



Balmoral Primary School
Te Kura o Te Roto a Rangi
Information Booklet
2018

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The History of Balmoral School

Te Kura o Te Roto a Rangi

Early Tamaki Makaurau (Auckland) was a very fertile place where different groups of people came together. At some stage in the late 1600s to 1750 Ngati Whatua from their base on the Kaipara Harbour began to have frequent excursions into the Auckland isthmus. The local Maori Te Wai O Hua, who had settled near Maungawhau (Mount Eden) and later at Maungakiekie (One Tree Hill), were involved in some skirmishes with Ngati Whatua.

Stories tell us that Rangi, a high ranking Te Wai O Hua wahine (female), was captured or kidnapped by a group of Ngati Whatua at a lake when she came down to collect some freshwater kai (food such as fresh water crayfish) with her entourage. Stories also tell us that the lake was on our school field and became known in Pre European times as Te Roto a Rangi or Rangi's Lake in memory of this event.

Today you can still find a damp gully to the south and west of the church running down towards the low ground on our school field by the intermediate playground. Flowing water can still be heard in the culvert on the north western boundary of our school grounds. The lake was situated at the rear of St. Alban's Church and is now dried up.

In the early 1900's the suburbs of Mt. Eden, Mt Albert and Mt Roskill were experiencing rapid population growth. The tram from Queen Street ran as far as Wiremu Street (Williams Street) and many of the side roads were just shingle lanes. In 1920 two sections of land were purchased from Mr J. Chapman at a cost of 9,600 pounds to establish a school.

Balmoral School was opened as Brixton School in 1926. Records show that some parents in the area disapproved the requirement that they had to leave their established schools to attend Brixton School.

The first lessons were held on April 6 1926 with a roll of 158 children. In 1927 the roll had grown to 500 pupils with more than 60 students in each class. In 1934 heating was installed and there was a noticeable improvement in the attendance. By 1937 an infant block had been built and the school became a full primary. Early the next year extra land was bought and an entrance established from St. Albans Road.

By 1945 the school had become an intermediate school under the leadership of Mr. T Pemberton. The infant school, which was located in the administration block, came under the jurisdiction of Maungawhau School. The next year Charles Beeby visited the school to check on its progress and the manual (technology) block was developed. The infant school was finally moved to Maungawhau School in 1965.

In 1994 after a review of schooling in Mt Eden it was decided to re-establish a primary school on the Balmoral School site. The first primary classes were opened in 1996. Over the next few years a number of new classrooms were built. By 2017 the end of year roll of the school had grown to about 940 students.

The school is currently operating as both a primary and intermediate School with an Associate Principal responsible for each school.

Welcome to Balmoral Primary School Te Kura o Te Roto a Rangī

Tena Koutou Malo e Lelei Talofa Lava Bula Vinaka Kia Orana
Fakaalofa Lahi Atu Ciao Namaste Al Salaam a' alaykum Ni hao Hola
Annyong ha shimnikka Greetings

Tena koutou he mihi nui he mihi aroha hoki ki a koutou

Dear Parents and Caregivers

We are a thriving school in your community, catering for the needs of primary aged students (5-10 years old).

Our school is innovative and forward thinking. Our most recent Education Review Office report highlighted the teaching in our classrooms and our integrated learning approach through our development of our Curriculum Inquiry at Balmoral (C.I.B). We are constantly looking for ways to improve in order to make classroom programmes as challenging and exciting as we can.

We value your children as individuals, and cater for their strengths and learning needs. We are not a huge impersonal school and children feel that they are known and supported by staff and each other. Students at Balmoral feel safe and enjoy the friendly nature of our school.

Our aim is to get all of our students having the skills, attitudes and confidence to be really successful and happy at intermediate school and beyond. In the early years at school we focus on the development of literacy and numeracy skills. As your child progresses through the year levels the complexity of their learning tasks will widen and deepen.

We value open, honest and clear communication with our students and their families and welcome your involvement in our school community. Likewise we will be honest with you about your child's achievement and behaviour.

We look forward to meeting you and your child in the near future.



Malcolm Milner
Principal



Katy Sparkes
Associate Principal

SCHOOL ORGANISATION

Year 0 – 1	5 years	New Entrants and first year at school
Year 2	6 years	Second year
Year 3	7 years	Third year
Year 4	8 years	Fourth year
Year 5	9 years	Fifth year
Year 6	10 years	Sixth year

We are running composite classes in our Years 5 and 6 area of the school. This facilitates the meeting of individual needs and covers the fact that we have variable numbers in some year groups.

Children will spend at least two years at school before entering Year 3. The *Student Year Level* will be decided by our school to ensure each student is in the year level appropriate to their individual social and learning needs. Currently our Y0/Y1 classification 'cut-off' is the end of Term 1. This movement will be determined by their social, emotional and educational levels and made in consultation with parents / caregivers. Within each class, children work at their own levels, with extension programmes and opportunities to spend more time working on core subjects if necessary.

