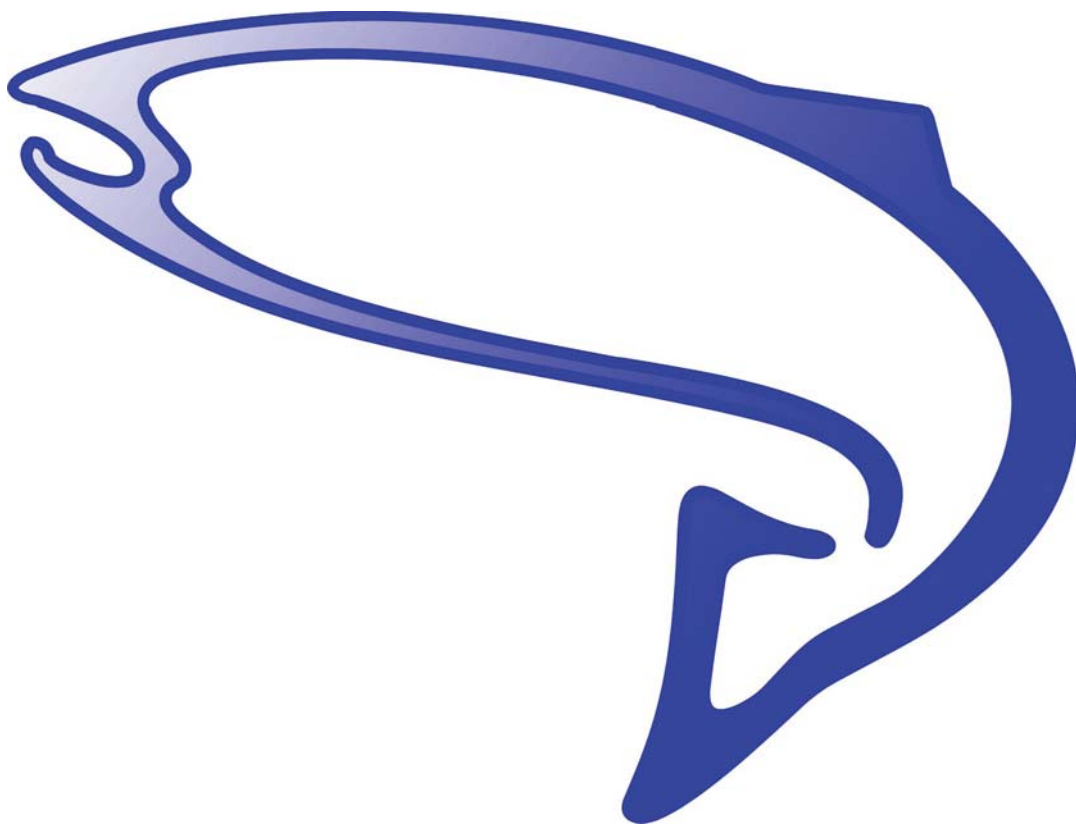


**TAUPO INTERMEDIATE
SCHOOL
2011**



Prospectus

Making a Positive Difference

Welcome - from Taupo Intermediate School

Kia ora koutou katoa nga whanau o tenei kura

Greetings to all our families

To children and parents, welcome to Taupo Intermediate School. We are very proud of our school and we are extremely pleased to have you as members of our school community.

We applaud your choice of Intermediate/Middle schooling and will endeavour to repay your confidence in us by:

- Recognising that this is a unique age group
- Providing outstanding educational opportunities
- Introducing you to new experiences, studies and interests
- Providing an orderly, friendly and positive learning environment.

Our academic focuses will be on improving our learning levels in Numeracy (Mathematics) and Literacy (English, Spelling, Reading, and Writing). Success in these areas is fundamental to the success in other areas.

The school recognises differing needs and abilities and the need for all students to experience success.

We provide programmes for:

- Children with Academic Ability - C.W.A.A.
- Children with Special Needs - C.W.S.N. (learning difficulties, behavioural and in some cases, medical)
- Classes which align with teacher's specialist ability and interest.
- A Boys Only Class in Year 8.
- Sports for general participation and the elite and competitive.
- Cultural - Music, Dance, Art, 2nd Languages - Te Reo Maori, Japanese, French, Spanish and German.
- Technology - Workshops, Food, Fabric and Information Communication - Computers

I want to assure our new parents and pupils that our school is committed to:

- promoting the rights of the individuals to learn and to teach, without threats, bullying, intimidation or harassment.
- keeping our school drug and other related negative activities free.
- spending the majority of our time on promoting and acknowledging the successes and positive behaviours.

