



**He tangata ako, He whanau ako**

**Knowledge is Power**

**Nga te Matauranga te Mana**



# Our School Environment:

Duvauchelle Primary School is a small, rural, decile 6 contributing State Primary School catering for students from Year 0–Year 6.

Our school was established in 1860. It was initially part of a Church School built in the Bay. The original classroom was added to, with another classroom, an old dental clinic that became the library, and is now The Arts & Music Room, a new administration block, a new library, and lastly a new tennis court. The library is automated, well stocked, has an interactive whiteboard and is also used as our assembly room. There are networked laptops, i-pads & desktops in the classrooms.

Our school is a safe, positive learning environment.

We operate in accordance with the Treaty of Waitangi.

We build on trusting relationships between staff, children, families and BOT.

We celebrate our community where tolerance and acceptance of diversity is embraced. We value quality education within a caring environment. We are an Enviro-school and operate in environmentally sustainable ways.

The student roll has a New Zealand European majority, with students from Maori, Asian, Australian, English, Welsh, French, American, Samoan, South African and Tongan descent. We value our bi-cultural heritage, and the cultures of ourselves and others.

Our students come from a large geographical area & a major proportion of the students travel to school each day, on our own school bus, from the surrounding bays. We have an open and positive learning partnership between students, parents, staff and our community.

Our staff have high expectations and aspirations for our children. We value high achievement in literacy and numeracy, strive for excellence, think creatively, critically and reflectively. We encourage our students to become independent, take responsibility for their own learning and aim for continuous improvement by giving their best. We use a wide range of strategies to ensure that all our students are actively engaged in their learning. We model, deliberately teach and explicitly integrate the key competencies into everything we do.

We are committed to providing an education for our students which encourages achievement & self-esteem, fosters a co-operative spirit & celebrates diversity & inclusiveness, so that our students develop the knowledge, skills & values necessary to face the challenges of their futures & to participate in a multi-cultural & ethnically diverse society.

# Contact Information

Duvauchelle Primary School  
School Lane  
RD 1  
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Classification of School – Contributing Decile 9

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5724

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website: [www.duvauchelle.school.nz](http://www.duvauchelle.school.nz)

**Principal – Jan Wallace**  
BTeach. Cnty, Dip Teach. Cnty, Dip ESOL Cambridge

**Board of Trustees Chair – Craig Rhodes**

**Office Administrator – Margaret Moir**

Dear Parents, Caregivers and Guardians

Kia Ora, Kiorana, Bonjour.

Welcome to Duvauchelle School!

At Duvauchelle School we care for children and their needs, talents and widening interests during this important stage of their education. Every child has individual gifts and abilities and our school recognises this. We believe that the key to high academic attainment is a first-rate organisational structure combined with high expectations from the staff and students. A kind but firm discipline, high quality teaching, set in a happy, caring working atmosphere, will provide a stimulating learning environment in which all children can be encouraged to fulfil their potential.

Today's students benefit from high quality teaching, a wonderful playing field area, a recent tennis/netball court, wildlife garden, vegetable garden, swimming pool, two main teaching classrooms and a new library and technology room. Our school provides all Year 4-6 students with their own school lap-top, and all Year 0-3 students with one i-pad to share between 2, to enhance their learning opportunities.

If you would like to visit our school at work, please feel free to contact us for an appointment.

Jan Wallace  
Principal

# Duvauchelle Staff



**Jan Wallace**

Principal (Teaching)



**Karen Bennett**

Teacher



**Margaret Moir**

Office Administrator



**Norma Hubbard**

Principal Release Teacher



**Cassie Maurice**

Teacher's Aide



**Denise Cummins**

Teacher's Aide  
IT Administrator  
Librarian





**Penny Mann**

Reading Recovery



**Sharon Johnson**

Financial Administrator



**Gill Bedford**

Literacy Support



**Dennis Brittenden**

Music and French Teacher



**Naomi Humm**

Office Administration Relief



**Te Haruru Waitere**

Te Reo & Kapa-Haka



**Geraldine Guillemot**

French Teacher



**Pauline Tuipulotu**

Cleaner

# Numeracy and Literacy

## Strategic Goals

- To continually emphasise strengths and raise student achievements in numeracy and literacy.
- For all students to be achieving at, or making significant progress towards the national standards.