TERM DATES 2018

Term One:	Tuesday 30 January – Friday 13 April
Term Two:	Monday 30 April – Friday 6 July
Term Three:	Monday 23 July – Friday 28 September
Term Four:	Monday 15 th October – Friday 14 th December

SCHOOL HOURS

8.55am	First bell
9.00am	School starts
10.40am	Morning break
11.00am	Recommence school
12.30pm	Lunch time
12.40pm	Break
1.30pm	Recommence school
3.00pm	School finishes

Before School

Please ensure that children arrive at school early enough to organise lunch and their book bags and be ready to begin on time. The classrooms are open from 8:40am and this is an ideal opportunity for you to spend some time reading or talking with your child about their learning. This also gives them plenty of time to get themselves organised and settled before the day begins. We would suggest that being at school by 8.50am would be benefit.

After School

Please collect your children promptly. The Year 1 children will be kept in their classrooms until collected. Children should not be on school property unsupervised before 8.30am or after 3.15pm as teachers are not on duty, and staff meetings begin at 3.10pm.

Please note that there is a child care centre operating on the premises. Please contact SKIDS on 630 6691.



SCHOOL ADMINISTRATION and FACILITIES

ATTENDANCE:

Regular attendance is very important and we ask all parents/caregivers to support us in our efforts to attain this. If your child is away, please phone or email the school, on each day of absence, by 9.00am to let us know. If this is not possible please send a note addressed to the class teacher on the day the child returns to school. The email address for absences is absences@balmoral.school.nz

SWIMMING:

We have a heated junior pool adjacent to the larger intermediate pool. Swimming is part of the curriculum and all children should participate. Should your child not be able to swim on a particular day a note must be written to the teacher.

STATIONERY:

At the start of each school year (and when children start during the year) children will be issued with a list of requirements. Stationery can be purchased via the school portal at the start of the year.

Additional stationery is available throughout the year from the office.

PLAYTIME SUPERVISION:

Staff members are on duty at all breaks. The junior children have clearly defined play areas which are for them alone and they must not play in other parts of the school grounds.

LIBRARY:

All classes visit the library once a week. Bronwyn is a trained librarian who works part time. Please ask her for suitable books for your child/ren.

Years 1 to 3 can take out one book for one week. Years 4 to 6 are allowed two books for up to two weeks. If you wish to use the library after school with your child, please ask.

SCHOOL TRIPS:

School trips are also part of the curriculum to enhance and diversify children's learning. Parental help with supervision and transport is appreciated when needed. All children must have written consent to participate.

ASSEMBLIES:

The Primary School has an assembly every second Friday at 9:15 which all parents and whānau are welcome to attend. If your child is involved in a performance you will be notified and encouraged to attend.

LUNCHES:

All children eat their morning tea and lunch outside, weather permitting, under supervision.

A school canteen is in operation on Wednesdays, Thursdays and Fridays. More information and a copy of the menu is available on the school website under the Parent Information Section.

SCHOOL GARDEN:

There are a group of children called the Eco Warriors who drive this initiative. There are a number of worm farms established and the produce from the garden is distributed amongst the community. The garden is in its initial stages and we endeavour to incorporate the concept of sustainability into our Inquiry learning throughout the school.

ambulance, as appropriate, and contact you as soon as possible.

SERVICES OFFERED:

The Dental Nurse is now based back at Balmoral School (19 Brixton Rd entrance). You can contact our school Dental Nurse on 623 4537.

A **Public Health Nurse** visits the school on a regular basis as do **Hearing and Vision Tests**.

If you have any queries regarding these or any other agency involvement, please contact us.

PARKING:

In the interest of safety, parents' cars are not permitted on to the school grounds. Please park safely on the road and walk to the classroom if you wish to accompany your children. This applies to the rear car park **even** on wet days!

HOME LEARNING:

The school policy is to set regular home learning for all classes. The amount and type varies with the age of the child. The focus for Years 0 - 3 will be on daily reading, while Years 4 - 6 may have a broader range of activities. Class teachers will also post home learning details on the school website from time to time. This may take the form of a Blog post in the Middle School Years 3 to 4 and the Senior School areas of Years 5 to 6.

ILLNESS AND ACCIDENTS AT SCHOOL:

We will notify you or your emergency contact if your child becomes too ill to continue their school day. If they are involved in an accident requiring immediate attention we will take them to the nearest medical centre or call an

HEALTH/MEDICATION:

Please be sure to
(1) Give very accurate details regarding any health problems,
(2) A phone contact other than yourself for emergencies,
(3) Permission for your child to be given pain relief if necessary.

MONEY:

Children should not have money at school except to pay for trips and lunches. Please send money in sealed envelopes labelled with student's name.

BEHAVIOUR:

The school has a strict code of behaviour. The happiness and safety of all our students as outlined in our School Rules (attached) is of paramount importance, and conduct which precludes that from happening will not be ignored. If you have concerns in this area please talk, in the first instance, to the class teacher.

SUN HAT POLICY:

All primary school children are required to wear a Balmoral sun hat during Terms 1 and 4. The hats are to remain at school and children who do not have them on must stay in a shaded area. Sun-hats with the 'Balmoral' logo are available from the school office.

SPORTS:

School sports are part of the curriculum and involve children participating in a range of competitive and non-competitive activities. All sports include both girls and boys.

