



Grant's Braes School

137 Belford Street
Waverley
Dunedin 9013

Ph /Fax 454-4717
Email office@grantsbraes.school.nz
www.grantsbraes.school.nz

ENROLMENT PACK





PRINCIPAL'S MESSAGE

He Mihi Nui Kia Koutou Haere Mai Haere Mai Nau Mai Haere Mai

Greetings and welcome to Grant's Braes School! Nestled in the Dunedin hill suburb of Waverley, at the beginning of the Otago Peninsula, Grant's Braes School offers a vibrant, exciting learning environment for around 240 students. Our school caters for year 0-6 children and we pride ourselves in providing an exceptional educational experience for all of our students. Our small size is our strength as it allows us to foster a family friendly atmosphere where staff get to know all the children well. Parent participation is welcomed and we offer many opportunities for parents and families to come and engage with the children's learning.

We have an extremely talented and professional team of staff members, supported by a dedicated Board of Trustees and a committed parent community. Our school is second to none; a fantastic place for children to come and learn, and a rewarding place for teachers to come and teach. It is our collective aim to provide the very best learning opportunities for all of our students.

Parents and caregivers are of vital importance to the success of our school. You are the first educators of your children and your positive support of your child's school education provides encouragement to your child, their teacher and helps build the spirit of the school.

Other information about our school and documents that need to be completed, signed and returned are found on the following pages.

We look forward to your child joining us here at Grant's Braes School and please do not hesitate to contact me if you would like any further information.

Nga Mihi Nui

Gareth Taylor
Principal





HOW DO I ENROL MY CHILD?

This document contains some information about our school, as well as some documents which need to be signed and returned please.

1. For your information:

- Our enrolment zone
- Information about Grant's Braes staff and school timetable
- The most recent Education Review Office (ERO) report (Feb 2015)

2. To complete the enrolment process, we require the following copies of documentation (we are happy to make copies of your 'originals' at the school office):

- Pupil enrolment form (available from the office)
- Your child's *birth certificate or current passport*
- A *visa/permit* to live in New Zealand, if you have moved here from overseas
- Your child's *immunisation details* (found in the back of your child's Plunket book), or a certificate signed by your doctor
- Proof of your residential address*. Please provide either a mortgage or rental agreement, bank statement or a utilities account (such as electricity or telephone account which has your current address)

3. Other documents which need to be completed, signed and returned:

- Managing information about your child under the Privacy Act
- Sharing your child's personal information
- Education outside the classroom – health and consent form
- Permission slip for day trips away from school
- Cybersafety rules and agreement form



ENROLMENT ZONE INFORMATION

All students who live within the home zone described below and shown on the map are entitled to enrol at Grant's Braes School.

The home zone includes both sides of the road, unless specified:

- Portobello Road from the intersection with Challis Point to the intersection with Marne Street. Marne Street from Portobello Road to Somerville Street.
- Somerville Street from Marne Street to Highcliff Road (including all connecting side Streets (Everton Road; Leyden Street; Lauriston Street; Cawdor Place; Brugh Place; Aytoun Street; Beverley Place; Portland Place; Gowan Close).
- Highcliff Road from Aytoun Street to the intersection with Centre Road, including Hilton Road.
- McKerrow Street from Highcliff Road to Larnach Road. Larnach Road from McKerrow Street to Connell Street, including Harbour Heights.
- All of Connell Street. Doon Street from Connell Street to Portobello Road, including Coolock Crescent.





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STAFF AND TIMETABLE – 2018

SCHOOL STAFF

Principal: Gareth Taylor
Deputy principal: Mrs Helen Day
Assistant principal: Mrs Sara Carr
Senior teacher: Mrs Desiree Wispinski

Senior Syndicate

Ruru (Year 5/6): Mr Hugh Fry
Piwakawaka (Year 5/6): Mrs Rebecca Barrow
Toroa (Year 4/5): Mr Lewis Howell
Pukeko (Year 4/5): Mrs Sara Carr/Mrs Rebecca McKeever

Middle Syndicate

Tawa (Year 3): Mrs Kay Masters
Matai (Year 3): Ms Belinda Collins
Kowhai (Year 2): Mrs Jess McAuley
Rata (Year 2): Mrs Desiree Wispinski

Junior Syndicate

Room 3 (NE/Year 1): Mrs Jennie Stevenson
Room 2 (NE/Year 1): Mrs Catherine King
Room 1 (Year 1): Mrs Helen Day

ORS Specialist Teacher: Mrs Shannon Te Huna

Support Staff

Secretary: Mrs Gaylene O'Brien
Caretaker: Mr Steve Harris
Teacher Aides: Erin Corry, Elaine Hudson, Sandra McHenry, Caitlin Jenkins, Niki van Plateringen

SCHOOL TIMETABLE

Time	Activity
9.00 am	School commences
10.40 am	Morning Interval
11.00 am	Return to classes
12.30 pm	Lunch break
1.30 pm	Return to classes
3.00 pm	School finishes

EDUCATION REVIEW



**Grants Braes School
Dunedin**

Confirmed

Education Review Report

OFFICE REPORT – FEBRUARY 2015

Education Review Report Grants Braes School

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements. The report answers four key questions about the school.

