



Garston School Newsletter

Thursday, 20th June 2019



At our school the staff are working together with the students to ensure that everyone is aware of the existing expectations for behaviour and the consequences for not meeting them.

The following are the procedures which will continue to be used to reinforce and manage appropriate behaviour.

GARSTON SCHOOL - Classroom Management Procedure

This procedure supports National Administration Guideline 5.

Purpose:

1. To state the guidelines for the implementation of desirable classroom procedures to ensure that the children operate within a happy, safe and healthy classroom environment.
2. To ensure that classes' routines and rules are organised and managed in a way that is consistent and fair.
3. To define guidelines for staff regarding:
 - The use of positive reinforcement.
 - Teaching of the school's values of Respect, Striving for Excellence, Personal Accountability & Honesty and Community Responsibility.
 - Teaching of mediation and co-operative skills.
 - Teaching of the Key Competencies through the SPIRIT of Garston.
4. To promote an excellent standard of behaviour within our school.

CLASSROOM RULES

(A sample of what could be made by the children in their own class).

- * Always have a positive attitude towards our school, staff, and fellow students.
- * Attempt to do your best.
- * Always use appropriate manners and language (no **CHEEKY TALKING BACK** and unnecessary **Interruptions**).
- * Show kindness and consideration towards others. Encourage others to do their best. **NO PUT DOWNS**.
- * Keep yourself and others safe.
- * Be clean and tidy.
- * Try to do things for yourselves.
- * Work co-operatively to complete classroom duties.

LEARNING FROM MY MISTAKES FORM

Name: _____ Class: _____ Date: _____

Step 1: What did I do wrong?

 Why was it wrong?

Step 2: Who got hurt?

Step 3: Who is responsible for what I did?

 How do I feel about what I did?

Step 4: How can I make up for what I did?

Step 5: What could I do differently next time?

Step 6: What do I have to say and do now?

GARSTON SCHOOL - Behaviour Management Procedure

This procedure supports National Administration Guideline 5.

Purpose

1. To promote consistency through all members of the teaching staff so that staff, children and whanau know what is acceptable/unacceptable behaviour and the consequences of their behaviour.
2. To promote an excellent standard of behaviour within the school.
3. To develop self-discipline in children through a positive attitude and respect and courtesy for others.

Behaviour Management Plan

Unacceptable Behaviours

These usually fall into the following broad areas:

- Putting themselves or others physically at risk.
- Disrupting their own and /or others learning (including showing bad manners).
- Interfering with or damaging other people's property.
- Bullying (on-going teasing and verbal abuse).
- Dishonesty.
- Disobedience and breaking school rules.

Stages in dealing with unacceptable behaviour

1. Corporal punishment will not be tolerated.
2. A verbal warning will be given. The child will be spoken to firmly. Begin with the child's name; define the behaviour and why it must stop.

If behaviour recurs:

- Teachers tell students that it's their job to remind them to follow the classroom rules and ask them to do so.
- But if the same behaviour recurs again students spend 12 minutes on the 'Thinking Chair' while working independently. After a 12 minute period has passed they must explain to staff why they were put on the 'Thinking Chair'.
- But if the same behaviour recurs again in the same day teachers remind them that parents have the right to know they're not following the school rules. Teacher informs parents. Child completes a "Learning From My Mistakes" form with the teacher. * (The children have no demerit points at the start of the next day).

Copies will be kept of:

- Teachers' conversation with a parent/guardian.
- Completed "Learning From My Mistakes" form.

Extreme Behaviour:

* The school actions the procedures outlined by the Ministry of Education for the stand-down, suspension, or exclusion of students, in cases of extreme and persistent behaviour.

- Vandalism. The offending child will pay for any intentional damage of any school property.
- Violence. Children who are violent towards any other person will be disciplined according to school policies.

Copies of documentation relating to serious disciplinary matters will be kept by the principal.





Tuesday, 2nd July

6:30 - 8:00pm



Our school is hosting Miriam McKenzie, an accomplished presenter who specialises in working with educators and parents.

She will be speaking about what we can do to develop children's strengths so as to arm them to become independent for life. In particular she will share strategies for promoting a culture of positivity.

This important learning fits well with our focus on working to reduce anxiety levels amongst children and build their resilience.

Building Resilience and Reducing Anxiety in Children - Part Three

What steps can you take today to help children in your care to manage anxiety successfully?

- *Establishing routines.*
- *Modelling healthy behaviour.*
- *Creating and maintaining supportive reliable relationships around them.*
- *Creative play.*
- *Board games (good for impulse control (taking turns), planning, working memory, and mental flexibility (the ability to shift thoughts to an alternative, better pattern of thought if the situation requires)).*
- *Games that involve memory (e.g. the shopping game - 'I went shopping and I bought a [puppy]'; the next person says, 'I went shopping and I bought a [puppy and a biker for my t-rex]'; next person . . 'I went shopping and I bought [a puppy, a bike for my t-rex and a hot air balloon] - the winner is the last one standing who doesn't forget something on the shopping list.*
- *Giving them opportunities to think and act independently (if they disagree with you and tell you why you're wrong, there is a plus side - their executive functioning is flourishing!).*
- *Providing opportunities for them to make their own decisions.*
- *Spend one-on-one time with them - as much as you can. Kids develop coping skills within the context of caring relationships, so it's important to spend one-on-one time with them. When children know they have the unconditional support of a parent, family member, or even a teacher, they feel empowered to seek guidance and make attempts to work through difficult situations. Positive connections allow adults to model coping and problem-solving skills to children.*
- *Role play activities can help a child test out what thoughts they have are realistic or unrealistic. Play may work best for young children to work through anxieties.*
- *Go outside! Exercise helps strengthen the brain and make it more resilient to stress and adversity. Children really need time spent outdoors engaging in physical activity. Introduce them to bicycling, playing tag, or even just swinging at the playground. These are all great ways for kids to engage in free play that also builds resilience.*



We warmly welcome Jon-Alan de Jonge to Room 2 and his parents Melanie and Nick to our school family.

This brings our school roll to 43 students.



The following 2 policies have come up for review as part of our triennial cycle of review. If you have any comments on these policies then please phone the school office.

Curriculum and Student Achievement Policy

The Garston School board of trustees fosters student achievement by providing teaching and learning programmes which incorporate the vision, values, key competencies, essential learning areas and principles as expressed in the New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

The board, through the principal and staff:

- develops and implements teaching and learning programmes that:
 - contributes to the [inclusive culture](#) of the school
 - provides all students with opportunities to achieve success in all areas of the national curriculum
 - gives priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau
 - gives priority to regular, quality physical activity that develops motor skills for all students, especially in years 1-6.
- evaluates the [progress and achievement](#) of students, through the analysis of good quality assessment information, giving priority to:
 - student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau
 - the breadth and depth of learning related to the needs, abilities, and interests of students; the nature of the school's curriculum; and the scope of the national curriculum (as expressed in the New Zealand Curriculum or Te Marautanga o Aotearoa).
 - identifies students, and groups of students, through the analysis of good quality assessment information, who:
 - are not progressing and/or achieving, or are at risk of this
 - need learning support (including gifted and talented).
 - develops and implements teaching and learning strategies to address the needs of students identified above, and any aspects of the curriculum that require particular attention.
- develops plans and targets for [improving the progress and achievement of Māori students](#). These are made in consultation with the school's Māori community and are made known to the school community
- provides appropriate [career education and guidance](#) for all students in years 7 and 8.

EMERGENCY PLANNING AND PROCEDURES

As part of our health and safety policy, we have plans in place for responding to emergencies.

It is the board's responsibility to ensure that the school's emergency planning is current. As well as reviewing policy and procedures as part of a scheduled review every 3 years, the principal assures the board in implementation reports twice yearly that:

- evacuation procedures have been practised and reviewed regularly
- the emergency kit is up-to-date and fully stocked
- emergency contacts are current
- all staff know the emergency procedures, and the **location of the printed copies** and the emergency kit.

As well as scheduled reviews, we review and debrief after every drill or emergency event.

Successful planning

Our planning includes:

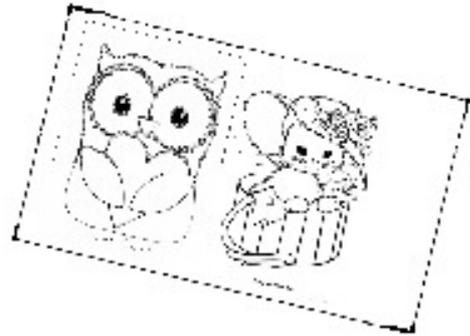
- identifying likely risks and emergency scenarios, such as natural disasters, fire, accidents, traumatic incidents, and anything that would require reverse evacuation, both at school and as part of emergency planning for EOTC events
- identifying and evaluating assembly areas and evacuation points, and emergency facilities, including what, if any, transport would be required to get to an evacuation point
- ensuring that all staff and students are familiar with emergency procedures and regularly practice earthquake drills and evacuation procedures
- clarifying and assigning key roles for emergency situations, and ensuring that all staff are aware of their responsibilities
- maintaining up-to-date contact details for staff and students

Emergency Action Plan





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Speech and Drama
annettedatzel.com



“Drama School in Kingston”

Kingston Community Centre

**School holidays: Monday 8th Tuesday 9th Thursday 11th Friday 12th July, 2019
For 7 years plus**

(There is no Drama on Wednesday 10th because there is a children's programme at the library).

Times: Mon. Tues. Thurs: 10am-1pm. (Lunch provided each day)

Time: Friday: 10am-2pm. There will be a presentation of work after lunch from 1.15-2pm

Drama activities include: theatre sports, improvisation, dance and team work

*The drama is based on the poem
“The Owl and the Pussycat” by Edward Lear*

Cost: \$15 per person per day

There are 15 spaces available

Please email: annettesandsdatzel@gmail.com for an enrolment form.

Any queries please ring Annette: 0274292245