



Taupo Intermediate 2020

Prospectus

Making a Positive Difference

*Produced by
Taupo Intermediate School
2019*



Autographs:

Notes:

Frequently Asked Questions

♦ Do we have to buy the laptop through the school scheme?

Yes. The laptops are loaded with a version of Windows 10 that helps with consistency across the school. If a laptop has issues, we will have loan laptops that can be used with their documents being stored in the Cloud. We have found that this has been highly successful during the **five years of the Laptop Programme**. It is not compulsory for you to purchase a laptop. Those students who don't, we provide a PC Workstation in class.

♦ What does the laptop warranty /insurance plan cover?

The warranty covers technical and hardware faults. The battery is only covered for 12 months—2 Year insurance.

♦ How much time will my child spend on the laptop each day?

This varies between classes. The teachers at Taupo Intermediate have worked hard to create meaningful programmes across all curriculum areas that integrate the use of the student laptops. You can expect a balanced programme and if you have concerns about this issue, please contact our Principal or Team Leaders with your concerns.

♦ What happens to the laptop once my child leaves Taupo Intermediate?

On leaving, the laptop will be restored to the original factory settings, to the operating system used the year you joined the scheme. The Ministry funded programmes will be taken off the laptop. Your child will be able to take their laptop to either of the local colleges as they are accommodating these devices in the programmes.

♦ How do you make up the classes?

We interview the Year 6 teachers when the students visit us during Orientation week, collect information and data about achievement and personalities along with interests in cultural, academic and sporting areas. We will also ask schools to forward us a copy of the Transfer of Information - data pertaining to assessment and evaluation including National Standards.

Does the student:

- have specific learning and or physical needs and what assistance has been given?
- excel academically?
- exhibit challenging behaviours?
- have positive or negative working relationships

Some of this information will also come from you as parents /caregivers and you may request an interview with an appropriate person - the Principal, Deputy Principal, Dean, SENCO. Students will then be placed into classes that are of mixed ability and will come from a number of Primary Schools. The only "Streamed Classes we have are the Children With Academic Ability - CWAA - where the student will need to undertake some Entrance Tests — held at Taupo Intermediate Tuesday 6th November 2018 at 9.00am.

♦ What do you do about Bullying?

There are policies and procedures in every school and every school will have experienced some sort of bullying. Firstly we need to know it is happening and the earlier the better. We will need to work together, and if we don't the situation actually gets worse - **"Early intervention and de-escalating the problem"**. We have developed positive procedures for dealing with Online and Cyber-Bullying and we use the online **NETSAFE** Guidelines which are available to you as parents as well. We will continue to "Ban" the use of cell phones at school as we can't control their usage, which is often the main source of online bullying and online breaches of our **Cyber Safety Programme - Digital Citizenship**.

♦ What's important about the Intermediate School?

We believe in the development during the middle years ages 10- 14. We have developed a nation-wide 'kaupapa' which is shared with you on the middle page of this Prospectus. We believe in building resilience by exposing our students to many different challenges and experiences where they will succeed and fail, where competition is encouraged and preparedness essential, that we will from time to time make mistakes but will recover, and that friends will come and go. **Embrace the Catch Phrase "Get Involved!!"** - Forming positive relationships with Students and Teachers is key to success and achievement, along with strong partnerships with our Parents and Community. Our philosophy is that the Intermediate is a form of Education that suits some students. We are not here to compare with others, but to show you what we are all about, and then you can make an informed and inspired decision.

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

- ♦ *Recognising this unique age group with staff that understand and are committed to a specific learning phase.*
- ♦ *Providing outstanding educational opportunities with a degree of specialisation.*
- ♦ *Introducing you to new experiences, studies and interests with a broad, flexible uncluttered curriculum.*
- ♦ *Providing an orderly, friendly and positive learning environment focusing on citizenship, identity, morals and values.*

Our academic focuses will be on improving 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.*
- ♦ *Academic such as Athletics, Science Fair, Literacy and Spelling Quiz.*
- ♦ *Sports for general participation and for the elite and highly competitive.*
- ♦ *Cultural - Music -TIS Band, Dance, Kapa Haka, 2nd Languages - Te Reo Maori, Chinese and French.*
- ♦ *Specialist Subjects - Food, Fabric & Design, Art, Workshop, Science and Digital Technology.*
- ♦ *A comprehensive computer programme including the use of Work Stations and personal Laptops, which support the learning of our students at home and school.*

I want to assure our new parents and pupils that our school, along with your support, 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 time on promoting and acknowledging the successes and positive behaviours.*

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

I would like our parents and pupils to read and discuss our information contained in the Prospectus and to commit to working with us to make the next two years enjoyable and successful.

I will meet and greet you at all school related activities, along with a very committed staff and thank you for choosing us as your Year 7 and 8 Provider.

William Dean Clarke — Principal



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.

"Curriculum design, stewardship, internal evaluation, pastoral care, relationships with students, parents and whanau, and culturally responsive contexts for learning, are effective in improving outcomes for learners."

- Education Review Office - August 2017





Board of Trustees

A message from Vanessa Donald our Board of Trustee Chairperson:

Dear Parents and Whanau,

Thank you for considering Taupo Intermediate School in the next stage of your child's learning journey.

Taupo Intermediate School is an environment rich in new experiences, challenges and responsibilities, specially tailored to the needs of our emerging teens.

Located in the heart of Taupo, Taupo Intermediate offers a diverse range of academic, cultural, sporting and social opportunities, combined with an Award System to encourage students to get involved in the local community, culture and events, and to aim high.

Our teachers, staff and leadership team are role models for our students—involved, enthusiastic and committed.

