

PROSPECTUS



WELCOME TO NAYLAND PRIMARY SCHOOL AND COMMUNITY

Principal's Message

Tena Koutou Katoa

As a staff we are pleased to present this information booklet to give you an insight and guide to the wide range of programmes, activities and opportunities available at our school.

We are delighted to have your child at our school. We hope that you and your family will quickly become part of our friendly school community and feel at home here.

We are a moderately large primary school. We strive to retain a close “family” feeling within the school, and to be a school for our whole community.

At Nayland Primary we take great pride in creating a learning environment where all children are valued and given the opportunity to develop academically, socially and physically in a safe and caring manner.

All school programmes and activities are aimed at meeting the needs of all children, giving them the opportunity to extend their learning and to provide them with a wide range of educational experiences both at school and in the wider community.

We welcome parent involvement in our school in all sorts of ways - from helping children in the classroom with reading, writing or maths - to preparing school lunches, fundraising, having fun at sports or in the library, supervising road patrol or just playing games with the students at lunchtime. The list is endless.

As parents and caregivers you are a valuable part of Nayland Primary. We look forward to developing a strong partnership with you, where we all work together to make your child’s learning a positive experience.

Nayland Primary has a supportive Board of Trustees, together with enthusiastic and capable staff. We look forward to working with you in our unique environment.

Janice Gulbransen

Principal



OUR SCHOOL

OUR HISTORY

Nayland Primary opened in 1961 in a rural environment as a three teacher school with a roll of 105 children. The roll increased rapidly to 763 in 1975 with 27 teachers. In 1976 a second school opened close by and the roll decreased to 444 children. The decline continued until 1986 when student numbers again began to grow. This increase has continued and been carefully managed. The current average roll is 400. The school has had five principals since it opened.

OUR ENVIRONMENT

We are located next to Nayland Kindergarten and Broadgreen Intermediate, with Nayland College and the Nayland Pool complex across the road. We have a pleasant environment, with large grassed areas, well kept gardens and established trees around the school border.

Other facilities include :

- Recreational asphalt areas including three netball / basketball courts.
- Two adventure playgrounds.
- Three sandpits.
- Two swimming pools.
- Learning Centre - five withdrawal spaces.
- A large shaded amphitheatre.
- 18 classrooms - carpeted, internal toilets and hat/bag storage area, with The Loop internet access.
- Modern administration building.
- Large library and Resource Centre.
- A school dental clinic.
- On site Community Health Clinic housing the local Public Health Nurse.
- Modern classroom resources - computers, overhead projectors, DVD equipment, CD players.
- School phone / computer network.



OUR STUDENTS

We are proud of our students and what they achieve. The children are aged 5 to 11 years. They are curious, open, energetic, eager to please, responsive and supportive of each other. About 72% of them are Pakeha / European, 14% Maori, 2% Pasifika, 4% Asian and 8% other nationalities. Our students demonstrate a range of abilities, interests and talents. A small number of our children are international students.

OUR MOTTO

Kia Kaha : Stand Tall.

OUR GOALS

Nayland Primary aims to ensure our students achieve successfully in English and Mathematics, and competently across all other areas of the curriculum. We want our students to :

- show concern and sensitivity towards people of their own and other cultures;
- take responsibility for their own emotional and physical wellbeing;
- think independently, setting and achieving personal goals;
- be open to and seek development throughout their lives;
- respect and foster their environment.

OUR VALUES

Respect
Pride

Self Assurance
Tolerance

Honesty
Caring



CURRICULUM

LITERACY

We aim to have students who :

- speak, listen, read, view and write appropriately for a range of audiences and purposes;
- know and understand the conventions of English language;
- be confident and effective communicators;
- have the ability to create.

MATHEMATICS

We aim to have students who :

- understand that mathematics is relevant and essential in all areas of their lives;
- develop the ability to calculate, estimate and reason logically;
- solve problems mathematically through applying basic skills learned, discovering patterns of shape and number, making models and interpreting data.

THE ARTS

We aim to have students who :

- appreciate and understand their own heritage and other cultures;
- recognise the contribution and achievement of men and women in the arts;
- understand, express and communicate their ideas and experiences through visual art, music, dance and drama;
- view, listen and respond to creative works.