## Numeracy

- All children will become proficient in Mathematics, to the best of their ability, while at Duvauchelle School. We believe children need a sound number base in order to work competently in mathematics. Each week is dedicated to teaching daily numeracy lessons aimed at improving students' knowledge, strategies, use of basic number facts and also other strands of the Mathematics Curriculum e.g. geometry, measurement, algebra and statistics.

Our aims and intentions are

- To place equal value on the mathematical processes and the end product.
- To provide students with the skills, concepts, understandings and confident attitudes in their mathematical ability.
- To foster the ability to think and reason logically.
- To equip students with a variety of approaches to problem solving.
- To ensure that each student reaches their mathematical potential.
- To understand the relevance of life.

## Literacy

Children will become proficient in the use of English to the best of their ability during their time at Duvauchelle School. We believe literacy plays an important role in the education of our students. Our aim is to develop communication skills through oral, written, and visual language.

## Information, Communication, Technology – ICT

We are fortunate enough to have one computer/laptop/i-pad per student in the Senior Classroom. The juniors have one computer to every two children. We update our computers annually.

Our Library is equipped with an interactive white-board and both classrooms have 50" TV screens which make for interactive ICT learning.

Students at all levels receive “hands-on” tuition in computer skills as part of our regular class programme.

The School’s Professional Development Programme ensures that teachers receive regular up-skilling so their classroom programmes will continue to challenge students and enhance learning opportunities. We have recently started using Google for schools.

### Cyber Safety Agreements

These are sent home each year for your signature. This covers the use of Internet and the production of and presentation of photographic material.



Junior and Senior Students using the Lap-tops & I-pads





## Junior Room Routines

Each child needs to bring their reading book bag to School Monday to Thursday. Parents need to sign their child's reading notebook each night. Reading books should be brought back the next day and put back into their reading box. Their teacher will exchange these for appropriate new books. Year 0 – 1 can practice reading and writing letters of the alphabet as well as numbers 1 – 10.

### Spelling

A spelling list will go home every Monday for year 2, 3, 4, 5 and 6 pupils. Pupils should learn these words during the week and will be tested on Friday.



## School Uniform

The uniform reflects the School's aims, ethos and aspirations as a place of learning. It is smart and sensible for every day wear and presents a good image of the students when they are on public display.

The School colours are navy blue shorts/trousers, royal blue polo shirts with checked dresses or culottes for the girls in summer, a navy sunhat with a full brim (currently provided by the school and remains at the school) and choice between a royal blue polar fleece or a merino jumper. These are available from The Warehouse or Mainland uniforms. Ca Bouge in Akaroa also stocks the shirts. The merino jumpers are available through Tori Uren phone 03-304 8570. Second-hand uniforms are sometimes available from our "Uniform Wardrobe", contact Georgie Rhodes 03-304 5114 or the School Office for details. A sports shirt is provided by the School for inter-school sporting events.





## Pastoral Care

While each child is in the special care of the class teacher, the welfare, progress and care of every child is the concern of all members of staff, both teaching and non-teaching. The ultimate responsibility for pastoral care rests with the Principal. Great care is taken to forge strong links between school and home.



Arthurs Pass Camp – River Crossing



St Patricks Day Mufti

# Key Competencies

Key competencies are the knowledge, skills, attitudes and values needed by all of us, across a variety of life contexts. They help us to live, learn, write and contribute as active members of our communities. They are the key to learning in every part of life.

Key Competencies are:

## ***Thinking***

Curiosity is at the heart of our processes to make sense of information, experiences, and ideas.

Developing understanding, making decisions, shaping actions and constructing knowledge.

## ***Relating to Others***

Inter-acting effectively with a range of people/children.

Listening actively, recognising different points of view.

Sharing ideas.

## ***Using Language, Symbols and Texts***

To produce texts of all kinds.

Written, oral, visual, mathematical, scientific and technological texts.