Taupo Intermediate School is a school rich in new experiences, challenges and responsibilities, specially tailored to the needs of our emerging teens. We focus on establishing strong relationships between staff and students, creating a sense of belonging for all students. Our staff try to nurture, develop and grow the spirit of each student through a smorgasbord of opportunities and experiences, provided in a safe, encouraging and inclusive environment.

Student achievement is at the heart of all activities, professional development and initiatives. As a Board, we review and monitor the school performance, setting the strategic direction for the school through the Charter and Annual Plan.

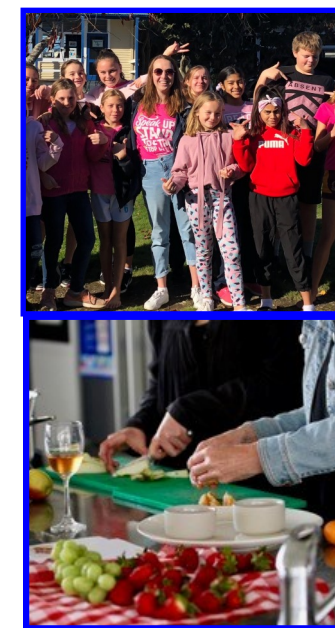
In June 2019 a new Board of Trustees was elected, with a full compliment of experienced Trustees forming our Board. As a Board we take our role seriously, and along with the staff, are committed to continuous improvement. We have 9-10 meetings scheduled each year and we warmly invite members of the school community to attend our meetings to be party to governance in action. As we have a split election cycle, we will hold our elections again in 2020 for two trustees. If you are interested in becoming a Trustee, please contact the Principal to get more information.

This careful blend of people, opportunity, resources and encouragement is what makes Taupo Intermediate a school of choice.

We aim to make a positive difference for all students and build a strong foundation for our pre-teens to take on the next steps in their learning pathway.

Principal: Bill Clarke
 Finance: John McIntyre
 Communication/Policy: Bridget Hayes
 Staff Representative: Kerri Robinson

Chairperson: Vanessa Donald
 Property Conveyor: DJ Tupe
 Community: Donna Hemopo
 Minute Secretary: Julie Paterson



Enrolment Process for Y7 Students 2020 Academic Year

ENROLMENT FORM — Hard copy or Online

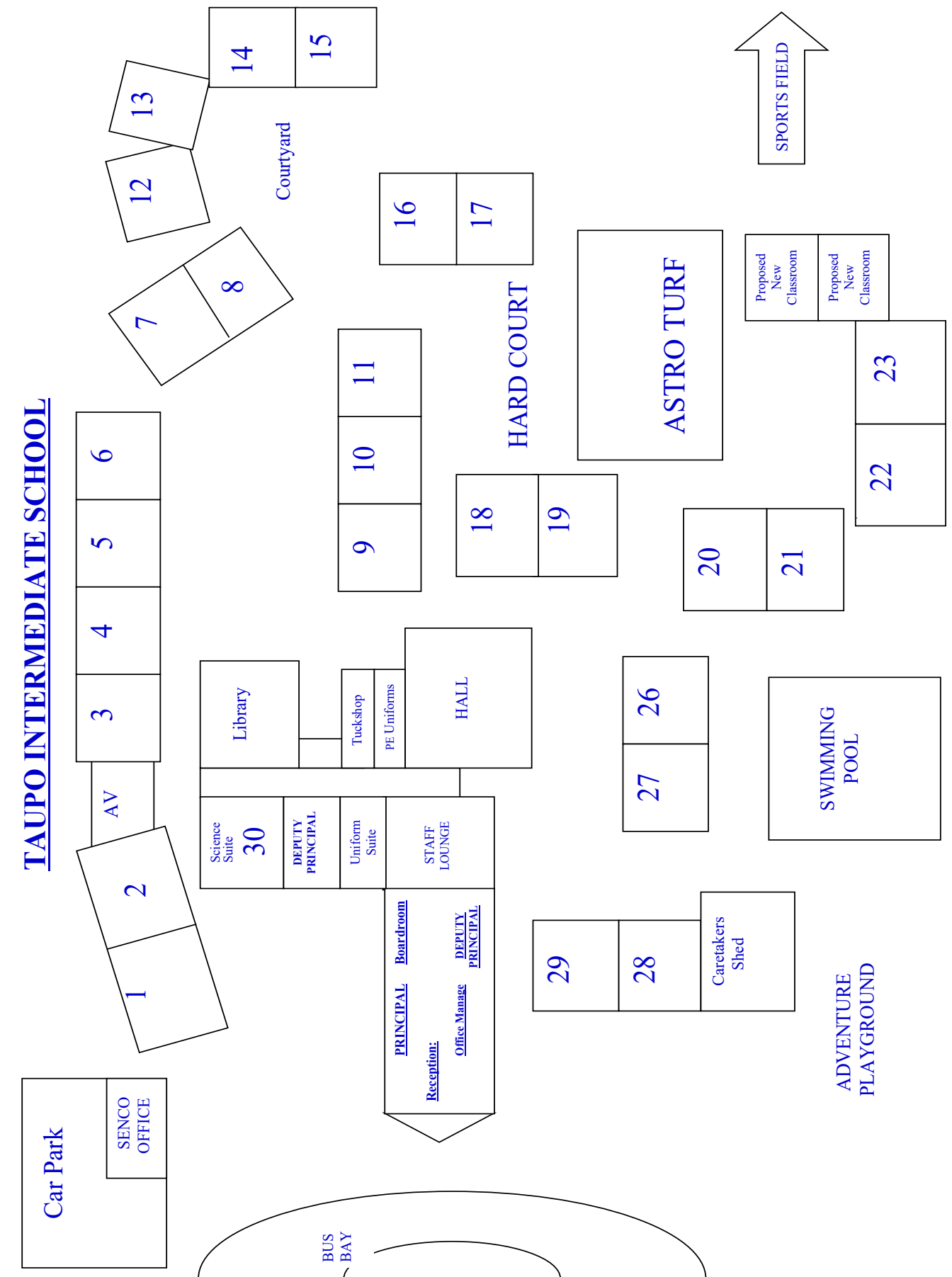
THIS NEEDS TO BE COMPLETED IN FULL, EITHER ONLINE AT www.taupointermediate.co.nz OR PAPER FORM, AVAILABLE FROM THE SCHOOL OFFICE. ALL ENROLMENTS TO BE RETURNED TO THE SCHOOL OFFICE BY THE FINAL ENROLMENT DATE OF MONDAY 25TH NOVEMBER SO THAT CLASSES FOR 2020 CAN BE COMPILED.