TECHNOLOGY

We aim to have students who :

- develop technological skills and understandings;
- develop adaptability required to function in a changing world;
- develop the skills of problem solving, design, construction, communication, critical thinking, analysis, synthesis and evaluation;
- learn how technology influences the lives of people and is used to meet human needs.

HEALTH and PHYSICAL WELL BEING

We aim to have students :

- gain the knowledge, skills, attitudes and values to enjoy a healthy lifestyle and to contribute actively to the wellbeing of other people and their communities;
- take increasing responsibility for their own health and physical fitness;
- participate in a variety of individual and team activities.

SCIENCE

We aim to have students who :

- ask questions of the world around them;
- make predictions and apply sound investigative skills to test their hypotheses;
- extend their knowledge, skills and attitudes through scientific research and discussion.

SOCIAL SCIENCES

We aim to have students who :

- understand how people from different cultures, times and places make decisions and meet their physical, social, emotional and spiritual needs;
- understand their rights and responsibilities as members of a family and democratic society;
- understand New Zealand's bicultural heritage and multicultural society.



INTEGRATED CURRICULUM

KEY COMPETENCIES

- The New Zealand Curriculum has five Key Competencies.
- These are : Thinking, Participating and Contributing, Managing Self, Relating to Others and Using Signs and Symbols.
- Class programmes incorporate these competencies in all aspects of learning.

CULTURAL UNDERSTANDING

- Kapa haka group performing weekly.
- Accredited to teach international students.
- School and class cultural days / activities - celebrating other cultures.
- Sister school communication with Huangshi (China), Nayland (England) and Miyazu (Japan).

ENVIRONMENTAL EDUCATION

- Children are made aware of environmental issues and actively participate in actions to reduce their impact on the school environment.
- Each class has a representative on the Enviro Group, which meets twice a term to reflect on actions undertaken.
- The community is kept informed through the weekly school newsletter and special Enviro Newsletters once a term.

INFORMATION COMMUNICATION TECHNOLOGY

- Access to computers, (desktops / laptops), polycom phone, digital cameras, video cameras, fax machine, interactive whiteboard, TVs, DVDs ...
- DVD making.
- Student "technology crew".
- Computers in classrooms.

LIBRARY

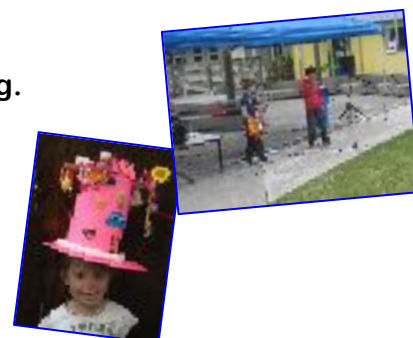
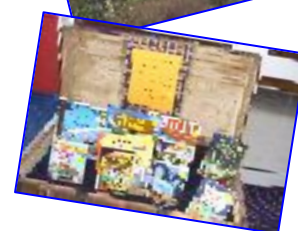
- Access to library during class visits and at lunchtimes.
- Borrowing period of one week.
- Computers for administration, title / author / category search and for information / research including internet access.
- Library assistant.
- Student librarians.
- Parent helpers - repairing books, etc.
- Protective bags used by students.

TE REO

- Two year overview for theme and topic planning.
- School Maori Culture Group.
- School-wide events - Matariki Art Competition, Maori Language Week, Cultural Day.

PERFORMING ARTS

- School Variety Show involving all students - Dance/ Drama/ Song.
- School speech-making programme / Interschool Competition.
- School / syndicate assemblies.
- School choir and orchestra.
- Recorder groups.
- Visiting performers.



LEARNING SUPPORT

COMMUNICATION IN ENGLISH

- English as a Second Language teaching.
- Accreditation for teaching international students.
- Individual and small group learning experiences.
- Orientation activities.
- Quality resources for teaching and learning.
- Classroom support and integration.
- Celebrating first culture and language.



HEALTH NEEDS

- Teachers with current first aid training.
- Skilled support staff and teachers.
- Specialist facilities - toilets, ramps, withdrawal areas.
- Sound systems in some classrooms.
- Keeping Ourselves Safe / Life Education involvement.
- Ongoing home / school contact.
- Dental Nurse and Public Health Nurse on site.

