsible for damage through either carelessness or a deliberate act of vandalism will be expected to reimburse the school for any costs involved.

Cellphones

- Cellphones are not permitted at school for children.
- If for any reason they do need one it will be held by the teacher until the end of the day.
- The school is not responsible for any items that are not permitted.

Lost Property

- We have a 'Lost Property' box in the entrance via the top court. All items not collected by the end of the term will be sorted and returned to owners, **IF NAMED**.
- Please check here if you have any items misplaced.

Library

- Classes are timetabled for at least 2 library sessions each week.
- Children need a 'Book Bag' to take library books home and these are available from stationery stockists, books are issued for 7 days.
- We ask you to instill a sense of care and responsibility for our valuable library resources.
- The library's open at 8:30am each morning if parents wish to help their child select a book.
- The library is open on a Wednesday, Thursday and Friday lunchtime from 1pm.
- Parents may be charged for books that are not returned or lost.

Sunsmart School

- As a Sunsmart school students are required in Term One and Four to wear the Witherlea School bucket hat or wide-brimmed hat.
- Both can be purchased from the office.

School Bell Times

Children should not be at school before
8:30am

8:50am-11am
First Learning Session

11am-11:25am: Morning Tea

11:25am-1pm
Second Learning Session

1pm-1:55pm: Lunchtime

1:55pm-3pm
Last Learning Session

School Donation Voluntary

We ask all families to pay their donation either in one lump sum or by regular automatic payments. As a school, we could not survive without your generous support. We offer amazing opportunities to our students at Witherlea and these could not happen with the funding from the Ministry alone.

- The donation is set at \$105 per student.
- The office will issue a receipt for tax deduction purposes.
- Other payments required cover; Arts, Swim Week, Fundamentals, ICT and Camps.

Uniform

- The full range of uniform clothing can be purchased from The Warehouse.
- Please make sure all items are named.
- Children should not wear alternative hoodies or sweatshirts in cold weather - the uniform includes a polar fleece.
- If a long sleeve thermal is being worn it must be plain navy blue in colour.
- Shoes must be worn to and from school - there is no prescribed footwear however please ensure it is suitable for an active school day. We recommend that juniors do NOT wear lace up shoes.
- We hold a range of second-hand clothing at cheap prices.

Swimming

- We are fortunate to have a solar-heated learners pool onsite.
- Swimming is a compulsory part of the curriculum, and an important skill for people living in Marlborough.
- Classes are not scheduled for a swim everyday however students should bring their towel and togs everyday as often there is an opportunity to swim.
- If your child has been ill or has an open sore then they can be excused from swimming via a note, telephone call or email.
- Each team has a 'Swim Week' intensive in Term Three at the Stadium Pool using qualified instructors.



HOME SCHOOL CONNECTIONS

How we connect;

Formal and Informal Meetings

- We have a 'Meet the Teacher' picnic at the start of every year. This is a chance to get to know the teachers in an informal way and see what the classroom or team looks like for the year. This is held in Week 3.
- Parent Teacher Interviews will be held at the end of Term 1 for 2020; Year 2-6 and the end of Term 2 for NE-Year 1. These interviews are 15 minutes long and the Interim or Mid-term Report is sent home the day before the interview. They are booked through the School Interview Site: www.schoolinterviews.co.nz
- 2020 will see our Open Days/Evenings continue where parents will be invited into the classrooms and the students will take them on a tour and show them the progress in their books; these will take place in terms 2 and 3.

Reporting to Parents

- When students begin school as New Entrants they have an opportunity to become familiar with rules and routines and then our parents will be invited to a six week meeting to discuss the child and their learning.
- Witherlea School completes a 6 Year Net which covers all aspects of literacy and gives a comprehensive report of a students abilities and areas that need targeting.
- Every child in New Zealand should receive two written reports per year; our Year 2-6 will have an Interim Report at the end of Term One - issued before the Formal Interviews and then one at the end of the year. Our unique reports offer progress and achievement for; reading, writing, mathematics, key competencies, and all curriculum areas.
- Students in New Entrant-Year 1 will receive their reports at the end of Term Two after at least 20 weeks of school (6 Months) and an end of year report.
- Students who are new to school in Term Three or Four will receive a written summative report.

