



Welcome to Gulf Harbour School



A proud member of Whangaparaoa Community of Learning



Information for New Enrolments (Year 2 to 6)

Contents

[Welcome](#)

[Schooling in New Zealand](#)

- Primary schools
- Cost of schooling
- School terms and holidays
- National Curriculum

[Enrolment](#)

[Preparing for School](#)

- Home/School Partnership
- At home
- Parent Meetings
- Reporting to parents
- Voicing concerns
- Homework

[Safety](#)

- Campus Safety
- Safety drills
- Safety with peers
- Travelling to and from school
- Field Trips
- Using school grounds outside school hours

[Connect](#)

- PTA
- Class Reps
- Within school and after school activities

Welcome

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Greetings, Kia Ora, Talofa Lava, Malo e Lelei, Subau Di, Namaste, Kia Orana, Fakaalofa Lahi Atu, Hola, Salaam, Bonjour, Kumusta, Beunos Dias, Konichiwa, Ni Hao,
An Young Haseyo, Akwaaba, Yoboseyo, Jambo, Bul Vinaka, Shalom, Dobra Da, Sawadee, Endeminalacu, Mabuhay, Sabona.

Welcome to our Gulf Harbour School learning community. We are delighted you have visited our website in order to learn about our wonderful school.

The first thing I want you to know, is that I am very passionate about this school and no doubt you want to know what sets this school apart from others. Even though schools teach from the same curriculum documents, each school has a different flavour and a way of doing things. What stands out about Gulf Harbour School firstly, are our fabulous students and then our dedicated staff who are continually focusing on providing quality education. We want the best for your child and have high expectations of them, just as I do of our staff. We have a strong sense of urgency, knowing every moment needs to be valued as a teaching moment.

At Gulf Harbour School we encourage everyone within our school community to have high expectations of themselves and each other, whilst working hard to achieve positive results in all areas of learning. Literacy and Numeracy skills development are a key focus for learning at Gulf Harbour School. We enjoy working in all curriculum areas to engage our learners in a diverse range of activities and endeavour to provide a happy, challenging and creative learning environment to develop each child's social, emotional, physical and academic skills.

We are fortunate to have a supportive Board of Trustees who are also focused on the goals we set, ensuring that a large amount of funding is given to employ a specialist sports leader and additional support staff as part of our team.

If you are considering enrolling your child at our school I would be delighted to spend time with you talking about and answering any queries. I hope you choose to bring your child to Gulf Harbour School.

Mel Crosbie
Principal



Overview of Schooling in New Zealand

Our education system in New Zealand reflects our unique and diverse society, which welcomes different abilities, religious beliefs, ethnic groups, income levels and ideas about teaching and learning.

Education in New Zealand is a student-centred pathway providing continuous learning progression and choice so that students' progress every year and their learning at one level sets the foundation for the next steps along a chosen pathway.

New Zealand's education system has 3 levels:

- [early childhood education](#) - from birth to school entry age
- [primary and secondary education](#) - from 5 to 19 years of age
- [further education](#) - higher and vocational education.

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The education system for schools is made up of 13 Year levels. At Gulf Harbour School, we have four New Entrant intakes a year. (Please refer to the [intake dates and ages](#) as to when your five or soon to be five year old can start school) They will enter into either a Year 0 or Year 1 class depending on when their birthday falls in the year. Gulf Harbour School caters for students from Year 0/1 to Year 6.

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Your child's education is free between the ages of 5 and 19 at state schools (schools that are government owned and funded) if they are a New Zealand citizen or a permanent resident.

Schooling is compulsory from age 6 to 16. Schools may ask parents or caregivers for donations, which are voluntary contributions to help with running the school. It is not compulsory to pay donations.

Donations can be for general purposes, or tagged for a specific item such as a School resources, additional staffing and teacher aide support.