LEARNING EXTENSION

- Identification of students each year.
- Enrichment and extension activities weekly in class or in withdrawal groups, (creative and critical thinking).
- Foreign language learning.
- Correspondence School support.

LEARNING NEEDS

- Reading Recovery
- Rainbow Reading
- Speech / language
- Individual Education Plans
- Special Education Co-ordinator
- Extra individual / small group teaching in literacy / numeracy
- Reading Teacher
- Teacher Aides in classrooms
- Motor co-ordination
- Learning Support Centre
- Correspondence School support

SOCIAL NEEDS

- Experienced, supportive staff.
- Individual Plans for students with identified needs.
- School Behaviour Management Plan.
- Class behaviour management programmes.
- Clear expectations - monitored and reinforced.
- Barnardos counselling services.
- Rewards and consequences.
- Student Welfare Co-ordinator (staff member).
- Student Peer Mediators (Cool Schools programme).
- Experienced teacher aides.
- Life Education; Kia Kaha involvement.



SPECIALIST SUPPORT

Availability of :

- Resource Teachers of Learning and Behaviour
- Teacher of Visually Impaired
- Behaviour Support Workers
- Speech language therapists
- Occupational therapists
- Resource Teacher of Literacy
- Supplementary Learning Support Teacher
- Teacher of Hearing Impaired
- Educational psychologists
- Hearing and vision tester
- Physiotherapist
- Curriculum advisers
- Family counsellors



GENERAL INFORMATION

- ABSENCES** Our Attendance Officer checks unexplained student absences daily. We are required to record whether an absence is justified.
- ASSEMBLIES** We enjoy having parents attend our assemblies. Whole school assemblies are usually held every second Friday. Administration and syndicate assemblies are held weekly. Assemblies are a great opportunity to recognise student achievement, view class items and acknowledge personal milestones.
- BANKING** This is available through the school with Westpac or Southland Building Society. Banking Day is Wednesday.
- BARNARDOS AFTER SCHOOL CARE** Barnardos operate a quality child care facility at school from 3.00 - 5.30pm daily during the school year. The maximum number is 20 with two supervisors. For further information contact Barnardos Nelson.
- BEHAVIOUR**
At Nayland Primary everyone has the right to work and play in a safe, friendly and co-operative environment.
- | | |
|--|---|
| <u>Student Rights</u> | <u>Staff Rights</u> |
| - To be safe at school. | - To teach students who are co-operative. |
| - To learn without interruption. | - To be respected. |
| - To be recognised for effort and achievement. | - To work in a clean, attractive environment. |
| - To be trusted. | |
| - To be respected. | |
| - To learn in a clean, attractive environment. | |
- To make this possible we :
- show manners and courtesy – “please”, “thank you”, excuse me”;
 - set a good example to younger students;
 - respect school and others’ property;
 - act appropriately in safe places, using safe rules;
 - be thoughtful, co-operative and tolerant of others;
 - be honest with ourselves and others;
 - be friendly and helpful;
 - look for the good things in others.
- For students who cannot respect these rights there are consequences, which follow our school Behaviour Management Plan.
- BOARD OF TRUSTEES** The school’s governing body is elected every three years in April. The Board meets monthly and also has sub-committee meetings. Minutes of Board meetings are available at the school office. Our Board aims to :
- develop a safe and supportive learning environment;
 - maintain and support a motivated, skilled staff team;
 - involve the community in fostering excellent student achievement.
- BELL TIMES**
- | | |
|-----------------|-----------------------------------|
| 8:55am | School starts |
| 10:30 - 10:50am | Interval |
| 12:30 - 1:25pm | Lunch |
| 2:55pm | School closes (2:45pm on Mondays) |
- CHOIR / ORCHESTRA** Students in Years 3–6 can join the school choir and/or orchestra which perform at both school and out of school functions.

