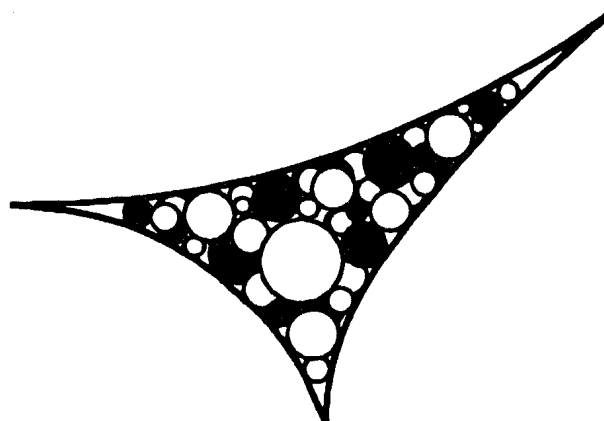
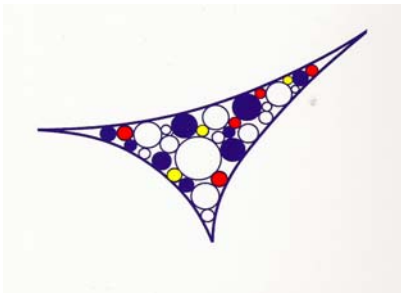


LEVIN INTERMEDIATE SCHOOL



**ENROLMENT
PACK
2010**



LEVIN INTERMEDIATE SCHOOL

Collingwood Street, Levin.

Principal:
T.D.Jeffries B.Ed Dip Tch. TTC.

Deputy Principals:
S.K. Binning B.Ed. Dip. Ed. Admin. TTC
R.D. Maclean B.Ed. Dip. Tch.

Telephone (06) 368-8306
Facsimile (06) 368-8305
Email: office@lis.school.nz

WELCOME TO LEVIN INTERMEDIATE 2010

Listed below are the people you are likely to meet first when you enrol at our school.

Our school Principal, Mr Trevor Jeffries.

Our Deputy Principal, Mrs Sue Binning.

Our Assistant Principal, Mr Richard Maclean.

Our office staff , Mrs Lyn Bonner and Mrs Cherie Rasmussen.

Office hours are from 8.30am to 3.30pm.

SCHOOL TERMS - YEAR 2010

Term 1	Wed 03 February	-	Thu 1 April
Term 2	Mon 19 April	-	Fri 02 July
Term 3	Mon 19 July	-	Fri 24 September
Term 4	Mon 11 October	-	Fri 17 December

(Good Friday - 2 April)
(Easter Monday - 5 April)
(Queen's Birthday - 1 June)
(Labour Day - 26 October)

*Second hand uniform sale day is Wednesday 27th January
from 9.30 to 2.30pm.*

STAFF LIST 2009

Principal	Trevor Jeffries
Deputy Principal	Sue Binning
Assistant Principal	Richard Maclean

Classroom Teachers:

Robyn Wills
Mike Gallagher
Dianne McKee
Rob Edwards
Beth Duff
Vicki Wilton
Lyndon Cooney
Neal Harold
Jasmine McKay
Suzanne Murphy
Jean Murray

Specialist Teachers:

Textiles	Marilyn McLean
Food	Ingrid Hauptfleisch
Hard Materials	Tony Sayers
Art	Ali Taylor
Computers	Barry Yates

Part-time Teacher:

Jacqui Coogan

SENCO / Supplementary Learning Support Teacher:

Christine Osborne

Support Staff:

Office Manager	Lyn Bonner
Office Admin	Cherie Rasmussen
Librarian	Rata Cornell
Accountant	Carol Bloomfield
Teacher Aides	Yo Watson Janette Smith Cheryle Wood Gay Kusabs Tani Murray Ana-lisa Pani Donna Matthews Jackie Overall Janine Waddell John McGibbon
Canteen Manager	Christine Lange
Dental Therapist	Elise Atkinson
Property Manager	Wayne Haley
Caretaker	Steve Gallagher
Cleaners	Lynn Haley, Keryn Tamakaha
Building Maintenance	Terry Sanson

B.O.T 2009

Chairperson	Peta Hill
Treasurer	Hugh Bentall
Members	Neville Wagstaff, Julie Bell, Helen Irvine, Charlie Tupara

School Vision

Levin Intermediate School will provide a quality caring, learning environment where teachers and students value learning and socialization, celebrating difference in an endeavour to achieve excellence.

School Mission Statement

To provide for all students a positive climate which develops the intellectual and social skills necessary to participate as a responsible citizen.

