

WHANGAREI  
INTERMEDIATE  
SCHOOL



“SUCCESS CROWNS EFFORT”

HANDBOOK  
2008

CREATING WINDOWS -NOT WALLS

# Welcome to our School

## ***MISSION STATEMENT***

***"To create a positive, caring, learning community that enables students and teachers to realise individual potential."***

To those of you who have already had children attend our school, we hope your association with us was a happy one. To those who have children coming for the first time to Intermediate, we hope you find us understanding and concerned about your child's development.

## ***OUR PURPOSE***

To Create a positive, caring learning community that enables students and teachers to realise their individual potential.

## ***OUR VISION***

Whangarei Intermediate will be a school where everyone is hooked on life long learning in an exceptional partnership between school and home.

## ***OUR VALUES***

"Learning is our core business"

At our school we:

- Have fun learning together.
- Discover and develop hidden talents.
- Acknowledge and respect differences.
- Strive for excellence and celebrate success.
- Use a variety of learning approaches and cater for different learning styles.
- Encourage learning opportunities for all students, staff and the school community.
- Are pro-active in ensuring a safe physical and emotional environment in all school activities.
- Believe that excellence in learning is achieved by providing diverse opportunities and by establishing positive relationships.

## ***OUR TEACHERS ARE***

- Life Long Learners with sound knowledge of current teaching methods and the New Zealand curriculum.
- Competent with new technologies.
- Positive role models who are passionate about their jobs.
- Pro-active in seeking professional development,.
- Willing to experiment with new ideas and accept challenges.
- Motivated to provide innovative, challenging and dynamic programmes.
- Passionate about their jobs.

At Whangarei Intermediate we believe that all children have the right to attend school without fear of physical or mental harassment. To this end, the school has a clear and determined policy of non-violence, which applies to both staff members and pupils. Parents are encouraged to bring to the attention of the class teacher or principal any causes for concern in this regard. They would also be wise to ensure that children understand that any such actions will not be tolerated by the school administration.

We consider that intermediate schooling is a very important stage in the development of children so we invite you to participate in the many school activities and individual class activities held throughout the year.

Positive relationships at our school are based on trust, mutual respect, understanding each other's expectations, tolerance, open communication and co-operation.

## *Strategic Goals*

- Learning Opportunities will be focused on lifting student achievement.
- We will have increased academic achievement and success for all Maori students.
- We will have achieved a strong partnership between home and school that informs and supports student learning together.
- We will provide a wide range of positive opportunities that encourage all students to experience success in preparation for life long learning in a changing world.
- We will be supporting & fostering the development of the whole person as an emerging adolescent.
- We will have sound financial and property management to reflect the schools priorities as stated in the strategic plan.
- We will encourage and promote high levels of staff performance and collegiality.



# *Values Education – The W.I.S. Way*

## **Why Values Education?**

As a result of the 'call for school-wide values', information was collected from staff, students and parents which was analysed for recurring themes to identify core values voiced by both staff and students. This has been assembled to form our values ethos - known as 'the W.I.S Way'.

The recurring values, known as "core values" for Whangarei Intermediate are:

### **Core Values**

- |           |                      |                  |
|-----------|----------------------|------------------|
| *Respect  | *Responsibility      | *Fairness/Equity |
| *Pride    | *Honesty             | *Integrity       |
| *Courtesy | *Personal Excellence | *Creativity      |
|           | *Zeal                |                  |

Each value has a school wide focus for about three to four weeks. There is flexibility to re-visit any of the core values at any time.

## **The W.I.S. Way to Values Education has four components:**

(Adapted from The Virtues Project, L. Popov, 2000)

### ***1. Explicit Teaching***

Before values can be infused and integrated into the learning environment, an understanding is paramount. We cannot assume that students know what each core value means in its actuality; therefore it is vital that they are explicitly taught. Classroom teachers are teaching each value at the beginning of the week, by following the outline: What it is (definition), Why practice it? How do you practice it? What it would be like if (scenario), Signs of success, and a follow up activity that caters for a wide variety of learning styles.

### ***2. Integrating Values***

Teachers integrate values into units of work and incorporate resources used for lessons and learning experiences that relate to and uphold the core values.

### ***3. Speaking the Language of Values***

Students and teachers are encouraged to speak the language of values to acknowledge excellence and effort, to guide, to correct.