Findings

1 Context

What are the important features of this school that have an impact on student learning?

Grant's Braes School provides a positive, inclusive environment for students and their families. A strong focus is placed on creating a family-like culture based on respect, care and co-operation (manaakitanga, whanaungatanga). Senior students that spoke with ERO expressed a strong sense of belonging and appreciation for their school and teachers.

Students achieve highly. They experience a well-balanced variety of learning. This includes effective programmes to support and/or extend their thinking and interests.

The school roll has grown significantly since the 2011 ERO review. Its local community and student population has become increasingly diverse. The school maintains close links with its parent and wider community. The community is kept well informed and involved through reports, consultation, surveys and a useful school website.

Teachers and school leaders develop effective working relationships with the students and their families/whānau. Parent involvement is sought and welcomed. As a result, experiences for learning have been enriched.

The school's focus on what is best for students and their achievement is well managed and planned for. The school has successfully addressed the recommendations from the last ERO report.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

The school makes very effective use of a wide range of learning information to make positive changes to students' learning. Trustees and teachers have high expectations that students will achieve well, make appropriate progress and be engaged in their learning.

Areas of strength

Students are highly aware of their learning. This includes the purpose of class and group lessons, their next steps and goals. They are appropriately involved in assessing their own and classmates' work against set criteria and can identify how this helps with their learning.

Teachers make effective use of learning information to:

- determine the learning levels and needs of individuals and groups of students
- monitor and ensure students are making appropriate progress
- evaluate the impact their teaching is having on students' learning
- identify the changes they need to make to progress students' learning
- engage students in their learning and the learning process.

Leaders make purposeful use of learning information to:

- identify trends and patterns of achievement across the school and within groups of students
- identify targeted groups and areas of learning that need to be supported and focused on
- monitor the achievement and rates of progress of individuals and groups of students
- evaluate the impact of interventions and other support programmes running within the school.

Trustees receive comprehensive and well-analysed information. They use this to inform their resourcing decisions, including professional learning and development, staffing, and purchasing and building plans. Trustees are knowledgeable about the impact of support programmes and interventions.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The school's curriculum very effectively promotes and supports students' learning.

Areas of strength

Students benefit from effective teaching. Key features of the teaching practices include:

- consistency of approach across all classes with suitable flexibility to best meet the needs for the different ages
- expectations of teachers being made clear to the students regarding their learning and behaviour
- students having opportunities to learn through effective timetabling, curriculum content, and class tone and management
- teachers using students' interests well to provide interesting, relevant learning contexts
- the competent use of ICT as teaching and learning tools.

The school's curriculum is soundly based on the principles, values and key competencies of the New Zealand Curriculum. It places an appropriate emphasis on literacy, mathematics, fitness and physical education. Other learning areas are effectively taught through an inquiry approach. This approach has evolved over time to support the school's vision of developing children who are inquiring, resilient, life-long learners with the skills and desire to contribute and succeed.

Learning support programmes are well implemented. Students benefit from a range of interventions to support identified needs. Their progress is well monitored. Teachers review this to ensure they are meeting the students' needs. The school makes effective use of the skilful teacher aides.

Other key features of the curriculum include:

- useful collaborative learning partnerships developed between teachers and whānau
- explicit guidelines leading to robust assessment practices
- regular gathering and responding to the ideas and opinions of students and parents
- a purposeful programme and systems to transition students into school and between classes
- purposeful, varied extension programmes for all year levels.

Next step

The school leaders and teachers need to make additions to the curriculum guidelines to ensure they reflect the current high-quality practices. This should help maintain the high expectations and guide practice in the future.

How effectively does the school promote educational success for Māori, as Māori?

Since the last ERO review, the school has further improved the ways in which Māori students are supported to engage and achieve in their learning. The overall level of Māori achievement in reading, writing, mathematics and other areas of learning is consistently high. The progress Māori students make in their learning is closely monitored. Students with identified needs are prioritised and receive effective support.

Staff, school leaders and trustees have created a culture that promotes and supports respect and diversity. This is very well planned and managed. The school's value for the language, culture and identity of Māori students and their whānau is being made increasingly more visible. The values of whanaungatanga and manaakitanga are widely known and practiced. As the school, with parents and whānau, work through the Māori plan they could further develop a shared understanding of what success as Māori will look like at the school.