In the mid section of this prospectus I also share with you our collective Intermediate and Middle School's vision and commitment for meeting the needs of emerging adolescents.

I would like our parents and pupils to read and discuss our information and to endeavour to make a wise choice and then to commit to working with us to make the next two years enjoyable, embracing academic success and sporting and cultural achievements.

These two years will provide a solid platform for your child's future education.

As a parent myself, I want the same educational opportunities as I had for my children, as you do and this I believe to be the bottom line for us as a school. I will meet and greet you at all school related activities along with a very committed staff.

"The Principal articulates a clear vision and promotes high expectations for staff, students and the community. These characteristics and his high level of commitment to student well-being and education contribute to the school's ongoing effectiveness. Under his leadership the school continues to enjoy a positive profile in a partnership with the community".

*Education Review Office
2010*

William Dean Clarke



Introduction and History

Taupo Intermediate School has achieved a unique place for itself since its establishment in 1969.

Like all schools the Intermediate has had to respond to the numerous Government policy changes in education. Taupo Intermediate has accepted the challenges posed by these changes and has been engaged in progressive and innovative school-wide development to fulfil its mission.

The result is a unique organisation that is dedicated to the educational and social needs of the 11 to 13 year old student.

Our model of school organisation has a strong "home room" culture with a focus on Literacy and Numeracy.

Additionally we:

- Have a "constructivist" pedagogy
- Have a degree of specialisation
- Focus on citizenship, identity, morals and values
- Have a staff that understand and are committed to the Middle Years as a specific learning phase
- Have a broad, flexible, uncluttered curriculum.

Experienced in the very best of practice in the educating of emerging adolescents, our specialist focus provides not only a stimulating and caring environment where students strive for success, but a *smorgasbord* of opportunities specific to the Year 7 and 8 age groups.

"The focus is on improving learning in numeracy and literacy, as leaders and managers believe success in these is fundamental to success in other learning areas. The school recognises and values Maori and Pacific cultures. The diverse needs, strengths and abilities of students are provided for in a curriculum where they have access to a broad range of opportunities and experience success- Education Review Office - 2010



Board of Trustees

A message from Cindy Smith our Board Chairperson:

It is an interesting time, when parents and children together make their decisions of which Intermediate school to choose. Which one will give our children the best education and the best opportunities in other areas of their life- cultural, performing arts and sporting?

As a parent I also had these decisions to make.

I found Taupo Intermediate School over fulfilled my expectations. My child has achieved academically whilst he has also been extended with opportunities such as the "Bevan Docherty Award" for Sport and the "Donovan Bixley Award" for Culture and the Performing Arts.

I believe Taupo Intermediate School gives all children confidence to grow and be challenged ready to take that next step to college.

I, along with my fellow board members, am privileged to be part of the Governance role at Taupo Intermediate School which has exceptional leadership through the Principal and the Senior Management team along with the knowledge and expertise of a stable and experienced teaching team.

The Board of Trustees take great pride in the extensive programme being offered at Taupo Intermediate and know that all children will be challenged and have many opportunities to realise their goals

Ours is an open door policy, we are accountable and with your support our children will succeed.

"The Board provides a well-resourced and attractive educational environment for students and staff. Several classrooms have recently been refurbished and there has been considerable development of the schools infrastructure and information communication technologies".

Education Review Office - 2010

Principal	Bill Clarke	Chairperson	Cindy Smith
Finance	Tony Jensen	Staff Rep	Tracy MacRae
Health /Pupil Welfare	Jan Pook	Minutes Secretary	Jean Prangley
Property	Marguerite Morris/Bronee Stanfield		



Enrolment Process for Y7 Students 2011 Academic Year

ENROLMENT FORM (Yellow)

THIS NEEDS TO BE COMPLETED IN FULL AND SENT BACK TO THE INTERMEDIATE SCHOOL OFFICE BY FINAL ENROLMENT DATE

19th NOVEMBER 2010

TIMELINE TERM 4 2010

WEEK 3

PRINCIPAL MEETINGS

Principal will hold evening meetings with parents at contributing schools.

26th - 29th October

ORIENTATION WEEK

Contributing Schools will visit Taupo Intermediate.
An opportunity for Year 6 students to view the school.
Deputy Principals will talk to Year 6 teachers about prospective student academic achievement.

Year 7 teachers will compile pupil profiles and make recommendations for the placement of pupils into Year 8 classes for 2011.
All teachers will be compiling school summative reports for the 2010 academic year.