TIMELINE TERM 4 2019

WEEK 3 29th — 31st October	<u>PRINCIPAL MEETINGS</u> Taupo Intermediate Principal will hold evening meetings with parents at contributing schools.
WEEK 3 29th Oct — 1st Nov	<u>ORIENTATION WEEK</u> Contributing Schools students will visit Taupo Intermediate. An opportunity for Year 6 students to view the school. The Dean will talk with Year 6 teachers about prospective students who have high/special or extraordinary needs.
WEEK 5 12th November Tuesday	<u>TESTING FOR THE C.W.A.A. CLASS</u> 9.00am - 11.45am testing in our school hall.
WEEK 5 11th November	Year 7 teachers will compile pupil profiles and make recommendations for the placement of pupils into Year 8 classes for 2020.
WEEK 6 18th November	All teachers will have completed school summative reports for the 2019 academic year.
WEEK 6 19th November	<u>NOTIFICATION OF RESULTS</u> Invitations sent out to join C.W.A.A. class for 2020.
WEEK 5/6 11th November - 18th November	<u>CLASS LISTS FOR 2020</u> Class lists for 2020 being compiled with information from the previous year's teachers / school.
WEEK 7 26th November	Enrolments forms need to be received by the School Office. Notification of class placements for 2020 is on the first day of the new school year Monday 3rd February 2020.

"The 'Middle Years' 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)



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

- * For Year 7 and Year 8 students who are living more than 3.2 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 AN EXPECTATION 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 result in the student being banned from travelling on the bus for a period of time.

Essentials

First Day 2020

- * **Monday 3rd February 2020 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. (Or book pack if already purchased via the school office).
- * Taupo Intermediate School book pack can be purchased at the School Office (includes Class Portfolio). All pupils will receive a Book Pack on the first day if not purchased earlier **and invoiced with payment due A.S.A.P.**
- * **N.B.** The school office will be open from **MONDAY 27th January 2020** for new enrolments and stationery packs.
- * You must be wearing the correct school uniform to be able to start school and clothing should be clearly labelled.

Uniform is purchased from BRANDFUEL— 32 Oruanui Street.

People you may need to know

Principal: Mr W.D. Clarke

Deputy Principal: Mr B. Haydon

Deputy Principal: Ms M. Simpson

Technology Teachers:

Tech Food: Mrs K. Robinson

Visual Art: Ms S. Davies

Workshop: Mr Mason Elliott

Materials & Design: Ms N. Morris

Science: Ms J. Turanga

Support Staff:

Office Manager — Principal's P.A.: Ms J. Paterson

Office Receptionist: Mrs D. Coe

Accounts / Receptionist: Mrs M. Hermann

Canteen Manager: Mrs K. Bush

Caretaker— Mr M. Hatfield

Terms and Holiday Dates for 2020

Term 1	MONDAY	3rd February	to	THURSDAY	9th April
Term 2	TUESDAY	28th April	to	FRIDAY	3rd July
Term 3	MONDAY	20th July	to	FRIDAY	25th September
Term 4	MONDAY	12th October	to	TUESDAY	15th December



Uniform

Students are expected to wear and have their full uniform to begin school here at Taupo Intermediate.

It is to be worn with pride and a high standard is important. Formal Uniforms (pictured below) and sports track suits are provided to students who represent our school, and must be returned clean and tidy after use.



Standard Uniform Only Available from:

Brandfuel Promotions

32 Oruanui Street Taupo

Ph: 378 1160 After hours: 0274 521 455

Hours: 8:30am — 4:00pm

Monday to Friday

ALL UNIFORM ITEMS WILL HAVE THE TAUPUO 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 — Dark Navy

Girl's Skort — Dark Navy

Plain Navy Blue Trackpants: (available from – Brandfuel) Optional for winter - choice of straight or gathered leg at ankle. (No logos or snap-pants) **N.B.** Black is not allowed.

The following items may be purchased from local outlets;

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

Black Leather Lace-up, Nuggetable, Hard Toe/Sole Shoes: (Leisure/sports shoes are not permitted).

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

Socks: Girls—White ankle socks (worn with shoes, not sandals). Black Stockings optional for winter.

Boys—Navy School socks (worn pulled up).

Sunsmart Hats/ Caps - your appropriate choice worn correctly, no logos.

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 any other body piercing are not permitted at school.
- * Plain Navy Blue Beanies / scarves may be worn in winter.
- * There is no need to experiment with outrageous hair colouring - 'au natural'.