The school-wide development of kapa haka is providing meaningful opportunities for learning for all students and their families. Teachers include aspects of language and culture into the daily learning of all students. The identification of Māori students on the school roll has increased. The support from lead teachers and Māori parents are helping to enrich the learning of te ao Māori for staff and students.

4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

The school is very well placed to sustain and improve its performance. Trustees, leaders and teachers are committed to ongoing school-wide improvement.

Areas of strength

The board is very well informed about student achievement and all things happening to support their progress. Strategic planning places a strong focus on what is best for students and what contributes to improving their learning. School review is guided by well-analysed information that focuses on improving outcomes for students.

The school's vision is well developed and future focused.

School leaders have effectively built a culture of ongoing improvement within the school.

- A shared focus on student outcomes informs decision-making.
- Senior leaders and teachers work collaboratively and reflect on their practices.
- Best-teaching practice is effectively built and shared.
- School-wide systems are well-known and rigorously applied.

Provision for international students

The school is a signatory to the Code of Practice for the Pastoral Care of International Students (*the Code*) established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code.

At the time of this review there was one international student attending the school. He and his parents receive good quality support from the school. He receives effective support for his learning and is well integrated into the school community.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

Conclusion

The school has high expectations that students will achieve well, make appropriate progress and be engaged in their learning. Students benefit from effective teaching. There are robust processes to support sound governance and leadership. The school's value for the language, culture and identity of Māori students and whānau is being made increasingly more visible.

ERO is likely to carry out the next review in four-to-five years.



Graham Randell
Deputy Chief Review Officer Southern

10 February 2015



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PRIVACY ACT – CONSENT FORM

Parent/Guardian of _____

To meet the requirements with the Privacy Act, we need your permission to manage information about your child. To assist in this management, we would like your approval to:

- (1) Collect such data as is relevant to the educational and social needs of your child from the child's previous school or preschool;
- (2) Pass on such data as is relevant to the educational and social needs of your child to the next school your child attends;
- (3) Collect, whilst your child is attending Grant's Braes School, such data as is deemed necessary to ensure your child's academic and social needs are met while at Grant's Braes School;
- (4) Allow, with the identity of the individual being protected, such information as is legitimately requested by Government agencies to be passed on to these agencies;
- (5) Allow your child's name and address to be given to the school's Public Health Nurse, visiting teacher or other Education/Health agency in the event that the Principal deems the passing on of this information is in the best interests of the child;
- (6) Allow the educational information gained at the school to be used for research purposes on the condition that the information does not reveal the identity of the individual;
- (7) Pass your child's name and address onto 'local' Intermediate School so as a prospectus and enrolment information can be sent out during their Year 6 year.

Approval

I approve Grant's Braes School taking the action listed in Clauses 1-7 above.

Parent Signature: _____ Date: _____



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SHARING PERSONAL INFORMATION – CONSENT FORM

Dear Parents/Caregivers,

Please read this page carefully as it includes information about safety and security issues associated with privacy.

- Indicate your preference with regards to the sharing of your child's personal information
- Complete and sign the form
- Return this form to the school

You are welcome to contact the school to discuss this agreement if you wish. In the interest of safety and security, Grant's Braes School requires parent permission for the publishing of student's names, work or photographs on school or class websites, and in our newsletters.

We believe it is important to celebrate children's achievement, but are aware of the potential risks when such personal information or material is published on a global information system such as the internet.

We will share, if given permission, no more than a student's first name, and/or photograph via the newsletter, or the wider community via a school-based website.

Please indicate your wishes by ticking the relevant box.

- I am happy for my child's first name, photograph or work to appear in the school newsletter, or on a school-based website***
- I do not give permission for my child's first name, photograph, or work to appear in the school newsletter, or on a school-based website***

Child's Name: _____

Room: _____

Your Name: _____
(Parent/Guardian)

Signature: _____

Date: _____



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EDUCATION OUTSIDE THE CLASSROOM HEALTH AND CONSENT FORM 2018

Before taking a student on any trip outside the school, we require the following information:

Child's Name: _____ **Room:** _____

Please circle correct answer

Does your child have to take any medications? YES NO
If yes, please specify
(It will be assumed that your child will be carrying all appropriate medication and is competent in its administration. Tick the box if your child needs assistance with their medication. List the medication, administration times, amounts and other details on reverse of this form)

Does your child suffer from an allergy or disability? YES NO
If yes, please specify

Would your child be limited in any way, in taking part in physical activities? YES NO
If yes, please specify

Has your child had an anti-tetanus injection in the last five years? YES NO

Is your child allergic to penicillin or any medications? YES NO

Has your child been in contact with an infectious disease in the last month? YES NO
If yes, please specify

Is your child a competent swimmer? YES NO

Please supply an address and contact number where you can be contacted during trips.

