



MANUREWA INTERMEDIATE SCHOOL

'Adventurous risk takers; persistent focussed achievement'

2025
GENERAL
INFORMATION
BOOKLET

LEADERSHIP STAFF – 2025

PRINCIPAL

Iain Taylor

ASSOCIATE PRINCIPAL

Ross Devereux – Operations

DEPUTY PRINCIPALS

(NOTE: names and portfolios below)

Sidd Apiata – e-Learning and Infrastructure

Callum Baird – Learning and Teaching

Candice Knibbs – Professional Learning Leader

Ben Nathan – Guidance and Support

Junior Peilua – Pastoral Care

Rob Shephard – Student Programmes

The full staff list with all teachers and support staff will be distributed at the start of 2025.

**STAY
IN
TOUCH**

MANUREWA INTERMEDIATE SCHOOL PARENT CALENDAR 2025

The full calendar will be sent home at the beginning of the year. However, for now please diary in Monday 3rd February 2025, 8.30am – 3.15pm for Day 1 Whānau Day. Refer to separate flier! See you here by 8.30am for our powhiri start!

2025 TERM DATES

	DATES	Holidays/Others
TERM 1	Monday 3 rd February – Friday 11 th April	<u>Thursday 6 February</u> – Waitangi Day (no school for children) <u>Friday 7 February</u> – Week 1: Staff Only Day (no school for children) <u>EASTER</u> – in holidays <u>ANZAC DAY</u> – in holidays
TERM 2	Monday 28 th April – Friday 27 th June	<u>Monday 2 June</u> – Week 6: King's Birthday Holiday <u>Monday 20 June</u> – Week 8: Matariki Holiday
TERM 3	Monday 14 th July – Friday 19 th September	<u>Friday 15 August</u> – Week 5: Mid Term Break <u>Monday 18 August</u> – Week 6: Staff Only Day
TERM 4	Monday 6 th October – Friday 12 th December	<u>Friday 24 October</u> – Week 3: Staff Only Day <u>Monday 27 October</u> – Week 4: Labour Day <u>Monday 15 – Friday 19 December</u> – Office open

2026:

Day 1, Term 1 all Students: Monday 2 February

COMMUNICATION WITH PARENTS

We regard schooling as a tripartite deal - parent/caregiver, student and teacher working together and supporting one another in a shared endeavour. The key to the success of this relationship is communication.

Our open door policy means that parents/caregivers are free at any time to make an appointment to see the teacher at a mutually convenient time. Good professional practice entails teachers getting to know their clients well and through their actions, concern, commitment and professional ability, engendering the confidence of the people they work with and for.

There is a host of situations where informal communication can take place such as sport days, gatherings, camps, etc and we encourage you to chat with parents then. Obviously specific issues about your students will need to be done at another time.

The more structured communication programme is detailed under the Reporting to Parents section.

The regular School Newsletter is an important part of the school wide communication process and we encourage all parents/caregivers to read this religiously, as it contains a huge array of information. There are two per term and are sent home Week Five and Week Nine/Ten of every term.

COMPLAINTS AND CONCERNS

From time to time in a people orientated activity such as schooling, there will be concerns. When these occur it is important that the parties involved work together to obtain a solution that is mutually acceptable and best for all concerned. We must always seek a win-win result.

Following are procedures for resolving concerns:

Parents/Caregivers with genuine concerns or complaints are able to go to/or be referred to the Principal if the problem has not been solved between the two parties first. This means a parent must go to the teacher concerned first, then the relevant AP or DP if there is still no success. Only then should the Principal be involved. He will make every attempt to resolve the situation. At times a verbal concern will become a written concern. This is desirable in that it provides an opportunity to formulate a full and detailed response. In the unlikely event of the Principal being unable to arrive at a mutually acceptable solution to a concern he will take the matter to the Board for their consideration.

It can be quite upsetting for a teacher to have a complaint laid against them but be assured this school handles such matters in a sensitive and supportive manner for everyone involved. We strive to uphold everyone's rights, and ask that you do the same and do not discuss your complaint with other parents/caregivers as this is not fair to the staff member concerned.

If you have a complaint against the Principal, and this has not been resolved after approaching him, you are entitled to make contact with the Presiding Member of the Board, who then follows set policy procedures.

ENROLMENT AND WITHDRAWAL

Parents wishing to enrol their children during the year do so via the school reception. They then advise the DP: Pastoral Care, who places the children after making contact with their previous school first. It is important that any books and reports that the children have from previous schools are brought with them. All new students need to start in full school uniform.

Students start school on the Monday of the following week or the next Wednesday once enrolment is complete. We do not take enrolments on the spot with children starting immediately as we want to ensure all enrolments are done so effectively, with as easy a transition as possible. Every new student who starts during the year is inducted into our school by

being placed into the class whose service it is to induct new students. Your child would be in this room for approximately three to four days, after which they are then moved into their permanent form class.

Parents of children who are leaving are asked to notify the school office a few days beforehand. When they leave, children are to take all books and stationery belonging to them, and to return any outstanding school property such as school library books etc to the appropriate personnel in the school.

ENROLMENT APPROVAL

When children enrol, parents/caregivers sign to give permission for their child to use the internet and to be involved in food preparation if necessary. (See “Food preparation involvement” for more information)

FOOD PREPARATION INVOLVEMENT

Classes are often involved in the preparation and making of food as part of classroom programmes. They learn many things when doing this e.g. reading recipes, health and hygiene, measurement, cooperative skills and taking turns, technology, writing predictions, making scientific observations, discussion about cultural differences and similarities etc.

For your child to take part in this they must have your permission and we must be notified of any concerns you may have.

PARENTAL INVOLVEMENT

The school strongly encourages use of parent/caregiver volunteers in the classroom:

- Providing 1:1 tuition eg. Reading Together, Homestudy
- Assisting with group supervision on trips, sports events etc
- Taking sports teams, cultural groups etc
- Making equipment/resources/cultural uniforms etc

Parents/caregivers need to be reminded that often they are not the most appropriate person to assist their own child and whatever they see or hear in the course of their assistance is **confidential**. Teachers need to provide clear guidelines for parent helpers. If your child’s teacher does not appear to be encouraging your support please feel free to speak to the Principal who will be able to ensure your services are encouraged – be it in your child’s class or another area of the school. We want and encourage any involvement and help.

REPORTING TO PARENTS

Frequent communications on student progress is vital to ensure that home and school are working together in the schooling process.