*** BE PROUD OF WHO WE ARE ***



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, ipods.
- * Fashion labelled clothing, especially jackets.
- * Collectors cards / items.
- * Dangerous, harmful substances and/or objects.
- * Chewing gum.
- * Alcohol.
- * Drugs including cigarettes, 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.

"Effective systems and practices support students' emotional wellbeing. These practices are underpinned by respectful, caring relationships among teachers and children. Students feel well supported and are able to access specialist internal and external support and guidance when needed. Support staff provide further assistance to children with additional learning and care needs".

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 Big Hall

Carpeted and refurbished in 2014, 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 students' 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
- Rugby Field / Athletic Track / Soccer Field

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/materials & design /food technology, science and art.

School Mini Buses

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

Specialist Teaching Staff

Full staff complement of 30 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."



General Information

SCHOOL DONATIONS

At the time of compiling this School Prospectus for 2020 we have yet to make a decision as to whether Taupo Intermediate School will accept the Ministry of Education scheme of \$150.00 per student.

In the event that we will be involved, our school will endeavor to try and deliver our present programmes at the same level of interest and quality but we believe this will be a challenge and very difficult to manage.

In the past we have asked directly for a fee of \$120.00 per year, to cover our Technology - Food, Fabric, Art, Science and Hard Materials Workshop - programme and believe that we have provided a challenging and hands on approach to this curriculum area.

Without this continued support we may well have to adapt our programmes to more theory-based learning, as it is the consumable costs that are the greater part of this budget area.

Intermediate Schools are the only Primary schools faced with this challenge and yet we receive the same level of funding within the new donation scheme.

School Camps and trips appear to be exempt from this scheme but realistically they are not and again it will come down to us as an Intermediate to make decisions about the future of these without parental support.

Taupo Intermediate for the past five years has not asked for donation or school fee so you could support our laptop scheme which we will continue to provide, but in 2020 the situation will change.

We will publish a more comprehensive plan of what we are doing in 2020 and seek your continued support for our endeavours.

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**.

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

ABSENCE FROM SCHOOL The class teacher is to be informed if your child will be absent. A telephone call to the school office by a parent/caregiver or a written note to the class teacher. Co-operation in this matter would be appreciated in the safety interest of the student. Unexplained absences will be followed up with a text for explanation. If no explanation is received the student is marked as Truant after 5 days and recorded with the Ministry of Education. A medical certificate is required for sickness after 5 days or longer.

PERMISSION TO LEAVE THE SCHOOL GROUNDS Permission is only given when a note signed by a parent, phone call, or e-mail, requesting a leave pass is received by the teacher or office staff.

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 CIRCUMSTANCES ALTER DURING THE YEAR, PLEASE INFORM THE OFFICE STAFF.**

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.

CELL PHONES At our school cell phones are not permitted. However if your child brings a cell phone to school, it must be handed into the office before class starts and picked up at 3:00pm.

The reasons being that cell phones can be used for 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 VIA THE MAIN OFFICE.

COMMUNICATION

School newsletters are sent home weekly most Fridays, and are also posted on our school website (www.taupointermediate.co.nz). You can request the newsletter be e-mailed to you as well. The school Facebook page posts regular updates, reminders, information and photos. Class or team newsletters are sent home regularly.

Curriculum

Quality Education for Your Child

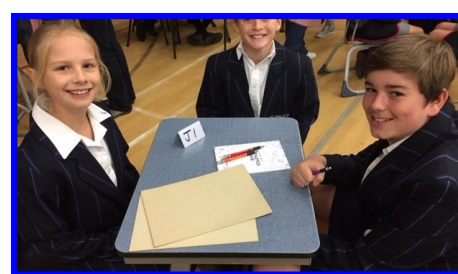
Under the framework of the National Curriculum, Taupo Intermediate School has created a balanced and broad curriculum designed to educate the whole student and cater for the intellectual, social, physical and creative aspects of the emerging adolescent.

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 the natural, physical and science world works.
- **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 met cognitive 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 an integral part of 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, nation-

"The school's curriculum is designed to increasingly respond to the interests, strengths and abilities of the emerging adolescent. Students experience a wide range of learning opportunities and pathways that enable them to engage and enjoy success as learners.

These opportunities include specific initiatives to engage boys and Māori learners in physical activities, challenges and leadership.

The broad and rich curriculum is contributing to higher levels of student attendance, engagement and learning outcomes. — Education Review Office August 2017

Reporting to Parents

Formal Process—Assessment is a combination of formal and informal assessment

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

At the end a Term One Report goes home.

End of Term One Report includes:

- indicators of the working levels that your child is at — Curriculum levels are based on the previous years, teacher judgement
- social and co-operative skills

Term Two—Interviews:

- Report on PAT Results
- Progress on Curriculum Levels
- Goals / Next steps for learning

Term Three

Portfolios sent home

Term Four

- End of Year Summative Report
- Reporting on Curriculum Areas
- PAT Results
- Curriculum Levels issued

(Year 8 students a copy will be sent to their next school - Year 7 students a copy given to their next year teacher).

Throughout the year it will be possible to contact your child's teacher to check on progress.

A portfolio of samples of pupils' work will be available throughout the year.

"Internal evaluation practice is contributing positively to school-wide change and development.

Trustees are actively engaged with leaders and teachers in the evaluation of the school's strategic direction.

The charter and targeted action review, development of a formalised review schedule and participation in the Hautu School Trustee Association (STA) culturally responsive practice programme has significantly strengthened internal evaluation within and across the school.

This more in-depth approach to internal evaluation is informing decision making and resourcing to support and improve outcomes for all learners particularly those at risk of not achieving."