CYCLING TO SCHOOL	We endorse Police recommendations that students under the age of 10 years should not cycle alone on the road. We encourage families to support their children in biking to school.
DENTAL HEALTH	We have a dental clinic on site with a resident nurse for approx. six months per year (shared with another school). Children are entitled to free six monthly treatment at the clinic from 2-5 years of age. At five they are placed on a recall list.
EDUCATION REVIEW OFFICE REPORT	A copy of the 2008 Statement to the Community follows. The full report may be viewed on the ERO website : www.ero.govt.nz .
ENROLMENT	<p><u>General</u> Student enrolment is usually completed by the Principal. Please bring:</p> <ul style="list-style-type: none"> • New Entrant - birth certificate or passport and immunisation certificate. • Student transferring from another school - a recent school report and/or transfer form. <p>You will fill out a school enrolment form and receive :</p> <ul style="list-style-type: none"> • a questionnaire on your child's talents, needs, preferences, etc. • a medication authorisation (if necessary); • a Cybersafety contract; • a class stationery list; • general information about Nayland Primary. <p><u>Preparation for Starting School</u> :</p> <ul style="list-style-type: none"> * Preschool visits commence five weeks before New Entrants start school. * Information sessions are held regularly, where parents are offered a 'Smart Start' kit which includes a literacy pack - to help parents prepare children for school. * Rainbow Club – this Literacy and Numeracy programme on Friday afternoons commences 5-6 weeks before New Entrants start school, but can extend to one term if needed. Children work with the DP Junior while a speaker shares information with parents / caregivers.
FEES	An annual worksheet charge covers paper/photocopying costs. The Amenity Donation provides equipment such as sports gear, computer software, library books, resources and class materials. Students may also be required to pay for camp fees, sports participation, travel costs, visiting performers and other activities.
HEALTH NURSE	The Public Health Nurse for the Stoke area is located in the clinic next to the Dental Clinic. Her phone number is 547-5142. She can assist families with any enquires and notifies parents if she considers any child has a particular health need.
ILLNESS or INJURY AT SCHOOL	Minor injuries / illness are dealt with in the medical room at school. All permanent teachers and most support staff hold a current first aid certificate. Parents and emergency services are contacted when an injury is more serious.
KAPA HAKA	Senior and Middle Syndicate students are invited to participate in the school Kapa Haka Group. The group meets each week to sing waiata and perform haka. During the year the group also performs at assemblies, and visits local pre-schools and community groups. It leads the school in mihi whakatau, (informal welcome), powhiri (formal welcome) and special ceremonies.

LIBRARY	Students are encouraged to take library books home and to exchange these regularly. The library is open at lunchtime each day, when student librarians assist. Books can be issued at lunchtimes and during class times. Our library issuing system is electronic.
LUNCHESES	Healthy lunches can be ordered through the school canteen daily. Orders are placed in a container at the school office prior to 8.55am. Lunches are delivered to classrooms at lunchtime.
OUT OF HOURS MUSIC / ART CLASSES	Depending on Ministry of Education funding annually, weekly after school Recorder and Art classes based at Nayland Primary are offered to students from Stoke schools. There are no tuition fees but students provide their own instruments and meet material costs.
PARENT CONCERNS	We encourage parents to contact the school whenever they have any concern or query about their children's progress at Nayland. Teachers are approachable and keen to discuss any matters.
PARENT FORUMS	Each fortnight there are discussion groups for parents in the school staffroom commencing at 9.00am or 2.00pm. These groups are for parents to come along and ask questions about aspects of school life. Sometimes there will be guest speakers.
PARENT HELPERS	<p>We love to have parents actively participating in school activities and being part of their children's education. Activities include:</p> <ul style="list-style-type: none"> - playground games - sports - fundraising - library - word processing - in classrooms (reading, writing, maths, etc.) - with Walking School buses / Cycle Trains - road patrol duties - school lunches - banking - repairing / making resources - Board of Trustees committees <p>An invitation to become involved is included in the school newsletter at the beginning of each year and offers to help can be made at any time.</p>
PERSONNEL	<p>Principal Deputy Principal Senior Deputy Principal Junior Year 3/4 Syndicate Leader Special Education Co-ordinator Senior Syndicate Five Year 5/6 teachers Middle Syndicate Four Year 3/4 teachers Junior Syndicate Five New Entrant to Year 2 teachers Part Time Teachers Average of four Sports Co-ordinator ICT Network Technician Support Staff Office Manager Executive Assistant Library / Resource Assistant Five Teacher Aides Caretaker Four Part Time Cleaners</p>
PLAYGROUND SUPERVISION	Teachers and support staff supervise the playground at morning interval and lunchtime.
POLICIES / GUIDELINES	These are contained in a booklet in the school reception area. Parents / caregivers are welcome to request copies at any time.