WEEK 5

Tuesday 9th November

TESTING FOR THE C.W.A.A. CLASS

9.00am - 11.30am testing in our school hall

WEEK 7

26th November

NOTIFICATION OF RESULTS

Invitations sent out to join C.W.A.A. class for 2011.

WEEK 8 / 9

December

CLASS LISTS FOR 2011

Class lists for 2011 being compiled with information from the previous year's teachers / school. Notification of classes for 2011 is on the first day of the new school year.

"The 'Middle Year's' Curriculum is purposeful and meaningful for the students, focussing on and related to the evolving interests and needs of the students. Students are part of the learning process. Learning is personalised. Students are taught how to learn and how to think for themselves in a critical way".
(NZ AIMS-New Zealand Association, Intermediate and Middle Schools)

Essentials

First Day 2011

- * **Thursday 3rd February 2011** (Wednesday 2nd February is Teacher Only Day)
- * 8.45am All students meet in the Hall for assembly and welcome.
- * **N.B.** Parents are welcome to attend this first assembly, and also accompany your child to his/her classroom until settled.
- * Students to bring refill pad, pens, coloured pencils, sunhat and school-bag. (Book pack if already purchased via the school office).
- * Taupo Intermediate School book pack can only be purchased at the School Office (includes Class Portfolio). All pupils will receive a Book Pack on the first day if not purchased earlier. **INVOICE WILL BE SENT OUT A.S.A.P.**
- * **N.B.** The school office will be open from **MONDAY 24th January 2011** for new enrolments and stationery.
- * You must be wearing the correct school uniform to be able to start school and clothing should be clearly labelled.
Uniform purchased from **BRANDFUEL—Oruanui Street.**
- * **Technology Fee \$80** per student and a **School Donation \$60** per family per year. (This may be paid in full at the start of the year, which most parents prefer to do, or by the term).



Terms and Holiday Dates for 2011

Term 1	THURSDAY	3rd February	to	FRIDAY	15th April
Term 2	MONDAY	2nd May	to	FRIDAY	15th July
Term 3	MONDAY	1st August	to	FRIDAY	7th October
Term 4	TUESDAY	25th October	to	FRIDAY	16 th December



Uniform

High standards are important. Students are expected to wear the correct uniform when attending school, to and from school and at school functions with pride. We stress the clean and tidy look with students taking their own responsibility for this. This means: shirts and jerseys worn properly, correct shoes (leather, not sports shoes), and only the correct polar-fleece and track pants to be worn.



Standard Uniform Only Available from:

Brandfuel Promotions

32 Oruanui Street Taupo

Ph: 378 1160 After hours: 0274 521 455

Hours: 10:00am - 1:00pm & 2:00 - 4:00pm

Monday to Friday

ALL UNIFORM ITEMS WILL HAVE THE TAUPO INTERMEDIATE LOGO:

Jersey: Navy Woollen –(Optional)

Polar Fleece : Royal Blue & Navy

Polo shirt – White with Navy Trim

School Socks – Boys—Royal Blue / white stripes.

Boy's Shorts – Black Navy

Girl's Skort –Black Navy

Physical Education – Black Shorts & New Polo style shirt – Royal Blue / Black trim

The following items may be purchased from local outlets;

Plain Navy Blue Trackpants: (available from - Brandfuel / Postie Plus)

Optional for winter - choice of straight or gathered leg
(No logos or snap-pants) **N.B.** Black is not allowed

Footwear: Black or Brown Leather Roman Sandals - Back strap worn done up.

Socks: Girls—White ankle socks (worn properly with shoes, not sandals).

Boys—School Navy socks (as above).

Black Leather Lace-up Shoes (Nuggetable): (Leisure/sports shoes are not allowed).

N.B. Toe covered shoes must be worn in technology classes - this is a requirement from OSH.

Sunsmart Hats/ Caps - your choice - appropriate - clean - worn outside only and correctly.

IMPORTANT

- * All clothes must be clearly named and looked after.
- * No make-up or nail polish to be worn.
- * Jewellery. One piece of jewellery may be worn apart from one pair of studs/sleepers for pierced ears.
- * Nose-studs, eyebrow studs, tongue studs or other body piercing are not permitted at school.
- * White Skivvy is allowed in winter.
- * Plain Navy Blue Beanies / scarves may be worn in winter.
- * There is no need to experiment with outrageous hair colouring - 'au natural'.
- * You must have your full uniform to begin school here at Taupo Intermediate.
- * Formal Uniforms (pictured) and track suits are provided to students who represent our school.