— Education Review Office August 2017



Taupo Intermediate Principal's Academic Award

This award is open to any student who, during their two years at Taupo Intermediate School completes at least five of the following thirteen goals. The majority of class based goals will be assessed in November.

1. E-asTTle Maths level 5 or above.
2. E-asTTle Reading level 5 or above.
3. Spelling at 14 years or above.
4. Completion of all school and homework.
5. Complete a piece of writing at level 5.
6. Technology, overall excellence at achievement level 3 in any two or more of the five Technology Areas.
7. Mathsmatters at 75% or above for the 2 items.
8. Speeches at 75% or above.
9. Science Fair at 75% or above (Goals 5,7,8 & 9 may be moderated across the school).
10. Selected for Mathsmatters, Bay Math etc team.
11. Selected for the Lit Quiz or Spelling Bee team.
12. Top placing in a recognised science, maths, writing, computing, chess etc. competition.

Gold Award: 9 or more goals completed;

Silver Award: 7 goals completed;

Bronze Award: 5 goals completed

The purpose of this award is to help promote and encourage excellence in a range of academic activities.



1:1 - Laptop Programme

If we teach today's students as we taught yesterday's we rob them of tomorrow ...'
John Dewey

At Taupo Intermediate we strive towards the following:

- ◇ Every Year 7 student in 2020 will work with a laptop or desktop.
- ◇ Teachers will be delivering a specialised programme using 21st Century Learning Tools that inspire and motivate students.
- ◇ Digital Citizenship and Cyber-Safety will continue to be a major focus and be reinforced across the school. Parent/School/Class communication will be increased & open.



The New Zealand Curriculum and our Laptop Programme

As of 2020 two new areas in the Technology Learning area of the New Zealand Curriculum are expected to be in place in schools throughout New Zealand.

Taupo Intermediate is well placed with its 1 to 1 Laptop Programme, to implement this throughout the school.

Computational thinking for Digital Outcomes

Students will develop an understanding of computer science principles that underlie all digital technologies. They'll learn core programming concepts so that they can become creators of digital technology, not just users.



Designing and Developing Digital Outcomes

Learning how to design quality, fit for purpose, digital solutions.

Terms & Conditions of Taupo Intermediate School's Laptop Programme

- ◇ Taupo Intermediate will, to the best of its ability, source a modern Laptop that will suit the needs of its pupils at a reasonable cost with appropriate warranty and insurance plans to ensure that the equipment is taken care of through the pupils time at the school. Lease agreement and a full laptop brochure outlining the particular model and conditions will be available from the school office later in the year.
- ◇ The laptop will remain the property of the school until it is completely paid off.
- ◇ The laptop will remain under the school's control and may be reset to have removed anything from the laptop it deems inappropriate for the school digital environment for as long as it remains connected to the school's network system no matter the state of the payments.
- ◇ The school will install at its discretion any programmes that it deems appropriate on the laptop including those licenced to the school through the Ministry of Education and will uninstall said programmes prior to the departure of the pupil from the school.
- ◇ Once a pupil has left the school, and as long as all payments have been met, the laptop will be reset to Factory Default. The impact of this is that all data stored on the laptop and any programmes that have been installed will no longer be available.
- ◇ Laptops with payments that are in arrears, will be collected at the end of each term and will remain at school until said payments have been brought up to date.
- ◇ The school reserves the right to cancel the lease agreement due to unpaid payments and re-lease the laptop to other pupils within the school.
- ◇ Parents may choose to withdraw from the scheme but as this is a lease agreement, no refunds will be given.



- ◇ Occasionally there will be laptops available for purchase that have had the lease relinquished. The price set for these is based upon the age of the laptop and at what point during lease they were relinquished. (Contact the office for availability).
- ◇ The school assumes no responsibility for lost data through not storing data according to school policy. All school data will be stored in OneDrive.

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 believe "boys" will 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, School Band, Wearable Arts, Jump Jam, Photography, Scrapbooking just to name a few
- 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, Workshop, Science and Art Technology
- Sports & Education Outside the Classroom - day activities, class camps, sports trips, Abel Tasman Park tramp in South Island, Science Fair Projects, Big Music Day Out
- Teachers involved in coaching and managing all our schools sports and cultural teams
- Provide access into regional, national and international sports and cultural events (at minimal cost)
- Cultural exchange trip to Noumea
- Annual Ski Trips to Mt Ruapehu
- Classrooms with access to current I.C.T Technology
- Principal and Staff in attendance and supporting all school activities.

ALL ON ONE SITE



Taupo Intermediate Bevan Docherty Award

This Award is open to any student who, during their two years at Taupo Intermediate School completes at least five of the following nine goals.

1. Taupo Intermediate Triathlon (individual finisher).
2. Taupo Across the Lake Swim, a quarter (1.05km) or all (4.2km).
3. Taupo Half Marathon (run or walk).
4. Lake Taupo Cycle Challenge, a section (40km), half (80km), all (160km) or the 36km Mountain Biking Leg.
5. Tongariro crossing or Mount Tauhara Tramp.
6. Valued member of a regular Winter Sports Team.
7. Mountain Bike the W2K track, from Whakaipo Bay to Kinloch.
8. Kayak from Taupo Control Gates lagoon to Hipapatua (Reids Farm).
9. Take an active part in a community project of your choice.

Gold Award: All goals completed

Silver Award: 7 goals completed

Bronze Award: 5 goals completed

The purpose of this award is to help promote the involvement of students in iconic and rewarding Taupo based activities. Medals will be presented at the end of year assembly.



Taupo Intermediate Donovan Bixley Cultural Award

This award is open to any student who, during their two years at Taupo Intermediate School completes at least five of the following eleven goals.