LOST PROPERTY:

It is important that all clothing and possessions are clearly named. Lost property is kept wheelie bins just off the middle courts (at the bottom of the steps by the mural)

At the end of each term any unclaimed items are donated to charity. Please encourage your children to be responsible for their own possessions. Toys are best kept at home.

SCHOOL VISITORS:

All visitors must report to the main office and sign the visitors' register, regardless of the purpose of the visit.

COMMUNICATION WITH PARENTS

NEWSLETTERS:

A Primary School Newsletter is sent home every fortnight. The newsletters are uploaded to our school website each week.

MEET THE TEACHERS BBQ:

A school BBQ is held every February when you will have the opportunity to bring your family and meet the teachers on an informal basis.

PARENT INTERVIEWS:

We encourage you to make an appointment with your child's teacher any time you have something you wish to discuss. All concerns go in the first instance to the classroom teacher.

Formal 15 minute interviews between parents and their child's teacher are arranged in February and June each year to discuss students' progress, achievement and behaviour. The February interview is to review the start to the year and set some goals for your child.

WRITTEN REPORTS / LEARNING JOURNALS:

Each five year old will receive a written report after their first six weeks at school. All students in the primary school have a Learning Journal which shows thinking and learning across the curriculum. It will also contain reflections from your child on their learning.

If at any time you have any queries or concerns about your child's progress at school, it is important that you contact us. Please make an appointment with your child's teacher, so they can make a specific time to talk through issues without any interruptions. Katy and

Malcolm are also available to discuss progress.

WEBSITE:

The school website is another way we communicate with the school community. Newsletters and important dates and information relating to your child's class are accessible online. The school website address is www.balmoral.school.nz

PTA:

The PTA is primarily a fund-raising and school support organisation. Being part of the PTA is a good way to become involved in the school and to meet other parents, and new members are always welcome.

NEW PARENTS MORNING TEA:

Once a term, new parents to the school are invited to an informal morning tea to meet other parents and caregivers. This is usually held in the staff room and we look forward to seeing you there.

EXTRA PROGRAMMES

S.K.I.D.S. - AFTER SCHOOL CARE PROGRAMME:

This is run independently of the school by the above organisation. S.K.I.D.S. offers a structured, fun programme at reasonable rates in comparison with other after school programmes.



Activities offered include Art, Music or Drama, Sport, Technology, fun activities and additional time is allowed for child to complete homework if required. Start time is 3.00pm and your child must be picked up by 6.00pm every week day. Afternoon tea is provided and included in the fee structure.

You can enrol your child in this programme on a full time, part time or casual basis. Special short stay rates (3.00 - 4.00pm) are also available.

If you are interested in this programme please pick up the information brochure from the school office.

NEW ENROLMENTS

WHAT WE NEED TO SEE ON ENROLMENT:

Information that we need to see when you return your child's application for enrolment are:

1. Completed school enrolment forms
2. Birth Certificate or Passport
3. Immunisation Certificate
4. Proof of residency
 - i. Current Auckland City Rate invoice or tenancy agreement
 - ii. Two current power invoices
 - iii. Statutory Declaration signed by J.P. or lawyer

If you have a sibling of a child who is currently enrolled and will be attending Balmoral in the future it is essential that you are in our school zone on the first day of enrolment. Currently we are only accepting children who are living within the zone. Having a sibling currently attending Balmoral is no longer an automatic right of entry. The only criterion for enrolment is to permanently reside within our school zone. Please contact the school if you have any questions about this.

SCHOOL TOURS

Tours will be held the first Thursday of every month from 9.30am. These tours are an opportunity to learn more about the school and to ask questions. Please contact the school office to book for one of the tours.

PRE-SCHOOL VISITS:

Once your child is enrolled we recommend that children have 3 classroom visits before they start their time with us. These visits happen on a Tuesday morning from 9.00am – 11.00am. This is a very important part of the transition process for your child and helps ease the anxiety of the unknown that some children feel. These visits can be arranged with the school office when you enrol your child and it is suggested they take place the three Tuesdays directly preceding your child's school start date.

You are also welcome to join us for Taakaro (developmental play) which happens every Thursday morning in the New Entrant area from 9:15 to 10:15am.

WHAT TO BRING TO SCHOOL:

Lunch and a smile, a bag and a change of clothing. Please ensure all clothing is labelled. No toys or treasures at school please - we cannot ensure their safe return.

LEARNING AT BALMORAL

VISION

To value diversity and to develop curious, confident and connected learners.

VISION STORY

The vision for our school is simple. It will be a place where children can obtain the highest quality education. It will be a place where teachers and students feel challenged and safe, can innovate, make mistakes and achieve great things. Staff will love their work because the children will want to learn. It will be a place where good friends are made and great stories will be told. It will be a place where teachers and children can gain a greater understanding of the world around them. It will be a place where we discover our nation's heritage and celebrate who we are. And it will be a place where parents will play an active role in supporting all our childrens' learning.



THE EARLY YEARS IN LITERACY AND NUMERACY

At Balmoral we believe that children learn to read and write by reading and writing and that reading for meaning is essential.

Our emphasis is on providing a balanced English programme and teaching strategies. The foundations for both literacy and numeracy are laid in the home and your support as parents is highly valued.

Children are guided by their teachers to select books for daily reading and in their early years will bring these home to share with you. We encourage you to listen to them and question their understanding of the text. Teachers will share information on how you can enjoy and respond to language, communicate effectively in a range of contexts and use language purposefully.

In English you will see children reading big books, wall charts, poems, song charts, library books, commercially produced graded readers, the writing of other students, in fact almost any sort of text. We aim to immerse children in a literate environment. Language based games and activities can be seen in operation at any time of our school day. Children practise writing daily, writing lists, letters, cards, poems, diaries, daily journals, and reports across all areas of the curriculum.

In today's changing world, children must be flexible, adaptable and above all be problem solvers and life-long learners. Mathematics is an essential part of everyday life; we believe that students need to experience an appropriate selection of learning experiences throughout their schooling so that they develop positive attitudes and a confident approach to the learning and application of mathematical ideas.

The teaching and learning of Mathematics has changed markedly over the last 5 - 8 years and it has been amazing to see our students develop a deeper understanding of numbers and how they can be manipulated. There is now an emphasis on knowledge of numbers and also the different strategies that can be used to arrive at the answer.

In our classes at you will see our youngest children building sets, counting the members of those sets and talking about why one set is bigger and how much bigger for example. Children will be sorting and categorising items and explaining how many different ways they can sort those items.

Throughout the day as counting opportunities arise learners count in 1s, 2s, 5s and 10s forwards and backwards. Children use counters to create (addition and subtraction) number stories and record these stories. They may search in our environment for familiar shapes and identify these, specifically explaining why they think the roof shape is a triangle. Because "it has three sides and three corners" may be an appropriate response.

Children learn through play, through handling equipment and modelling their ideas. We aim to make the learning fun and meaningful.

THE BALMORAL LEARNING MODEL

The Balmoral Learning Model forms the basis for all curriculum programmes at Balmoral School. We believe that a curriculum which includes all these components will provide our students with a rich, motivational and challenging learning environment. In doing so we are catering for the needs of the emerging adolescent while also preparing them for the skills they will need at secondary school and beyond.

Balmoral Habits

Thinking Together? Persisting Together? Creating Together? Manage Self?
Communicating Together?

These habits may serve as mental disciplines. When confronted with problematic situations, students, parents and teachers might habitually employ one or more of these by asking themselves,

“What is the most *intelligent course of action* I can do right now?”

These are the Balmoral Habits and examples of them are on the following page. They derived from the Key Competencies of the New Zealand Curriculum and are central to our learning at Balmoral.

Numeracy and Literacy

Literacy and Numeracy are important skills that children need to acquire. With so much information, whether it is print, number or multimedia available to children, we want them to be able to read, comprehend, analyse, critique, synthesise and utilise this information at speed.

Children now need to present their knowledge using writing and multimedia in ways that are original and informative. They need to be able to use a wide range of genre to express their ideas. This could include web pages, pamphlets, power point, drama, art and more traditional forms. We are living in a world where technology enables other to 're-present' the world to our students. With advanced literacy skills students can fully participate in tomorrow.

Philosophy for Children (P4C) 'Whakaaro Tamariki'

Philosophy for Children was developed by Matthew Lipman in the 1950s for underprivileged students in New Jersey. By using stories laced with big ideas and questions he was able to open up the minds of these students. This approach proved to be very successful because it allowed students to express their ideas, listen to and critique other peoples' views and to accept challenges to their own thinking.

P4C enables critical thinking and encourages children to make reasonable judgements. Critical thinking is involving 'thinking through problematic situations about what to believe or how to act where the thinker makes reasoned judgements that embody the qualities of a competent thinker. What makes a situation problematic is when there is some doubt as to the most appropriate action.'

These are skills that we all aspire to and ones that don't occur by osmosis; they need to be taught.

In the modern education systems around the western world, thinking skills have become an important part of the classroom programme. Philosophy for Children (P4C) allows children to practise these skills in a meaningful context which is one of the cornerstones of learning at Balmoral. It must be real for children for good learning to occur.

Skills covered in P4C will include:

- ☐ asking relevant questions
- ☐ showing sensitivity to context in discussion
- ☐ demonstrating an ability to find relevant examples
- ☐ showing openness to new ideas
- ☐ identifying and clarifying ideas
- ☐ consistency when developing points of views
- ☐ an ability to express ideas coherently
- ☐ an ability to paraphrase another's ideas
- ☐ an ability to build on another's ideas
- ☐ an ability to discuss issues with objectivity
- ☐ an ability to accept corrections by peers willingly
- ☐ showing respect for members of the community of inquiry

C.I.B. (Curriculum Inquiry at Balmoral)

*"...a hundred worlds to discover
a hundred worlds to invent
a hundred worlds to dream."*

Loris Malaguzzi, founder of the Reggio Emilia approach

C.I.B. has at its heart, thoughtful responses to the ideas/conceptual thinking and interests of a pupil as they try to find the meaning of what they do and what they experience. In this model, pupils are seen as being full of curiosity and creativity. They are also seen as being able to initiate the learning that may develop in a classroom. The goal of the curriculum is to cultivate within the child a lifelong passion for learning and creativity that is 'to value diversity and develop curious, confident and connected learners.'

The teacher's task is to create a context in which children's curiosity, theories and research are legitimised and listened to. The New Zealand Curriculum and the essential knowledge and skills a child may need for their age will guide the Inquiry and as such, will vary depending on the cognitive abilities of the child. From time to time the teacher may influence the direction and synthesis of the learning by ensuring all curriculum strands are covered.

The curriculum is an inquiry which will involve the students asking questions and seeking answers to these questions. As a result the context may be different in each whanau and class. For example Matariki, Whales, Electricity, Diwali.

C.I.B. will follow the model outlined below with **Provoking, Empathising, Defining, Brainstorming, Prototyping, Testing and Sharing and Reflecting**. This is not a linear or circular process, it is one where children will move backwards and forwards through these stages.

A **Provocation** can come from an environmental stimulus, an interest or even a conversation between two children which has been heard by a teacher. The teacher can also embrace the 100 languages to facilitate and develop this process - Mana Whenua. The response to a provocation could last anything from one week to a year at our school.

To **Empathise** the pupils try to understand the view of others. They observe, they engage and seek an awareness.

We **Define** the problem when we have all the evidence and we can develop a focus.

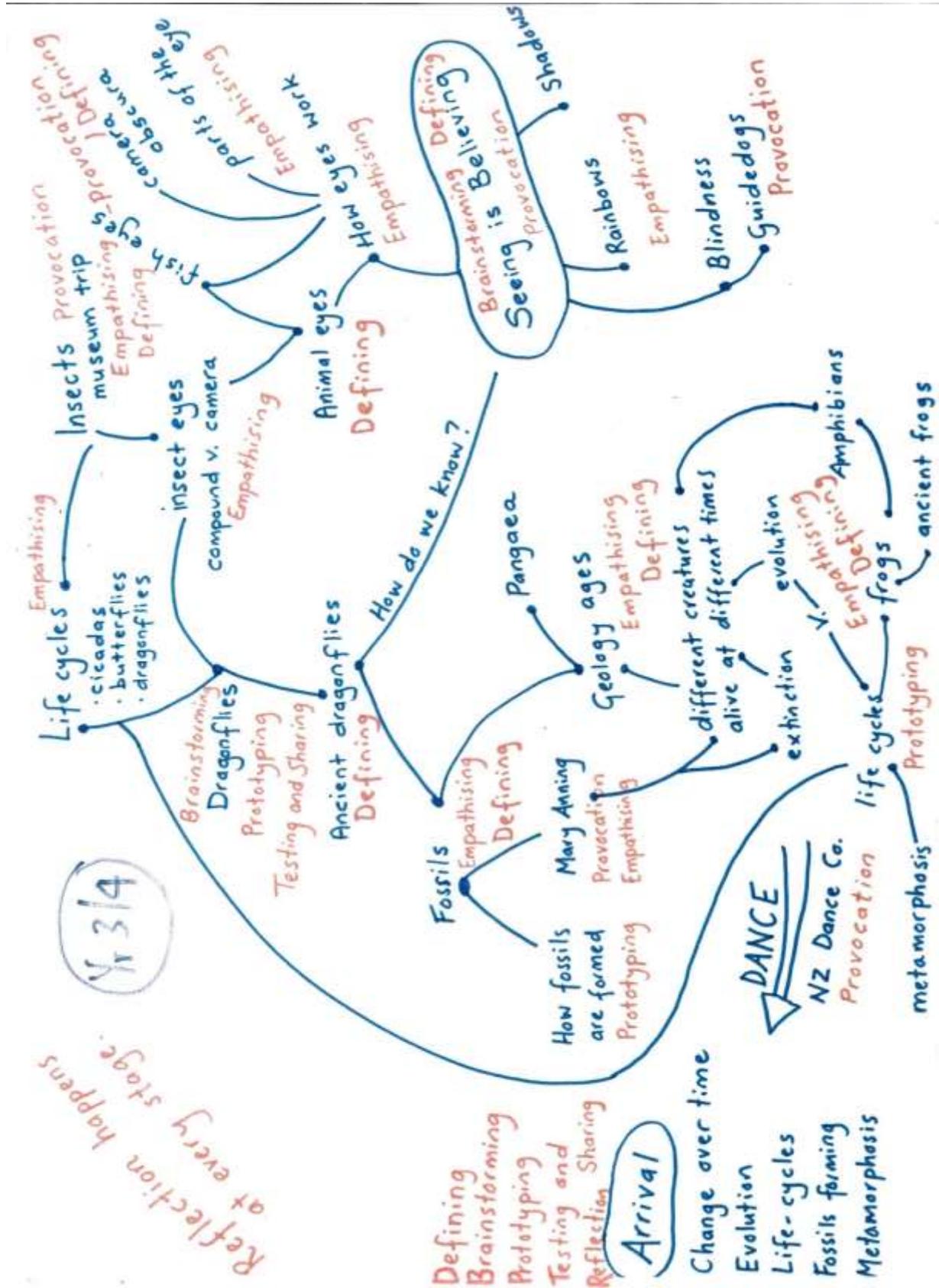
Brainstorm. We generate ideas and experiment with a wide variety of possible solutions. We ask how might we through generating a large number of possible solutions

Prototype. Designs are made into a physical object. It can be a dance, write a letter, organise a fundraiser make a model.

Testing and Sharing: We observe and push and probe, get feedback, refine prototypes then share what we have done

Reflect: "I see, I think, I wonder" may be used as a stimulus for discussion. Teachers may also use, I learnt (I know) to help deepen this reflective thinking. At times, the students will also reflect using the Balmoral Habits. (communicating, thinking, creativity, persisting and managing self). When carefully questioning and reflecting through the lens of the Balmoral Habits, students may be able to identify themselves and others as capable active citizens that reflect our shared vision statement. These reflections enable the student to think creatively and critically, participate and contribute to provocations within their learning communities and the wider world.

A teacher example of mapping the C.I.B. journey



Learning Journals and Assessment

Keeping a record of your child's learning is very important to us. Each child is an individual and learns at different rates and in different ways.

Student reflection forms an integral part of our curriculum. Students contribute to Learning Journals in which provocations and learning across the curriculum are reflected upon. The Learning Journals are an important element of our commitment to reporting to parents. They are a catalyst for dialogue between the learner, teacher and parents during our student-led conferences.

The Learning Journal is a record of your child's achievement. It contains snapshots of learning from key curriculum learning areas.

Balmoral Habits

These habits may serve as mental disciplines. When confronted with problematic situations, students, parents and teachers might habitually employ one or more of these by asking themselves,

“What is the most intelligent course of action I can take right now?”

Key Competencies	Our Habit	Features
<p style="text-align: center;">1. Thinking 2. Using language, symbols, and texts 3. Managing self 4. Relating to others 5. Participating and contributing.</p>	<p style="text-align: center;">Thinking Together Whakaro whakakotahi</p>	<p>Making connections and reflecting on our learning Organising thoughts to propel new ones Applying our learning and thinking to different contexts Building on our own and others thinking Considering, respecting and empathising with others' perspectives Asking questions with curiosity and wonder Identifying problems and defining solutions Seeking clarification around misconceptions or misunderstandings Having an open mind to new ideas and ways of doing things Forming and justifying ideas and opinions</p>
	<p style="text-align: center;">Persisting Together Tautoho whakakotahi</p>	<p>Trying hard and keeping on going to achieve goals Having belief in our own and others' strengths Accepting setbacks and repetition as part of the learning journey Relishing a challenge Being open to the notion of working with others' to solve problems Living the power of 'yet' Helping each other get through the hard stuff</p>
	<p style="text-align: center;">Creating Together Toi-hangaia whakakotahi</p>	<p>Building from what's gone before and creating with a new perspectives Taking risks, making mistakes and learning from them Curious about the world and making connections Generating, innovating, evaluating and respecting ideas Valuing the individual's input</p>
	<p style="text-align: center;">Managing Self Ngā Hononga whakakotahi</p>	<p>Being an honest and trustworthy person Making and reflecting on choices Making thoughtful decisions Managing time and being organised. Being aware of actions, taking responsibility for these and their impact on others Working collaborative Recognise, learn and use self regulation strategies. Knowing your role in the community and play your part</p>
	<p style="text-align: center;">Communicating Together Mana Reo whakakotahi</p>	<p>Organising your thoughts coherently Actively listening, seeking clarification and adding to others ideas Agreeing and disagreeing with evidence Being able to give and receive feedback Interpreting and using 100 languages to communicate Forms of communication are appropriate for the context</p>
<p>Who we are How we grow How we communicate</p>	<p>Thoughts – Think Emotions – Feel Behaviours – Act Capabilities – Learn</p>	



BEHAVIOUR PLAN

We aim for students to leave us as independent, confident learners. Our Behaviour Plan encourages pupils to take responsibility for their behaviour and to develop positive attitudes about themselves and their learning. Our Life Skills programme is an integral part of the Behaviour Plan and vice-versa.

Our school's basic beliefs are based on the School Values: Learning Together

- **Respect**
- **Integrity**
- **Inclusiveness**
- **Positivity/Being Positive**

Rules	What does this look like?
<p>We keep hands, feet, mouths and objects to ourselves</p>	<p>Hands and Feet We do not pinch, poke, pull hair, kick, strangle, punch, tackle, push, pull.</p> <p>Mouth We don't swear, put down, name call, answer back, ridicule or laugh at others or bite.</p> <p>Objects We do not bring or make at school weapons or objects that may hurt others.</p> <p>Body Language We don't give the evils, whisper behind backs, eye roll, stand over or give rude gestures.</p>
<p>We are in the right place at the right time</p>	<p>We move promptly and quietly around the school. We are in class on time after breaks. We stay outside a classroom unless a teacher is present. We stay within the boundaries, including away from the car parks at all times. We sit down when we eat. Only Monitors are allowed in the sports shed. We use the toilets as a place to go to the toilet.</p>
<p>We tell the truth and display honesty</p>	<p>We play fairly in games and sports, and include all participants. We tell the truth. If we find something we take it to the office or give it to the owner.</p>