Frequent informal discussions are bound to occur in the general day to day contact between parent/caregiver and individual classroom teacher, but the more formal reporting procedure is as follows:

TERM ONE:

Week One: Monday 3rd February (8:30am – 3:15pm): MI Whānau Day and Meet the Teacher

Week Ten: Tuesday 8th April (8:00am – 8:00pm): Student Involved Conferences (with Teacher, Parents, Student) and Term 1 Interim Achievement Report and Goal Setting (Learning Conversation)

TERM THREE:

Week Four: Wednesday 6th August (8:00am – 8:00pm): Student Involved Conferences (with Teacher, Parents, Student) and Term 3 Achievement Summary Report issued (Learning Conversation)

TERM FOUR:

Week Ten: Thursday 11th December (8:00am – 8:00pm): Student Involved Conferences (with Teacher, Parents, Student) and End of Year Achievement Report issued (Learning Conversation)

Other interviews and contacts can be arranged throughout the year as appropriate and necessary.

STUDENT INTERNET USAGE

At Manurewa Intermediate School we are using the technology of the Internet and email as a tool to aid children's learning. We are aware that on the World Wide Web there are inappropriate materials that can be accessed by anyone.

At our school the students will only use the internet with teacher guidance and supervision. However, the school cannot take responsibility for students who choose to abuse their use of the internet.

For your child to make use of the internet, the following information MUST be understood and agreed to by parents/caregivers:

- I understand that the school internet connection is designed for educational purposes only
- I understand that the school will do its best to restrict access to all controversial materials
- I will not hold Manurewa Intermediate School responsible if my child chooses to access inappropriate materials
- I accept full responsibility for my child's use of the internet at school and agree to support the school in any action it may take to ensure that the code of conduct as described in the policy is enforced
- I allow my child's work, photograph or video to be on the school web site, if deemed appropriate by Leadership

Please complete the "Cybersafety Use Agreement for Students" which is with the enrolment form

STUDENT PROFILES

All students have a number of on-going records which may form part of any Student Involved Conference. These include:

GOOGLE DRIVE + FOLDERS:

The best learning occurs when students, teachers and parents work together and all know about the patterns of learning and progress of the student. The online Google folders are a way of sharing this knowledge and helping our students to be the best they can be. A growing archive of work is accumulated in your child's personal Google Drive, which will have evidence of learning from your child's form class subjects, as well as core subjects – Humanities and Mathematics. The online folders are the central collection point for evidence of learning.

Students also have an ongoing drop-down file holding administrative records and the like, kept in the Teachers Work Room.

YOUR CHILD'S LEARNING

DEVICES AND STATIONERY

Students at Manurewa Intermediate are provided with a free set of stationery at the beginning of each year. They are also provided with a free laptop that they are able to use during Math and Humanities lessons. These devices stay at school. We believe that providing these items is beneficial because it helps our kids start learning from the very first day, and helps them have access to technology that is vital in this day and age. It is also a huge advantage for whānau not being asked to fund such equipment which is not common in most schools!

The following stationery will be **provided** by Manurewa Intermediate to every student in their first week at Manurewa Intermediate, free of charge:

1 x Pencil case	2 x highlighter pens
1 x Rubber/eraser	1 x pack of felt tip pens
1 x Large glue stick	1 x 30cm ruler
1 x pack of colour pencils	1 x protractor
12 x blue ballpoint pens	5 x 1B8 exercise books
12 x red ballpoint pens	2 x 1E8 Quad Math books
4 x HB pencils	2 x 3B1 notebooks

DISCOVERY PROGRAMMES

Part of the success of Manurewa Intermediate School over the past thirteen years in terms of behaviour and attitude has been the wide range of 'other programmes' on offer which have a positive effect on student presence and engagement. These cover Options, Recreation, Period 6 etc. Most staff are involved in these and are able to offer a programme related to their interests and strengths. Options are a wider curriculum-based programme.

The Recreation programme is solely sports and outdoor pursuits. More information is available from the DP: Student Programmes who is responsible for these programmes.

FITNESS (KORI TINANA)

During the year all students are involved in fitness programmes on a daily basis as part of Health and Physical Education. Children may only be exempt from this programme if they have a note from parent/doctor. Likewise, all children complete the School Cross Country, School Athletics and School Swimming Sports unless they provide a specific note from their Doctor.

All students wear their school shorts and shirt at Fitness times, but girls who wear the school skirt as their uniform must change into plain black shorts for fitness/sports etc. No jerseys, jackets or any other unnecessary clothing items are permitted.

GIFTED AND TALENTED (GaT) GUIDANCE AND SUPPORT UNIT (GaS)

GaT and GaS are exciting areas for teachers to focus on. When a strong developmental, interactive programme operates, there is considerable opportunity for extension, challenge and quality learning for the able student and recovery work for the less able.

Here at Manurewa Intermediate School we offer recovery and extension programmes, in an ongoing way within classroom programmes by appropriate grouping, as well as some in class or withdrawal support. There is a myriad of support for these areas targeting all children in specific groups in support programmes (through the Guidance and Support Unit) and specifically

for Gifted and Talented students; an Enrichment Class; MiTV (Manurewa Intermediate School Television Studio); Sports Enrichment classes; numerous Bands; Choir and Cultural Performance groups and many Education for Sustainability/Environmental Education groups and projects.

SUPPORT PROGRAMMES

Pause Prompt Praise

Pause, Prompt Praise is a peer tutoring strategy that is based on the premise that children learn to read by reading. The strategy ensures that frequent oral reading occurs using appropriate material and 1-1 attention from a peer tutor provides support and encouragement.

The tutors are able readers who support less able readers (tutees) in developing reading strategies to solve unknown words and reading fluency through practising.

- Less able readers are tutored by a more able reader on a 1-1 basis. Tutors are trained to provide specific 'scripted' tutoring.
- Reading material for the tutee is at their instructional level
- More able readers (tutors) reinforce the use of excellent reading strategies by tutees, using a specific three-stage process of pausing, prompting and praising.
- This initiative provides an opportunity for less able readers to READ TO SOMEONE EVERY DAY!
- IT IS AN EXPECTATION THAT THIS IS DONE DURING DEAR TIME!

ESOL Programme – Kura Reo

- This is a withdrawal programme for MOE-funded (which may include students who are no longer eligible for funding) ESOL students for whom English is their second language, to work on specific needs. This programme is coordinated and implemented by the Learning Assistant with expertise in ESOL in collaboration with the DP: Guidance and Support.