School Philosophy

At L.I.S. **we value** – respect, diversity, whanaungatanga, consistency, resiliency, self discipline, commitment, contributing to our school and beyond, and having a healthy, clean school.

At L.I.S. **we believe** that -

- Quality relationships are the key to achieving quality learning.
- Small class sizes lead to better individual learning opportunities.
- Teaching life skills helps prepare students for life after L.I.S.
- Learning outside the classroom enhances student learning.
- Family support is necessary for effective learning to occur.

Our common goals are –

- ‘to prepare individuals to be valued, contributing members of our community’
- ‘to provide a safe, student-centred learning environment with clear expectations, structure, and boundaries’
- ‘to provide rich learning experiences that stimulate and challenge each student’
- ‘to use a range of teaching strategies using scaffolded learning, goal setting, and extension to promote individual excellence’
- ‘to ensure learning experiences are relevant, realistic and emphasize skills as well as knowledge’
- ‘to encourage every student to take risks in their learning and learn from failure’
- ‘to prepare students for transition to secondary education’
- ‘to encourage the concept of being a lifelong learner’

School Motto

Our school motto is “**Tutangata – Stand Tall**”.

School Emblem

When the school was built in 1971, money for a sculpture was set aside by the Education Board. Mr. P. Gillespie, from Levin, was commissioned to create a suitable work.

His design is based on the cells as the basic unit of life. The circular shapes represent these cells or "life factories". In one design there are male and female motifs symbolizing the way cells need contributions from both.

Another part of the sculpture focuses on human ideas and achievements. A Concorde airliner is reproduced amongst electronic symbols and the formula $E=MC^2$.

The sculpture is mounted at the school entrance and is reproduced on official documents.

Background Information

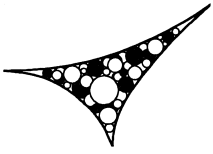
Levin is the largest settlement in the Horowhenua which is overlooked by the Tararua Ranges in the east and bordered by the Tasman Sea, in the west. Levin was one of the many towns that sprang up along the main trunk line at the turn of the century and has subsequently grown into a thriving horticulture, manufacturing and commercial/servicing centre.

Levin Intermediate opened in 1971 and is unique to the district as it the only school that focuses on the pre-adolescent child.

The school is situated to the west of the town adjacent to an international hockey turf and netball courts. It is fortunate to have expansive playing fields, large hard-court area and excellent all weather areas.

Our school offers a well resourced library, large hall, modern administration area, modern canteen, large age-appropriate adventure playground, computer suite, dental clinic and a well equipped technology department.

In addition to a well balanced curriculum, Levin Intermediate also offers students a wide range of extra curricula activities which include an annual school production, Activities Week, Japanese cultural experiences and a diverse range of interschool sporting and cultural opportunities.



SCHOOL ORGANISATION

Classes - Teaching and Learning

- ⇒ All classes are composite - Year 7 and 8 students together (under review)
- ⇒ In each room there will be a mix of:
 - gender
 - ethnicity
 - range of abilities in academic, social and sporting areas
 - combination of students from the various contributing schools
- ⇒ Teachers will use a variety of whole class, large and small group teaching which focuses on an individual's learning needs.
- ⇒ Students from both year groups within a class will have the same learning experiences but with their particular learning needs taken in to account.
- ⇒ Teaching and Learning Programmes run over a two year cycle - odd and even year programmes. This aims to prevent any duplication of content while giving students comprehensive exposure and learning opportunities across the curriculum.

Reporting to Parents

Levin Intermediate has a wide range of 'contact programmes' to reinforce our belief that educating a child is a partnership between the family and school.

The main forms of contact are:-

- ⇒ Early "*Meet the Team*" overnight camp - Term 1.
- ⇒ Student assessment data and evidence of learning is collected in an individual student portfolio
- ⇒ Three Way Conferences (Students, Parents and Teacher) occur every term
- ⇒ Through Parent Surveys that seek feedback from our community to assist the Board / Staff in the review process and make changes where required.
- ⇒ We welcome 'informal' contact and feedback from home. Our staff are happy to meet parents to discuss any matter. Some information can't be passed on to your child's teacher by our office staff because of its nature. Personal contact with your child's teacher can be made by leaving a request with our office staff. You will be contacted within 24 hours.



Entering or Leaving the School During School Hours

Any adult or student arriving at the school after 9.00am or leaving before 3.00pm must sign the appropriate register located at the front office. This includes the delivery of messages, food, money etc to students during school hours.

As a Health and Safety issue we must have a record of who is on our school property at all times during school hours in case of an actual emergency or practice drill.

If you wish to see your child for any reason they will be brought to the office area to meet with you. It is not appropriate for anyone not attending our school to wander unaccompanied through the school grounds.