<p>We take care of the school environment</p>	<p>We put school equipment away. We put rubbish in the bin. We try to recycle. We put toilet paper in the toilet and hand wipes in the bins provided. We look after our desk and chair and make sure it stays clean all year. During the day we do not climb trees at school. We do not climb on or touch art works around the school.</p>
<p>We follow the staff instructions first time</p>	<p>We do what a staff member asks us straight away.</p>
<p>We bring the appropriate items from home that we need for school. This includes wearing the correct uniform and appropriate clothing.</p>	<p>We do not bring fizzy drinks, chewing gum, sweets and glass bottles to school. If we ride a bike we wear a helmet. We walk bikes in the school grounds or on Brixton Road when the road and footpath are busy. We wear the intermediate uniform correctly. We wear clothing appropriate to the weather conditions and for classroom wear. Only jewellery worn other than stud earrings is a watch. We have all the equipment we need so we do not need to borrow from other students.</p>
<p>We do not steal or vandalise</p>	<p>We do not go into someone else's bag, desk or classroom without asking first We do not graffiti (tag) or disfigure property</p>



STAFF AT BALMORAL PRIMARY SCHOOL 2018

Principal:	Malcolm Milner
Associate Principal (Primary)	Katy Sparkes
Associate Principal (Intermediate)	Trish Cullen
Associate Principal (Student Support)	Mary Rea
Teaching Staff:	
Whānau Koru (New Beginnings) (New Entrant Team)	Deborah Gray /Lyndsey Spence Emily Pauling Judith Knight Adrienne Browne Suzanne Preece Leah Fox Nielsen
Whānau Mahira (Inquisitive) (Year 2 Team)	Alice Sievewright Charlotte Eglinton John Hazel Storm Desmond
Whānau Whetu (Stars) (Year 3 and 4 Team)	Catherine Loney Louise Burke Adrianna Yang Saffron Paddy Carla Mardell/Olivia Papa Maureen O'Meara Joanna Douglas
Whānau Hiringa (Determination) (Year 5 and 6 Team)	Andrew Te Aotonga Rosie Kellie Lesley Payne Molly Henderson Alyshia Jacobsen Madeline Henty
Special Needs Co-ordinator:	Mary Rea
Reading Recovery:	Lyndsey Spence and Deborah Gray
ESOL:	Kirsty MacDiarmid
Music:	Alex Ulrich and Sarah Dunn
School Office:	Andrea Burns

Executive Officer: Janet Gould
Administration: Gretchen Anderson
Liz Oorthuis
Michelle Cooke

Librarian: Bronwyn Fox
Library Assistant:

Dental Nurse: Jill Porter
Caretaker: Ivan Taylor
Groundsman: Don Christianson
Gardner: Nicola Brown

BOARD OF TRUSTEES

Chairperson: Sonya Singh

Minute Secretary: Gretchen Anderson

Parent Representatives: Andrew Skinner Hayley Kirk-Smith
Scott Elwarth Chris Newland

Staff Representative: Trish Ramsay

Principal: Malcolm Milner

Summary of ERO Report February 2014

These are excerpts from the findings of the Education Review Office's latest report on **Balmoral School**.

2 Learning

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

The school makes good use of achievement information to promote student engagement, progress and achievement.

Student enjoyment of learning is highly evident. They are interested, motivated and are active participants in classroom programmes. Students are encouraged to ask questions, valued for their ideas and opinions, and have opportunities to explore their strengths and interests. Student engagement in learning is very well supported by the school's culture of learning. The concept of teachers as learners is modelled to students through the school's approaches to professional learning and development. Staff and students have high expectations of themselves and others.

School achievement information shows that students overall are achieving well in reading, writing and mathematics in relation to the National Standards. Senior leaders clearly report student achievement to the board. The information is used to set annual achievement targets and school priorities. The board and senior leaders monitor student progress against these targets. The usefulness of achievement information to the board continues to be strengthened as senior leaders use more refined tools to measure student progress over time.

Pacific students are represented across all achievement bands in the school. However, as a group of students, they are not yet achieving at the levels of the school community as a whole, especially in Years 7 and 8. Recently introduced initiatives to lift Pacific student achievement are well supported by the board, staff and the Pacific community. The challenge for the school is to sustain these initiatives and accelerate the progress of Pacific students.

Student achievement information is used well by teachers to plan programmes to cater for their students' different strengths and learning needs. Teachers could give greater ownership of assessment information to students and more actively involve them in decisions about how to further improve their learning. Providing students and parents with written reports that more overtly indicate student's achievement in relation to the National Standards is a next step.

The school has inclusive and responsive practices and systems to support students with special learning needs. There is a shared commitment and responsibility for student progress on the part of teachers and learning assistants. This ensures students participate fully in appropriate learning programmes and classroom activities.

3 Curriculum

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

The school's curriculum is highly effective in promoting and supporting student learning.

The curriculum caters well for the different developmental stages of students as they move through the school. The school's curriculum builds on the approaches from Te Whariki, the Early Childhood Curriculum to support children's transition to school. The principles and key competencies that are part of the New Zealand Curriculum (NZC) enrich classroom programmes for all learners. Specialist subject teachers, together with general classroom

teachers provide high quality learning experiences for Year 7 and 8 students. These students are well prepared for secondary school.