MI MATES

- Form classes take turns learning how to be MI MATES
- Purpose is about helping solve friendship problems, minor incidents etc

School Counselling Service

- Funded and run by the school with the employment of a fully qualified counsellor for five days per week
- Students can self-refer or be referred via the Pastoral Care Team
- The school staff and leadership are not privy to what students discuss with the counsellor

High Fliers Programme

- The High Fliers programme is a withdrawal programme designed to focus on the high needs of the funded ICS students and ORS students. Teachers may also refer students with learning needs in Literacy or Math.
- Facilitated by an experienced LA, a group of students are withdrawn up to three times a week and given support in iDeaL (Literacy) and Numicon (Math).
- Programmes are designed specifically for the students attending with evidence-based research to back their success.
- iDeaL
 - Students will work through both the spelling and the reading programme. It has multi-sensory resources to explicitly teach foundation literacy skills in a Structured Literacy approach.
- Numicon
 - This is a distinctive multi-sensory approach to children's mathematical learning that emphasises three key aspects of doing mathematics: Communicating

MI Breakout Buzz

- A withdrawal programme designed for gifted students to develop conceptual thinking in a collaborative environment using our inquiry model.

Learning Support: Humanities

- An in-class programme to support students with writing skills developing explicit skills in written language.

The Reading Champion

- This programme has been introduced to give selected students the opportunity to work in small group reading sessions with the focus around extending their reading abilities to reach their full potential.

SUPPORT TEACHERS

We are very fortunate to have much support in the school for children and staff.

In addition to the Specialist Teachers we have the following support:

- **Deputy Principal: Guidance and Support** - coordinates and monitors all learning and guidance support across the school (includes ESOL – Kura Reo, Numicon, iDeal, Learning Support/SEN, Professional Support [in consultation with Principal], ORS and Learning Assistants) and works with small groups of individuals.
- **Deputy Principal: Pastoral Care** - coordinates and monitors all behavioural support across the school (includes professional support [in consultation with Principal], Teacher Aides, Pastoral Assistants, Guidance/Counselling etc) and works with small groups or individuals.
- **Learning Support Coordinator** - the LSC initiates and develops learning support interventions through collaboration with the DP: GaS. They will also provide experienced guidance and support for teachers and Learning Assistants in regards to supporting students access to the curriculum.
- **Poutoko Hapori (Community Engagement Facilitator)** – our in-house support to work with whānau/families five days per week around student attendance and engagement, and whānau confidence.
- **School Counsellor** – available to work with students/families five days per week.
- **School Social Worker** – available to work with students/families five days per week.
- **Resource Teachers of Learning and Behaviour** – work in our school with groups or individuals as needed.
- **Learning and Pastoral Assistants** – assistants to work with small groups or individuals; assisting with general day to day organisation and learning, includes ESO – Kura Reo L in-class support and other interventions e.g. High Fliers
- **Other external intervention** e.g. agencies, Māori Youth workers, Counsellors, Social Workers, Mana Kidz Health Clinic, etc.

SCHOOL ORGANISATION

Intermediate schools are facing new challenges in providing for the learning needs of their students but we aim to give all our students a strong background in all eight learning areas whilst developing the five key competencies as specified in the revised New Zealand National Curriculum. This is achieved through the Core Curriculum Programme as well as the Discovery and other programmes on offer. Neither is more or less important than the other, with these other programmes offering unique learning experiences for our students.

The eight learning areas are:

- English (Humanities, Communication Literacy)
- The Arts (Performing Arts, Music and Visual Art)
- Health and Physical Education (Hauora/Health, Physical Education, EOTC, Cooking)
- Learning Languages (Te Reo Maori, and other languages)
- Mathematics and Statistics
- Science
- Social Sciences (covered through Humanities and Global Discoveries {which includes Geography and History})
- Technology (Cooking, Materials/X-PLO Tech, Sustainable Design and Digital Technology)

The five key competencies are:

- Thinking – using creative, critical and reflective processes to make sense and question information, experiences and ideas
- Using language, symbols and texts – working with and making meaning of the codes in which knowledge is expressed
- Managing Self – self motivation, a ‘can do’ attitude; the ability to establish personal goals, make plans, set high standards for self. Knowing about who you are, where you come from and you fit in.
- Relating to others – interacting effectively with a diverse range of people in a variety of contexts.
- Participating and contributing – participating actively in local, national and global communities.

Nurturing young lives is an immense responsibility that we share with you, the parents/caregivers and your child’s wider whānau and we take this very seriously. Ensuring that the children in our care are confident, connected, actively involved lifelong learners who are well prepared to engage with life as contributing citizens of the 21st century, able to communicate and negotiate, to think critically and to live life with dignity, care and compassion, is not only our responsibility, but also our delight. We believe all young people in NZ schools have the right to gain, through a state school system, a broad, balanced education that prepares them for effective participation in society.

The specialisation model we introduced in 2010 means our students have to immediately come to terms with the Key Competencies in a very real and meaningful way: such as managing self, thinking and relating to others to better and more effectively prepare them for secondary school. This *is* a big call for our new Year 7 students, but we believe this transition between the full home room at primary schools to full specialisation at secondary school will make that change easier and more effective.

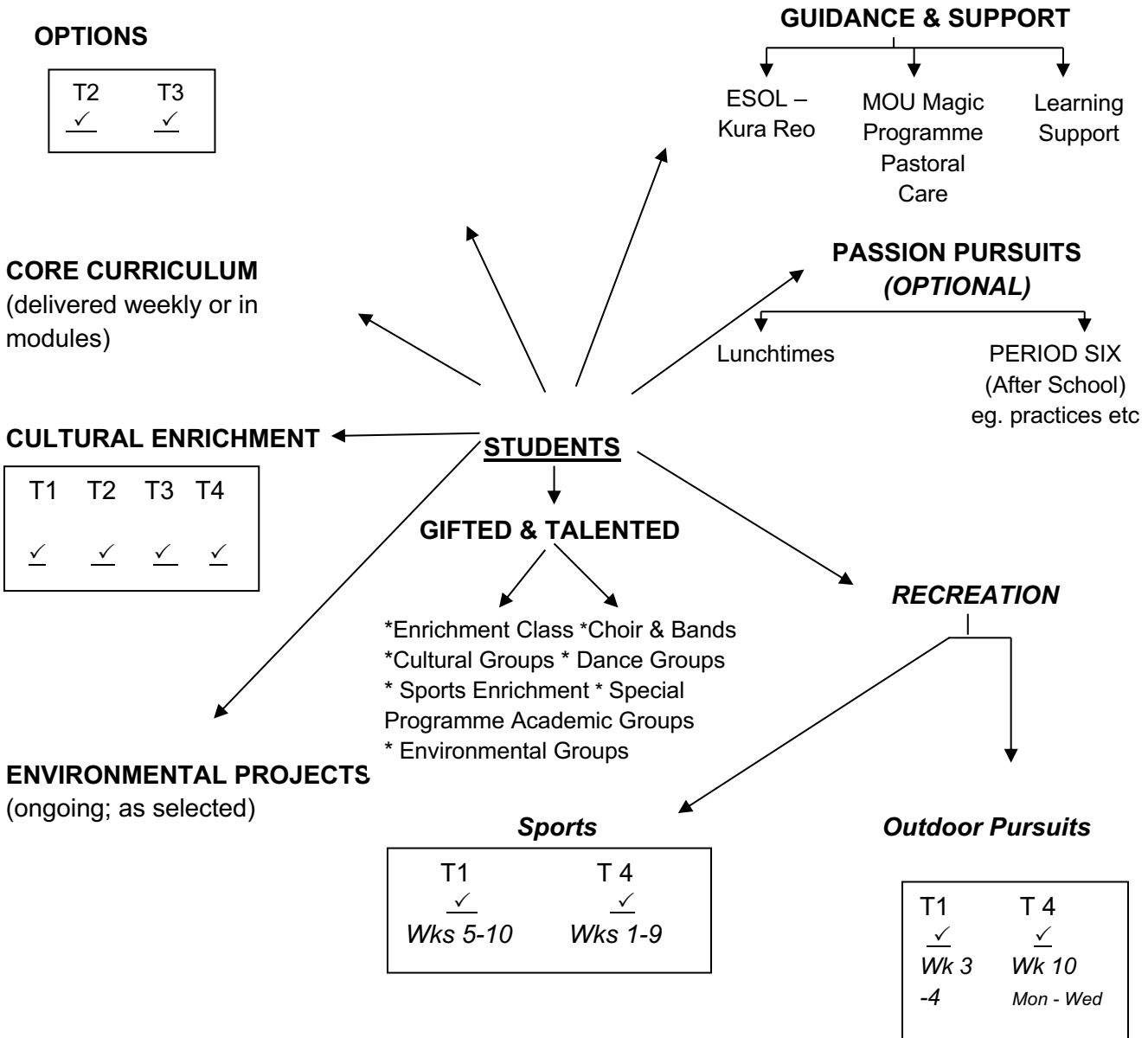
Whilst making a caring educational environment where all students will develop an enthusiasm for learning, we are also able to offer our students a myriad of other special programme activities and options, coupled with the emphasis on academics, extension and recovery work.