1. Selected for either a school Performance Dance Team
2. Member of the School Production.
3. Member of the School Kapa Haka group.
4. Member of the School Band or selected to perform at the TIS Has Talent Show.
5. Gaining 75% or more in Class Speeches.
6. Take part in an extra curricula, drama, art, dance, musical or photography workshop.
7. Take an active part in a community project of your choice.
8. Learn a second language either through the school or a recognised provider.
9. Top placing in either a dance, art, music, singing, drama or photography competition.
10. Have your art work displayed at school or in a Local or National Art Exhibition.
11. Take part in a Taupo Intermediate Cultural Exchange, either by travelling overseas with a school group or by billeting an overseas student who is on an exchange with our school.
12. Attend a professional theatrical, musical or artistic experience.

Gold Award: 9 or more goals completed

Silver Award: 7 goals completed

Bronze Award: 5 goals completed

The purpose of this award is to help promote and encourage the involvement of students in a range of cultural activities.



Boys Only Class (Year 8)

In 2010 it was recognised that a large number of 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 academic, leadership and social success has meant the continuation of this class.

Identification

Process: Year 7 teachers identify boys 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 and has leadership potential. Following this, interviews are held and then letters are sent home to parents.

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
- Memorising facts & Problem Solving
- Restlessness & Impulsivity

"These opportunities include Specific initiatives to engage boys and Māori learners in physical Activities, challenges and leadership. The broad and rich curriculum is contributing to higher levels of student attendance, engagement and learning outcomes."

Education Review Office, 2017



Music at Taupo Intermediate

In addition to music being taught in the classroom by the classroom teacher, Taupo Intermediate offers opportunities to be involved in a variety of other ways. Some of the opportunities available over the two years your child will at Taupo Intermediate are;

- Taupo Intermediate School Band
- School Production every 2nd year
- Talent Show
- Taupo's Big Music Day Out
- High Interest Music Class



Taupo Intermediate School Band

This involves 20- 30 musicians who get together once a week to practise and who participate in a variety of performances throughout the year. The band is made up flutes, clarinets, trumpets, saxophones, vocals, a rhythm section and plays a variety of different styles of music. Apart from the vocals and rhythm section, which are chosen through an audition process, musicians at all levels of ability can choose to be involved as music is arranged based upon the ability of the players.

School Production every 2nd year

Taupo Intermediate produces a musical production every second year with opportunities for pupils to be involved in a variety of roles from chorus to lead.

Talent Show

This happens each year to give pupils who have skills in any area of music or performance an opportunity to be recognised for their achievements.

Taupo's Big Music Day Out

Taupo Intermediate supports the 'Big Music Day Out' which is available to any pupil in the school that can play a musical instrument. This is an event which brings together musicians from schools throughout the area to rehearse for a day and culminates in a concert at the end.

High Interest Music Class

In Year 8 we have a High Interest Music Class based upon a 'Performance Based Classroom' philosophy. It has an attached room containing equipment to complement this philosophy which is used for recording and rehearsal. Pupils in this class are selected using our standard selection process coupled with their Year 7 teacher's recommendations.

In addition to the normal classroom program, pupils in this class will have the opportunity to;

- ◇ Work in musical groups of various combinations and size within class time.
- ◇ Develop their knowledge of music theory based upon their ability in this area.
- ◇ Create, perform and record music.
- ◇ Form a strong choral group.



The Class For Children With Academic Abilities

At Taupo Intermediate School we promote the opportunity for Children With Academic Abilities (CWAA) to work and learn together in a class or classes. This experience is borne out of the philosophy that gifted or special ability children learn and think in a way that is different from other children. Children in these classes have the opportunity to learn and achieve in all curriculum areas in learning styles which suit their needs.

"It is not enough to have a good mind; the main thing is to use it well." - Rene Descartes

Identification:

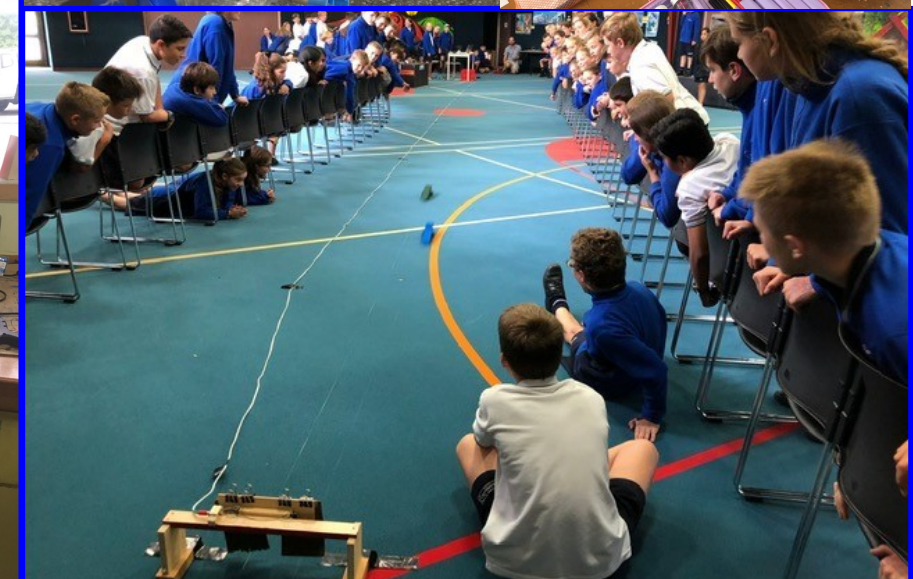
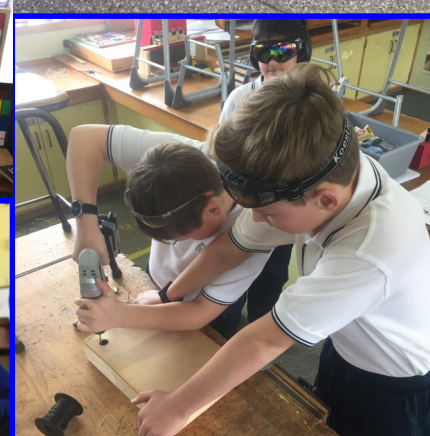
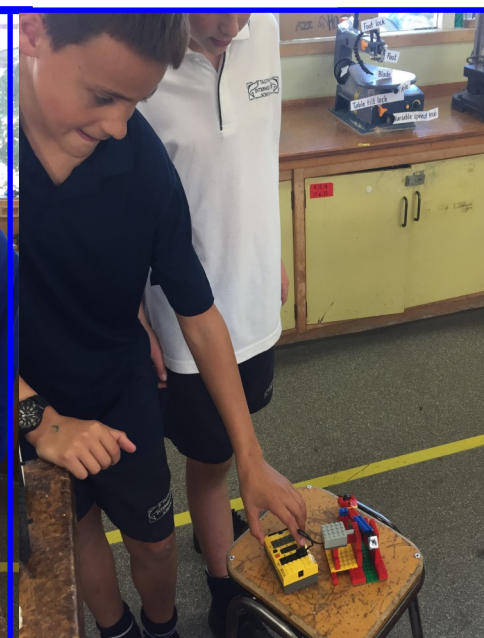
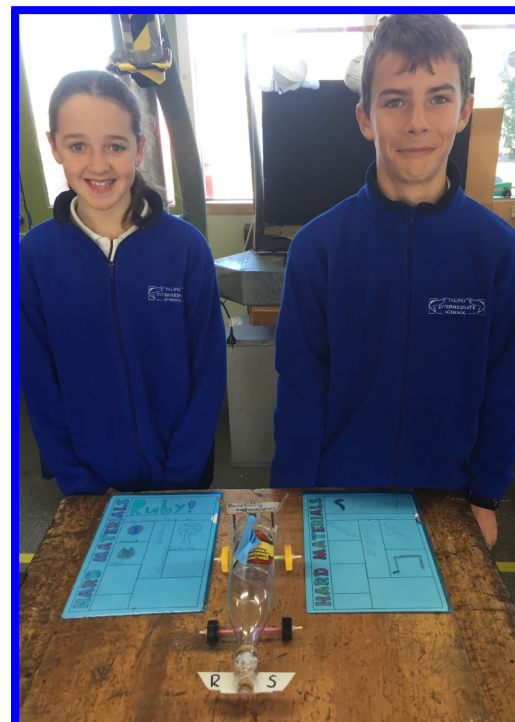
Children are invited to join this class and we use a range of methods to identify those with suitable attributes including testing, consulting with prior teachers, parents and the students themselves.

Testing Date: TUESDAY 12th NOVEMBER 2019 9:00am -11:30am.

Location: Taupo Intermediate School Hall

There is also an opportunity to be offered a place in the CWAA class following the start of the year school- wide testing.

WELL RESOURCED CLASSROOMS

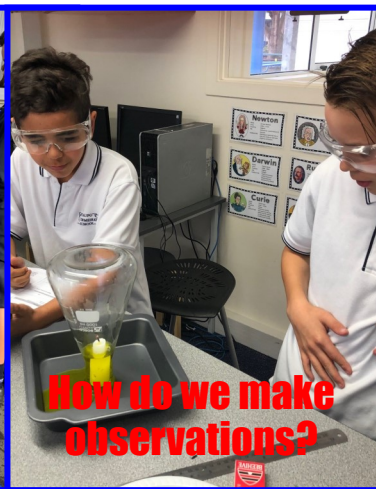


WORKSHOP





What is scientific method?



How do we make observations?



How do we make inferences?



Science

It's all about answering life's tricky questions.



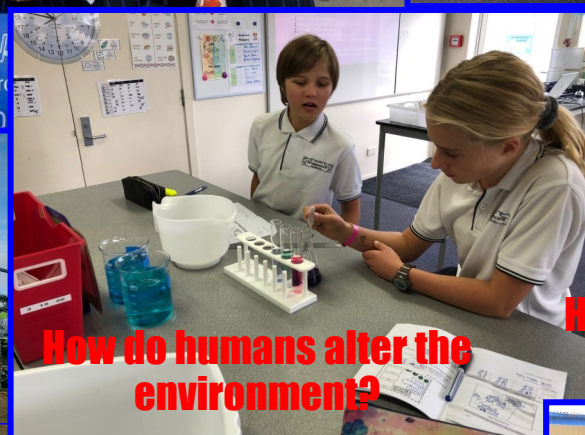
How is all of the water on earth continuously cycled?



What are the classifications of life?



How does gravity



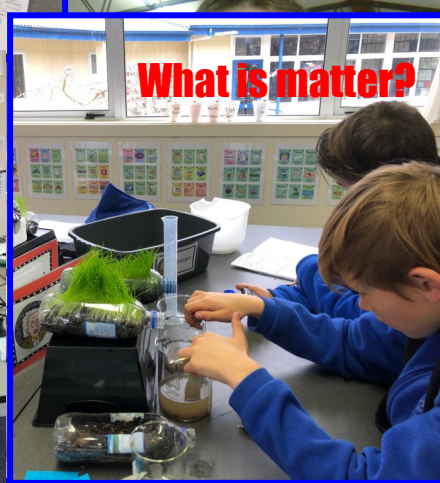
How do humans alter the environment?