## ***Managing Self***

A “can-do” attitude.

Being capable learners.

Self-motivated.

## ***Participating and Contributing***

Being actively involved in our communities – local, national or global.

Being and contributing as a group member.

Sharing time with the pre-school children.



## Self-Management

All students will display ongoing growth in the use of social and emotional skills and will have the right to feel safe with a general feeling of well-being and confidence.

### Roles and Responsibilities:

We encourage and provide opportunities for our children to take on roles of responsibility.

We have a very successful Buddy System between the Senior and Junior Students.

We also have Lunch, Library, Bell, Sports Equipment monitors and Re-cycling responsibilities and Enviro-School positions with our worm farm, in our orchard and vegetable garden.

Each of these roles develops communication, participation, contribution and social skill development and continues to develop our School Culture and Sense of Belonging.

Part of the School Garden



Day Trip to Mount Hutt 2014



# Duvauchelle School Strategic Plan

## Mission

**“A Quality Education for all, emphasising Literacy and Numeracy.”**

### **At Duvauchelle School we aim to:-**

- Create a caring and sharing environment through the following key values of Duvauchelle School.
- Encourage positive interaction of the children in the play-ground.
- Treat everyone as equals.
- Foster positive classroom behaviour, the respect and consideration of the rights of others will be promoted.
- Have adults serve as role models.
- Facilitate communication between the Community and the School.

### **At Duvauchelle School our Values are:**

- Respect
- Honesty and Integrity
- Consideration
- Tolerance
- Perseverance
- Compassion
- Striving for excellence
- Responsibility



Buddy Reading

# Duvauchelle School Curriculum Statement

At Duvauchelle School we aim to create a curriculum which is consistent with the principles identified in the New Zealand National Curriculum.

These principles will also be used as a review tool to check the effectiveness of our curriculum.

## ❖ High Expectations

A supportive Curriculum which empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

## ❖ Treaty of Waitangi

Our Curriculum acknowledges the principles of the Treaty of Waitangi and the bi-cultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of the Maori Language.

## ❖ Cultural Diversity

Our Curriculum reflects New Zealand's cultural diversity valuing the histories and traditions of its peoples.

## ❖ Inclusion

Our Curriculum is non-sexist, non-racist and non-discriminatory. It ensures that students' identities, languages, abilities and talents are recognised and affirmed. It also makes sure their learning needs are met.

## ❖ Learning to Learn

Our Curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

## ❖ Community Encouragement

Our Curriculum encourages all students to connect with their wider lives and engages the support of their families, whanau and local community.

## ❖ Coherence

Our Curriculum offers all students a broad and balanced education making links with and across learning areas. It provides for coherence transitions and opens up pathways to further life-long learning.

## ❖ Future Focus

Our Curriculum encourages students to look at the future by exploring issues like sustainability, citizenship, enterprise and globalisation. Newsletters throughout each term contain information about our integrated curriculum topics.

## Curriculum Learning

Both classrooms will provide a balanced programme covering all areas of the New Zealand Curriculum. Curriculum learning objectives are set each year and are based around school-wide themes.

The New Zealand Curriculum gives schools direction for learning through vision and guiding principles. Key learning areas – Literacy, Numeracy, the Arts, Health and Physical Education, Sciences, Social Sciences and Technology are taught with the integration of values and key competencies.

We are implementing an enquiry model, which develops students' abilities to talk about their learning, set goals, evaluate their work against National Standards and identify their next learning steps.

We recognise that everyone is a learner and children learn in a variety of approaches and styles. Our teachers endeavour to deliver motivating and stimulating programmes that assist students to develop, succeed and enjoy their learning.

## Assessment

Children are regularly assessed to monitor progress and identify learning needs. A range of methods and strategies will be used to gather information.

Children are assessed on entry to school after one month and again at six years of age, in basic literacy and numeracy. Interviews are set up after each of these to discuss findings, programmes and expectations against National Standards.

Y0 – Y3 children are reported against National Standards, on birthdays. Y4 – Y6 children are reported against National Standards each year.

Our reporting is against National Standards in Literacy and Numeracy.