Your child will be in a small class of approximately 24-26 students (mixed Year 7 and 8) and will rotate around teachers specialising in the core curriculum subjects. They will interact with others from throughout the school when they are involved in the Discovery programmes. This involves Options; Cultural groups and a modular recreation programme of sports and outdoor pursuits. Any interested students can also be involved in the after school Period 6 activities. The school will be incredibly busy and exciting.

The purpose of the Discovery Programmes, especially Options, is to give all students a 'taste' of a subject. Students will then be in a better position to make informed decisions when selecting subjects for secondary school. It is also important to note that these subjects tend not to be offered at other schools at this level. Our students are fortunate to have these opportunities and student needs will be totally addressed in this system - extension and recovery needs.

Our aim is to use the very best of primary teaching i.e. teaching the individual holistically using an inquiry approach, with the very best of the secondary specialist curriculum teaching approach of expert knowledge of and passion for the curriculum, for the benefit of students.

In Summary



“A student at Manurewa Intermediate School will receive a broad, balanced and ‘academic priority’ education setting them up for secondary, tertiary or a trade education, the world beyond, and the 21st century!”

SCHOOL PROGRAMMES

Throughout the year all students will be involved in a wide variety of programmes, both compulsory and choice based. These involve the Core Curriculum, Discovery Programmes and Other Programmes.

1. CORE CURRICULUM

(A) These are the compulsory core learning areas all students do every week all year:

- Humanities (English {reading and writing}; Social Studies) – 5 periods
- Math – 4 periods
- Science – 2 periods
- Physical Education – 1 period
- Hauora (MOU Magic, Values, Social Skills, Graduate Profile, Sexuality and Relationship Education, Puberty, Nutrition, Self Esteem/Confidence and Road/Water Safety, Goal Setting and Reflections) – 1 period
- Monday Magic (Foundation Basics, NZ History, Communication Literacy, Money Mojo) – 1 period
- Life Skills (Service; Taha Hinengaro; First Aid; MI Skills) – 1 period
- Friday Frenzy (Languages, Media Studies, Foundation Basics, Global Discoveries, Geography, Careers) – 1 Period

(B) These are the compulsory core learning areas all students do in either module 3, 4, 6 and 8 each year in a rotation system ie. each subject for approx one term each for two separate periods per week:

- Music – 2 periods every week, for one module
- Performing Arts – 2 periods every week, for one module
- Te Ao Māori – 2 periods every week, for one module
- Digi-Comp – 2 periods every week, for one module

(C) These are the compulsory core learning areas all students do in either module 3, 5, 7 and 8 each year in a rotation system ie. each subject for approx one term each for one double period per week:

- X-PLO Tech (Exploring Technology: covering Hard Materials {wood, metal, plastics, bone}) – 2 periods every week, for one module
- Cooking – 2 periods every week, for one module
- Art – 2 periods every week, for one module
- Sustainable Design – 2 periods every week, for one module

(D) These are the compulsory additional programmes all students do every week:

- Cultural Enrichment – 1 period every week, every term
- Recreation – 1 period every week, terms 1 and 4
- Options – 1 period every week, terms 2 and 3
- School Singing - 0.75 of a period every week, every term

MODULE OVERVIEW 2025

There are 10 modules during the year. These are:

TERM	MODULE	WEEKS	DESCRIPTION
TERM 1			
1	1	1-2	MI School Life
	2	3-4	MI Survival Survival Camp
	3	4-10	Respectful - MI Way Module Programme
TERM 2			
2	4	1-2	MI Expression - STEAM Fair (Science, Technology, Engineering, Art and Math) (Exhibition of Learning on during Week 3)
	5	3-9	Curiosity Module Programme
TERM 3			
3	6	1-2	MI Cultural Focus Breakout - United Nations Show (Exhibition of Learning in Week 3)
	7	3-10	Adventurous Module Programme
TERM 4			
4	8	1-9	SUST Module Programme
	9	10 (Mon - Wed)	MI Experience Outdoor Education days
	10	10 (Thurs + Fri)	MI Achievement Poroporoaki/Review

NOTES:

- All Core Curriculum, Discovery and Other Programmes operate during Modules 3, 5, 7 and 8 ie. 31 weeks of the 39-week school year. Release of staff occurs only during these modules
- School-wide breakout modules operate during Modules 1, 2, 4, 6, 9 and 10. There is no release during these modules
- Modules 3, 5, 7 and 8 are divided into seven-to-nine week cycles for the following subjects. Every class does one module per year in each of the four areas below for a double period per week during that module: *X-PLO Tech, Cooking, Art and Sustainable Enterprise*.
- Modules 3, 5, 7 and 8 are divided into seven-to-nine week cycles for the following subjects. Every class does one module per year in each of the four areas below for two single periods per week: *Music, Performing Arts, Digi-Comp and Te Ao Māori*.