ART AND TECHNOLOGY

VISUAL ARTS

Students will develop the ability to:

- respond to experience, motivation, stimulation, in ways that help them generate ideas which can be given visual form.
- learn and practice skills necessary for making art works.
- understand art language texture, shape, balance, form, tone shade, etc.
- make informed comment on their own and others' art works, understand cultural and social influences that give rise to art works.
- be aware of the works of recognised artists including contemporary N.Z. artists.



FOOD TECHNOLOGY

Students will develop the ability to:

- make a variety of dishes following a recipe or set of procedures.
- recognise, use, and care for the equipment used.
- understand the importance of preparing balanced meals and eating for health.
- understand the necessary safety and hygiene factors and practice them.
- Plan and prepare simple meals.



TEXTILES TECHNOLOGY

Students will develop the ability to:

- understand sewing skills and techniques
- confidently use a sewing machine, and sew by hand.
- follow a pattern and sequential sewing instruction, understanding the language involved.
- be aware of characteristics of materials and their uses
- extend a given design with individual characteristics
- recognise and name equipment and machine parts, and work safely.
- measure accurately and use materials economically
- make written records of ideas, plans and solutions.



HARD MATERIAL - WOOD, PLASTIC, GLASS

Students will develop the ability to:

- Interpret and produce technical drawings
- Understand a range of manufacturing processes and properties of materials
- Follow trade conventions in drawing and manufacturing processes
- Recognise workplace hazards and apply appropriate safety measures
- Recognise and use tools appropriately and safely
- Use and understand technical terms
- Apply problem solving strategies and responsible attitudes



INFORMATION and COMMUNICATION TECHNOLOGY

- full-time computer specialist to support student learning using IT.
- programmes - internet search and research skills, data storage and manipulation techniques, use of digital images and sound to explain learning, using a variety of Microsoft tools, accessing email, creating web pages and blogs.

N.B. Fees to cover the use of materials must be paid by week 2 of the terms programme starting.



PUBERTAL CHANGE PROGRAMME

An Overview (Odd years)



Understanding one's own growth and development is a continuous and life long process involving aspects of sex education. We believe it is the home and family that are the primary sources of the learning experiences that young people should have in understanding their own sexuality. School programmes also contribute to these learning experiences.

OUR AIM - This unit aims to develop in young people an understanding of the changes associated with puberty, a positive attitude towards themselves, a sense of well-being through adequate body care, and a confidence in their relationships so that they treat others with sensitivity and consideration.

VALUES - The values upon which *Understanding Changes at Puberty* is based include:

- ◆ consideration for others;
- ◆ respect for other people's personal dignity and their need for a sense of well-being;
- ◆ acceptance of the need to be able to express one's feelings and opinions in a direct, honest way, without hurting others or violating their rights;
- ◆ rejection of violence or exploitation in relationships.

Students learn that internal, as well as external, changes are taking place during puberty. They also learn how to care for their body's changing needs, and still maintain active lives. Students learn that differences in pubertal change and development vary for each individual.

Finally, the students come to recognise how the media influences their attitudes and behaviour, and learn ways of countering these and other pressures.

Note: Teachers are able to answer any questions from students within the given guidelines as stated in the Education Act.

THE BOARD OF TRUSTEES ROLE

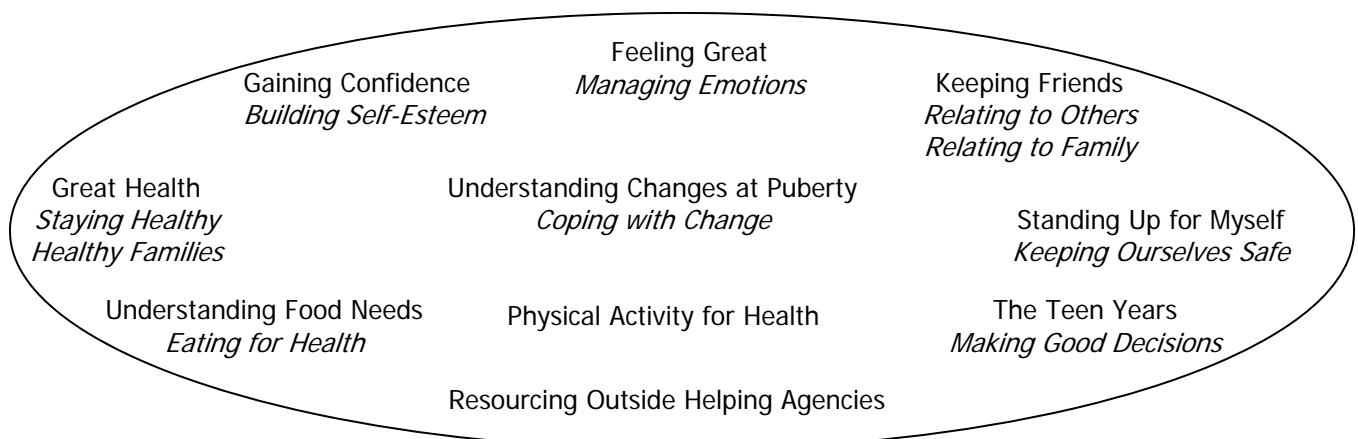
Responsible for:

- ◆ the content of the programme
- ◆ who teaches the content
- ◆ the consultation process between the school and parent(s)
- ◆ uphold the right of parents to withdraw the child from the 'Understanding the Changes at Puberty' only by a written note to the Principal requesting withdrawal.

Each year, before the Pubertal Change and Sexuality Education programme is taught, parents/caregivers will be sent information about the programme, invited to discuss any issues of concern, and reminded of their right to withdraw their students according to the Education Act which requires written notification of a student's withdrawal.

All classroom teachers are trained to teach Changes at Puberty and Sexuality Education. This is a curriculum requirement. A question box session completes the unit.

HEALTH EDUCATION CURRICULUM - OVERVIEW YEARS 7 & 8



Levin Intermediate School Code of Conduct Agreement

Levin Intermediate School is committed to a partnership with its parents and community. In order for this Partnership to give every student the best possible chance of success, we all need to be clear about what we can reasonably expect of each other....

RESPONSIBILITIES OF PARENTS:

1. To show by example that we/I will support the school in all it tries to do to educate our/my child.
2. To ensure that our/my child attends school regularly, on time, in correct uniform and ready to learn.
3. To take an active and supportive interest in our/my child's academic and social development.
4. To support the school in helping our/my child to make good life choices.
5. To encourage our/my child's involvement in the school's extracurricular activities.
6. To inform the school of any relevant change of circumstance and to meet all financial obligations.

RESPONSIBILITIES OF THE SCHOOL:

1. To provide care and support for students by developing positive relationships in a safe environment.
2. To provide a comprehensive and challenging programme of education based on the New Zealand Curriculum.
3. To assess and report on individual student learning and provide feedback on performance in the Key Competencies to students and parents.
4. To listen and respond to concerns or issues facing a student with their learning or relationships at school.
5. To foster a learning partnership between home and school through effective communication and opportunities for family involvement.

RESPONSIBILITIES OF STUDENTS:

1. I will show respect for others. This means:
 - I will listen when others are talking.
 - I will take care of other people's things.
 - I will encourage and support others.
 - I will allow other students to do their work.
2. I will do quality work. This means:
 - I will use my time well.
 - I will do the BEST I can.
 - I will THINK about the work I am doing.
 - I will try to learn new things.
 - I will present my work neatly, effectively, and do it on time.
3. I will be a successful citizen. This means:
 - I will respect other students, their values and beliefs.
 - I will take care of our school.
 - I will wear my uniform proudly and correctly.
 - I will be a positive role model.

ATTITUDES FOR STUDENTS:

1. I will be a positive role model for other students.
2. I will show respect for all other staff and their belongings.
3. I will not leave the school grounds during school hours without permission.
4. I will wear the school uniform correctly and with pride at all times.
5. I will attend school and be on time.
6. I will be tolerant and culturally sensitive.
7. I will not become involved in any of the following: Alcohol, Drugs, Tagging, Obscene Language, Fighting, Bullying, Spitting or Stealing.
8. I will take part in all school programmes and activities.

UNIFORM DETAILS etc.

All pupils are expected to wear the correct school uniform to and from school every day. This is our School Policy as directed by the Board of Trustees. Uniform can be purchased at *Classic Apparel, Keepa Street, Levin*.

BOYS' UNIFORM

Navy drill pants
Blue polo shirt
Navy sweatshirt
Navy trackpants in winter (optional)
Plain white ankle socks

Black/brown lace up shoes *or*
Black or white sports shoes (not canvas)
Sandals in summer (optional)
Physical education shorts
Physical education top

GIRLS' UNIFORM

Uniform skirt
Blue polo shirt
Navy sweatshirt
Navy trackpants in winter (optional)
Plain white ankle socks or
navy/black opaque tights (winter only)
Black/brown lace up shoes *or*
black or white sports shoes (not canvas)
Sandals in summer (optional)
Physical education shorts
Physical education top

SHOES / SANDALS

Black/brown lace up shoes or black or white sports shoes are able to be worn. Basketball boots are not part of the school uniform. Wearing expensive sports shoes is to be discouraged. Scuffs or jandals are not acceptable. For safety reasons, covered shoes must be worn in the Technology Rooms.