## Children's Progress and Achievement.

<b>Term 1</b>	Parent evening to discuss the year overview, consult about aspects of school and outline class procedures and programmes.
<b>Term 2</b>	Three way Interviews – Child, Parent/s and Teacher. Reporting on National Standards expectations. Portfolios are sent home. Hold National Standards information workshop on Numeracy for parents, families and whanau.
<b>Term 3</b>	Hold National Standards information workshop on Literacy for parents, families and whanau.
<b>Term 4</b>	Parent Interviews, reports are sent home. Portfolios are sent home.

## Enviro-Schools

Our Enviro Programme aims to empower and enable individuals, families and our local community to work together to create a healthy, peaceful, sustainable community. Building strong connections and trusting relationships is at the heart of this, as is fostering a culture of creativity and sharing.

### ***We aim to:***

- ~ Encourage positive change and action.
- ~ Enable the development of skills, knowledge, confidence and experience to contribute to our community.
- ~ Integrate Maori perspectives.
- ~ Encourage awareness and understanding of the ecosystem of which we are a part.
- ~ Promote respect for the diversity of people and culture in our local community, nation and world.

Beach Clean Up



Mixing up Paper to make Paper Bricks

## Physical Education

Physical education is part of our daily School programme. Children need suitable sports clothing to wear every day, this includes – during the swimming season – swimming togs, swimming caps and towel.

A note is necessary to excuse your child/children from the Physical Education programme. A Duvauchelle School polo shirt is provided by the school and kept at the school for inter-school sports occasions.

## Language

All students learn to speak basic conversational Maori and French.

## Music

All students learn to play either guitar, ukulele or the recorder.

## Library

We are lucky to have a well-stocked and maintained library. The children are all encouraged to read for pleasure.

## Assembly

Whole School Assemblies are held each term, normally in our school library. These are informal sharing times. Friends and families are most welcome to attend – our students enjoy having an audience.



Library Time



## Enrolment

**The following are the requirements on admission al all new entrants – generally five year olds:-**

- Birth Certificate
- Completed enrolment form with child's first name,
- Parents/caregivers full name, occupation and address of
- Parents/caregivers.
- Telephone number(s), e-mail address and emergency contact
- Details of health, record of immunisation/vaccination
- Ethnicity
- Name of doctor and dentist
- Information of serious illness/medication (if any) is also required.
- In the case of students who have never been enrolled at a school before, an Enrolment Record will begin for the student, and in the case of other students, their Enrolment Record will be requested from the student's previous school. When the student leaves the school to go to another school, the Enrolment Record will be updated and passed on to the student's next school. The school the student is attending will hold the Enrolment Record. The student and parents/caregivers can request a copy from the School.
- The Enrolment record will be made available to the Ministry of Education or its agents if requested for a specific purpose.



## Preparing for School

- The following is a list of skills new entrants may have learnt (or are learning) as they enter school:-
- Put away play things when not using them.
- Sit and listen to a story.
- Recognise letters of the alphabet.
- Know their basic colours.
- Learn to count to 10.
- Hold a pencil comfortably.
- Look after their belongings.
- Recognise their name.
- Dress themselves without help.
- Know how to use a tissue.
- Hold and know how to use scissors.
- Learning to tie their own shoe laces.
- Beginning to learn full name, address and telephone number.
- Use the toilet and know how to flush and wash and dry hands.



## Starting School

New Entrants are offered four school visits, as ½ days, prior to starting school. They should have a lunch packed so they can enjoy lunch break with the rest of the children.

Children need to be at school about 15 minutes before school begins to unpack their bags, organise themselves and to have a time to play and talk with their friends before school begins. If they arrive late they will not have the time, essential at the beginning of the day, to organise themselves.

The school day/week can be long for many children. Parents are welcome to talk with the school concerning the options of a four day week etc. initially. When your child begins school, bring him/her into the class-room to the teacher who will ensure they know where their desk is, and where to hang their bag and locate the toilets. Before the bell rings at 8-55am say goodbye and leave, (staying will only prolong your separation and can create uncertainty.) Your child is learning to become independent.