You should be prepared to pay for:

- stationery such as exercise books, pens, pencils
- school uniforms
- before-school and after-school care if you need it.
- School activities like field trips



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The New Zealand school year is divided into four terms for state schools. Schools have some flexibility around their start and finish dates. Terms 2 and 3 are fixed.

Schools close for public holidays and anniversary days, teacher-only days, Saturdays and Sundays. They can also close in an emergency.

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The first full school day will be February 7.

HYfa`% ends April 12

HYfa`& is April 29 to July 5

HYfa`" is July 22 to September 27

HYfa`(` is October 14 to December 20

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During the school day there are breaks in the morning and at lunchtime so that your child can eat and play. You need to provide morning tea and lunch. GHS is a healthy eating and water only school. We are also promoting a packit in and pack it out policy. So any wrappings will go back into your child's lunchbox, to be disposed of at home,

Students are not allowed at school before 8.30am or after 3.15pm. Before and After School care is available for those families who have commitments that require children to be at school outside of these hours. Students arriving at school after 9:00am must sign in at the office.

- 9:00am Bell- school starts
- 11:00am Supervised eating
- 11:10am Playtime
- 11:30am Resume classes
- 1:00pm Supervised lunch eating
- 1:10pm Lunch break
- 1:50pm Resume classes
- 3:00pm School ends



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NZ has a national curriculum that guides what your child learns at school. Your child will develop a range of values and key competencies, or capabilities, that they need to succeed in life. These are all woven into the teaching of learning areas, or subjects.

There is a big focus on reading, writing and maths in the primary years, as these are really important foundation skills that everyone needs in order to be able to do well in life. Children need strong reading, writing and maths skills to progress through the levels of the National Curriculum.

It has a holistic view of the abilities and skills we want children to gain and includes:

- an overall vision
- values
- key competencies
- learning areas (or subject areas)

It is guided by a set of principles that are used by schools in their decision making and curriculum planning. The principles are high expectations, Treaty of Waitangi, cultural diversity, inclusion, learning to learn, community engagement, coherence and future focus.

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Kia taumata rau, kia matou, kia koutou, ki te ao katoa

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Ke ti whai kounga motuhuhu me te au aha

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Learning Areas

There are 8 learning areas (or subject areas) in The New Zealand Curriculum:

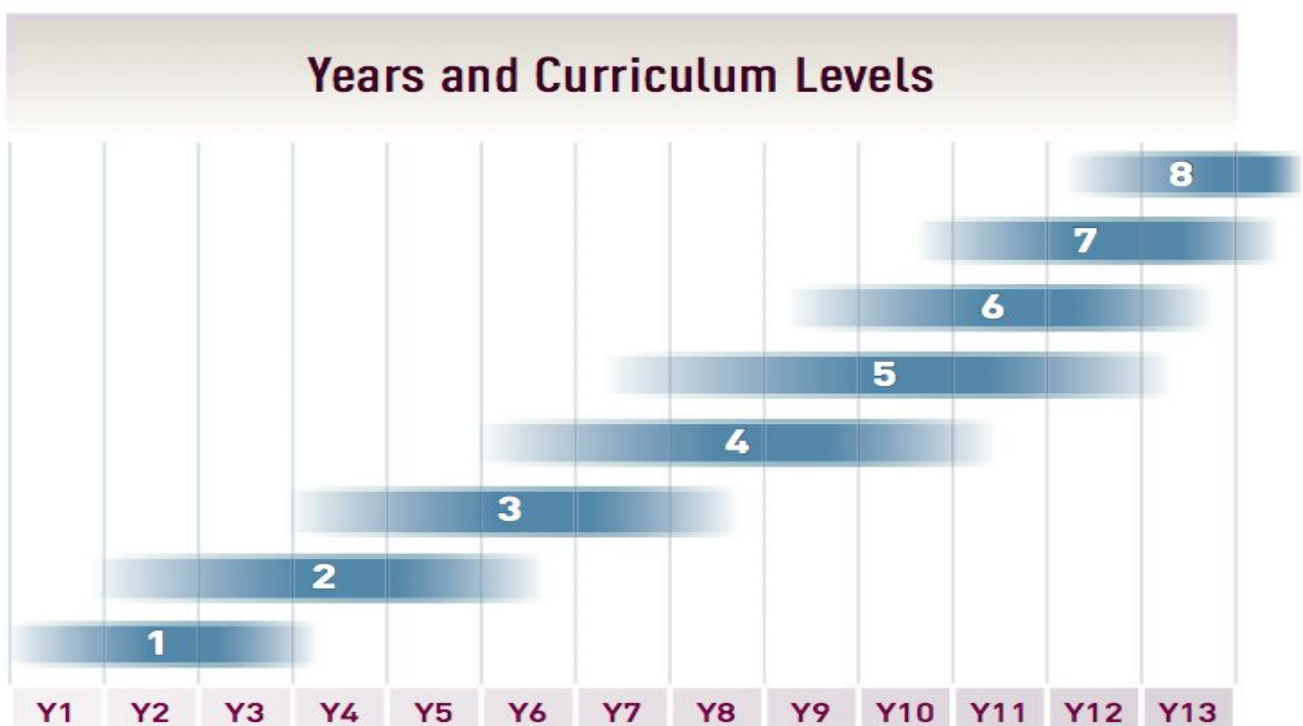
- English
- The Arts
- Health and Physical Education
- Learning Languages
- Mathematics and Statistics
- Science
- Social Sciences
- Technology