* BE PROUD OF WHO WE ARE *

Taupo Intermediate

Striving for Excellence



CURRICULUM FOCUS

1. That students will meet or exceed the national expectations in Numeracy and Literacy with the support and guidance of the teaching staff. Staff Development will focus on consolidating their teaching practices, up-skilling in the knowledge and use of the measuring tools such as AsTTle, Ikan, Gloss and Overall Teacher Judgements to be able to report to parents/pupils using the National Standards.
2. To continue to develop 21st Century learning environments using IC.Technology which will enhance teachers' effectiveness, improve student engagement in learning and raise achievement for all students.

PASTORAL CARE

1. That students and teachers will respect each other and show a healthy respect for their environment.
2. That we will continue to develop a culture which promotes a caring and sharing environment, where
 - fear is not a factor.
 - bullying, intimidation, verbal and physical abuse are eliminated.
 - support and guidance is available.
3. To build strong relationships, based on mutual trust and respect, where each person is valued for their efforts.
4. That all pupils will be encouraged and guided to participate in a smorgasbord of opportunities and experiences.
5. That we will continue to strive to ensure that Taupo Intermediate is an important provider of education in this town for the middle years.

Culture

“Positive, respectful relationships are a feature of the school. Individual diversity is recognised, and valued, and the needs and strengths of students are well provided for in an inclusive and supportive environment. Students are encouraged and expected to achieve highly and experience success”. Education Review Office 2010

The Learning Environment

A Place of Opportunities

-

A Place of Learning

The central focus at Taupo Intermediate is determined by the 10 - 13 year old students, and the unique developmental needs which accompany this age span.

We create quality learning programmes that meet the varying needs, interests and characteristics relevant to Year 7 and Year 8 students. In order to achieve this, Taupo Intermediate emphasises a positive, supportive learning culture which is totally focused on meeting the academic and developmental needs of the emerging adolescent.

"The school has developed specialist classes in Science, Music, ICT, a Boys Class and classes for Students with Academic Ability". Students experience an environment that offers a range of extensive cultural and sport opportunities" - Education Review Office Report - 2010

Some classes are deliberately organised with teachers who have a particular passion or high interest in a curriculum area and also in a single sex class where we think "boys" may benefit from having their own class.

A deliberate style of curriculum is designed for each of the classes taking into account the teacher and pupils' interests.

This will be a deliberate focus in the second year of their schooling here as the first year will be for our students to find their feet and to cope with the many changes.

THOSE THINGS THAT MAKES US DIFFERENT FROM OTHER PROVIDERS:

- **Specialisation— Visual Arts, Performing Arts, Drama, Dance, Oral Presentations, Kapa Haka**
- **Culture of the school— 'the way we do things around here'.**
- **Targeted to pre-adolescent needs of students**
- **Timetabled and provided on-site; Food, Fabric and Workshop Technology**
- **Sports & Education Outside the Classroom - day activities and week long camps**
- **Teachers involved in coaching and managing all our schools sports and cultural teams**
- **Provide access into regional, national and international events**
- **All the above at minimal or no cost to the child**
- **Trips to Noumea, Japan, and Abel Tasman Park in the South Island.**
- **Principal and Staff in attendance and supporting all school activities.**

ALL ON ONE SITE



Age Specific Resources and Facilities

Through effective use of our funding and fundraising we are able to provide our pupils with the best in classroom aids and facilities.

A large modern Library

With computerised library and security systems, an excellent range of books, audio and visual resources.

I.C.T. Suite (IBM compatible)

Suite is next to our library with 30 computers which allow for one-to-one class instruction, utilising a wide variety of educational software, as well as access to the Internet, E-mail, telephone, fax, digital camera and scanner.

Interactive Classrooms

Have been established in Rooms 18 and 19 with up to date technology to support our E- Learning programme and Knowledge Net under our Extending High Standards Across School Contract.

A Big Hall

Carpeted and upgraded in 2004, with equipment for Physical Education programmes (including gymnastics equipment) and stage facilities, suitable for a wide range of activities eg. Musical Productions, Mathsmatters. Science Fair and alongside the student's favourite - [The Tuck Shop](#)

Sports Facilities

We are continually upgrading our equipment to improve the delivery of our well organised P.E. and sports programme -

- Astroturf - Netball/Hockey/ Cricket/ Patter Tennis
- Hard Court Area - Basketball Court



A large Swimming Pool

With changing sheds.

Outdoor Educational Equipment

18 kayaks and Special Safety "Chase Boat", ski-sets, a class set of abseiling gear, tents (enough for 2 classes), camping equipment housed in a self-contained trailer, 20 tramping packs, large marquee, and specialist bike trailer and surf boards.