## Banks Peninsula Pre-School

We are thrilled to have the Banks Peninsula Pre-School on our school site. We enjoy a very positive liaison with the Staff, Families and Students.

## School Hours

School grounds open at 8:30am.

8:55 am	-	10:30 am	Class instruction – Numeracy
10:30 am	-	11:00 am	Interval
11:00 am	-	12:30 pm	Class instruction – Literacy
12:30 pm	-	1:30 pm	Lunch
1:30 pm	-	3:00 pm	Class instruction – Topic Studies, Science, Technology, French, Music & Sport
3:00 pm	-		Parents collect students
3:10 pm	-		Bus children dispatched onto the bus

## Absences

Please notify the school if your child is not going to be at school and why. It is important that the school is made aware of the reasons for a child's absence – by phone, e-mail, note or txt. If contact has not been made by 9:15 am either the Principal or the Office Administrator will contact the family. We will always communicate with parents if any student is away without explanation, in order to check truancy. Any unexplained, prolonged or frequent absences may be construed as truancy and will be reported to the Truancy Officer for the Ministry of Education. We understand that sometimes it is necessary for parents to take children away from school during school hours.

## Travel to School & School Bus

We have our own school bus which commenced service in September 2014. The majority of children that live in the outer bays use our bus.

Some families may be able to claim some reimbursement from the Ministry of Education towards travel.

For those traveling by private car we now share our car park with the local pre-school. Be aware that the car park will be busy at peak times (around 8:30 – 9:15 am and 2:50 – 3:30 pm) take care to drive slowly and watch out for small people and keep the "Bus Bay" clear between 8:30am – 9:00 am and 2:30pm – 3:15 pm for the school bus.

Children waiting for cars are to wait in the school grounds. It is important parents notify the school if other arrangements to pick up your child/children have been made. Please remember office hours are 9:00 am to 2:00 pm Tuesday – Friday (messages may be left on the answer-phone outside these times). We would encourage parents to adhere to the Police recommendation that only children who are age 10 years and over be allowed to ride their bicycles to school on their own. If you are lucky enough to live close enough to walk to and from school please discuss safety rules with your children.



Riding the Bus

## Valuables

Children and parents are advised not to bring or send valuables or toys to school. This is done at your own risk.

## Lost Property

Please name all clothing and encourage children to check the “lost property” basket. We encourage the children to be responsible for their own clothing and belongings.

## Supporting Learning at Home

Read to and with your child/children. Visit the library both at our School and at Akaroa. Discuss interesting items on the television, radio and newspaper. Wherever possible, involve them in a range of activities, for example:

- Numeracy – measuring, counting, cooking, shopping
- Literacy – reading and following instructions

Encourage your child/children to listen, think, talk and accept increasing independence and responsibility for themselves.



Literacy Support



Whilst we feel it is important that children develop the routine of doing homework, it should not be stressful. Please write a note to the particular teacher or make an appointment to see her/him if you feel it is too much, too hard, or too little. Homework should not be used to the extent that it restricts time available for other out-of-school activities which help to develop the physical and social elements of the whole child, like sport, hobbies, music, ballet or Sea Scouts/Brownies etc. Please ensure your children have time and a quiet place to start and finish their homework. You can help by making sure they return it to school on time. This encourages independence and develops good work habits and responsibility.

## Homework

**Homework at Duvauchelle School will be given in a variety of forms:**

- Reading
- Weekly spelling lists to learn
- Sometimes Numeracy tasks
- Mini-projects – finding information
- Extension of work already started in the class-room
- Preparation of work to come
- Consolidation of skills already learned ie. practice and revision

**Our Aims in setting homework are:**

- To strengthen the partnership between home and school
- To consolidate skills
- To extend school learning
- To exploit resources for learning at home
- To improve children's' attitude towards learning
- To develop the discipline of studying along (particularly in the Senior Classroom).
- And ultimately to boost the academic achievement of every student.

In the event that specialist advice is sought, we contact the learning support teacher for our cluster who then assesses the child and makes further recommendations and possibly referral to outside agencies to access the best possible support.