2. DISCOVERY PROGRAMMES

(A) Options:

This programme operates every Thursday afternoon in Terms 2 & 3 where students are able to choose two additional subjects (one in Term 2, another one in Term 3) that are of interest to them – with the purpose being they are tasters of subjects they have previously not had much exposure to eg. a range of other languages, drama, dance, computers, bone carving, cooking, horticulture, economics, digital photography, physics, furniture making, bicycle maintenance, electronics, E4S, and a range of others.

(B) Recreation:

This programme operates every Thursday afternoon in Terms 1 & 4 and involves a mixture of inter-whānau sports and outdoor pursuits.

Inter-whānau Sport - rotation in whānau groups around a wide variety of games and sports in a round-robin competition, where students are placed.

Outdoor Pursuits – various EOTC activities outside of the school environment:

Term 1 – Survival Camp

Term 4 – Outdoor Pursuits Activity Day/s

(C) Cultural Enrichment:

This programme operates one period a week throughout the year, with students choosing which specific Cultural Enrichment Group to participate in.

3. OTHER PROGRAMMES

(A) Kori Tinana (Fitness):

This programme operates Monday – Thursday, 8:45-9:05am where all students participate in a rotation of fitness activities in their whānau groups.

The rotation involves all teachers with their whānau groups at one fitness activity each day, with staff and students rotating around the four activities during the week. The activities are: circuits, skipping, run and Just Dance.

(B) DEAR! (Drop Everything And Read!)

This programme operates every day, immediately after lunch from 2:10 – 2:25pm and involves all staff and students in sustained silent reading right across the school. Students are encouraged to read high interest fiction or nonfiction and to self-monitor their range of genres. This also includes *Pause, Prompt, Praise*.

(C) Whānau Singing Assembly:

This programme operates every Friday afternoon throughout the year, with the whole school involved in school wide singing in whānau groups. Parents are more than welcome to come along and get involved!

(D) Inter-Class Lunchtime Sport Competition:

This programme operates during two lunchtimes each week. The sports played vary according to the season, and are played as class groups within a round robin competition organisation.

(E) Period Six (Extra-Curricular Activities/Passion Pursuits):

These programmes, offered by staff, operate as a Period 6 on any set day and involve activities which students can choose to be involved in. School wide activities of sports teams training, choir, bands, Enviro-Schools, cultural group practices may also take place during Period 6 on any set day.

In addition to these, Period Six can include ECA type activities. In the past, such activities have been:

Various clubs (Chess, Cooking, Art, Sewing and Crafts, Movie Making, ICT Gaming, Drawing, Home Study), Sports (Indoor Soccer, Volleyball, Aerobics, Table Tennis, Touch Rugby, Netball, Basketball, Hockey, Badminton), E4S Projects (gardening, horticulture, Travelwise, etc) and Cultural activities (Hip Hop, Mau Rakau, Drama, Dance etc), other Languages (Greek, Spanish, Māori etc).

These activities run from 3:15pm – 4:15/4:30pm

(F) School Activities all students are involved in:

Cultural Groups	Swimming Sports
Athletics Day	Cross Country

(G) Activities students may be selected for:

AIMS Games	National Young Leaders Day
APPA & MPA Choir	Netball Academy
Auckland Mathex	Pastoral Care Council
Auckland/Manukau Science Fair	School Librarian
Basketball Academy	School Musical Production (even year)
Community Councillors	School Rock Bands
Curriculum Councillors	School Senators
Eco Council	Sports Camp Week
Enviro-Schools	Sports Enrichment
Itinerant Music Lessons (e.g. <i>Trumpet, Saxophone, Clarinet, Flute, Trombone</i>)	Travelwise Group
MI Sisters – Saturday Rugby League Team	Whānau Captains/Leaders
	Zone Speech Competition

(H) Interzone Sports Teams:

Swimming	Netball
Soccer	Ultra Rip
Cricket	Athletics
Orienteering	Cross Country
Softball	Touch Rugby
Hockey	Rugby
Badminton	Rugby League
Basketball	Volleyball

(I) Activities students may choose to be involved in:

Student Council Competitions or activities	Volleyball Academy
School Cultural Groups – additional group	Netball (academy – Thursday + Friday evenings)
Extra Curricular Activities/Period 6	Rugby Academy (lunchtime and afterschool)
Ki O Rahi Tournament	

(J) School-Wide Break-Out Events:

	TERM		
	2	3	4
ODD YEAR (2025)	MI Expression STEAM Fair (Science, Technology, Engineering, Art and Math)	MI Cultural Focus Breakout United Nations Festival	MI Experience Outdoor Pursuits and Whānau Fun Day (Three days)
EVEN YEAR (2026)	MI Expression Arts Festival (Art Exhibition/Performing Arts)	MI Cultural Focus Breakout	MI Experience Outdoor Pursuits and Whānau Fun Day (One day for each activity)

HAUORA PROGRAMME

This is a vital part of not only our learning programmes but as important, our school operations and ethos. It is a wide-ranging programme that encompasses wellbeing: emotional, spiritual, physical and behavioural. The programme works across the entire school at the same time, taken by form teachers. The purpose is to provide effective nurturing, mentoring and monitoring of our students. One of the key roles of any teacher is to get to know each child in every class they teach well enough to provide ongoing support and nurturing. For form teachers this is *the* most important thing to do with their own form class, to ensure children do not 'slip through the cracks'. Our Hauora Programme encompasses:

- MOU Magic – Keys 2 Success
- Values
- Social Skills
- Cyber-safety/digital citizenship
- Puberty, Sexuality and Relationship Education
- Nutrition
- Road/Water Safety
- Goal Setting and Reflections
- Graduate Profile

MONDAY MAGIC, FRIDAY FRENZY and MI LEARNING TALK PROGRAMMES

This is a vital part of not only our learning programmes but as important, our school operations and ethos. These are wide-ranging programmes that simply encompass sensible common sense skills for life. The programmes work across the entire school at the same time, taken by form teachers encompassing:

- Monday Magic: Foundation Basics, Communication Literacy, Money Mojo, NZ History.
- Friday Frenzy: Languages, Media Studies, Foundation Basics, Global Discoveries, Geography, Careers
- MI Learning Talk: Inquiry and the learning journey around this

LIFE SKILLS

Life Skills is an extension of Hauora and was brought about in response to the ongoing need for our students to be armed with fundamental socio-emotional, physical and domestic life skills. These have been identified as key components that will contribute to achieving our 'definition of achievement'.

This has come about as a result of staff consultation around needs and gaps in student knowledge and behaviour. A recurring theme has been the lack of generic life skills and so, as a result, we have created a space within our curriculum to deal with this. After further consultation around what life skills our students are lacking, the suggestions fell into three main categories - physical, emotional and practical.