While the curriculum has a strong focus on literacy and mathematics, students benefit from a broad curriculum. The school's habits of 'thinking, persisting, creativity, managing self and communicating' are explicitly taught. 'Philosophy for Children' is a cornerstone of the curriculum and students are challenged to inquire about their world and make reasoned decisions about their attitudes and values. Another cornerstone of the curriculum is introducing new concepts through 'rich tasks'. The 'rich tasks' involve learning activities and content designed to be relevant, authentic and interesting for students.

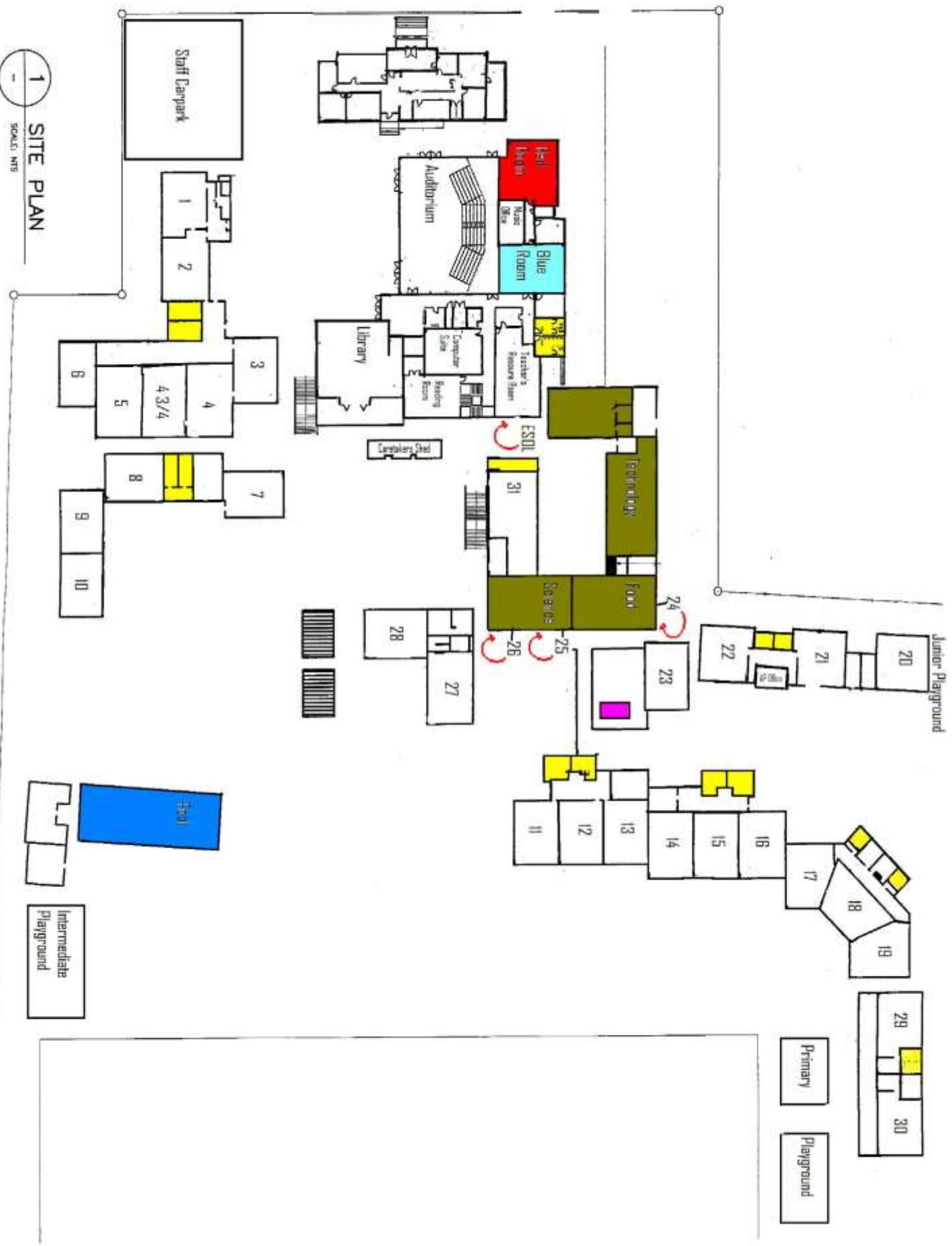
Further inclusion of Maori, Pacific and other multicultural aspects in contexts for learning should further increase the relevance of the curriculum for many students by providing opportunities for them to learn through their culture.

Teachers' well planned and high quality teaching programmes are underpinned by respectful learning relationships. School systems support teachers to be reflective. Teachers share professional practice within syndicates and across the school. They are supported by useful professional learning and development programmes and effective performance management processes.

A full copy of our most recent ERO Report dated 14/2/2014 can be viewed on the ERO website or by clicking on the link below.

<http://www.ero.govt.nz/Early-Childhood-School-Reports/School-Reports/Balmoral-School-Auckland-14-02-2014>

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