Whilst these stages are followed, the principle of support and encouragement by School and parents and the identification of strengths as well as weaknesses is vitally important. In their individual work plans, children are set a small number of achievable goals, building on what they have already achieved, so that they experience success.

Success is the most powerful stimulus of all

## . Special Help For Children

It is initially the responsibility of the class teacher, liaising with parents to identify and register children whose academic, physical, social or emotional development is giving cause for concern. Children's areas of need, which require special attention, will then be identified. At first, action will normally be taken to meet the child's needs within the normal range of differentiated classwork. If more detailed help is required an individual education plan will be drawn up to address problem areas more specifically.

## Education and Related Services

**The following agencies assist our school in general and for individual programmes where necessary:**

- Reading Recovery Teacher
- National Library Service
- Management adviser and advisers in Curriculum areas
- Education Review Office
- Ministry of Education
- Police – Youth Education Officers
- Fire Service
- Health Link South
- Ministry of Social Development
- Special Education Service
- Resource Teacher of Learning and Behaviour – RTL.B.
- Resource Teacher of Literacy

## The Home School Partnership

At Duvauchelle School we have created a welcoming environment and we operate an “open door” policy. Meeting with parents is an integral part of school life and we believe we can discuss issues in an atmosphere of mutual support. It is important to involve parents as soon as can be arranged when concerns arise about their child/children. We endeavour to do this promptly.

Our School uses regular newsletters, e-mails, reading diaries and other communications to keep parents informed about activities in the School and about each child’s progress and behaviour.

Throughout the year parents and caregivers are given information about their child/children by way of formal and informal interviews, written reports and a student portfolio which moves back and forward from School to Home.

Parents, teachers or the Principal may request a meeting at any time during the year to discuss a child’s programme and progress. We encourage parents to initiate contact with School if they have a concern requiring urgent attention. An appointment can then be made with relevant staff, as soon as possible, outside class-room time.

A very positive home/school partnership exists between staff, students and parents and we work throughout the year to enhance this by encouraging a shared commitment to the success of each individual child.

## School Activity Donations

School Activity Donations are set by the Board of Trustees to supplement the School budget. Please contact the school office if you would like to know in advance what the costs are.

Families are notified via the newsletter when donations are due and then invoiced accordingly.

## Fundraising

Parents and the Community are encouraged to support fundraising efforts during the year. Money raised by fundraising events enables our school to purchase equipment and items that our operation grant from the Government cannot meet.

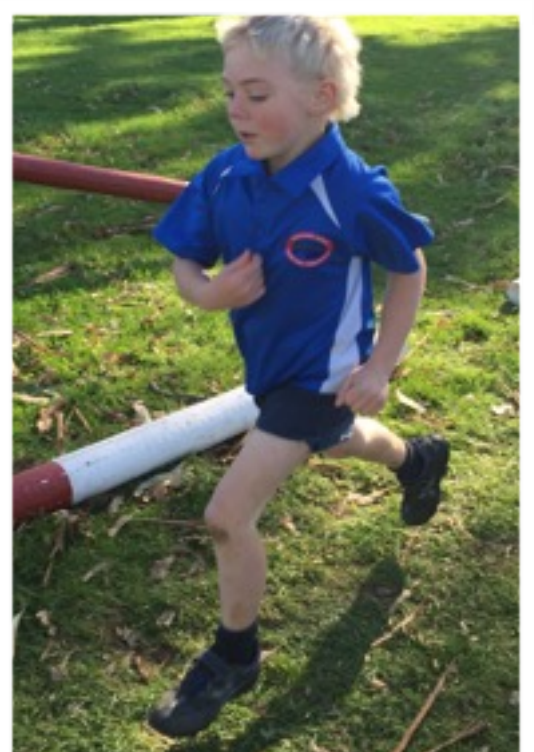
## Health Nurse and Health Advice

The Health Nurse visits regularly to help with health concerns and assessments, she arranges for all five year olds health, hearing and sight checks. The following are a guide for periods of exclusion from School:

- Chicken Pox – for one week from when spots appear
- Scabies – nil if under treatment



Parents should regularly check their children's heads for head-lice (look behind the ears for tiny white eggs attached to hairs close to the scalp). If you find any, carry out the treatment and please tell us at School so we can warn others to be on the alert. If you need advice ring School to get the number for the public health nurse – all enquiries will be confidential.