The values and competencies in the New Zealand Curriculum are woven into these learning areas. They are designed to encourage enjoyment of learning and the ability to think critically, manage oneself, set goals, overcome obstacles and get along with others – the attributes students need to succeed as adults.

Curriculum Levels

Within each of the curriculum subject areas, most students will progress through levels 1-5.



Enrolling in School

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Your child can start school in New Zealand between age 5 and 6. All children must be enrolled and attend school by their sixth birthday.

When your child start school, they are expected to attend school every day.

Enrolling early helps us school to plan ahead. As soon as you've decided on the school, contact the office to obtain an enrolment pack and to arrange a meeting with the principal.

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- Completed enrollment form
- Child's original birth certificate (NZ born) and passport (if born overseas)
- Medical information including your doctor's contact details (if known)
- Any legal documents, for example custody or access agreements the school should know about



Preparing for School

There are lots of things you can do to help your child get ready for school.

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Here are some ideas to help your child become familiar with the school or kura:

- Visit the school with your child.

- Have a play at the school in the weekend - run around, climb on the playground equipment, kick a ball on the field.

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When teachers know children well they are better able to support their learning. Talk to the teacher and let them know things like:

- If your child has any special health needs, and what to do.
- What your child likes to do, what they are good at and what makes them happy.
- After-school plans and who picks up your child when you can't.
- Anything that might affect how your child is feeling.

The teacher might also appreciate you sharing your child's prior learning. This will give the teacher valuable information about your child's learning, and can also link up your child's early childhood, home and school experiences.

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- Lunch and a water bottle. Get your child to help you pack their lunch box. Talk about what is for morning tea and what is for lunch.
- In Terms 1 and 4, it is compulsory to wear a GHS bucket hat and sunblock, is also a good idea (apply sunblock at home before they leave as well)
- Their name on everything particularly hats, shoes and sweatshirts. Show your child where to look for their name on their clothes.
- A named book bag.

Home/School Partnership

Your child will do better in their education if there are strong connections between home and school or kura. As a parent, you can provide that connection by being actively involved in your child's school.

New Zealand schools are set up to give the community a say in deciding how they work. Here are some ways you can get involved in your child's school—but also talk to other parents, the teachers and principal about other ways to take part.

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Being interested in your child's education and involved in their school shows them that their education is important to you, and it becomes more important to them as well.