How does water shape our landscape?



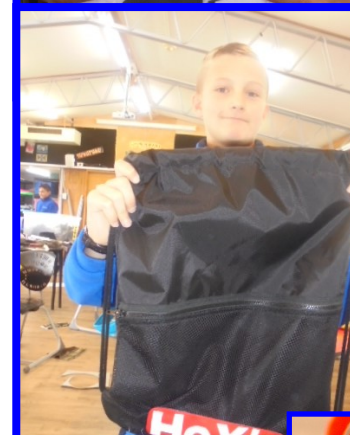
How big is our solar system?



What is matter?



Material and Design





SHARED VISION

As the Professional Learning Leaders for the Middle Years, we value as unique and special:

- Emerging Adolescence as a stage of development, education and learning in its own right.
- Teachers and teaching at this stage as distinctive and different from Primary and Secondary.



TEACHER CHARACTERISTICS

Knowledgeable and Responsive

Middle Years Teachers:-

- Are committed to working with emerging adolescents
- Have a clear understanding of and empathy with the physical, social, academic needs of the emerging adolescent.
- Display fairness; are skilled negotiators, and able to set firm, fair boundaries.
- Are flexible and in touch with youth culture and are able to connect with this age group.
- Are prepared to keep up to date with current research on the emerging adolescent.
- Are appropriate, positive role models for the emerging adolescent



N.Z. AIMS

NEW ZEALAND AIMS:-

THE PROFESSIONAL ORGANISATION COMMITTED TO MEETING THE LEARNING AND DEVELOPMENTAL NEEDS OF EMERGING ADOLESCENTS.

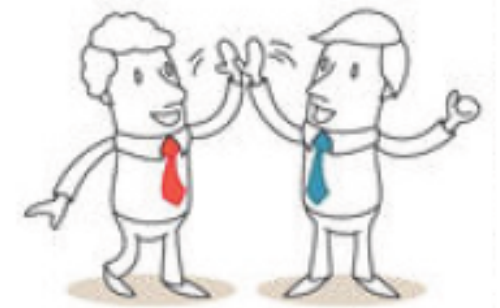
(10-14 YEARS)



PRINCIPLES OF MIDDLE SCHOOLING

A specific set of middle schooling principles underpin the relationship that should exist when working with emerging adolescents. These principles include a schooling:

- **Philosophy** (beliefs and understanding) that put the emerging adolescent learner at the centre.
- **Culture** that creates a caring environment of trust and belonging, active engagement where authentic learning is valued, and healthy peer relationships are nurtured.
- **Pedagogy** that is responsive to the needs and characteristics of emerging adolescents, that is challenging and demanding, and provides effective differentiation of learning opportunities.
- **Curriculum** that is created from, responsive to, and frequently reviewed through the use of student voice.
- **Structure and organisation** that is responsive to the needs of emerging adolescents.



SCHOOL COMMUNITY RELATIONSHIPS

Connectedness.

Develop key relationships with the Ministry. Use current and relevant research data to engage in intelligent and reasoned debate. Have collaborative dialogue with schools and whanau.



SCHOOL CULTURE

Market what you do and celebrate success under Middle Schooling brand. Highlight point of difference using AIMS Games which empowers excellence in Middle Years' sporting achievement.

CURRICULUM

A middle schooling pathway offers the opportunity to provide a purpose built integrative curriculum that meets the specific developmental needs of the emerging adolescents. An integrative curriculum cuts across subject-matter lines.



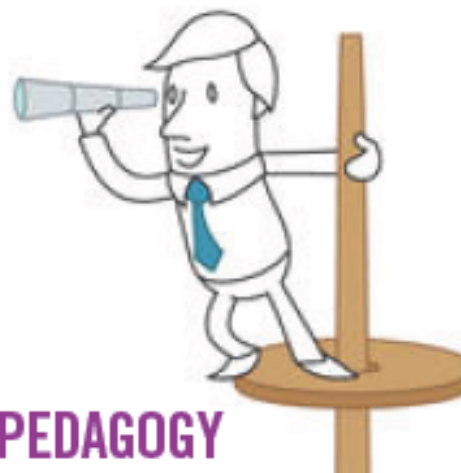
KEY COMPETENCIES

Middle Years' Students use these competencies to live, work and contribute as active members of their communities. They are the key to learning in every learning area.



STUDENT CHARACTERISTICS

- **Confident** – positive in their own identity, motivated and reliable, and resilient.
- **Connected** – with themselves, with their peer group and community and with the wider global community.
- **Actively involved** – in their own learning as active participants in a range of life experiences.
- **Critical and creative thinkers** – problem creators and solvers, engaging in inquiry and real life scenarios and
- **Informed decision makers** – able to actively participate in the wider society.



PEDAGOGY

Authentic, life based experiences
Intellectually challenging learning
Personalised learning appropriate to the learner at their individual level of readiness
Opportunities that lead all students to experience success while recognising and being responsive to their cultural heritage
Collaboration across all year levels and schooling structures



ASSESSMENT

Both 'of' and 'for' has direct links to the learning process. Whether Formative or Summative, students must be engaged in this process. **It must:**

- Benefit students – involve students – supports teaching and learning goals – is planned and communicated – is suited to the purpose – is valid and fair.
- It is integral to the teaching inquiry process because it is the basis for both the focusing inquiry and the learning inquiry.



STUDENT ADVOCACY, GUIDANCE & COUNSELLING

Connectedness. What makes a difference is: teachers who are knowledgeably connected to their students – teachers who support their students in their journey of learning – teachers who believe in and advocate for their students.