PROMOTION OF STUDENTS Students who begin school after 1 May are usually categorised as Year 0 and placed in a Year 1 or Year 1/2 class the following year. Students spend not less than 2 / not more than 3 years in Years 0-2.

RELIGIOUS INSTRUCTION Year 5/6 students have a weekly half hour of Christian study. All students participate unless parents request their exclusion.

REPORTING TO PARENTS

Meet the Teacher Evening

Early in Term 1 - an opportunity to meet with your child's teacher in their new classroom and to hear and discuss the planned programmes and expectations for the year.

Parents of Year 1-3 students meet in the first part of the evening for approx. 45 minutes and Year 4-6 parents in the latter half.

Newsletters

Weekly school newsletters are sent home on Thursdays with the oldest student in each family. These can also be viewed on the school website: www.naylandprimary.school.nz

Syndicate and class newsletters are sent home as the need arises.

Three Way Conferences : at the end of Term 1 and in Term 3.

Personal Folders : sent home in Term 3 with reports and at the end of the year.

Reports : during Term 3 and at the end of the year.

RESPONSIBILITY Students learn responsibility through being entrusted with tasks and placed in leadership roles. Our students assist others and staff through Student Council membership, House Team leadership, Peer Mediation and Monitor duties – Classrooms during wet lunchtimes / intervals, Library, Road Patrol, PE Shed, bell ringing.

ROAD PATROL The Nayland Road pedestrian crossing is supervised by a staff member or other adult with two student monitors :
Morning 8.25 - 8.50am Afternoon 2.55 - 3.10pm
(2.45 - 3.00pm Monday)

SECURITY The school welcomes visits by parents out of school hours - to enjoy the swimming complex, playgrounds or field for sports activities.

SMOKING Nayland Primary is a 'smoke-free' school. No smoking is permitted inside the school grounds or buildings.

SPORTS PROGRAMME Physical education / sport are an integral part of our daily programme, emphasising fitness, physical and mental health and widening students' knowledge and experience of games and leisure activities. The focus is on skill development, participation, appreciation and enjoyment.
Year 3/4 and 5/6 syndicates have sports afternoons weekly.
Our school follows the 'Fair Play' charter which students and coaches are asked to comply with.

	<u>Sports Events</u>	<u>Physical Education</u>
<u>Term 1</u>	NPS swimming sports Interschool swimming sports Camp experience) alternating Outdoor pursuit experiences) * T-Ball, Softball, Cricket	Aquatics Fitness Playground games Ball skills
<u>Term 2</u>	Soccer Rugby * Basketball * Netball Hockey	Fitness Ball skills Te Reo Kori Balance Dance

	<u>Sports Events</u>	<u>Physical Education</u>
<u>Term 3</u>	Soccer, rugby, basketball*, netball*, hockey NPS cross country Interschool cross country Interschool soccer	Fitness Running Co-operative games Gymnastics
<u>Term 4</u>	Interschool gymnastics NPS athletics Interschool athletics Touch rugby*, softball*, cricket* T-Ball*, Volleyball* * School teams playing after school or weekends	Fitness Gymnastic skills Ball skills Aquatics

Swimming All students are taught swimming skills as part of the Physical Education Curriculum. We have a larger shallow pool for swimming instruction and a second deep pool for learning survival skills.

STATIONERY The school office supplies a full range of stationery.

SUNSCREEN / SUNHATS All students must wear a sun smart hat in Terms 1 and 4 . Students are encouraged to wear sunscreen daily - available in classrooms.

SWIMMING COMPLEX In late November families may purchase keys at reasonable rates for use of the complex from December to March during after school, weekend and holiday hours.
The Nayland Swimming Club operates the pools out of school hours. Parent volunteers assist with regular water testing during the holidays.