### ***4. Infusing Values***

Values are infused within our school through multiple ways. For example, speaking the language of values, the classroom environment, displays, school assemblies, school notices (2007), and recognising the teachable moment.

## **How You Can Help?**

Check the school notices for the value focus. Discuss these with your child. Acknowledge your child when you observe the value in 'action', or when guidance and/or correction are required.

# *School Organisation*

The school is divided into teams led by team leaders. There are four or five classes in every team.

We run a five-day timetable. There are seven 40-minute periods in each day and a 45-minute period for maths after interval. Students work with their class teacher for English, Science, Social Studies, Health and PE. We cross-group for maths within teams to allow for extension and remedial classes. Specialist teachers run programmes in Music, Art and Technology. Pupils may also attend classes in Computers, Languages, Maori, Dance/Drama and Library Studies. Enrichment classes operate across the school to give students a wider experience of learning activities.

## *A Sample Timetable*

	Day 1	Day 2	Day 3	Day 4	Day 5
1	Reading	Reading	Technology	Spelling/ Grammar	Library
2	Written Language	English Grammar	Technology	PE	Written Language
3	Maths	Maths	Maths	Maths	Maths
4	Technology	Library	Spelling/ Grammar	Written Language	Enrichment
5	Technology	Unit	Unit	Reading	Enrichment
6	Oral Language/	Team Assembly	Computers	Unit	PE
7	Visual Language	Sport	Maori	Unit	Visual Language

## *School Hours*

8:45	Roll Call/Notices
8:50	Period One
9:30	Period Two
10:10 10:40	Interval
10:40	Period 3 (MATHS)
11:25	Period 4
12:05	Period 5
12:45 1:30	Lunch
1:35	Period 6
2:15	Period 7 (School finishes at 3:00pm)

On wet days the school day is not shortened and still finishes at 3.00pm.

## *Dates for 2008*

Term 1:	Thurs 7 Feb	Fri 18 April
Term 2:	Mon 5 May	Fri 4 July
Term 3:	Mon 21 July	Fri 26 September
Term 4:	Mon 13 October	Fri 19 December

# *BOARD OF TRUSTEES 2008*

## CHAIRPERSON

Delwyn Baird

## CO PRINCIPALS (acting)

Wiremu Rankin  
Paul Botica

## MEMBERS

Ron Esveld  
Nicholas Fowler  
Steven Thorne  
Ann Midson

## STAFF REPRESENTATIVE

David Kelly

## *STAFF FOR 2007*

### Co PRINCIPAL:

Wiremu Rankin M.Ed AdvDipTch DipEdMan, Dip T L  
Paul Botica Dip Tch, B Tchg L

### DEPUTY PRINCIPAL:

Claire Ridley B Ed Geog Hons

### DEPUTY PRINCIPAL:

Angela Vette AdvDip Tch, B Ed Tch L

### TEAM LEADERS:

Graeme Whitehead AdvDipTch,DipEdMan,M.EdAdmin  
Sam Adams Dip Tch  
David Milanovic B.A. Dip Tchg  
Marian Miller Hghr Dip Tch, B Tch L  
Julianna Hoogeveen B Ed, B Vis Arts, Dip Tch

### TEACHERS:

Beryl Kelly - Dip Tch  
Graeme Pulham - B Ed, Dip Tch  
Grant Smith - Dip Tch, Dip Ed  
Pat Tamainu - Dip Tch  
Patsy Bryers - Dip Tch  
Karen Hinge - Dip Tch  
Colleen Fannin - Dip Tch  
David Kelly - B Ed (Tch)  
Glenis Goodall - Dip HSc/Grad Dip Tch  
Mel Thomas - B Ed (Tch)  
Katarina Harrison - B Ed (Tch)  
Neke Adams - Dip Tch  
Melody Gardner - B. Ed (Tch)  
Martin Lucich - B Ed (Tch)  
Marama Davis - Dip Tchg  
Liz Seaton - Dip Tchg  
Jo Beaumont - B.Ed (Tchg)  
Rhonda Kelly - B.Ed (Tchg)