Whanau Connections

- One of the most important relationships to foster outside of the teacher-student is the teacher-parent.
- Parent voice is essential to our continued improvement and for IMPACT on our learners.
- 'Coffee with the Principal' is held on a Thursday at 8:30am and is a way to develop a relationship with the principal and to keep in touch with what is happening around the school, find out about what is happening in education, offer ideas or discuss areas of improvement.
- Every event we hold at Witherlea is a chance to connect with school and support our programmes as a volunteer. Most events cannot take place without your support.
- We love to connect with our community so if you have an area of expertise and time, let the classroom teacher know and you may be able to support the learning of all students.
- Joining our wonderful WSPCG: Parent Committee and fundraising for the school can offer the opportunity to give back and meet loads of new friends.

Parent Committee

This amazing group is a huge contributor to our income as a school and was able to action in 2019; blinds throughout the school in every classroom, new Kapa Haka uniforms and completed the new bars in the playground. Listen out for the plans for 2020. Make sure you fill in the WSPCG Volunteer Google Form so we can contact you.

School Gala

Term One: March

This fundraiser is our largest and returns approximately \$35,000 annually for our school. This is predominantly used on funding projects which the Ministry will not fund and upgrades important facilities.

Annual Quiz Night

Term Three

This is a fun and easy way to support the Quiz Organising Committee; either join this or just help out on the night with food, drink and prizes.

Disco

Term 2/Term 3

One of the students favourite events which takes many hands so that our children are safe.

Working Bee

Term Three

A great chance to muck in for the day and spruce up the school with weeding, fixing and painting - all minor items.

Volunteer Roles

Other ways to contribute

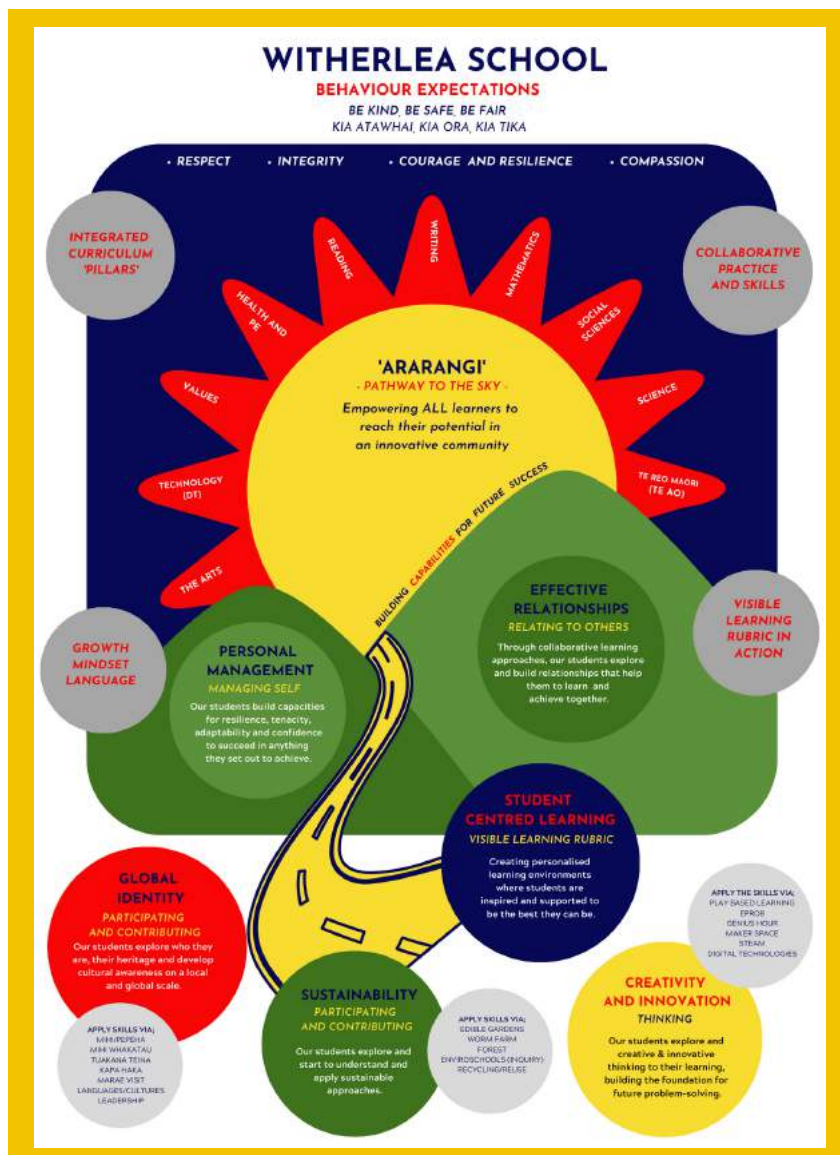
- Sausage Sizzle: end of each term and events
- Road Patrol Supervisor
- Calendar Art
- Book Fair
- Uniform Shop