There was also a lot of crossover with what is already covered within our wider curriculum programmes so there are some specifications around each module of Life Skills which gives some rationale as to why each is what it is. Each Life Skills module focus is below.

Module 3	Module 5	Module 7	Module 8
Service	Taha Hinengaro	First Aid	MI Skills

SCHOOL LIFE

AFTER SCHOOL DETENTIONS

School Detentions are held after school from 3:15 – 4:15pm Monday, Wednesday and Thursday of each week. These are issued for behavioural matters via a Red Card. This card comes home with the student and needs to be signed by the parent/caregiver notifying that their child has a school detention and on which day it is to be completed. An After School Detention is only decided by Leadership and can be given when unacceptable behaviour by a student warrants it such as chewing gum, general disobedience (low level), fighting (low level) etc. Arrangements to collect the student at the end of the detention need to be made. Staff supervise students.

Please note:

- Whilst after an School Detention is usually sitting inside reading quietly it could also be picking up rubbish, gum scraping or gardening, etc.

ASSEMBLIES “MI CELEBRATION”

These are one of the most important aspects of the corporate life of the school. It is a time when a large group comes together to celebrate successes, share talents and to participate actively and enthusiastically in cultural activities. Parents/caregivers are encouraged to attend, and sit at the back of the hall in the allotted area. Teachers need to direct parents to this area if they sit elsewhere.

Students are to take a leading role in these forums. Staff are asked to ensure that the quality of items and the conduct of students is of the highest order.

Friday School Assembly

Certificates (from every teacher) are presented and the duty class is responsible for the running of the assembly and for presenting an item. Certificate/award winners and their parents are told prior to assembly by classroom teachers with a letter being sent home on the Tuesday of that week, inviting parents to attend. Children receiving certificates sit on the benches at the front right of the hall and when their name is called they stand up. They receive their certificate from the Principal after assembly.

Our assemblies are every Friday at 9:55am - 11:05am. Classes go directly to their allotted area in the hall after Period 1. For further information or assistance with assemblies see the Associate Principal: Operations.

Whole school Whānau Singing Assembly

Whānau Singing Assemblies are held on a weekly basis every Friday afternoon at 2:40pm run by whānau teachers with students sitting in their whānau area.

Get, Set, Go Assembly

Get Set, Go! Assemblies are held at the beginning of each module, as well as when a module begins after an off-timetable module. The purpose of these assemblies are to refocus the students on the learning in the upcoming module, as well as to go over the SMART Target and Values for the term.

AWARDS AND CERTIFICATES

In recognition of appropriate attitude, participation, contribution, effort, improvement and achievement during the year, students will receive awards and certificates.

In the main these include:

- Sports Certificates – participation in Zone, Special and Auckland Champions tournaments
- Activity Certificates – participation in other activities over and above the normal school ones
- Achievement Certificates – Noteworthy achievements in any curriculum areas
- Assembly Certificates – each week all teachers are able to give one student a special assembly certificate. These are given out in assembly by the Principal. Students need to see these certificates as recognition of a very significant standard of work, behaviour, effort and working along the key competency/values focus. Certificate winners sit on the seats at the front of the assembly hall.
- Service, Sustainability and Classroom Environment Awards are given to a class each week.
- Positive Play Cards are given to staff and students by the School Senate at assembly.
- School Value Certificates – given out by teachers to students; and students to teachers for people who actively demonstrate the school values.
- Praise Postcards – Posted to parents focussing on a recent success displayed by the student
- Commitment to Education Attendance Certificates – to students who are at school a full week
- Silver Card Award – the second highest award at MIS for going above AND beyond what is expected in school.
- Gold Card Award – the highest award at MIS for going above AND beyond what is expected within the community.

BREAKFAST CLUB

Breakfast Club is held in the Wharekai (Room 7) from 7:30am - 8:25am each morning. Staff are encouraged to join with their classes at certain times.

HOMESTUDY CLUB

Homestudy Club is held after school in the Library from Monday to Thursday. On Monday, Wednesday and Thursday it runs from 3:15 – 4:15pm; Tuesdays 1:50 – 4:15pm. It is an opportunity for students to complete homework, ask for assistance and use the internet for research. Staff supervise students.

ICT CLUB (KHAN ACADEMY)

Khan Academy Club is held in the ICT Lab after school on Monday, Wednesday and Thursday. It runs from 3:15 - 4:15pm and is an opportunity for students to continue their self-directed learning using the Khan Academy website, ask for extra assistance or to use the internet for research. Staff supervise students.

LATENESS (COMMUNITY SERVICE)

Community Service is done at lunchtime, 1:40 - 2:10pm, throughout the week. Community Service includes such things as gum duty, rubbish pick up etc. These are given out only by Leadership and are for continued lateness to school.

- Children will only be excused from being late ONCE in any one week. After that, it is automatically Community Service. Parents need to be made aware of this early in the year.

LIBRARY

The Library is situated at the end of the main admin block. The library is used extensively for lessons and recreational reading. All students are encouraged to get books out to read for pleasure and for research. It is an integral part of the school providing the basis for all resource-based learning and reading.

Students are encouraged to use the library for independent study during school time. The library is also open to all students during all breaks, as well as before school every day and after school Monday, Wednesday and Thursday from 3:15 - 4:15pm, and Tuesdays 1:50 – 4:15pm.

All books are issued for a period of two weeks. Once a book is issued to an individual student that book becomes the responsibility of that student regardless of whether or not the book is taken home.

Students with books outstanding for longer than two weeks (four weeks from date of issue) will receive a 'final overdue notice'. This notice will be sent home. If a book cannot be found or is damaged parents or guardians pay for the lost book.

LUNCHES

As part of the Ka Ora, Ka Ako healthy school lunches programme, students are supplied with lunch everyday. Regular nutritious food is vital for children's physical, mental and educational development. It affects their ability to focus, concentrate and learn. The tuckshop will no longer exist, with students being delivered fruit for their morning tea and a nutritious lunch at lunch eating time. Due to allergies and parental restrictions under no circumstances are their meals to be shared with others. DP: Student Programmes oversees this and can be seen regarding any health requirements or food safety issues.

LUNCHTIME

Lunch Break is from 1:25 – 2:10pm. The students eat their lunches (Lunch Eating) inside their form class 1:25 – 1:40pm then move outside for Lunch-Play at 1:40 until 2:10pm.

MONEY

(Also refer to "Financial Procedures")

Students with money for an activity, etc should hand it into their Form Teacher upon arrival at school. Money must not be kept in the classroom or in students' bags at any time. This is emphasised to students often! The school is not responsible for any 'stolen' money and will not replace any that is stolen. Whenever there is a Mufti Day the *Gold Coin* is collected at the school gates.