Specialist Rooms for Technology

Presently being refurbished on the interior with high spec. equipment to help facilitate teaching of the knowledge and understanding required both for today and for the future - workshops/media and music technology.

Art Specialist

Taking an exciting Art programme exploring various medium and techniques.

School Mini Buses

Two modern vehicles each with provision for 11 passengers plus the driver.

Specialist Teaching Staff

Full staff complement of 24 Specialist Teachers with Year 7 and Year 8 education.

"Facilities for learning, sports and cultural pursuits are extensive and well maintained. The school community has a strong sense of pride in the school, its environment and the opportunities provided for students" - Education Review Office Report

Curriculum

Quality Education for Your Child

Under the framework of the National Curriculum, Taupo Intermediate School has created a balanced and broad curriculum designed to educate the whole student and cater for the intellectual social, physical and creative aspects of the emerging adolescent.

Our teacher specialisms ensure that quality programmes geared at the academic level, interests, needs and characteristics of 10 -13 year old age group: meet the individual needs of a whole range of students.

Learning Areas

Important for a broad general education.

- **English:** students study, use and enjoy language and literature communicated orally, visually and writing.
- **Mathematics and Statistics:** students explore relationships in quantities, space and data.
- **Science:** students explore how both the natural, physical and science work.
- **Social Sciences:** students explore how societies work and how they themselves can participate and take action as critical, informed and responsible citizens.
- **Learning Languages:** students learn to communicate in an additional language, develop their capacity to learn and explore different views in relation to their own.
- **Health and Physical Education:** students learn about their own well-being, and that of others and society, in health-related and movement contexts.
- **The Arts:** students explore, refine and communicate ideas as they connect thinking, imagination, senses and feelings to create works and respond to the works of artists.

Key Competencies

Capabilities for living and life long learning.

- **Thinking:** is about using creative, critical and metacognitive processes to make sense of information, experiences and ideas.
- **Using Language, symbols, and texts:** is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information experiences and ideas.
- **Managing self:** is associated with self-motivation, a "can-do" attitude and with students seeing themselves as capable learners. It is integral to self assessment.
- **Relating to others:** is about interacting effectively with a diverse range of people in a variety of contexts. It includes the ability to listen actively, recognise different points of view, negotiate and share ideas.
- **Participating and Contributing:** is about being actively involved in communities, including family, whanau, and school and those based, e.g. on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national or global.



"The school has been responsive to consultation in establishing its curriculum priorities. Use of teacher strengths and the provision of a diverse range of learning environments, particularly adapted for students of Intermediate age, is evident. This broad and responsive curriculum is providing a well-integrated Maori perspective and increasingly high levels of student engagement in learning".
— Education Review Office 2010

Reporting to Parents

Formal Process

This involves a combination of data collection and analysis to ascertain whether our pupils are achieving at levels comparable to national expectations. The individual findings are then reported back to parents and pupils using verbal and written reports.

Term One

Early in the term we will hold a "MEET THE TEACHER" evening. This is the time for parents to meet with all of the teachers who teach their child to share their thoughts on how the pupil has settled, and to explain how their class is set up for the year.

At the end of the term a brief written report will indicate where your child is at academically and socially:-

- indicators of the working levels that your child is at
- social and co-operative skills

Term Two

At the end of the term you will be invited to attend focused interviews with the classroom teacher, accompanied by your child. This will also give our teachers an opportunity to report on the National Standards.

Term Three

Gives an opportunity to consolidate but you will from time to time receive the pupil portfolios to keep you up to date with progress.

Term Four

At the end of the year a full comprehensive written report including the National Standards will be issued to you and your child. For Year 8 students a copy will also be sent to their next school and for Year 7 students a copy will be given to their Year 8 teacher.

Throughout the year it will be possible to contact your child's teacher to check on progress. A portfolio of samples of pupil's work will be available throughout the year and a pupil profile will eventuate by the end of the year.

"The school has sound systems in place that enable parents to be actively involved in their children's education and the life of the school. There are opportunities for them to participate in decision making and to support school activities and events. Teachers keep parents well informed about their children's progress and achievements in a variety of ways" - Education Review Office—2010



The Class For Children With Academic Abilities

At Taupo Intermediate School we promote the opportunity for Children With Academic Ability (C.W.A.A.) to work and learn together in a class or classes. Borne out of the philosophy that gifted or special ability children learn in a way that is different from other children and that they think differently from other children, too.

Research has even gone as far as concluding that "by not streaming or ability grouping, the only students who are affected are the gifted and talented. They are the only group seriously disadvantaged by our mixed ability classes".

(James Kulik and Chen-Sin Kulik USA).

Identification

We use a range of identification procedures for identifying these students, inclusive of testing, consulting with prior teachers, parents and the students themselves.

Testing date: 9th November 2010 in our School Hall @ 9.00am - 11.30am

To join this class you must/will be invited after all factors are considered during Week 7

At Taupo Intermediate School we are committed to providing opportunities for our Gifted and Talented throughout the school as well as those in our Academically Challenging Class.

Quote from our last ERO Report:

There is a strong commitment by the management and board to providing gifted and talented education. The Education Review Office - September 2007 was required to review our ability to provide for Gifted and Talented students and provided feedback by writing the following:

'The school' documentation, including a policy and procedural guidelines, clearly defines gifted and talented and provides clear direction for identification'.

'The school provides an extensive range of programmes and activities for gifted and talented'.

'Students are benefitting from access to extension learning programmes that enable them to pursue their special interests and strengths'.



Boys Only Class (Year 8)

We recognised that a large number of our boys were under-achieving and consequently becoming disheartened with their education. On further research it was clear that the evidence that boys are lagging is incontestable. We recognise that boys have specific learning styles that are different from girls and that with a feminised education; these boys were becoming dis-interested in learning. 2010 was the first year for this class and its success has meant the continuation of this class for 2011.

Identification

Year 7 teachers identify boys in their classes who would benefit most from a boy orientated curriculum. Some criteria are the following; interest in topics that typically interest boys, the potential to move academically, some disengagement indicating possible improvement with different learning situations, has leadership potential.

Process: Year 7 teacher identification
Letter sent home to parents
Return slip to be returned to school

Boys' Learning Characteristics

Short closed tasks broken down into chunks
Daily and regular physical activity
Goal setting programme
Boys need to know the purpose of what they are learning
Co-operative learning
Peer tutoring
Allow for movement and different seating arrangements
Frequent monitoring, feedback and reassurance
Quality more important than quantity
Need to know that the study they do is relevant to them
Competition
Hands on - The way things work (tactile)
Memorising facts
Problem Solving
Restlessness
Impulsivity
Challenging



Code of Conduct - Appropriate Behaviour

The school's behaviour management programme supports both staff and students in developing quality inter-relationships that can be sustained over time. The school has high expectations for a correct code of conduct and boundaries for positive behaviour.

The School's Code of Conduct is based on:

RESPECT

Self-respect

Respect for each other - Staff and Pupils

Respect for our environment

The school firmly believes that teachers have a right to teach and students have a right to learn in a positive environment.

Under the umbrella of school-wide standards and protocols (for classrooms/playground and 'dress' code rules) rights and responsibilities are clearly defined in every classroom.

Making wise decisions or the right choices and taking responsibility for the consequences of unwise choices - play an important part in the school's behaviour 'ethos'.

RESPONSIBILITIES SCHOOL-WIDE

- * Look after yourself, others and the school property.
- * Acceptable behaviour is the 'norm'.
- * Use common sense and courtesy.
- * Meet expected deadlines.
- * Wear the correct school uniform.
- * Keep the school clean and tidy.
- * Act in a responsible and mature manner.
- * Keep within school boundaries.
- * Know and work on our School Goals.
- * Getting to school regularly.

NOT ALLOWED AT SCHOOL

- * Cell phones.
- * Expensive personal items.
e.g. gameboys, i pods
- * Labelled clothing, especially jackets.
- * Collectors cards / items.
- * Dangerous, harmful substances and/or objects.
- * Chewing gum.
- * Alcohol.
- * Drugs including smokes, lighters, matches.
- * Gang "insignia" eg: patches, colours

Our behaviour management plan can only be successful if we have the support of our parents and community and we are all consistent with how we operate. We believe strongly that the following statement is still very much a feature of our management plan.

"Management and teachers have worked to establish and reinforce positive relationships with students. Effective role modelling and a restorative non-confrontational approach to behaviour management have strengthened the learning relationship between teachers, students and families". Education Review Office Report - September 2007

Code of Conduct for Students Travelling on School Buses

*Transport assistance is provided as a privilege, for eligible students, and not a right.
Your Principal may withdraw that privilege if you misbehave.*

ELIGIBILITY

- * Age under 10 years living more than 3.2 km from the nearest school.
- * 10 years of age and older living more than 4.8 km from the nearest school.

RESPONSIBILITIES

- * Use common sense and courtesy.
- * Behave appropriately.
- * Look after yourself and others.