OUR CURRICULUM

What we Deliver;

We offer a vast array of opportunities to each student and we will be continuing to develop our own local curriculum in 2020 to make sure the aspirations of our community are alive in our classrooms. We use the New Zealand Curriculum Document and cover all eight learning areas through our 'Pillars' each term; Belonging, Environment, Discovery and Celebration.



Graduate Profile

We're working to ensure students have the skills and attributes to tackle existing and future challenges to make our community, our nation and our world a better place.

When they leave Witherlea we want them to have had every chance to aspire to these six goals;

Global identity

Tuakiri

Our students explore who they are, their heritage and develop cultural awareness on a local and global scale.

Sustainability

Kaitiakitanga

Our students explore and start to understand and apply sustainable approaches.

Creativity & Innovation

Auahatanga

Our students explore and creative & innovative thinking to their learning, building the foundation for future problem-solving.

Personal Management

Rangatiratanga

Our students build capacities for resilience, tenacity, adaptability and confidence to succeed in anything they set out to achieve.

Effective Relationships

Whakawhānau Ngatanga

Through collaborative learning approaches, our students explore and build relationships that help them to learn and achieve together.

Student-centred Learning

Ako Arotahinga

Creating personalised learning environment where students are inspired and supported to be the best they can be.

EVENTS AND CURRICULUM CALENDAR



Students at Witherlea get a broad curriculum and many opportunities to discover their passions, interests and talents. This calendar is indicative only and events can alter due to timing factors;

Please see our website 'Learning Links' for the full documents: www.witherlea.school.nz