- Ask what your child is learning at school and what they're finding easy or hard. Knowing what they're learning will give you clues about extending their learning beyond school .

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- Get to know the teachers and principal, and talk to them regularly about how your child is doing both at home and school.

- Go to parent-teacher meetings to get feedback.
- Read the school newsletters and go to school events, such as information evenings and assemblies.

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- Have your say in any topics up for parent consultation.
- Complete any school surveys so that your views are taken into account.



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- Volunteer to help in the classroom, at events, with sports, or on school trips and camps.
- Share a talent or knowledge you have. It can be anything – sports, culture, cooking, crafts.

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In New Zealand, we strongly believe that the better the engagement between parents, families, and schools, the greater the positive impact on student learning. Multiple opportunities are given for families to connect with their child's teacher throughout the year and talk about the progress your child is making.

Gulf Harbour School has specific times set aside to meet with parents throughout the school year. At all parent meetings, families are encouraged to bring their child along and include them in conversations. Children are also given opportunities to present their learning to parents and set goals with their family and teachers.

You will be contacted via email with details of how to book a time for your parent meeting and a link to the school's booking system.

More than one person can go to the meeting - you are welcome to take other members of your family or whānau. They are useful, positive meetings where as well as hearing from your child's teacher, you can ask questions and share your thoughts so that you and your teachers can become partners in your child's education.

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Yes you can talk to the teacher anytime. In fact, you are in a partnership, and both want your child to do well, so you are encouraged to talk regularly with the school. Ask the teacher what the best way to contact them is.

You can follow up on things that were talked about at the parent-teacher meeting, or discuss an issue or topic in more depth.

You can often talk to the teacher in person for brief discussions without needing to make an appointment - just make sure you approach the teacher well outside of class times and be considerate of the fact that this takes away from the teacher's planning and preparation time for the whole class.

If you want to have more time for a longer conversation it's best to make an appointment so that you all have plenty of time to talk.

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At Gulf Harbour School, you will receive a report for your child twice a year and have the opportunity to follow this up with a meeting with the teacher during Parent/Teacher Meetings. These reports will inform you of the curriculum level that your child is currently working at in class and the effort that they are showing with

their learning. The end of year report will also contain teacher comments about learning, social and emotional abilities.

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Face-to-face communication is always the preferred method of contact at Gulf Harbour School. We believe this is the best way to ensure information is shared and interpreted accurately. If face-to-face communication is not a possibility for some reason, then a phone conversation is the next best option. While email is a convenient way to send information back and forth, we do not recommend it as a way to engage with your child's teacher over important issues.

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At Gulf Harbour School, communication around concerns you may have about your child should always be voiced first to your child's classroom teacher. If your concerns remain after the classroom teacher has had a reasonable amount of time to work to address the issues raised, you should approach your child's Whanau leader. If at this stage, your concerns remain, it is appropriate to make an appointment with a member of the Senior Management Team.

At all times we ask parents to engage with teachers in a calm, and responsible way. Working with your child's teacher is always the most effective way to plan strategies and solutions to address your concerns. Aggressive, threatening behaviour towards teachers will not be tolerated.

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We believe that home time is a time for family, rest, relaxation, fun, sports, cultural and other interests. (the whole child)

- We do not support 'busy work' which is unrelated to what is being learnt in class and is not at their learning level.
- Learning happens in all sorts of ways and does not need to be confined to "school learning".

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- Your children should still be reading either a book from school or a book of their choice each night. They could also spend time doing a little bit extra e.g. spelling words or basic facts.
- We encourage all children to be self managing so being organised for the following day is important e.g. putting swimming togs in their school bag, having their reader and school uniform ready etc.
- Lots of talk about best moments today and sharing learning is important – most important thing: giving your child TIME.

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Gulf Harbour School has a fairly open campus compared to many schools around the world. This is common feature of most schools in New Zealand and a reflection of the safe and peaceful society that can be found here.