TRIPS / CAMPS Classes will have organised trips from time to time.
An EOTC form signed at enrolment gives teachers permission to take students out of school. Some trips will incur costs.
Year 5 and 6 students attend a three night camp biennially, usually in Term 4.
Year 3 and 4 students attend an overnight camp biennially.

UNIFORM Our students wear a regulation uniform which we feel engenders high standards and pride in the school and its work.
Our students are expected to be clean, neat and tidy in their dress, grooming and personal hygiene.
They are required to wear a navy bucket or wide brimmed sun hat in Terms 1 and 4.
Clothing can be purchased from Postie Plus, Nelson.
Some second hand uniforms are available at the school office.

WALKING SCHOOL BUSES Children are encouraged to walk to school.
Walking School Buses are organised when there are sufficient parents interested in participating.

**EDUCATION REVIEW REPORT:
NAYLAND PRIMARY SCHOOL**

DECEMBER 2008

22 December 2008

To the Parents and Community of Nayland Primary School

These are the findings of the Education Review Office's latest report on **Nayland Primary School**.

Nayland Primary School is a year 1 to 6 contributing school, situated in the Nelson suburb of Stoke. The grounds are well maintained with a variety of colourful gardens, mature trees and environmentally friendly vegetable gardens. The school holds a bronze Enviro-Schools award.

This review focuses on the quality of teaching and learning in mathematics with an emphasis on numeracy. It considers progress since the 2005 ERO review to improve the achievement of Māori students, together with how the school is preparing to implement *The New Zealand Curriculum* in 2010. ERO reviewed aspects of compliance with emphasis on the emotional and physical well-being of students, including strategies for the prevention of bullying and provision for international students. ERO identified no areas of non-compliance. However, it has recommended that the board review its budget provision for Māori education and reintroduce surveys that seek Māori students' views about their education.

Since the 2005 ERO review, a new principal and deputy principal have been appointed. The senior management team has restructured the mathematics curriculum leadership group and now has three leaders across the school. This has helped to support consistency in curriculum implementation. Professional development in mathematics, particularly numeracy, has had a positive impact on teaching and learning. Along with appropriate use of resources, teachers assist students to clarify ideas and show that they understand mathematical concepts.

Teachers are strongly focused on embedding numeracy programmes. They are continually improving skills and knowledge through regular staff discussions and reciprocal class observations. This allows sharing and reflecting on good practice. Interactions between students and teachers and amongst students are positive and respectful. There is a high level of on-task behaviour and students are encouraged to share their work and learn from others. Classrooms are inviting, colourful and support learning. Routines are well established.

Teachers plan programmes and effectively group students for numeracy using assessment information. However, there is a lack of school-wide consistency in the collection, analysis and use of assessment data in mathematics. Teachers are using appropriate tools for assessing achievement in numeracy, and trialling several other national assessment tools. These provide extensive individual achievement information for grouping and programme planning at classroom level. Teachers have yet to agree on which will be used to identify and report trends and patterns of achievement for all mathematics strands.

Staff have agreed that strengthening formative assessment and the development of a more detailed implementation document will provide clearer expectations for the teaching of mathematics at Nayland Primary School.

The school is well led by a committed and enthusiastic senior management team. The recently appointed principal, in conjunction with her management team, is providing sound guidance for the school's future direction. The Board of Trustees continues to demonstrate a high level of commitment and show a thorough understanding of its overall governance role. With improved provision of school-wide assessment data, the board should be in a better position to strengthen its annual plan objectives and target setting.

A strong home and school partnership is evident. Parents are given many opportunities to be involved in their children's learning. These include: information evenings to raise parents' knowledge of the numeracy framework and other curriculum areas; the introduction of biannual student/parent/teacher conferencing; and a variety of other activities including the annual school gala.

The board has, in consultation with ERO, developed recommendations to address the areas identified for improvement. These include developing clear documentation for the delivery of the mathematics curriculum and strengthening school-wide assessment practice.

Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO is likely to review the school again as part of the regular review cycle.

Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO website, <http://www.ero.govt.nz>.

Lennane Kent
Area Manager
for Chief Review Officer

Nayland

Primary School