## Dental Nurse

The Dental Nurse checks all children on our roll on a yearly basis. The Dental Nurse is based at Akaroa Area School, next to the Library.





## First Aid

Parents will be contacted should a child suffer an accident at School which requires attention from a Doctor. Please advise the Principal if your child needs to take any form of medicine during school hours or if he/she has any allergies and the treatment required. You will need to sign a form giving permission to administer the required medication. The School has Staff with current first-aid certificates.

## After School Activities

- Hockey and netball and coaching terms 2 and 3.
- Tennis and swimming coaching terms 1 and 4.
- Rugby coaching.

## Emergency Closing

In the event of earthquakes, storms etc. when the School must close, all parents are advised by text, e-mail or phone as early as possible. Your child/children will be kept safe, calm and busy until you are able to pick them up which should be as soon as practicable.

## Rules and Discipline

Our aim is to develop self-discipline in all our students. Our children are expected to be orderly in their conduct, showing respect, courtesy and good manners and having regard for their own and other's property. Our approach to behaviour management is based on the values that each person is uniquely important and brings his/her own gifts and weaknesses to the school community. It requires all staff to work together to promote an explicit ethos where the development of the whole child is central.

Common sense School rules are discussed with the children. These ensure safety and allow the children to learn without being disrupted. Staff encourage children to sort out most difficulties and children are able to make use of the "buddy system" in place, practicing becoming responsible for their own behaviour wherever possible.

### **The three School rules are:**

- ❖ Respect People
- ❖ Respect Yourself
- ❖ Respect Property

We wish to create an environment so that children see the benefits of positive acceptable behaviour and what is not acceptable behaviour.

...le of conduct that operate in



### **As Parents/Guardians you should be aware of the following:**

- Money brought into School should be in a clearly marked envelope.
- No child will be allowed to leave School during school hours unless they have written permission from home or permission from the Principal/Teacher on duty.
- Children should not bring expensive items of personal property to School.
- Lollies are not encouraged on the premises.
- Jewellery should not be worn to School for various reasons of safety.
- All clothing and property to be marked with the child's name.
- The reason for a child's absence, lateness or early departure
- should be made known as soon as possible, by phone, e-mail or note to our office.

In order to safe-guard your child's property and to maintain standards within the School we ask for your co-operation with these matters at all times.

## **Concerns and Complaints**

If you have any concerns please come and see us first.

The School has a "Concerns Policy" formulated and approved by the Board of Trustees. If a situation arises it is in everyone's best interest to resolve it quickly.

## **Other Peninsula Schools**

The School participates in several sporting and cultural fixtures during the year with other Peninsula Schools, called our Cluster Schools – The Banks Peninsula Cluster. These are great days and the emphasis is on participation and enjoyment. A lot of parents attend these worthwhile events and usually provide transport. We also host a Cluster Sports Day involving a range of sports every term when local residents and professionals mix together as coaches.

## Fax, Photocopier and Laminator

These School facilities are available for use at a minimal charge on a 'pay as you use' basis.

## Stationery

A stationery list is sent home at the end of each year for the following year. Top up stationery is kept in our School office and any stationery supplied will be billed at the end of each term.

## Lunches

We encourage a healthy lunch that includes fruit and water. Every morning our children have a "fruit break" after fitness.

Hot chips and a variety of foods including toasted sandwiches are available from the Duvauchelle General Store and Bistro on a Friday. A list of what is available can be obtained from the School Office. Please send the money in a sealed envelope with the child's name on the front and the order. These have to be in the School office by 9-15am.

Every Wednesday during terms 2 and 3 the senior room students fundraise for their annual camp with a "Sausage-Sizzle" which comprises – a sausage in bread with tomato sauce for \$2 and a freshly baked treat (baked by the children) for \$1, is available.