



Amazing People...



...Inspiring Place...



...Active Learning...



...Awesome Future.



GROWING PEOPLE
NGA TANGATA WHAKATUPURANGA



<http://www.ennerglynn.school.nz>



facebook.com/ennerglynnschool

Welcome

Welcome to our wonderful little school 'in the valley'. We are thrilled to welcome your child to our school and to welcome you to our community. We have a strong culture of learning in our school, for students and teachers alike, and as such we ask you to become involved in supporting your child's learning during their time with us.

Our School has a robust focus on achievement and excellent programmes in place to support learners of all abilities. We have high expectations of ourselves and our learners and we have had great success in trying to get the best out of them.

The entire reason our school exists is to grow people, hence our School Mission 'Growing People - Nga Tangata Whakatupuranga'. Therefore, we look forward to sharing in your child's growth, and being a major part of their personal learning pathway.

If you have any questions which are not answered in this document, please feel free to contact us, we would love to help.

Isaac Day and the Staff at Enner Glynn School



A Word on Enrolment Schemes (the School 'Zone')

While the School does have an Enrolment Scheme, or 'Zone', we can still be a choice for your child's education. Please contact us if you are considering Enner Glynn School as an option.

For more on our enrolment scheme, please read our enrolment procedures page.

Our Story

Our story is told simply through our School Logo...

The Cabbage Tree - Ti kouka

The cabbage tree (ti kouka) has been associated with our School since its opening. The cabbage tree has long provided food, clothing and shelter for the people of Aotearoa. It has also been harvested for its medicinal properties. For us at Enner Glynn School the cabbage tree symbolises growth, strength and our future.



The People - Nga Tangata

The people who make up the trunk of the cabbage tree represent our community, our parents, staff and our students. The people symbolise the fact that we all need to work together to support the growth of our children. With the support of the adults around them the child has the strength to reach their potential. The colours of the people represent diversity and our School's Learning Lenses.

The Valley - Awaawa

The valley shows our School's location. We are nestled in a small valley in between the suburban hills of Stoke and Nelson. The valley represents the land (Whenua), which is where the tree gets its nourishment. This symbolises the importance of the environment for supporting growth. For us, this means that a safe, nurturing and happy environment is vital in growing our learners.

Our Vision

Our vision for our School is...



Amazing People...



...Inspiring Place...



...Active Learning...



...Awesome Future.

Our 'Learning Lenses'

The lenses through which we would like to see our vision become real are...



Curriculum and Learning

Our Enner Glynn School Curriculum...

The 'Core'

At the core of our curriculum is literacy and numeracy. Simply put this is reading, writing and maths. Around our 'Core', we have the equally important Science, Arts, Social Studies, Health and Physical Education, and Technology. These are the Learning Areas of the New Zealand Curriculum. Without a certain level of ability in literacy and numeracy, other aspects of the curriculum are difficult for learners to access, that is why these areas make up the centre of our 'Core'.

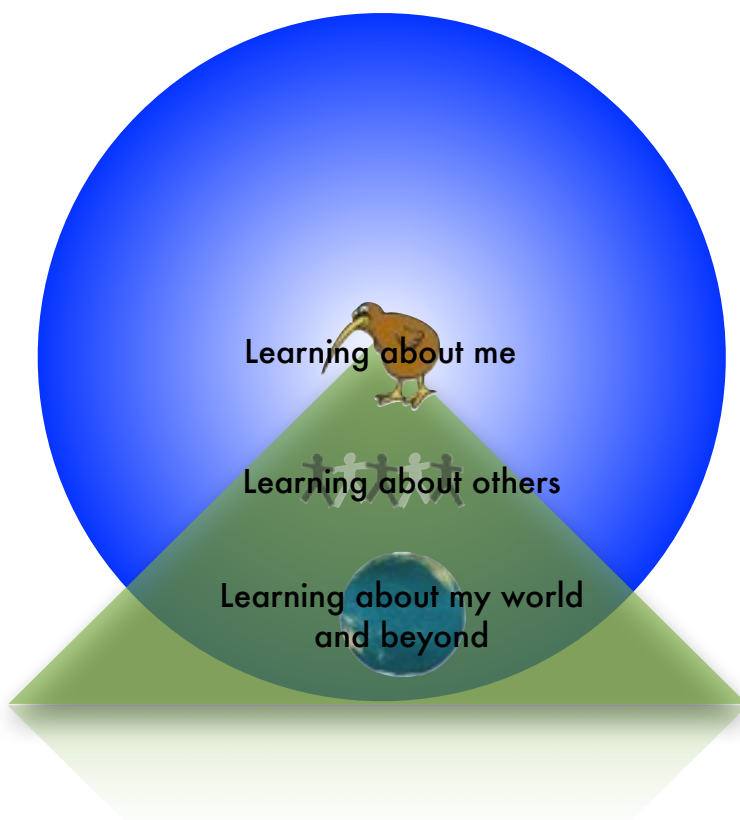


The 'Personalisation' and 'Contextualisation'

We are now working towards making elements of our learning 'personalised' and contextualised. This means that students can use their experiences and prior knowledge to shape their own learning and growth. Learning in contexts which are meaningful to them also supports us to engage and motivate the learners (although this is also about developing a positive personal attitude and outlook).

To personalise and contextualise learning we frame up our learning experiences through:

- Learning about me
- Learning about others
- Learning about my world and beyond

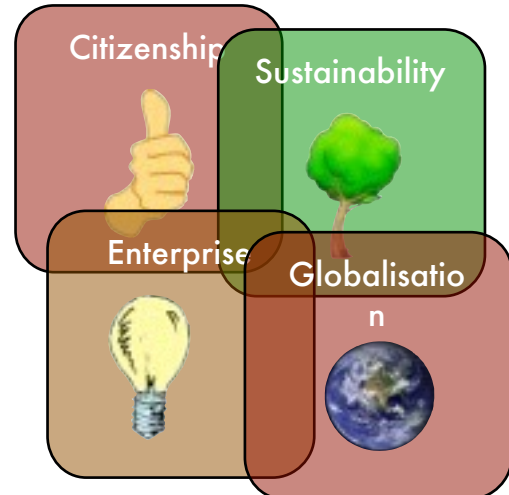


More Curriculum and Learning

Our Enner Glynn School Curriculum...

The 'Future Focus' and Integration

Our curriculum has a strong future focus. Our termly context for learning is based around Citizenship, Sustainability, Enterprise and Globalisation. Each 'focus' has a specific learning area to drive the learning, i.e. Science, Health and PE, the Arts, Social Studies, Technology, Literacy or Numeracy (or 'integrating' a combination of these)



The 'Learning Model'

Part of our approach is to teach our learners to question, gather and analyse, as well as respond to and contribute to their own learning and that of others. To do this we have developed a learning model to allow us to enable our students to learn effectively and give them some of the keys to life long learning. This model also supports our desire to teach our learners how they can learn.

The 'Teaching Approach'

We all know that teacher actions have a major impact on student learning. As such we establish strong learning-focussed relationships with the learners. We have enormous fun every term with our '1 day inquiry' which is going to evolve as we continue to use it. Our school empowers our students to lead many of the 'learning celebrations' that we undertake. We also integrate a lot of 'eLearning' into our programmes to help prepare our learners for the future.



The School Structure

On this page you will learn about the structure of our two Learning Teams.

The Junior Learning Team

The Junior Learning Team includes all students in Years 1 to 3. We normally have 7 classrooms in this part of the school, and this grows to 8 classrooms as we set up our new Year 1 class during the year. Our Junior Learning Team is strongly focused on early learning skills and aims to provide the very best start to students.

Your child will start in classrooms with lower numbers of students and gradually move through the school with their peers.



The Senior Learning Team

The Senior Learning Team includes all of our students in Years 4-6. We have 5 or 6 classes depending on numbers. Our senior team focuses on continuing the children's learning at their appropriate level, while also extending their thinking, questioning, inquiry and self management and social skills.

Many opportunities are offered for a variety of extra curricular activities - sporting, cultural and environmental.

All of this prepares our students well for the next stage of their learning and life.

The School Transitions

On this page you will learn about how we manage the transition through the school.

Transitions

In the ideal world your child will have the same teacher throughout the year and we value and encourage strong learning relationships between the child and teacher. However, due to the nature of the New Zealand intake, we cannot always guarantee that having the same teacher for the year will be the case. We need to begin new classes during the year to keep the class numbers lower. This means that if your child starts early in the year or very late in the previous year in the new entrant classroom, they are very likely to move into a new class by the start of Term 3. We support the students through this and they always cope very well with the transition.

When students transition through the school, we tend to ensure class balance and that the student is going through with a friend or two. They may not always get exactly what they want, but when trying to make placements for 300 students at the end of the year it is very difficult to keep everyone happy. We encourage resilience and also teach the children that it is important that they have the opportunity to make new friends and take new opportunities. We do this to teach the students that change is constant and to be resilient, we need to learn to accept, and effectively deal with, change as it happens to us.



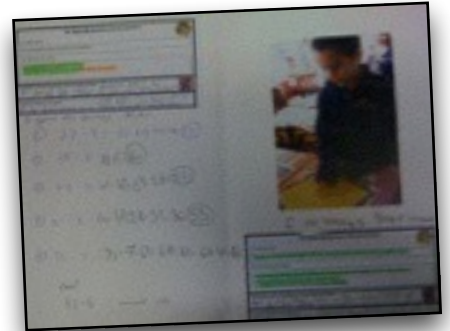
We will often (but not always) have multi level classrooms in some classes due to the fact that we are staffed at a certain level for the year (this staffing happens in the previous year and is based on predicted school numbers for the following year - so it can be a little like crystal ball gazing!). We take every care to ensure that the age ranges do not extend beyond 18-20 months in a class, but this is not always the case. Multi-level classrooms may be a difficult concept for some parents to grasp, and are often blamed by parents if something goes wrong, but it is very rarely the case. If anything, in multi-level classrooms where the teaching style is modern and child centered, the learners really excel as they would in a regular class setting.

Reporting

We have a number of ways of reporting your child's 'Learning, Progress and Achievement'. This page lets you know about these processes

Learning Journals

During terms 1 and 3 (and at other times) your child will bring home their 'Learning Journal' sharing what they have been learning in their class during that day. As these journals grow with your child, you will see evidence of growth in learning, achievement and progress. Please value this book and as they fill up we attach a new one to it, so that when your child leaves us, they have an extensive record of their learning and their time at Enner Glynn School.



National Standards Reports

At Enner Glynn School you will receive reports on your child's progress in relation to the National Standards. The reports show where the Standard is set and whether your child has achieved the Standard. It is important to note that these Standards are set very high, so we also show where the expected range of achievement at our school lies. This lets you know that even if your child has not reached the National Standard, they may still be achieving within the school's 'expected range' for their age. As with all milestones, children reach them at different times depending on their stage of development.

Reading:

After 3 Years at School

Age	5 - 5½	5½ - 6	6 - 6½	6½ - 7	7 - 7½	7½ - 8	8 - 8½	8½ - 9			
Reading Nat. Standard	Magenta	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	Silver	White

Expected Range ✓ Assessed Level Reading Nat. Standard

Un-moderated

3-Way Conferences

Twice a year we also have 3 way conferences for most students. This is a time for you, your child and your child's teacher to share and discuss progress and what they need to do next to continue to grow in their academic and social learning. This is also a time for your child to share their learning successes and what they are learning about themselves. Three way conferences are held in terms 2 and 4.



Special Education Needs

Enner Glynn School has a very inclusive approach and as such, we are dedicated to supporting all students, including those with high or complex needs...

'We all have needs'

Our belief is that we all have needs and that many of our needs are the same, and that some will be different. As such we tend to focus our support programmes on the individual and put things in place that will support the students to learn more about themselves (where appropriate).

For students with very high needs, the support is more direct. The student support at our school is more focussed on teaching those around them about the compassion that is required to be an understanding community.



The 'Label'

We have no interest in 'labelling' your child, however we do place a high value on diagnosis of learning difficulties and often this will involve these 'labels' or descriptors of learning difficulties. Words such as dyslexia, dispraxia, or autism are merely words that will help us in determining how best to manage the learning needs of your child and set them up for future success. To us, labels can be barriers to success, learning and achievement. For this reason, we put the child first, not a label.

The 'Intervention'

The specific interventions vary depending on the need. We have specialised programmes of support. In most cases the specialist support happens in class as we ensure that the students are catered for among their peers. Specific interventions are discussed at Individual Educational Planning (IEP) meetings or at Personalised Learning Planning (PLP) meetings. We work closely with parents to ensure success at levels appropriate to their child.

If you have concerns about your child's learning and development, let us know at enrolment time and we can discuss it.



Uniform

We have a uniform at Enner Glynn School and we expect the students to wear it. Our uniforms identify us as part of an important group. Some second hand options are available through the school office.

Shirts/Blouse/Skivvy

The uniform consists of a short sleeved polo shirt or blouse, or a long sleeved skivvy. In the Winter we allow students to wear a navy blue or black polypropylene shirt underneath their school top. (Prices range from \$23-35)



Polar Fleece

You can choose the grey or navy polar fleece which also comes in long sleeve and vest options. (Prices range from \$35-45)

Pants/Short/Skirt/Skort

All of these options are navy blue with no other writing or branding on the pant/short. The girls options include skirts, skorts and bootleg pants. Shorts and track pants can be purchased from Postie Plus. (Prices range from \$25-35)



Hats/Shoes

Students are expected to wear wide brimmed Navy Sunhats in Terms 1 and 4. The uniform is completed with Sports shoes or navy/black shoes or sandals.

All Uniform can be purchased from: Dot Neiman Leisurewear, 34 Forests Rd (Off Nayland Road), Stoke. Phone (03) 547 6318.

...Before School...

We are often asked by new parents what they can do with their students before school to prepare them. Here are some ideas...

Reading

- Read with your child every day as part of their routine.
- Make it for 10 minutes without interruption (this time pays for itself for your child later in life!).
- Make it a relaxing and quiet time.
- PAUSE: at places in the story and get your child to find their own words to put into the story. Give them a chance to think for themselves.
- TALK: About the pictures, story or words, ask your child to respond to a question about the plot or characters like, 'What would you do if...?', or 'Has something like that happened to you?'. Listen and let them talk.
- FUN: Make it a fun and special time AND give plenty of cuddles.
- Have lots of picture books at home and go to libraries to expose them to more books.



Writing

- Have plenty of drawing and writing things around like crayons and paper or scrapbooks.
- Get the children to make letters out of anything, e.g. drawing in the sand or with playdough.
- Have plenty of letters around for them to recognise (Fridge magnet ones are ideal)
- Teach them to recognise words on things such as road signs, and especially their own name.
- Don't panic if the letters they draw look wrong or are back to front. Praise and encourage their efforts
- Talk about their messages in their writing and even write messages to them (or write their stories for them).
- Remember to ask them to read their writing to you. It makes them feel special and lets them know they have successfully communicated a message to you through their writing.

...More About Before School...

Here are some more ideas...



Maths

- Help your child notice patterns and shapes in their environment and talk about these shapes.
- Look at sizes and order with them, talk about ordering from smallest to biggest and vice versa.
- Link Numbers to visual amounts, like when giving them their sandwiches count out the two or four parts and even talk about cutting it in half or quarters (give them the language of mathematics).
- Read stories with numbers and use nursery rhymes like the 'three Blind Mice'.
- Count as you walk up or down steps or even look at numbers on mailboxes and see how they read and recognise numbers which are over 10 or 20. (they won't find this easy - but ensure it is fun and praise their efforts).

Social and Other Learning

- Make sure your child greets others happily (it may be a small thing, but it helps make friends)
- Play games where your child learns to take turns and be fair, these can be inside or outside games
- Model wondering and questioning to your child, such as, "I wonder why clouds can be dark and lightly coloured?". Provoke discussions about it without giving them the answers directly. Listen to their understandings.
- Let them organise themselves, like rinsing their own dishes. This will enable them to bring their own bags into the class, hang them up and unpack their own book bags.
- Practice fine motor skills such as cutting shapes using scissors.
- Involve them in plenty of unsupervised play where they need to work out difficulties for themselves using their words.



Enrolment Procedures

Here is how to enrol with us...



Pre-Enrolment

- Telephone the school to have your child's name and your contact details added to our pre-enrolment register. Complete an 'Out of Zone' application if you live outside of the school zone.
- Make a time to come in and see our principal and have a look around if you are still considering which school to choose.
- Several weeks before your child turns 5 years the office will telephone you to arrange an appointment to meet with the principal and have a look around the school (if you haven't already done so). Pre-enrolment visits to support your child's transition into the school are also arranged.
- Your child will attend four pre-school visits prior to commencing school. These visits will be in either of our new entrant rooms. During this time you will be advised what classroom your child will be joining.

The Zone

Here is a basic map of our zone. For full details of our zone, please refer to our website www.ennerglynn.school.nz

From time to time school is able to take students from out of zone. If you would like to consider Enner Glynn School as one of your options for your child's schooling, we encourage you to come and see us.

Regardless of the zone, Enner Glynn School can still be an option for education for your child.



Want to get involved? Join our F.O.S!

The F.O.S is our Friends of the School group. We are an awesome social group who contribute much to the school and the students, our children.

Who are the F.O.S?

The F.O.S is a team of parents, caregivers and teachers who fundraise and assist our school, children and community in a number of ways. Our long term goal is to help the school improve our children's learning environment both inside and outside. With our fundraising recently we have been able to:

- Purchase and build new playground equipment
- Help financially to enable parents to attend camps
- Purchase 1st aid kits and walkie-talkies for events
- Purchase uniform for sports teams and events

F.O.S Fundraising Events

- Sausage and Milk days every term
- Bi-annual Gala
- Bi-annual Family Feast
- Quiz Evenings
- Junior and Senior Discos
- Presence at school sporting events
- Various other small fundraisers throughout the year

To find out more or to join the F.O.S:

You can join the committee directly to participate in the meetings and support decision making.

or

You may join as a supporter of F.O.S (S.F.O.S) and help out where you can as a volunteer or resource person.

If you are interested, email: fos@ennerglynn.school.nz

Any help our F.O.S can get from our families is hugely appreciated.

Thanks from the F.O.S team!





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Digital Citizen Profile

At Enner Glynn School we wish to develop effective digital citizens. To do this we have framed some skills and attributes for effective eLearning to support our School's 'Learning Lenses' (we have outlined these below and will be working with the children at their level with this).

We also have a number of tools at our disposal to support learning with technologies. We have introduced a new learning management system where the children can create and share their own content in a safe way. We also have a number of levels of security on our network and provide opportunities for our students to create content on our website.

Of course we require your permission to allow your child access to learning resources through the internet. Please **fully** complete the reverse side of this sheet and return it to your child's classroom teacher by the **10th of February 2012**.

Learning Lens	Skills/Attributes - for students to...
Understanding Mohiotanga	<ul style="list-style-type: none"> Recognise the rights of the others and respect the rights to what they have created Treasure their own identity and that of others (i.e. Don't give away personal details) Be aware of the diversity of the internet and its users (i.e. that not all who use the internet are trustworthy)
Uniting Kotahitanga	<ul style="list-style-type: none"> Use eLearning tools to unite people Make compassionate use of eLearning tools Be fair to other users
Belonging Whanau Tapatahi	<ul style="list-style-type: none"> Use eLearning tools to contribute positively Use eLearning tools to innovate and share new material and learning
Being Te Wairua Pono	<ul style="list-style-type: none"> Always act honestly Have, and express, a positive attitude Be responsible and trustworthy with content
Growing Whakatipuranga	<ul style="list-style-type: none"> Use eLearning tools to accurately inquire Improve their use of eLearning tools with reflection Develop the skills to critically evaluate information available on the internet

*Te tangata whakahirahira,
Te wahi whakaara, Te ako
kakama, Tihei Mauri Ora*

eLearning Permission

Growing People

"...Amazing People, Inspiring Place, Active Learning and Awesome Future..."
Te tangata whakahirahira, Te wahi whakaara, Te ako kakama, Tihei Mauri Ora

I do/do not (Delete one) give permission for my child to use the eLearning Tools, such as: iPads, iPods, laptops and desktops, in the school.

Please note that if you are not giving your permission for your child to use these tools, you are also not giving them permission to:

- access the internet in the school,
- to publish their work or image to the School's website or on-line learning environment - including any future on-line portfolio,
- for newspaper or television media coverage where your child is being interviewed or filmed/photographed, or;
- send you emails from time to time about their learning and progress at school.

Signed:

Student

Parent/Caregiver

Date:

Room: _____ Contact email: _____