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At Gulf Harbour we take health and safety very seriously which is why we carry out regular emergency drills to practise and hone our procedures. There are clear, simple instructions for each drill displayed in every classroom and around the school. Teachers go over the drills with the students at the start of each term to make sure they are familiar with the procedures.

Fire drills are carried out once a term. When the fire siren rings, we all make our way sensibly to the class numbers on the netball courts. Rolls are called to ensure everyone is present.



Lockdown drills are carried out twice a year. On hearing the lockdown signal, students and teachers remain in classrooms, or make their way quickly to the nearest classroom. Doors are locked. Depending whether the lockdown is real or precautionary, students and teachers either assemble on the floor silently at a safe place in the classroom, or continue to work quietly at their desks. We ask that you do not contact the school via phone, or come to the school in a lockdown. Communication between the school and the community in a lockdown will take place via the school website and email to keep parents fully informed and to keep phone lines free for communication with the police.

An earthquake and tsunami drill is carried out yearly to coincide with International Shakeout Day. When the earthquake signal is heard, students drop, cover and hold in the classroom before they follow their teacher to high ground via agreed on routes.

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Bullying: It's easy to assume everyone knows what bullying is. But often the term bullying is used to describe other aggressive behaviour. This can make it hard for schools, parents, whānau, and the wider community to consistently identify and deal with bullying when it happens. Most widely-accepted definitions of bullying are based on four elements: bullying is deliberate, harmful, involves a power imbalance, and has an element of repetition.

Bullying is a word often used to describe behaviour that is not actually bullying — not all verbal or physical aggression is bullying. For example:

- A one-off fight or argument, or difference of opinion between friends where there is no power imbalance and they can sort it out between themselves.
- Not liking someone or a single act of social rejection.
- One-off acts of meanness or spite.
- Isolated incidents of aggression, intimidation or violence.
- Using sexist or racist terms but doesn't mean to cause harm.

- Theft: taking someone else's things once is theft but not necessarily bullying.

These other behaviours may be just as upsetting and serious, but may need to be dealt with in a different way. You will need to use your judgment to decide whether or not a specific incident is bullying.

Our school works hard to ensure student safety is maintained in the classroom and on the playground during break times. Duty teachers can be found around the playgrounds at break times and are active in helping children resolve issues at the time they happen.

If you have concerns about your child's safety amongst their peers, please follow the steps outlined in the Voicing Concerns section of this booklet.

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Gulf Harbour is a great safe place to walk to school, with plenty of footpaths and walkways connecting to the school. We ask that you teach your children the following rules about walking: remember safety rules when walking - walk on the footpath, close to the houses and away from the road; look and listen carefully at driveways for cars coming in or out; always stop and check both ways before you cross the road; use pedestrian crossings where possible. As a guide we recommend that adults walk with children until they are about eight years old and until they have learnt the route and how to cross the road safely.

Biking and scootering is a fun way for primary aged children to get to school, as they can use the footpath. Again, safety rules should be followed - a helmet should be worn at all times when biking, scooting or skating; equipment should be in good working order and brakes checked regularly; share the footpath with others; look and listen carefully at driveways. We recommend young children have adult supervision while biking and scootering until they have good road sense (8-10yrs old). Children must dismount and push their bike when using the pedestrian crossing and when on school grounds. There is a bike track that can be used at morning tea and lunchtime.

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Gulf Harbour School operates a Before and After School Care programme in Room 8. Opening hours - Morning session: 7.00 to 8.30am Afternoon session: 3.00 to 6.00pm The enrolment & costing form must be completed for each child before they attend. Children will only be accepted if places are available. For more information email Sue Robinson at asc@ghs.school.nz

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Our school is open to the public after school and at weekends. Many people in the community take advantage of the bike track and playground to spend time with their families. We ask that you respect the facilities and report any damage or antisocial behaviour if it is observed.