CURRICULUM PLANNER

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
Day One - Whaea Flag Raising Meet the Teacher - Tuesday Week 3 GALA Sunday 19th March	Open Day Monday Morning	Open Evening	Book Fair Year 6 Leavers Evening and Paul Assembly End of Year Feast
BELONGING (Social Sciences)	HAUORA (Health and PE)	DISCOVERY (Science)	CELEBRATIONS (Social Sciences)
<p>Concepts During Year 1-3</p> <ul style="list-style-type: none"> Identifies and talks about some of their own values (MM) Investigates the ways (CI) in which different groups contribute to their local community (PT) Talks about the different customs, traditions and values of people in their community (PT) Talks about things that happened in the past and knows some of the ways people lived in the past (MM) Shares their ideas about the way people impact on places (MM) <p>Concepts During Year 4-6</p> <ul style="list-style-type: none"> Explains and analyses their own and other people's values and the reasons for people's responses to social issues from a variety of perspectives (PT) Explains how cultural practices vary (MM) (For example, how early Polynesian and Baniak migration had a significant impact on the cultural practices of tangata whenua and other groups in New Zealand society, in the past and today) (CI) Develops questions on the basis for (CI) investigating a social (SA) issue and discusses the strengths and weaknesses of their inquiry (CI) Explains how and why people send institutions from values and laws (MM) 	<p>Concepts During Year 1-3</p> <ul style="list-style-type: none"> Uses informal language to talk about different dimensions of health (MM) Participates, cooperates, and competes in a variety of simple movement contexts (TA) Can make if their statements about how some factors influence their own and others' well-being (CI) Demonstrates positive (TA), helping, assisting, befriending (PT) and providing moral support to those in need (TA) <p>Concepts During Year 4-6</p> <ul style="list-style-type: none"> Identifies own personal strengths and perspectives of well-being and acknowledges the alternative strengths and perspectives of others (PT) Participates in more complex movement sequences and challenges in a range of situations (TA) Uses critical thinking to develop strategies and (CI) take action to promote well-being for self and others (CI) Takes reflective and critical action (TA) to enhance the well-being of others in his or her school community Recognises instances of discrimination and injustice (PT) and acts to support their own rights and feelings and those of other people (TA) 	<p>Concepts During Year 1-3</p> <ul style="list-style-type: none"> Notifies interesting objects, persons and changes (CI) in the environments they encounter and makes detailed, focused observations using informal language (MM) Shares their ideas about experiences, drawing on previous (CI) Demonstrates positive (TA), helping, assisting, befriending (PT) and providing moral support to those in need (TA) <p>Concepts During Year 4-6</p> <ul style="list-style-type: none"> Uses some scientific ideas and skills to (CI) build a convincing case in relation to a real issue (TA) Develops questions (CI) that can be investigated in science (PT) and begins to use simple investigative methodologies (CI) Makes observations and gathers data (CI) with the use of simple equipment (MM) Explains how and why people and institutions have rules and laws (MM) 	<p>Concepts During Year 1-3</p> <ul style="list-style-type: none"> Identifies and talks about some of their own values (MM) Investigates the ways (CI) in which different groups contribute to their local community (PT) Talks about the different customs, traditions and values of people in their community (PT) Talks about things that happened in the past and knows some of the ways people lived in the past (MM) Shares their ideas about the way people impact on places (MM) <p>Concepts During Year 4-6</p> <ul style="list-style-type: none"> Explains and analyses their own and other people's values and the reasons for people's responses to social issues from a variety of perspectives (PT) Explains how cultural practices vary (MM) (For example, how early Polynesian and Baniak migration had a significant impact on the cultural practices of tangata whenua and other groups in New Zealand society, in the past and today) (CI) Investigating a social (TA) issue and discusses the strengths and weaknesses of their inquiry (CI) Explains how and why people and institutions have rules and laws (MM)

Witherlea School Assembly and Community Event Organisation 2020

Term One 'Belonging'	Term Two 'Hauora'	Term Three 'Discovery'	Term Four 'Celebrations'
1 FIRST DAY FLAG RAISING MONDAY SAM	2 SPORT/SERVICE ASSEMBLY TERM 2 SPOTLIGHT CONS TEAM	2 SPORT/SERVICE ASSEMBLY TERM 3 SPOTLIGHT CONS TEAM	1 SPORT/SERVICE ASSEMBLY TERM 4 SPOTLIGHT CONS TEAM
3 PEP RALLY/SPORT TA ASSEMBLY CONS TEAM	4 KOWHAI HUB 3	4 KAURI 'TANE MAHUTA'	3 SPARE
5 KAURI 'TANE MAHUTA'	6 PUNGA HUB 2	6 KAURI 'UENUKU'	5 PUNGA HUB 2
7 KAURI 'UENUKU'	8 WHANAU OPEN DAY WEDNESDAY 1PM	7 WHANAU OPEN EVENING THURSDAY 5.30PM	7 FERNS/PUNGA HUB 1
9 KOWHAI HUB 4	10 FERNS/PUNGA HUB 1	8 KOWHAI HUB 4	9 YEAR 6 LEAVERS ASSEMBLY
10 WHOLE SCHOOL SINGING AWAIATA THURSDAY 2.30PM		10 KOWHAI HUB 3	10 END OF YEAR BREAKUP

SCIENCE/TECHNOLOGY (SUSTAINABILITY)