The caregiver and the student should ensure they have read and understood the behavioural expectations outlined below. They need to be adhered to for the safety and comfort of all travelling on the school bus.

Please note: When there are no behavioural issues evident, there will be no need to put a 'Code of Conduct Agreement' into practice.

BEHAVIOURAL EXPECTATIONS

- When I am a seated passenger, I will remain in my seat for the whole journey.
- I will not eat on the bus or throw anything inside or out of the bus.
- If I am a standing passenger, I will stand quietly and not push or move around the bus.
- I will respect other students and their property at all times (this includes pushing, verbal or physical abuse, or any other behaviour that may distract the driver).
- I will use socially acceptable language when conversing with the driver and/or other students and I will not speak at a volume that may distract the driver.
- I will respect the property of the Bus Operator at all times (e.g. refraining from standing on seats or vandalising the vehicle in any way).
- I will not engage in any behaviour that could put the driver or other students at risk.
- I will observe the requirements and instructions of the Bus Driver and the teacher/s responsible for bus duty at all times.
- I understand that any damage I cause to the bus will result in my caregiver being billed for the cost of repairs.
- I must have written permission from my Caregiver to the Principal or Bus controller, if I wish to get off the stop other than my usual one.
- The bus must have stopped moving before I get on or off.
- When off the bus, keep well clear, especially when it is being reversed or turned.

APPROPRIATE BUS BEHAVIOUR IS PROMOTED AT TAUPO INTERMEDIATE SCHOOL

Processes are in place for managing unsafe or unacceptable bus behaviour when they occur. Caregivers are notified regarding incident reports.

Repeated incidents of unsafe or inappropriate behaviour from individual students may invoke the need for an individual 'Code of Conduct Agreement' to be introduced.