JEWELLERY

Students may only wear to school: One pair of small stud earrings. For safety reasons students may not wear any other type of earrings or jewellery.

Parents who wish their child to wear a taonga must request this in writing. When a taonga is worn it must not be visible over the school uniform.

BODY PIERCING

The school does not permit students to have any visible body piercing.

DYED HAIR

Natural colours only e.g. similar to students own hair colouring - i.e. not huge contrasts

NAIL POLISH

Is not permitted

N.B. CELL PHONES must be handed into the school office before school and collected after school.

N.B. We are a **SMOKEFREE** School - this includes all rooms and grounds.

The following information is from "**Consumer Law - Schools**" and may answer any questions you have:

Does my son Adam have to wear his uniform?

Yes. The Education Act gives a school's board of trustees power to make rules for its school. By enrolling Adam at the school, it is implied you have accepted those rules - including any uniform requirement. A school can also insist that students wear their uniforms on trips (including out of school hours).

Charlie wears his uniform trousers in the "low-ryder" fashion and has been told he will be sent home if he doesn't pull them up. Can the school do this?

If Charlie continually refuses to wear his uniform properly, the school can warn him of the likely consequences. "Continual disobedience" can be punished through detention, stand-down, suspension or even exclusion/expulsion. But the school must warn him adequately first - they can't just arbitrarily "send him home".

Appearance

As with uniforms, schools can set standards of appearance. They usually advertise those standards in their prospectus and students who enroll impliedly accept them.

My daughter Erica has just had a ring put through her lip - but the school won't let her return to class. That's a breach of the Human Rights Act isn't it?

No. Contrary to common perception, the HRA does not prohibit discrimination on the grounds of appearance. Schools can decide that piercings - along with tattoos, various styles of clothing, dreadlocks, dyed hair and the like - are against the rules.

FINANCE

Although we make every effort to keep expenses to the absolute minimum, the following monetary requests are made:-

1. COMPULSORY SCHOOL FEES:

Technology "Materials Fee" - \$53.00

These charges pay for the materials used in the lessons and must be paid at the start of the year. Only then can the finished projects become the property of the student and taken home.

School internet Maths programme - Mathletics - 10.00

(actual cost \$20 - subsidised 50% by the Board of Trustees)

2. SCHOOL DONATION - **\$75.00** per annum (\$1.45 per week) or **\$100.00** per family

Money raised from the school donation is used to cover printing and IT software expenses and to buy and repair sports equipment, purchase library materials, and to provide additional equipment for classes. This donation is tax deductible and a receipt will be issued.

3. OPTIONAL SCHOOL FEE - **School Yearbook - \$15.00**

Accepted Methods of Payment:

Payment for the year - cash / cheque.

Automatic payments (can also be used to pay for school trips and visits).

Term by Term.

Other arrangements can be made by contacting the school office.

TRAVELLING TO AND FROM SCHOOL

BUS

If you travel by bus, the Ministry of Education regulations will apply. In order to travel free on the buses, students must live more than 4.8 kilometres from Levin Intermediate and live more than 4.8 kilometres from another school that has classes at the Year 7 & 8 levels. Students living in Shannon, Waitarere, Ohau and Foxton must purchase their bus ticket from the school office before using the bus service.

The tickets are \$10.00 and enable the student to 10 rides (\$2 per day). This is definitely cheaper than running a car.

All bus pupils will be issued with a **BUS PASS** which must be shown before boarding the bus.

There is a service running from East School to L.I.S and return. This is a private arrangement between the school and the bus company. Students who wish to use this service must complete an application form and from this, students will be selected. Please note it is a privilege to be selected, therefore students who misbehave will lose this opportunity and their place will be taken by the next student on the waiting list.

CYCLING

The law requires all cyclists to wear safety helmets. It is imperative that helmets are worn correctly. A cycle safety education unit is taught as part of our Health and P.E programme.

Cyclists are required to padlock their cycles to the school bike stands.



LEVIN INTERMEDIATE SCHOOL STATIONERY LIST 2010

<u>Item</u>	<u>Number Required</u>
1B8 Literacy Books	8
1E8 Maths Books	2
14B8 Lined Refill	1
3B1 Notebook	1
Pens	2 Blue 2 Red
Pencils	2
Rubber	1
Ruler	1
Protractor	1
Compass	1
Calculator	1
Glue Stick	1
Scissors	1
Clearfile 20 page	1
Dictionary	1