Enviro and Sustainability weaved into our 'Inquiry Pillars' (Anna Crowe to assist Mr Robertson and school - Enviroviva Programme)

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
<ul style="list-style-type: none"> Play Based Learning MakerSpace Science Tables in classrooms STEAM 	<ul style="list-style-type: none"> New DT Curriculum TS-4: Science Fair specialist group (Y5-6) TS: Eln-00 	<ul style="list-style-type: none"> Directs links to our SUSTAINABILITY aspiration (Graduate Profile) Ecology Gardens Year 1-2 Worm Farms, Forest, Junk Shop 	
<p>SCIENCE Concepts During Year 1-3</p> <ul style="list-style-type: none"> Notifies interesting objects, persons and changes (CI) in the environments they encounter and makes detailed, focused observations using informal language (MM) Shares their ideas about experiences, drawing on previous (CI) Demonstrates positive (TA), helping, assisting, befriending (PT) and providing moral support to those in need (TA) 	<p>SCIENCE Concepts During Year 4-6</p> <ul style="list-style-type: none"> Uses some scientific ideas and skills to (CI) build a convincing case in relation to a real issue (TA) Develops questions (CI) that can be investigated in science (PT) and begins to use simple investigative methodologies (CI) Makes observations and gathers data (CI) with the use of simple equipment (MM) Explains how and why people and institutions have rules and laws (MM) 	<p>TECHNOLOGY Concepts During Year 1-3</p> <ul style="list-style-type: none"> Identifies some ways technological products are designed to help people in their community (PT) Recognises and describes technological products and shares their ideas about how the product works and the function of each element (CI) Draws and labels simple technology artefacts based on sketches to make, identify, assess and correct structures (CI) Uses digital tools to create, manipulate, store, retrieve and share content (with guidance) (MM) 	<p>TECHNOLOGY Concepts During Year 4-6</p> <ul style="list-style-type: none"> Uses design concepts and technological practices to (CI) create some simple devices, models, systems, and structures that address a real-world issue (TA) Recognises potential systems, models and systems through analysis (CI) Draws and labels simple technology artefacts based on sketches to make, identify, assess and correct structures (CI) Uses digital tools to create, manipulate, store, retrieve and share digital content (MM) Evaluates the quality of some simple technological solutions in terms of their design (CI) their fitness for purpose and their impact on society and the environment (PT)

HEALTH AND PHYSICAL EDUCATION

All Terms; Earthquake, Fire and Lockdown Drill practice (NZ SHAKE OUT - Term Four)
 Term Two: Fundamental Skills @ the Stadium (whole week developing ball/game/strategic skills)
 Term Three: Swim Week @ the Stadium (5 small groups swimming lessons with expert coaches)

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
<ul style="list-style-type: none"> Life, Education, (Y1-2) Relationships (Belonging) Aquatics: School Pool Class PE/Sports/Games Gymnastics Focus 	<ul style="list-style-type: none"> Integrated into inquiry/Term Keeping Ourselves Safe Road/Fire Safety Kowhai Safe Kids? Fundamentals: Stadium School Cross Country 	<ul style="list-style-type: none"> Swim Week: Stadium Class PE/Sports/Games Athletics Focus 	<ul style="list-style-type: none"> Positive Puberty (Y5-6) Change/Transition Aquatics School Pool Class PE/Sports/Games School Athletics

Concepts During Year 1-3

- Uses informal language to talk about different dimensions of health (MM)
- Participates, cooperates, and competes in a variety of simple movement contexts (TA)
- Can make if their statements about how some factors influence their own and others' well-being (CI)
- Demonstrates positive (TA), helping, assisting, befriending (PT) and providing moral support to those in need (TA)

Concepts During Year 4-6

- Identifies own personal strengths and perspectives of well-being and acknowledges the alternative strengths and perspectives of others (PT)
- Participates in more complex movement sequences and challenges in a range of situations (TA)
- Uses critical thinking to develop strategies and (CI) take action to promote well-being for self and others (CI) Takes collective and critical action (TA) to enhance the well-being of others in the home or wider community
- Recognises instances of discrimination and injustice (PT) and acts to support their own rights and feelings and those of other people (TA)