School Activities



BOP Mountain Biking



Riding for Development



Noumea Cultural Exchange



Chess Competition



Year 7 Army Visits



Rugby Exchange

School Activities



Jump Jam



Book Week Character Day



Japanese Exchange



Tuwharetoa Festival

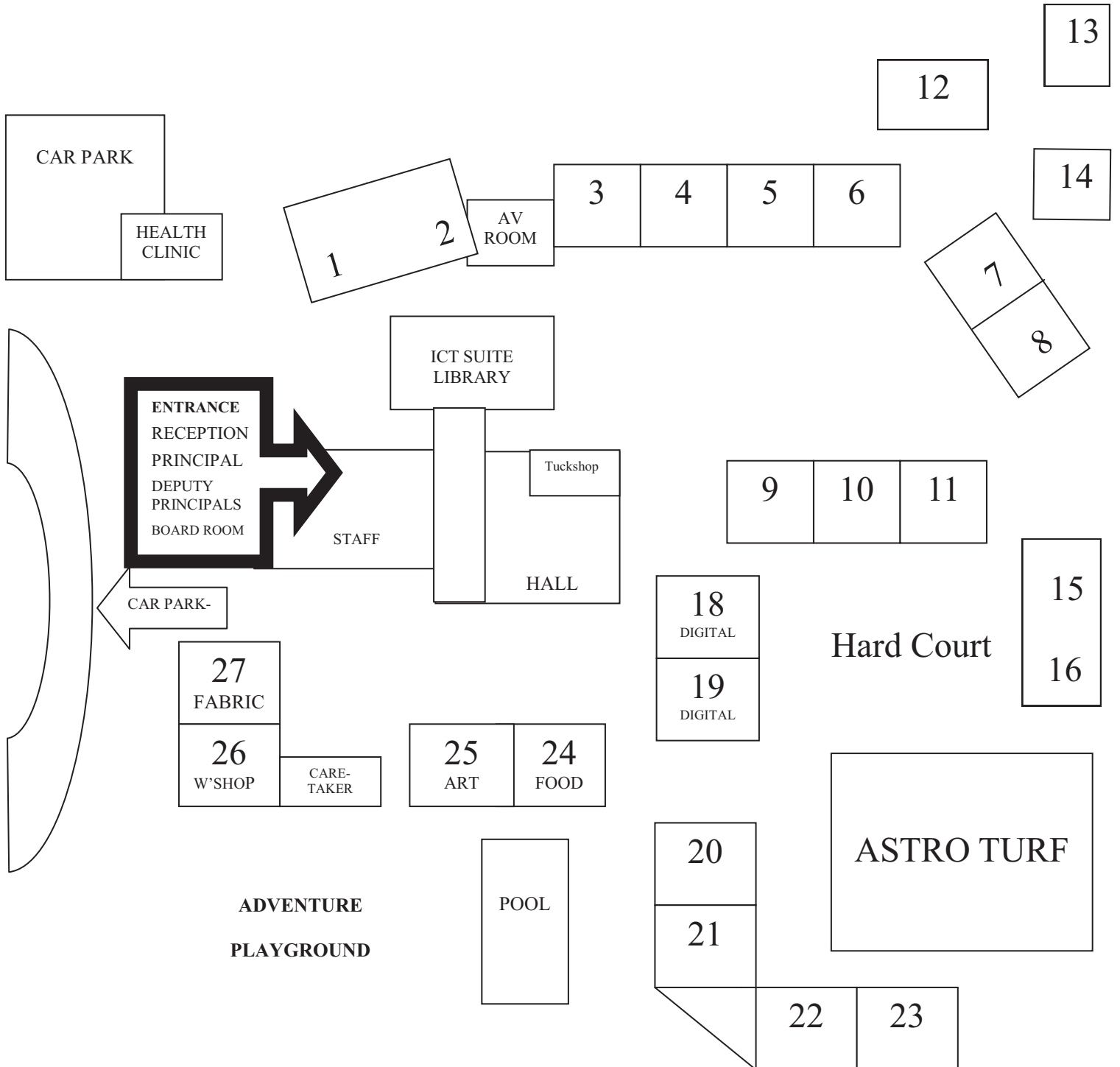


Mathsmatters Competition



Gisborne
Battle of the Bays

Taupo Intermediate School Map



General Information

SCHOOL FEE The school requires a \$60 School Donation and a \$80 technology fee to be paid either in its entirety or per Term. This helps in the general running of the School and is essential for the 'take-home' component from our Technology Dept, where many varied and exciting articles are produced that the children often bring home to share with the family. An invoice is sent home in Term 1. This is a tax deductible expense.

CONCERNS If you have concerns of any nature about your child, the person to discuss the issue with in the first instance is always your child's home room teacher. You can make contact with the teacher by phoning the **School Office 378 8097**.

OTHER EXPENSES

Camps. Costs vary with camp style but the School takes every step to see they are as 'affordable' as possible. Selection of local venues, utilising school gear, or student fund raising is encouraged via School Policy.

Class Trips. Newsletters are sent out prior to all class trips.

International Competitions and Assessment. (\$6 per paper). Students can enter writing, science, language, mathematics and computer studies at our School. We have a proven record of high achievement!

OPEN-DOOR POLICY We operate an 'open-door' policy. That means we would like you to be involved with us through any or all of the school, class, or team activities.

CELL PHONES At our school their use is unnecessary and therefore cell phones are not required to be here or used during school hours. All phone calls are made by teachers or office staff.

Cell phones can be used when text bullying and have the capability to download unnecessary information. They are a useful tool but can be used to cause unnecessary grief in our school.

ALL COMMUNICATION TO AND FROM THE SCHOOL NEEDS TO BE BY THE MAIN OFFICE.

ABSENCE FROM SCHOOL The class teacher is to be informed if your child will be absent.

Absences from school require a telephone call before school to the office by the parent/caregiver or a written note to the class teacher. Co-operation, in the interests of child safety, would be appreciated. Unexplained absences will be followed up. A medical certificate is required for sickness 5 days or longer.

PERMISSION TO LEAVE THE SCHOOL GROUNDS

Permission is only given when a note signed by the parent, requesting a leave pass is provided to the Deputy Principal. The same procedure applies to lunch passes and bus passes.

EMERGENCY CONTACT NUMBER We often need to contact parents/caregivers urgently for the sake of your child's health, welfare or maybe inappropriate behaviour. If however, caregivers cannot be contacted, an emergency contact name and telephone number can be given to the school. **SHOULD THE NUMBER ALTER DURING THE YEAR, PLEASE LET THE OFFICE KNOW!**

ILLNESS AND ACCIDENTS If a pupil becomes ill at school he/she must report to the school office, where basic needs will be attended to. Caregivers will be contacted to collect pupils from the school, if deemed necessary. Where contact cannot be made, the school will act as a prudent parent would in an emergency.

Designated staff can administer prescription medication. It is essential that permission /instruction form be completed and signed by the parent and given to the office.

NEWLETTERS

School newsletters are sent home weekly on Friday. Class or team newsletters are sent home regularly.

HOMEWORK The School Policy is that all students should have homework for the first 4 nights of the week but it needs to be relevant to the work already covered in class programme.

Any issues should be addressed through the classroom teacher. It should not be the cause of high levels of stress and concern and should be addressed.