**ART:** Juliana Hoogeveen - BEd, BVisArts, Dip Tch  
**MUSIC:** Bruce Kessell - Dip Tch

**TECHNOLOGY TEACHERS:** Marian Miller - Hghr Dip Tch, B Tch L  
Judi Crawford - Dip Tch  
Alistair McDonald - Dip Tch, NZCert Bldg, NZ Cert Lnd Srvyng  
David Moore - B Tch L, Higher Dip Tch

**RESOURCE TEACHER OF LEARNING & BEHAVIOUR:** Susannah Starkie - Dip Tch, B Ed Tch

**SPECIAL NEEDS TEACHER AIDE:** Jenny Forster - Cert NZ Lib Assn

**TEACHER LIBRARIAN:** Garth Rodda - Dip Tch

**TEACHER AIDES:** Zane Mason, Maylene Robbie, Jenny Forster

**STUDENT SUPPORT OFFICE:** Christine Heke - Nat Cert in Social Services

**EXECUTIVE OFFICER:** Janet McLaney - Ord Nat Cert Business Studies  
**SECRETARY/FIRST AIDER:** Carleen Still - NZIM Cert Mangmnt, NZ Cert Teacher Aide  
**RECEPTIONIST/FIRST AIDER:** Sheila Field - Role of Teachers' Aide in NZ Cert

**CARETAKER:** Keith Johnson

**CANTEEN MANAGER:** Pat Hemara  
Shelley Hammond

**PUBLIC HEALTH NURSE:** Vickie Rotzel

# ***UNIFORM***

Students are expected to wear their uniform with pride. Uniforms may be purchased from Bethell's Uniforms in the Strand Arcade. A used uniform sale maybe held if there is a large enough supply prior to the first day of term.

## PLEASE NAME ALL UNIFORM ITEMS

### Girls Uniform

Regulation khaki shorts or long regulation khaki pants.

Shirt - white or blue regulation polo shirt.

Blue Whangarei Intermediate sweatshirt

Sandals - black or brown

Shoes - Polishable black with short white socks.

### Boys Uniform

Regulation khaki shorts or long regulation khaki pants.

Shirt - pale blue or white regulation polo shirt

Blue Whangarei Intermediate sweatshirt

Sandals - brown or black

Shoes - polishable black with short white socks.

### PE Uniform

Regulation black shorts and regulation blue top for both boys and girls.

#### **N.B.**

- If your child is not a standard size for their age, please liaise with Michelle at Bethell's as soon as possible so items can be made to fit.

### **Hats - Sun Safe**

In an effort to encourage Safe Sun practices, hats are to be worn in Term 1 & 4.



### **Wet Weather Protection**

Pupils are able to wear suitable wet weather protective gear to and from school during inclement weather. Non Uniform wet weather gear must be removed during school hours.

### **Jewellery and Accessories**

Pupils may wear a watch. They may also wear a simple chain. Pupils may wear studs in their ears with a maximum of two per person. Pupils may wear clear nail polish only. The wearing of taonga or items of cultural or religious significance is allowed on the understanding they are worn beneath upper body clothing. Any variation of these rules would need the prior approval of the principal.



### **Hair**



Hair must be cut, trained or tied back in such a way that it does not impede normal learning processes, i.e. it does not fall across the eyes when carrying out reading and writing activities. In certain specific situations such as some technology activities, pupils may be expected to have their hair arranged in such a way that it does not present either physical or hygienic danger.

### **Second Hand Items of Uniform**

There maybe a used uniform sale prior to the start of the year if there is enough of a supply. This sale will be held prior to first day of school.



# Bus Information

## BUS TIMETABLE

Adams Travelines	438 7142	Whangarei Bus services	438 6005
------------------	----------	------------------------	----------

### ONERAHI BUS (am) 1 bus only

(Adams Buses, Phone 438 7142)

\$1.50 each way, \$12 concession

Mackesey Rd 7.45am

Onerahi Primary 7.50am

McKenzie Ave Bus Stop

"Hairport"

Kaiwaka Street

Pah Road Bus Stop

Raurimu Avenue

Sherwood Road

Ross Street 8.00am

Old Onerahi Rd

Kokich Cres 8.07am

Waimahanga Road 8.10am

Whangarei Intermediate 8.20am approx

*For the afternoon service, two buses are supplied to depart school at 3.05 pm Airport Loop and Ross Street-Waimahanga Route.*

### MAUNU ROUTE

AM Maunu School 8.00am

Kowhai Place

Tui Crescent

Last stop Pukenui Road 8.10am

PM Pukenui Rd (Approximately) 3.10pm

Austin Road (Approximately) 3.15pm

### WHANGAREI HEADS/TAMATERAU

Adams Travelines. Catch Pompallier Bus from Rose Gardens at Water Street 3.15pm in afternoon. Students dropped off opposite side of the road in morning. **N.B. Subject to seats available.**

### CEMETERY-MILLINGTON ROADS

AM Catch High School Buses.

PM Catch shuttle bus to WGHS transfer to buses at 3.25pm. Subject to availability of seats.

### PORTLAND/OTAIKA

(Whangarei Bus Services 438 6025)

Whangarei Bus Services (Phone 438 6005)

\$1.50 single ride \$15 concession ticket available.

#### **AM**

Portland 8.15am

Loop Road 8.20am

W.I.S. 8.35am

#### **PM**

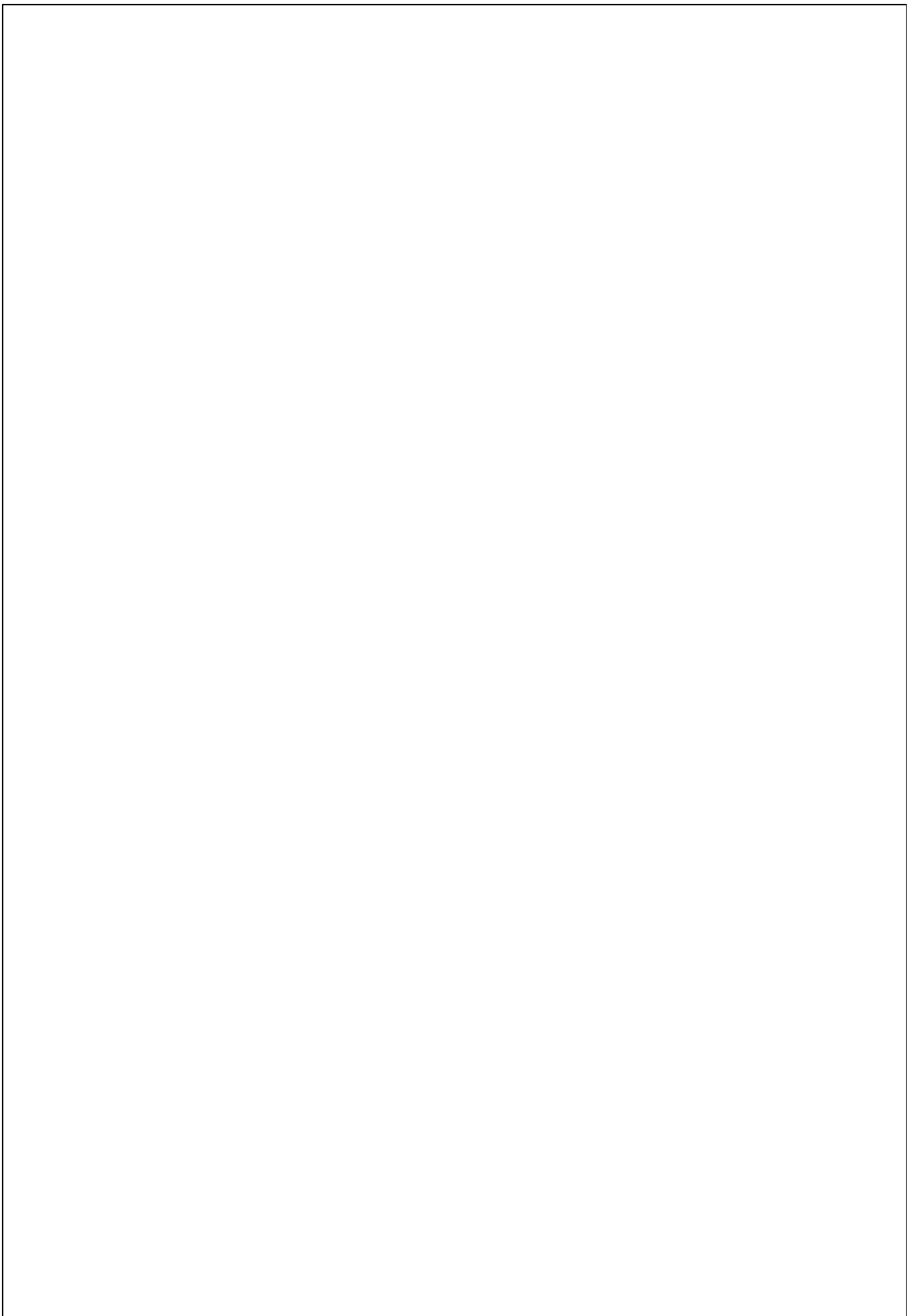
W.I.S. 3.05pm

Portland 3.20pm

Loop Road (Approximately) 3.25pm

### OUT OF ZONE

Out of zone students are not entitled to catch High School buses. However contractors may carry WIS students if there are sufficient seats on a particular service. Enrolment at WIS does not guarantee space on High School operated bus runs.



# *School Routines and Activities*

**STATIONERY** - A list of stationery requirements will be handed out on the first day at school. The school does not sell stationery in large amounts. However, replacement books and pens etc are available from the school office during the year.



**ABSENCES** - When children are to be absent due to illness or other unavoidable reason, it is expected that parents and/or caregivers will contact the school by phone before 9.00 am. An answerphone is installed in the school office so that parents may provide messages in the absence of staff in the office. All unexplained absences are followed up either by phone or letter. The school is linked to the Truancy Services division and uses this service where on-going absences are of concern.

**SCHOOL LEVY** - This is \$50 and covers the basic cost of materials used in technology including food, wood plastics and metal materials and a school magazine. A \$5 discount is allowed for payment by the end of the first term. Part payments are acceptable, however all fees need to be paid by the start of term 4. Cases of genuine hardship should be brought to the attention of the principal or the school's executive officer. Alternative arrangements may be made. Parents are also encouraged to donate up to \$40 to help with Innovative Resourcing of ICT and technological advances within education.

**MESSAGES** - When phoning the school to ask that a message be given to your child, please give the teacher's name and if possible the classroom number and the office staff will do their best to make sure the message gets to the child.

Students are permitted to use the office telephone for important issues if they have received their teacher's written permission. This costs 20c per call.