TERM ONE Year 5-6 Interschol Competition	TERM TWO Year 5-6 Interschol Competition	TERM THREE Year 5-6 Interschol Competition	TERM FOUR Year 5-6 Interschol Competition
MARLB Swim Champs RIPPA RUGBY 7's KI-O-RAHI	Hockey One Day Tourney MARLB Cross Country Gymnastics: special group (Y3-6) Jump Jam	RUGBY 7'S	MARLB Athletics MOUNTAIN BIKE CHAMPS MARLB Tennis Champs Basketball 3 v 3
TERM ONE Outside Experts Netball Y1-2 (Sessions) Netball Y3-4 (Taster Only) Ki-o-Rahi Y5-6 (Sessions)	TERM TWO Outside Experts Hockey Y1-2 (Sessions) Hockey Y3-4 (Taster Only)	TERM THREE Outside Experts Touch Y4-6 (Taster Only) Tennis Y4-6 (Taster Only) Cricket NE-Y6 (Taster Only)	TERM FOUR Outside Experts Golf Y5-6 (Taster Only) Marrl Douchon - Wheeland Soccer/Football Y1-25

THE ARTS AND CULTURE

Arts Afternoon (Tuesdays): Choir in the Hall and all classes learning through Drama, Dance, Music or Visual Art
 Te Ao (Thursdays): Kapa Haka in the Hall and all classes learning through Identity, Language and Culture

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
<ul style="list-style-type: none"> Drama Workshops and Performance (Expert) 	<ul style="list-style-type: none"> Jump Jam special groups PlayHouse Performance Orchestra ASB 	<ul style="list-style-type: none"> Music Festival/Choir Southern Jam Calender Act Dance Festival (3 Yearly) 	<ul style="list-style-type: none"> Taiapainga Witherlea Production (Drama Club)
<p>ARTS Concepts During Year 1-3</p> <ul style="list-style-type: none"> Understands and experiments with simple arts, drama, music, text and processes (MM) Uses observation and imagination to design, create, and share ideas and emotion (CI) Uses different language to describe different purposes and contexts of art, music, dance and drama projects (MM) Actively contributes to arts and design experiences (TA) 	<p>ARTS Concepts During Year 4-6</p> <ul style="list-style-type: none"> Identifies, explores and applies arts elements, media, text and processes to (CI) express personal ideas, tell stories and create new ideas for different purposes (TA) Appreciates and shows considered responses to art forms represented by a variety of cultures and responses (PT) Begins to use the formal language of the arts disciplines to explore and express their art concepts and experiences (MM) Understands, compares in and values the artistic nature of their drama, music and visual arts (TA) 	<p>TE REO Concepts During Year 4-6</p> <ul style="list-style-type: none"> Understands that Te Reo Māori has its own ways of being and doing things (MM) and demonstrates these differences in simple, everyday contexts (TA) Is aware of and uses appropriate language to speak to the classroom (TA) (the concepts, traditions, ideas, observations and relationships between self and others) 	<p>TE REO Concepts During Year 4-6</p> <ul style="list-style-type: none"> Identifies, explores and applies arts elements, media, text and processes to (CI) express personal ideas, tell stories and create new ideas for different purposes (TA) Appreciates and shows considered responses to art forms represented by a variety of cultures and responses (PT) Begins to use the formal language of the arts disciplines to explore and express their art concepts and experiences (MM) Understands, compares in and values the artistic nature of their drama, music and visual arts (TA)

EOTC: SMP Safety Management Plan

All events follow our SMP which outlines the process and forms required for planning trips/events; find on Trello (Review Hub)

IMPORTANT SAFETY MESSAGES

Processes and Procedures to Keep us Safe;

Sickness/Accidents

- If your child is unwell or hurt they will be sent to the sickbay.
- Parents are expected to uplift their children immediately on such occasions.
- Please do not send your child to school if unwell as classrooms are fertile places for the spread of infections.