PERIOD 6 (PASSION PURSUITS)

We want to provide our students with as many different experiences as possible. ECA's/Sports practices/Cultural practices are Period 6 activities but **additional** practices can be arranged during lunchtimes. Interclass sport takes priority over these at lunchtime. The Deputy Principal: Student Programmes coordinates these activities and students are encouraged to participate.

In the past such activities have been:

Various clubs (Chess, Cooking, Art, Wearable Art, French, Sewing and Crafts, Digital Coding, Maker Spaces, E4S, Homework Club), Sports (Rugby Union, Rugby League, Indoor Soccer, Volleyball, Badminton, European Handball, Table Tennis, Touch Rugby, Netball, Basketball, Hockey), Environmental Projects (gardening, horticulture, Travelwise, etc) and Cultural activities (Hip Hop, Mau Rakau, Karaoke, Drama, Dance etc), other Languages (German, Maori etc).

At the 'Get Set, Go!' assembly at the start of each term staff will describe their Period 6, and where and when it will be held.

SCHOOL DAY AND TIMETABLE

The School Day:

Also note the enclosed sample class timetable. NOTE this is NOT your child's timetable but just an example so you can see how their day could look. Students are able to come to school from anytime in the morning they like after 6.30am; and can remain after school until 5.00pm. **On Tuesdays school finishes early, at 1:45pm.**

The timetable:

TEACHER:		TIMETABLE												Room:					
Time	Period	MONDAY				TUESDAY				WEDNESDAY Class Lunchtime Sport		THURSDAY Class Lunchtime Sport		FRIDAY					
8:30 - 8:45		FORM TIME																	
8:45 - 9:05		KORI TINANA																	
9:05 - 10:05	1	MI INQUIRY HAUORA												MI - INQUIRY REVISIT FRIDAY FRENZY					
		3	5	7	8					3	5	7	8						
		GRADUATE PROFILE	SEXUALITY ROAD TO HEALTH, OBESITY, SAFE	NUTRITION	MYSELF & PEERS					LANGUAGES	FOUNDATION BASICS	OD	EV	OD	EV				
10:05 - 11:05	2	MONDAY MAGIC												9:55 AM MI CELEBRATION (ASSEMBLY)					
		3	5	7	8														
		FOUNDATION BASICS	COMMUNICATION LITERACY	MONEY MOJO	NZ HISTORY														
11:05 - 11:25		INTERVAL																	
11:25 - 12:25	3																		
12:25 - 1:25	4																		
1:25 - 1:40		LUNCH EATING (in class)																	
1:40 - 2:10		LUNCH PLAY				1:45pm SCHOOL ENDS				LUNCH PLAY				DEAR					
2:10 - 2:25	5	LIFESKILLS								1:50pm PROFESSIONAL LEARNING				DEAR		DEAR			
		3	5	7	8	TERM 1 - REC	TERM 2 - OPTIONS	TERM 3 - OPTIONS	TERM 4 - REC					2:25pm WHĀNAU WRAP-UP					
		SERVICE	TAHA HINENGARO	FIRST AID	MI SKILLS									2:40 PM WHĀNAU SINGING					
3:15 - 4:15	6	PASSION PURSUITS ECA'S/SPORTS/CULTURAL GROUPS								PASSION PURSUITS ECA'S/SPORTS/CULTURAL GROUPS				3:15 PM					

Tuesday early finish (1:45pm)

Current international and national research identifies the single most important determinant of student achievement is quality teaching. Quality teaching needs to be supported by strategic professional learning. Successful professional learning helps teachers to build knowledge, refine skills, practise new learnings, obtain feedback and receive support.

The early finish for students every Tuesday afternoon is so that staff can participate in professional learning activities. However any student requiring supervision until 3.15pm will go to the library where supervision will be provided. This early finish each week does not interfere with in-class learning time as our lunch breaks are only 45 minutes instead of the normal hour.

All staff professional learning at Manurewa Intermediate is aimed at extending and increasing expertise. This will impact in the desired way on practice when individuals are able to make links between the learning and their professional beliefs, and to take an active role in identifying and pursuing such learning. An essential belief is that the learning will provide for improved student outcomes.

STUDENT LEADERSHIP

School Senators

There are eleven School Senators who represent the school as a whole. Two students are selected to represent the five respective councils and one to represent the Whānau Leaders. They all go through a selection process coordinated by the leadership team as well as the Deputy Principal in charge of a specific councils and/or whānau.

Throughout the year at times when other Year 8 students in any of the councils or whānau leader cohort show leadership skills and are performing well, then they may be invited to become a School Senator to join the original eleven.

School Senators take part in a programme that develops their leadership skills, provide a peer mediator-type service for students within the school and represent each of the Five Councils and Whānau Leaders in any decision making that may take place.

The Associate Principal: Operations coordinates the School Senate.

The Five Councils

Community Council

The purpose of the Community Council is to form a support group to represent student voice. These students will be seen as leaders of the school community, to encourage and demonstrate positive behaviour and facilitate events that represent the student body.

They meet every fortnight to discuss “school wide issues” and brainstorm ideas. Being a Community Councillor is an exciting opportunity for children to develop the skills of initiative and responsibility.

The Deputy Principal: Student Programmes coordinates the Community Council.

Curriculum Council

The Curriculum Council is made up of 10 students. The purpose of the Curriculum Council is to engage students with the curriculum at a very high level.

The Curriculum Council is responsible for designing the following year’s Programme of Learning, by discussing what topics and inquiry directions would be most engaging for students under each of the eight guiding Graduate Profile concepts.

They also meet once a week to interview students at random. The interviews aim to find out what students have been learning (rather than what they have been “doing”). The responses of the students are ranked in order, are allocated points, and contribute toward the weekly whānau competition.

The Deputy Principal: Learning + Teaching coordinates the Curriculum Council.

Pastoral Care Council

The Pastoral Council is made up of 10 students from across the school. The Pastoral Care Council is responsible for helping other students manage their social, emotional and mental health. They do this by acting as mentors and/or friends.

The Deputy Principal: Pastoral Care and the school’s social worker coordinate the Pastoral Care Council.

Eco Council

The Eco Council is made up of 10 students from across the school. There is an application process to be part of the Eco Council, with students interviewing to showcase their knowledge and passion for sustainability.

The Eco Council is responsible for a wide range of eco-friendly programmes and initiatives aimed at increasing awareness of local and global issues, keeping our school eco-friendly, as well as educating the wider school community about how they can contribute to a sustainable community.

The Deputy Principal: Professional Learning Leader oversees the Eco Council, alongside the teacher of Environmental Education.