**BICYCLES** - If students ride bikes to school we insist that they wear a safety helmet. Pupils who do not comply with this regulation will be required to find alternative means of transport. Racks for bikes are provided and are supervised by teachers, however we ask that chains and locks are used to secure the bikes in the rack.



**HEALTH CENTRE** - Basic first aid is administered, and students are cared for, in the Health Centre, but it is our normal procedure to phone parents and caregivers if we feel there is a need for the student to go home. First Aid is dealt with by the office staff. For injuries that cause us concern, we always seek the opinion and professional help of the doctors in the Medical Centre in Rust Avenue, and parents and caregivers are notified.

**PUBLIC HEALTH NURSE** - The Public Health Nurse visits the school and is available to discuss any issues as required.

**STUDENT POSSESSIONS** -Please clearly name all items of clothing.

Tape decks, skateboards, ipods, electronic gadgetry or valuables etc are not to be brought to school. Money may be given to the classroom teacher to be looked after during the day. While we will do all we can to ensure the safety of student possessions, the onus is on students themselves to take care of their property and no responsibility is taken for loss, theft or damage. Teachers cannot guarantee the security of valuable possessions. Cell Phones can be brought to school but no responsibility is taken for their security. Cell Phones are to be kept off and only used before or after school, or for emergencies.

**SCIENCE FAIR** - Each year Whangarei Intermediate School holds a Science Fair open to all pupils from the school. Each year the number of exhibits increases. The exhibits achieving excellence have the chance to participate in the Mid-Northern Regional Science Fair at Forum North.



**SOCIALS** - Usually there is a school social held each term where a DJ is employed. Students must obtain written consent from parents or caregivers to attend.

**OUT OF HOURS MUSIC CLASSES** - Whangarei Intermediate School currently has music classes for flute, keyboard, saxophone, drums & guitar. Under this scheme music teachers from the community are paid by the Education Ministry to take one hour lessons, either before or after school. Student pay around \$20 per term.

**MUFTI** - From time to time the students raise money for sponsorship of overseas students or various causes or projects of their own. One source of fundraising is paid mufti days.