SchoolDocs

- SchoolDocs is our site that holds all our policies and procedures and is under constant and cyclical review. We ask our community to be active participants in the reviews.
- **Website:** www.schooldocs.co.nz
- **Username:** witherlea
- **Password:** kind



Digital Citizenship

- Witherlea is a NETSAFE NZ School; every child, parent and staff member signs a Digital Citizenship agreement so that we are "KIND, SAFE, and FAIR" when using technology.
- All students follow our guidelines for safe practices.
- We use Hapara in the Senior School to monitor all activity.
- NZ Police offer a range of resources that we use each year in conjunction with NETSAFE.
- We provide all the ICT equipment needed for learning as we are NOT BYOD.
- Technology is used as a tool to enhance learning not to replace learning.

SAFETY INFORMATION

While onsite at Witherlea School



Smoking is not permitted at any time



We value the use of technology so we supply our students with all they require for learning. All other devices stay at home.



Positive inquiring minds welcome at all times.



EARTHQUAKE

Move no more than a few paces to a safe place and Drop, Cover and Hold.

Do not attempt to run outside.

Face away from windows.

Attend to your own safe place before assisting others.

Stay down for 1 minute after the shaking stops: the adult will tell you when it is safe to move.



DROP



COVER



HOLD

When management advises it is safe we will proceed to the fire assembly point



FIRE

When the Alarm Activates (which is a continuous bell). Quietly follow your teachers directions using the safest path to the assembly point on the lower field.

Teachers to shut any doors possible on the way out of your room for containment wear yellow vests and take their emergency kits.

When there, teachers will use their class lists as a system to check everyone is accounted for and inform the Fire Warden. Teacher Aides assigned to children stay with them. All other support staff, visitors and released teachers to report to Warden.

Only when the Principal or Fire Warden give the all clear should classes move from the evacuation point.

The Fire Warden will complete the checklist and Evacuation Procedure.

**ASSEMBLY POINT
LOWER FIELD**
WHOLE SCHOOL IN HALL
USE ALL EXITS CALMLY
ALL TEACHERS NOT ASSIGNED
TO CLASSES OR VISITORS TO
STAND WITH FIRE WARDEN

Civil Defence Emergency

- In the event of a Civil Defence emergency the school will look after your child until the principal declares it safe to leave.
- Children will only be allowed to leave if they are collected by a parent/caregiver or another person designated with **written authority**.
- It is vital to all of our emergency procedures that we know who is onsite or not so please report to the office **if your child has come in late or you are taking them early**.

Safety 101

- We recommend that children under the age of 10 years DO NOT cycle to school (unless accompanied by and adult)
- Collect your child from their classroom at the end of the school day, or have a clear consistent instruction for getting home.
- Children unaccompanied by a parent or guardian are not permitted to play in the school grounds after school until they have been home.
- Advise the school before 9am if your child is not attending for the day.
- Use patrolled crossings to model road safety.
- Drive slowly past the school frontage. DO NOT double park, or park on the yellow lines or across driveway entrances.



LOCKDOWN

There will be a special siren signal for lockdown;

it will sound continuously until all doors are locked.

When this occurs move calmly back to your classroom as quickly as you can. If you are already in a room with an adult, you remain in that room, as does the adult.

Classrooms should be locked and blinds closed. Students should be seated below window height and out of sight, if possible in the most secure, practical position.

There are a lot of reasons to require us to account for all students in a timely and prompt manner. Cell phones will be required for internal contact and eTAP attendance using the eTAP App.

No person/s outside the doors will be permitted in after the sirens stop.

If the whole school is in the Hall use the Version 2 Lockdown Plan which has been practiced.



During Lockdown period **NO external communications are to be made by any adults or students. The Principal (or delegate) will handle all communications.**



LOSS OF INTERNET

In the unlikely event of loss of internet please remain calm.

Main services will be maintained through back up solutions.

We will advise you when you can get back online.

This card is designed so we can quickly remember our safety procedures. Full procedures can be found on Schooldocs and on the classroom wall.