Name: _____ Home Address: _____

Phone: Home _____ Work _____ Cell _____

Alternative emergency contact person:

Name: _____ Home Address: _____

Phone: Home _____ Work _____ Cell _____

- I agree that my child will abide by the school rules while on any trips
- I agree that my child will follow instructions given to them by the staff in charge
- I give staff the authority to arrange and administer, if necessary, any medical treatment for my child
- I give staff in charge the authority to contact me and arrange travel home, at my expense, should it be required for reasons of ill health or discipline

The above information is true and accurate and I agree to the conditions of school trips.

Signed: _____ **Date:** _____.



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CYBERSAFETY

Please read this document carefully. If there are any points you would like to discuss with the school, let the school office know as soon as possible. We would also encourage you to discuss it with your child prior to signing and returning the agreement to school.

The school's computer network, internet access facilities, computers and other school ICT equipment/devices bring great benefits to the teaching and learning programmes at Grant's Braes School and to the effective operation of the school.

The overall goal of the school in this matter is to create and maintain a cybersafety culture which is in keeping with the values of the school, and legislative and professional obligations. In order to achieve this the school maintains a rigorous filtering system to restrict access to inappropriate sites and material. They also have the ability to monitor traffic and material sent and received using the school's ICT network.

RULES TO HELP KEEP GRANT'S BRAES STUDENTS CYBERSAFE

1. I cannot use school ICT equipment until my parent(s) and I have signed my use agreement form and the completed form has been returned to school.
2. I can only use the computers and other school ICT equipment for my schoolwork.
3. If I am unsure whether I am allowed to do something involving ICT, I will ask the teacher first.
4. I can only go online or access the Internet at school when a teacher gives permission and an adult is present.
5. I understand that I must not, at any time, use the Internet, email, mobile phones or any ICT equipment to be mean, rude, offensive, or to bully, harass, or in any way harm anyone else connected to our school, or the school itself, even if it is meant as a 'joke'.
6. While at school, I will not:
 - Attempt to search for things online I know are not acceptable at our school. This could include anything that is rude or violent or uses unacceptable language such as swearing
 - Make any attempt to get around, or bypass, security, monitoring and filtering that is in place at our school
7. If I find anything mean or rude or things I know are not acceptable on any ICT, I will:
 - **Not show others**
 - **Turn off the screen and,**
 - **Get a teacher straight away**
8. I understand that I must not download or copy any files such as music, videos, games or programmes without the permission of a teacher. This is to ensure we are following copyright laws.
9. I must have permission from home and permission from school before I bring any ICT equipment/device from home. This includes things like mobile phones, iPods, games, cameras, and USB drives. These are my responsibility at all times.
10. I will not connect any device (such as a USB drive, camera or phone) to school ICT or run any software, without a teacher's permission. This includes all wireless technologies.
11. I will not put personal information about myself or others online.
 - **Personal Information includes: Full Name, address, email address and phone numbers**
12. I will respect all school ICT and will treat all ICT equipment/devices with care and I will report any breakages / damage to a teacher immediately.
13. I understand that if I break these rules, I will lose ICT privileges and that the school may need to inform my parents. In serious cases the school may take disciplinary action against me. I also understand that my family may be charged for repair costs.



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CYBERSAFETY – USER AGREEMENT FORM

To the parent/caregiver/legal guardian, please:

1. **Read this document carefully**
2. **Discuss it with your child**
3. **Sign the appropriate section on this form**
4. **Detach and return this form to the school office**
5. **Keep page one of the document for future reference,**

I understand that Grant's Braes School will:

- Do its best to enhance learning through the safe use of ICT.
- Work progressively with children and their families to encourage and develop an understanding of the importance of cybersafety.
- Maintain systems that protect children in their use of ICT including filtering and monitoring of usage.
- Respond to any breaches in an appropriate manner
- Welcome enquiries from parents or students about cybersafety issues.

My responsibilities include:

- I will read this cybersafety use agreement document
- I will discuss the information with my child and explain why it is important
- I will return the signed agreement to the school
- I will support the school's cybersafety programme by encouraging my child to follow the cybersafety rules.
- I will contact the principal or classroom teacher to discuss any questions I might have about cybersafety and/or this use agreement.

Additional information on cyber safety can be found at www.netsafe.org.nz/ua

Please detach and return this section to school.

I have read this cybersafety use agreement and discussed it with my child. We are aware of the responsibilities of both the school and myself as a parent. My child has agreed to abide by these cybersafety rules and I support the school in the implementation of them.

Name of student: _____

Student's signature: _____

Name of parent/caregiver/legal guardian: _____

Parent's signature: _____ **Date:** _____

Please note: This agreement for your child will remain in force as long as he/she is enrolled at this school. If it becomes necessary to add/amend any information or rule, parents will be advised in writing.