**LUNCH-TIME ACTIVITIES** - There is always something to do at lunchtimes. Activities to promote non-threatening inter-class competitions are held in four-weekly blocks. They may be kings court, basketball, netball, capture the flag, soccer etc.. By offering a wide selection of activities we try to cater for the interests and strengths of all students. In summer the swimming pool is available on a team basis for lunchtime swimming. There is also a large playground with plenty of physical challenges for students to hone their climbing skills. Cultural activities such as choir and school band may also practice at lunchtime.

**LIBRARY** - Our well resourced library is a hive of activity during breaks. It is open before school and during breaks for games both indoor and outdoor, student computer use and to read a wide variety of books and periodicals.



**COMPUTERS** - All students may be given access to the internet via schoolzone provided they sign up with parental permission to the school internet contract. This allows students monitored and filtered email and internet access at any time during school hours. Students have access to monitored email at home via schoolzone too. We have a well resourced computer room, Library computers, classroom computers and 4 sets of classroom laptops for student use.



## *Parent/Caregivers - Teacher Communication:*

The school recognises the importance of teachers and parents/caregivers work in a partnership. Communication is therefore encouraged, particularly if difficulties are being encountered.

Mid-February -	parent/teacher interviews
July/Aug -	Achievement reports are issued with follow-up interviews.
December -	Written reports are issued and, if necessary, parents may request to meet with the teacher.

School policy is for the teacher to contact parents if there are any issues concerning your child.

## *Discipline*

- The main goal for all of us at our school is to promote a learning environment where everyone feels safe.
- We have developed the proactive discipline programme that encourages desired behaviour through a stepped intervention programme.
- Students are rewarded for positive behaviour by class reward systems. They are also acknowledged at team level and school level. At the school level, a letter is sent home at half term for receiving no detentions. If a student goes through a full term with no detentions they get a citizenship stripe. Four citizenship stripes means a Citizenship Certificate at the end of year Praise Giving. Stripes are also handed out for the following categories, Sport, Academic, Culture and Service.
- Students go through an 8 step system for negative behaviour. The system was trialled this year and there is a belief that it has had a significant impact in the interactions that occur in the playground and classroom. At steps 1-3 students attend team detentions. At Step 3 a letter is sent home. At Steps 4-6, students attend school detentions, at Step 6, a second letter is sent home. Step 7 is school report, Step 8 is a Parental meeting to discuss intervention to date.
- Regular Special Needs meetings happen to revise and reflect on interventions of student causing concern.

# *Curriculum Goals*

The school, through its Board, parents and staff, sees itself as having a variety of goals, all geared towards maximising each individual's capacity to become a positive member of society.

**ACADEMIC:** Our curriculum is based around the National Curriculum Statements. The school sees its role as advancing each student as far as possible along the continuum of learning. It also sees its role as commencing the development of skills that will be required for academic success at secondary school. Extension programmes are available in most curriculum areas and remedial programmes are available in English and Mathematics.

**SOCIAL:** The school is committed to the development of developing positive social skills. To this end, the school's non-violent policy is a keystone and pupils are encouraged and assisted to work through inter-relationship difficulties in a positive fashion. In-class and small group lessons are provided to assist the development of social responsibility. Students are encouraged to take on positions of responsibility such as the school council, canteen, library sports monitors etc.

**EMOTIONAL:** The school's health programme focuses upon the changes which pupils of this age are going through. Assistance is provided to help pupils come to accept the person they are and to view that person in a favourable light. The school has student support services however counselling through external agencies is organised for pupils with particular difficulties.

**PHYSICAL:** The school operates a physical education programme which may focus upon daily fitness, the development of co-ordination and movement skills and exposure to a wide range of sports and activities. The emphasis of the programme is full participation by all.

**CLASS ORGANISATION:** The school is organised into teams comprised of both Year 7 and Year 8 classes. A senior teacher is responsible for the management of each team.

## *SPECIFIC CURRICULUM AREAS*

**ORAL LANGUAGE:** This is a mandatory part of the classroom programme in which pupils are taken through set exercises to develop listening skills, discussion skills, and the capacity to speak clearly in more formal situations. An additional component is the opportunity for pupils to present themselves for Speech Board Examinations.

**READING:** The school reading programme aims to enable pupils to develop literary understandings through whole-book experiences of quality fiction, to develop skills to extract information from non-fiction text and to develop research skills through the use of library and other resources.



**WRITING:** The school writing programme enables pupils to expand their ability to write both creatively (stories, poems etc) and also to develop the written language structures for non-fictional purposes (reports, articles, essays etc). Regular spelling, handwriting and formal language programmes assist pupils in the full development of their writing skills. Pupils also have the opportunity for use of computers to create, edit and publish their writing.



**MATHEMATICS:** The school's mathematics programme is mastery-based with pupils attempting to master objectives at a level which is appropriate to their achievement. Pupils are grouped at levels 2 - 5 (approximately Year 5 to Year 10). The programme includes recall of basic facts, skills development and applications and problem-solving activities.



**SOCIAL STUDIES:** Social studies helps students to understand their world and gives them the skills and knowledge to play their part in society. Pupils will cover units based on Social Organisation, Culture and Heritage, Place and Environment, Time Continuity and Change, Resources and Economic Activities.

**MAORI LANGUAGE AND CULTURE (TE REO ME NGA TIKANGA MAORI):** All pupils take part in oral language exercises to promote appropriate pronunciation of Maori words, common greetings, a recognition of Maori language and culture as an integral part of New Zealand and understanding of the historical facts associated with the Treaty of Waitangi. We offer Y7 and Y8 bilingual classes. Application forms for this unit are at the rear of this pack.

**SCIENCE:** The science programme is balanced between knowledge and understanding of scientific concepts and the development of appropriate process skills of hypothesising, predicting, experimenting etc. Pupils are encouraged to participate in our annual science and technology fair.



**HEALTH:** The health programme is designed to assist pupils to understand the physical and emotional changes which they will go through in adolescence, to develop good healthy practices for themselves and act in a manner towards others which is socially responsible. Programmes include Changes at Puberty, Keeping Ourselves Safe, Self Esteem and the Life Education programme.

**MUSIC:** The school has a music room permanently set up for the teaching of this curriculum area. The school music programme enables pupils to understand how music is created, to develop skills to create and enjoy music and to understand music in its social setting. The programme is delivered by a specialist music teacher. Out-of-hours music tuition is available in a number of instruments.



**ART:** The school's lively art programme is based on coverage of three major areas:

- Sources of motivation (where to get ideas)
- Making art ( painting, drawing, printing, sculpture etc )
- Knowing about art ( discussion, comments )

**TECHNOLOGY:** The school has 4 specialist technology teachers who have designed a programme based around the new syllabus. This replaces the workshop craft and homecraft syllabus. Pupils will experience a variety of activities which will develop their technology skills.

**DANCE:** Is a two year programme based on the New Zealand Curriculum guidelines. Students develop their understanding of beat and rhythm through learning a variety of contemporary and traditional dance styles. Students learn to follow teacher's choreography, as well as develop skills to create their own moves and routines.



**DRAMA:** The school produces a major production biennially, providing students with the experience of being part of a full-scale professional drama/musical. The school is fortunate in having a staff with vast experience and ability in this respect and pupils are able to extend their acting and musical abilities. The production usually takes place in even years.



**TALENT QUEST:** Each year we run a talent quest.

**SPECIAL NEEDS:** The school charter makes a commitment to the provision, where possible, of additional resources to pupils with special learning needs. To this end, a Special Needs Committee has been established to identify pupils whose learning needs are an obstacle to further learning, and to establish and resource programmes to meet such needs. Remedial programmes include:

1. Resource Teacher of Learning & Behaviour: Pupils are withdrawn for one-to-one assistance in language and mathematics.
2. A Special Needs Programme providing individual and small group situations to assist with Reading, Spelling, Writing and Maths. (Teacher Aide based).
3. Specialised Counselling: Where possible, the Special Needs Committee organises for specialised counselling of pupils with social and emotional difficulties.

**SPECIAL ABILITIES/GIFTED EDUCATION:** The school is committed to meeting the diverse needs of gifted students' These students are identified early in the year and programmes are run throughout the year to meet their individual needs. We also have a relationship with the Gifted Kids Programme based at Tikipunga Primary School.

**ENRICHMENT:** At different times through the year, blocks of up to 10 lessons are taken where children select (or are selected by staff) to explore an area of new learning. This is matched to their learning style and interests.