Cultural Council

Children with strong leadership skills in Māori and Pasifika cultures will form this Council. Students will be trained and developed by the MAP and PAP practice leaders to mentor teachers and act as pupil-teachers where appropriate. This is also a Gifted and Talented initiative to recognise, use and value the rich cultural backgrounds of our children.

The Deputy Principal: e-Learning + Infrastructure oversees the Cultural Council.

STUDENT PROPERTY AT SCHOOL

All care is taken with regard to keeping students' property safe. Bags are regarded as places where gear can be stored safely.

For all necessary valuables i.e. optical glasses, watches etc, classes have routines devised to ensure their safety. Cell Phones are to be handed into the school office at the start of the day and collected at the end of the day. If students keep them during the day they will be confiscated. If students ride a bike to school the bike must be padlocked and left in the Bike Stand area provided.

Inappropriate property e.g. trading cards, toys, cell phones, weapons etc. are not to be brought to school.

If they appear, the teacher will take them for safe keeping and return them to the owner at the end of the day, to be taken home and not brought back.

The school is not responsible for any 'stolen' or 'misplaced' property if the routines have not been followed and we will not replace anything that is stolen.

WHĀNAU GROUPS

All students and staff are members of a Whānau (Tawa – Blue, Kowhai – Yellow, Rimu – Red, Kauri – Green). There is a school wide chart in the school office showing which Whānau wins each week. Totals from each class will be collated before the end of week assembly and added to school wide totals from Recreation, etc. and the winning Whānau is announced at that assembly. Their Whānau flag is flown for the week and all members of that whānau get 20 minutes free time on "Triple M" our Adventure Playground during their Whānau Fitness time on The Goat.

All students in a class are all in the same whānau, and compete together in Swimming Sports, Cross Country, Athletics, fitness and many other areas around the school against other Whānau.

MI Money replaced Whānau points in 2018 and can be given to students or classes to reward positive behaviour.

There is a weekly Whānau Competition where there are MI Dollar values given for key priorities that support the school culture and Manurewa Intermediate's continued focus on presence and engagement. The key areas of attendance, lateness, uniform, Money Books and learning have the biggest allocation of MI Dollars. Other areas such as School Singing, Values etc also carry an MI Dollar weighting. At times some of the MI Dollar allocations may be increased to support a needed focus in an area such as attendance. From time to time an increase in the weighting of other areas we consider support the culture of the school eg. School Singing may also happen.

YEAR 8 GRADUATION

Year 8 Graduation is held each year, at night, prior to the school's annual prize-giving. It is held to mark the occasion of their graduation to secondary school and to celebrate and acknowledge the successes they have had throughout their time at Manurewa Intermediate School.

GRADUATE PROFILE

The Manurewa Intermediate Graduate Profile encapsulates all we want our students to leave MI as. It carries within it our vision, values and Keys to Success and MI Learners Keys to Success. We believe, if students have engaged with all there is to offer at Manurewa Intermediate, they will have had the opportunity to strengthen themselves in all aspects of the Graduate Profile.

MANUREWA INTERMEDIATE GRADUATE PROFILE

RESPECTFUL

A respect for self, others and property.

S.U.S.T

A strong set of personal beliefs, with a social conscience and an acceptable level of self-belief/ self-esteem that makes them capable of dealing with success and/or disappointment in a realistic way.

CURIOUS

A love of learning, with a thirst for knowledge and curiosity about life - to have ambition. They will have a continual desire to strive to be the best they can be with a strong and responsible work ethic and attitude.

ADVENTUROUS

A good grounding in the academic basics and experiences across a broad curriculum.



OPTIMISTIC

A positive, optimistic and confident attitude and approach with a sense of fun.

RISK TAKER

A comfort with risk, be industrious and persistent with challenges.

COMMUNICATOR

Effective communication and collaboration skills with a well-rounded outlook on life.

COMPASSIONATE

Compassion, honesty, initiative and be trustworthy.

Time	Period	MONDAY	TUESDAY	WEDNESDAY Class Lunchtime Sport	THURSDAY Class Lunchtime Sport	FRIDAY									
8:30 - 8:45		FORM TIME													
8:45 - 9:05		KORI TINANA				MI - INQUIRY REVISIT									
9:05 - 10:05	1	MI INQUIRY				FRIDAY FRENZY									
		HAUORA				3	5	7	8						
		GRADUATE PROFILE	OD SEXUALITY ROAD EV KEEPING OURSELVES SAFE	7 NUTRITION	8 MYSELF & PEERS	LANGUAGES	FOUNDATION BASICS	OD MEDIA STUDIES	EV CAREERS	OD GLOBAL DISCOVERIES	EV GEOGRAPHY				
10:05 - 11:05	2	MONDAY MAGIC				HUMANITIES		PHYS-ED		MI CELEBRATION (ASSEMBLY)					
		3 FOUNDATION BASICS	5 COMMUNICATION LITERACY	7 MONEY MOJO	8 NZ HISTORY									3 PERFORMING ARTS	5 MUSIC
11:05 - 11:25		INTERVAL													
11:25 - 12:25	3	SCIENCE				3	5	7	8	MATH		MATH		HUMANITIES	
		PERFORMING ARTS	MUSIC	TE AO MAORI	DIGI COMP	X-PLO TECH	COOKING	ART	SUSTAINABLE DESIGN	SCIENCE		HUMANITIES		MATH	
12:25 - 1:25		LUNCH EATING (in class)													
1:25 - 1:40		LUNCH PLAY		1:45pm SCHOOL ENDS				LUNCH PLAY				LUNCH PLAY			
1:40 - 2:10		LUNCH PLAY						LUNCH PLAY		LUNCH PLAY		LUNCH PLAY		LUNCH PLAY	
2:10 - 2:25		DEAR		1:50pm PROFESSIONAL LEARNING				DEAR		DEAR		DEAR			
2:25 - 3:15	5	LIFESKILLS						CULTURAL ENRICHMENT		TERM 1 - REC		TERM 2 - OPTIONS		TERM 3 - OPTIONS	
		3 SERVICE	5 TAHA HINENGARO	7 FIRST AID	8 MI SKILLS	2:25pm WHĀNAU WRAP-UP									
3:15 - 4:15		PASSION PURSUITS ECA'S/SPORTS/CULTURAL GROUPS		PASSION PURSUITS ECA'S/SPORTS/CULTURAL GROUPS				PASSION PURSUITS ECA'S/SPORTS/CULTURAL GROUPS		PASSION PURSUITS ECA'S/SPORTS/CULTURAL GROUPS		PASSION PURSUITS ECA'S/SPORTS/CULTURAL GROUPS			
3:15 - 4:15		PASSION PURSUITS ECA'S/SPORTS/CULTURAL GROUPS												PASSION PURSUITS ECA'S/SPORTS/CULTURAL GROUPS	

NOTES: