



Poipoia te kakano kia puawai - Nurture the seed and it will thrive

# Handbook for New Families



# Koraunui School

Welcome to Koraunui School. Nau mai, hoki mai. Nau mai, haere mai.

This booklet is designed to help you, and your family settle into our school.

Koraunui School opened in January 2005 as a newly merged school.

We encourage you to visit our school before enrolling your child. Please phone the office and make an appointment.

For New Entrants, before your child starts school, we have found it beneficial for him/her to have at least five visits to the classroom.

We are flexible about length of visits and parents staying for part or all of the visits. We follow the needs of the child. By visit four, it is appropriate for you to leave your child at school alone for their visit, to encourage their independence.

Times for visits will be organised between you and the New Entrant teachers.

We are never too busy to talk to parents so please approach us at school, or phone if you wish to chat about something concerning your child.  
Our Principal, David Lamont, is more than happy to meet with you.

Nā matou noa

Te Whānau o Koraunui

Introducing the Koraunui Staff 2025



Principal: Dave Lamont



Deputy Principal/Senco: Gillian McPeake

## Office Team



Dave Lamont, Gillian McPeake  
Janice Dale, Melva Mouat and Maree Hall

Please feel free to ring the school office if you have any questions.

We look forward to getting to know your family/whanau.

Ka nui te mihi aroha ki a koutou e te whanau whanui o Te Kura o Koraunui.

## Kauri Team



Maria Joe



Dale Ritossa

## Kowhai Team-Bi Lingual



Jenny Ratana-Koia



Liz Raimona



Anna Steward

## Kamaha Team



Craig Gilmour



Tim Rhoades



Sarah Hutchison



Sarah McLeod

## Relievers



Sharyn Angus



Jill Wickham



Barry Corboy

## Learning Support Coordinator



Rebekah Davies

# General Information

## Te timatatanga o te Kura / Beginning School

Our school day is from:

8:30am - 3:00pm, Monday, Tuesday and Thursday.

8:30am - 2:00pm, Wednesday and Friday.

You can help your child settle into school by arriving at least 10 minutes before school starts.

This enables children to unpack their bags and say 'kia ora' to their friends.



## Wā Taka / Timing of the day

8:00am	Children are able to come into the classroom
8:30am	Start of the school day
8:30-10:00am	<b>Class time</b>
10:00am	Morning tea begins with 10 minutes eating with class.
10:25am	Morning tea ends
10:30-12:30pm	<b>Class time</b>
12:30pm	Lunch break begins with 15 minutes eating with class.
1:30-2:00/3:00pm	<b>Class time</b>
2:00pm	School finishes (Wednesday and Friday)
3.00pm	School finishes (Monday, Tuesday and Thursday)

## Absences

If your child is to be absent, please phone, text or use the school website before 8.30 am to notify us. After this time school will endeavour to contact you to check that you are aware your child is not at school. This is a safety measure.

We keep records of times children arrive at school, as continual lateness impacts on learning.

Should there be any change to your contact details please notify the school office immediately, so we can update our records.



## Medication

If your child requires medication at school, please notify the office. This includes asthma inhalers, courses of medication, epi-pens etc. You will be asked to fill in a permission form for us to administer the medication involved. Any medication, including inhalers, will be kept at the office. We can refrigerate medicines that require this.

## Stationery

This is purchased as a pack which contains all the items your child/tamaiti will need to start school. Stationery is available at the office. We sell the first stationery pack of each year at cost, to help parents with this expensive time. We are able to offer *eftpos* on site.



## Transition to school from Early Childhood Centres

When your child is just about to start school, we will contact you to confirm visit dates. These will be planned with the teachers involved and yourself.

## Clothes

It is a good idea for your child to have a change of clothes in their bag in case of accidents or muddy/wet play.

**Please name your child's clothes;** it helps us re-unite your child with their belongings.

Lost property will be kept in the school office.



## Money

If you are sending money to school, please put it in an envelope with your child's name, room number and purpose of the money, and put it in the cream post box, just inside the office foyer on the back wall.

To save you the hassle of finding change, there is the option to pay money into your child's account for incidentals etc. Talk to the office staff if you need any further information about this. Or we are able to offer *eftpos* on site.

## Friday 50c stalls

Our year Six students fundraise for camp by running a 50c stall at morning tea time on Fridays. Children/Tamariki are welcome to bring money to spend at the 50c stalls on the weeks the Year 6 students are operating this. Timing of this will be advertised in the weekly newsletter.



Please send the money to school in a named envelope and ask your child to give it to their teacher when they first arrive at school.

A maximum of \$2 is allowed for each child to spend.

## Sun Protection

Children/Tamariki are required to wear sun hats in the playground during Terms One and Four. Terms Two and Three are hat-free to encourage Vitamin D absorption from the sun during the winter months. All children need to bring a named hat to school each day. Parents need to sunblock their children before they come to school in the summer months.





### Drink and Food

We encourage tamariki to bring a drink bottle of water and nutritious food to last the day. Please let the office and your child's teacher know about any known allergies or intolerances to food and drink that we need to be aware of.

We discourage sweets or lollies. But we also discourage any food that is made using food colouring, particularly orange or red. Your child will be asked not to eat these and to take them home. (For example; Twisties, Strings, Rashuns.) We are a water only school. Please refrain from sending cordials, fizzy drinks and energy drinks as they will be sent home.

As we are an "Enviroschool" we encourage the use of less packaging



### Assemblies

We alternate between a singing assembly or and sharing assembly held fortnightly. You will be notified in the newsletter when they are happening. All visiting children and families/whānau are welcome to attend.

### Homework

Your child will have some form of homework depending on the year level they are in. The teacher will advise you of this.



### Kapahaka

All children are welcome to attend Kapahaka on a Thursday afternoon. All whānau are warmly welcome. At the start of the year some classes take all their children as introductory sessions, to enable the children to make an informed choice.



### Pasifika

We have a Pasifika performance group which practises one lunch break a week (more often when preparing for a concert) and is involved in performances during the year. Please let your child's teacher know if your child wishes to be involved in this group. This is generally Year 2 and above.



### Parent Help

We welcome parent help in many ways. If you would like to be involved with any of the following activities, please let the classroom teacher know.

1. Being part of the Reading Tutors community group
2. Helping with supervision on class trips
3. Listening to children reading
4. Shelving reading material
5. Cooking with small groups of children
6. Artwork with a small group
7. If you have any skills or interests you would like to share, we would love to hear from you.

### Koraunui Care Centre (KCC)

We run a before (from 7am) and after school (to 5:45pm) programme. This is run by school staff on-site. We also run holiday programmes during the term breaks. For more information contact the Coordinator at the school office.



### School Newsletters

These e-mailed out weekly on a Tuesday (usually). *Please make sure you read the newsletter every week* as important dates and information about events are noted here. Please give your e-mail address to the school office or if you do not have an e-mail address you can request to have a hardcopy sent home with you child. Weekly newsletters are also posted on our school website.

### Notices

We rely on your child to get notices home, for you to respond to them and for your child to return permissions etc, by the deadline, to the post-box in the office foyer. Please practise this routine with your child and particularly check for notices on newsletter day. Alternatively, you are able to complete these forms via the school website.



## Reporting Learning Achievement



Your child's learning progress is carefully monitored. Information is gathered throughout the year and is reported on twice a year. All families are invited to a goal-setting conference early in Term One. You and your child will then be invited to a 3-Way conference to look at progress to date and the next learning steps early in Term 3.

Please refer to the 'Successful Learner' page at the back of this handbook, which explains the roles of the school, your child and the family. Successful outcomes happen when we all to carry out our roles to the best of our ability.



## Behaviour Management with Choice Theory and PB4L

Included in this booklet is a brief explanation of Dr William Glasser's Choice Theory. Choice Theory underpins all we do at Koraunui School. We welcome your interest how we operate at Koraunui School.

We are a PB4L school, which means we are focused on managing behaviour in a positive way and having children take responsibility for their own actions. As part of this, we have a core set of school values under the heading "KORAU."

**K** Kind,  
**O** Own,  
**R** Respect,  
**A** Aspire  
**U** Unite.



These values provide a frame work for discussing issues and focusing on positive behaviours alike.

## Swimming



We are very fortunate to have our own swimming pool. Your child's classroom teacher will advise you when their class has swimming. We also have opportunities to take part in the Hutt City Council swimming programme at a very modest cost.

Swimming is a compulsory part of our curriculum. We live on an island with lots of sea, rivers, streams and backyard swimming pools. It is vital our children/tamariki learn how to survive in water.

## Toys, Cell Phones, Devices, Scooters etc



In general there should not be any toys brought from home unless there is a special reason that your child's teacher has informed you of.

Cell phones: These can only be brought to school if they are necessary for parent/child communication. Cell phones **must** be handed in to the office for safe-keeping on your child's arrival to school. Devices etc are to be left at home.



Koraunui is **not** a BYOD (bring your own device) school, although some teachers may invite this in writing to you. If this is the case, BYODs are brought to school at the risk of the owner and only with parental permission for this specific notified purpose.

It is important to note that school staff will take no responsibility for broken or lost property. Should children bring items that have not been requested and/or are disturbing the learning process, staff will look after them until a parent/caregiver collects them.

Scooters used unsafely will be put in the office area until home time.



## Travelling to and From School



Like all schools, we suffer from mayhem at the gate as parents are delivering and collecting children. We all have a role to play in keeping children safe at these times.

If it is not possible for your children to walk to school (most should be able to do this) consider dropping them off in either Kennedy Grove (red post) or Stokes Valley Road (green post) allowing them to learn independence and resilience by walking the last part of the journey. Not only will children be fitter, this will help with traffic congestion.

In the mornings the blue-lined area directly outside the school entrance is drop off only. **The driver cannot leave the car.** If you need to come into school, you must park elsewhere.

Please drive slowly when you are anywhere near the school. There is school-zone signage in place which advises speeds.

In Kairimu St, please drive to the top of the street to turn. Turning into driveways and backing and doing U-turns is unsafe for our children.

Please be a role-model to the children. If you cross the road anywhere, so will the children. There are patrolled crossings on both Kairimu St and Stokes Valley Road every afternoon.

We have bike racks near the bottom field and suggest only senior school children should be biking to school unaccompanied.



# Choice Theory

As a school, we seek to empower both children and adults to take positive control of their lives by developing effective relationships with friends, family and the school community. The staff constantly strive to model how to connect with each other in positive ways. We use the work of Dr William Glasser, Choice Theory to help us.

The following information attempts to give the briefest synopsis of this approach.

Choice Theory explains how and why we as humans choose behaviours to effectively meet our needs. It identifies that successful people are self-managing and internally motivated mainly because they have learnt to get along with others in effective, meaningful ways.

In contrast to this, it also explains why unhappy people expect to be managed by others and expect that events beyond their control will manage them (external control).

There are four main components to Choice Theory; Basic Needs, Quality World, Perceptual System and Total Behaviour.

**Basic needs:** We all have 5 basic needs of; Love and belonging, Power, Safety and survival, Fun and Freedom. Our behaviour reflects our attempts to satisfy one or more of these basic needs.

**Quality world:** We are unique and value different things. Our actions are the attempts to attain this quality world.

**Perceptual System:** Our experiences in life colour our perceptions and how we view and value the world.

**Total behaviour:** Is comprised of actions, thoughts, feelings and physiology. Total behaviour is chosen but we have direct control over only the first two. Self-understanding increases the likelihood of making more effective choices.

## External versus internal control

Because of our knowledge of Choice Theory, we understand that the only person we can control is our self. All behaviour is purposeful and chosen. The outcomes of any behaviour we choose are our own responsibility. The resolution of conflict lies with acknowledging our own role and identifying the underlying reasons.

As a school we choose negotiation over punishment. We choose recognition and spontaneous celebrations over rewards. We accept responsibility rather than blaming.

At Koraunui we believe in building stable, trusting relationships, to enhance children's learning of internal control through encouraging, supporting, accepting, respecting, caring, listening, contributing / including and negotiating differences.

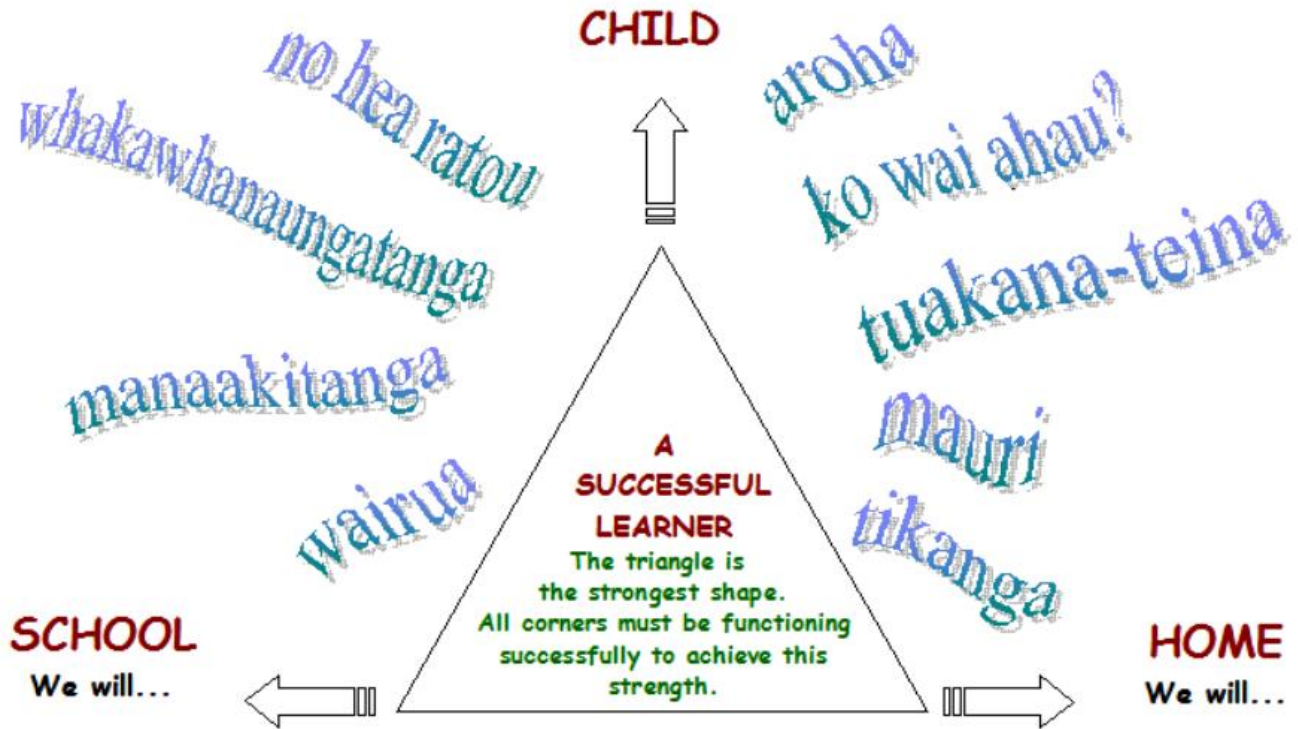
By doing this ourselves and giving the children opportunities to practise in a safe, non-judgemental environment, our children will not only be able to forge positive, responsible connections in the future but become self-motivated, independent learners.

We are all a 'work in progress', with staff learning to apply Dr Glasser's approach consistently.

We are delighted to welcome you and your child on this journey.

- I use connecting habits and get on with others.
- I keep other people safe.
- I know what I am doing and why.
- I keep going even when I would prefer not to.
- I can work independently.
- I check that my work is the best I can do.
- I am organised: I have my pencils, ruler etc ready.
- I share fairly and take my turn.
- I respect and look after my environment.

- I know that schoolwork will give me choices when I am older.
- I know it's okay for others to be different from me.
- I am at school every day, unless I am really sick, and I arrive on time
- I know that making mistakes is okay and I can learn from them.
- I know that I share the responsibility for my wellbeing (hauora).
- I am in control of my learning success.



- provide a safe environment.
- treat children respectfully/avoiding whakaiti (humiliation).
- meet needs holistically. (Tapawha)
- use connecting habits/model choice theory.
- put children's needs first: our legal obligation.
- model a love of learning.
- deliver the NZ curriculum.
- provide meaningful learning opportunities.
- get to know our learners well.
- teach what each child needs.
- monitor and collect achievement data.
- report to the national standards.
- share the learning journey with child and Whanau.
- communicate regularly and provide timely progress reports.
- provide effective feedback/feed forward for learners.
- teach children to self-evaluate.
- endeavour to shape life-long learners.
- make connections with whanau/families.
- encourage whanau/families into school: open-door.
- appreciate whanau circumstances and be non-judgemental.
- be honest and acknowledge our mistakes.
- be reasonable about our expectations of each child and their home situation.
- provide predictable routines.

- ensure our child is in bed early on school nights and have enough sleep.
- provide adequate and healthy food.
- follow up on health issues.AA
- teach our child personal hygiene.
- make sure our child knows he/she is loved.
- teach our child how to do things for him/her self.
- ensure attendance at school is a high priority.
- ensure our child gets to school on time.
- talk about all sorts of things and read lots to our child.
- take an interest in what is happening at school and, if possible, get involved.
- support with homework.
- do fun things together.
- make sure school knows about things that may affect our child's wellbeing.
- model safe and appropriate behaviours.
- share responsibility for our child's learning.
- keep informed about school events and read the newsletter each week.
- encourage our child through thick and thin.
- be responsible about our expectations of our child and the school.

