

INFORMATION



BROCHURE

TE KURA O PAERAKI
MT PLEASANT SCHOOL



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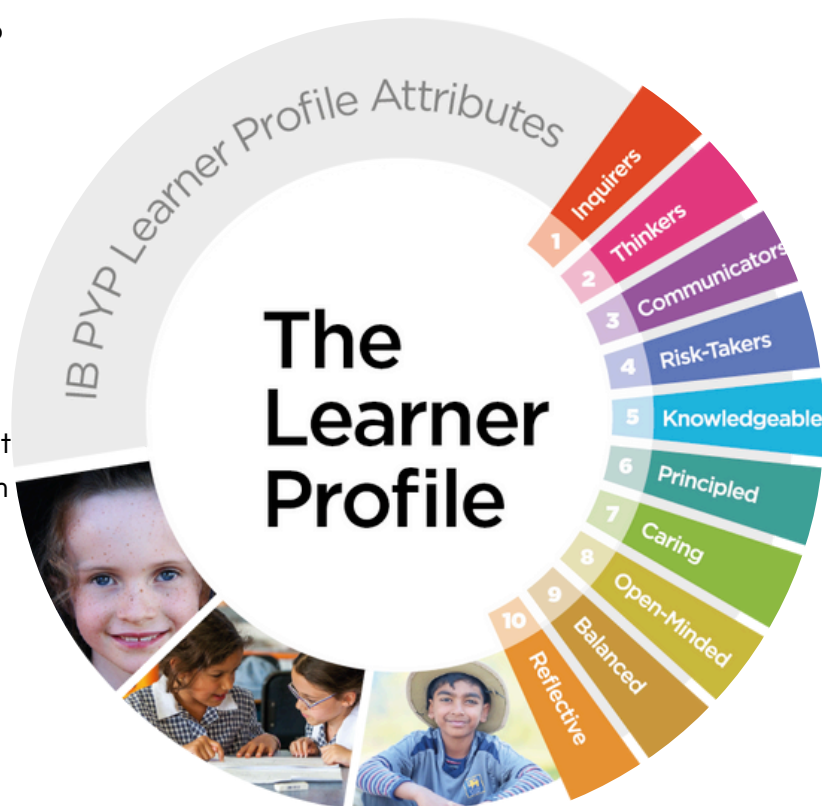
KIA ORA & WELCOME!

Choosing a kura | school is a big decision. Whether it's your first, third or only child, you want to make sure that your child is nurtured, enriched and inspired throughout their schooling years. As an International Baccalaureate (IB) World School, we are focused on learners and staff living and breathing the attributes of the Learner Profile.

Ākonga | students and staff are encouraged to try different approaches to teaching and learning and to take responsibility for their own progress. Underpinning this is a focus on international mindedness and the idea that ākonga are constantly working to solve global problems and understand other cultures. It's real world learning.

Kaiako | teachers work collaboratively to develop investigations into these important ideas, which require a substantial and high level of involvement on the part of students. While subject knowledge is important, we place emphasis on the process of learning. This means that students are encouraged not to just memorise facts and figures, but to make connections between new ideas, understand the cultural, social and political contexts of new learning, and apply critical thinking skills across the board.

Of course, our greatest asset is our people. We strive to create an environment where all staff feel valued and uplifted both professionally and personally. We promote and provide for a collaborative planning environment where teachers deliver foundation and inquiry learning across all curriculum areas. In doing so, we seek to engage ākonga in learning in its broadest context, as it attempts to connect students to their local and global community - embracing our whakataukī "Ko te pae tawhiti, whāia kia tata; ko te pae tata, whakamaua kia tīna" | Seek out distant horizons and cherish those you attain.



Vision: Unlocking the magic in every child

In 2013, we began implementing the International Baccalaureate Primary Years Programme (PYP) and we were fully authorised in 2016. The PYP framework, through which we deliver the NZ Curriculum, consists of knowledge, concepts, skills and action that we feel prepares our students to lead successful lives, both now and in the future. These in turn contribute to the development of the Learner Profile attributes that we aspire for all our ākonga to have developed upon graduation.

ZONING

While we would love to enrol every child who wants to come to Te Kura o Paeraki, we do have an Enrolment Scheme (zoning) for our school. This means that all students living inside our "Home Zone" can attend Mt Pleasant School. Unfortunately, it therefore means that students living outside of our zone can only attend if there is a space available. This system is run by a ballot system with different priority levels for "out of zone" ākonga and strict Ministry of Education guidelines governing this process. Please indicate whether you are in or out of zone on the enrolment form. If you are in zone please complete our questionnaire and sign the confirmation of address form. Although this may seem cumbersome, it is necessary for us to ensure our enrolment process is fair, clear and transparent – meeting Ministry of Education guidelines. If you are out of zone and we have space available in the term your child is due to start, you will be contacted to outline the process involved. Depending on numbers of out of zone students, you will either have direct entry or be placed in a ballot.

Please feel free to ring or email me if you have any questions or would like to organise a time to have a look around our school. I am sure you will gain a sense of the Mt Pleasant magic.

My direct email is d.ellery@mtpleasant.school.nz or you can call me on 03 384 3994.

Nāku iti noa, nā

Donna Ellery
Tumuaki | Principal



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BEING AN I.B. WORLD SCHOOL



Primary Years
Programme

In 2012, the Board of Trustees carried out a feasibility study to review the school's current philosophy of education and the possibility of implementing the International Baccalaureate Primary Years Programme (PYP). This process began the inquiry into how the PYP could enhance the delivery of the New Zealand Curriculum at Te Kura o Paeraki and future proof this for the years ahead.

The PYP framework consists of central essential elements — **knowledge, concepts, skills, and action** – that we felt would prepare our students to lead successful lives, both now and in the future. These in turn contribute to the development of the **Learner Profile attributes** that we aspire for all our MPS students to have developed upon graduation.

The PYP has six transdisciplinary themes that provide the framework for learning. These themes are globally significant and support the acquisition of knowledge, concepts and skills of the traditional subjects. They are revisited throughout the student's time in the PYP.

Students inquire into, and learn about, these globally significant issues through units of inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme. Please refer to the Programme of Inquiry (POI) on the school website for more information.

In the PYP, learning is inquiry-based, meaning that the focus is on how students learn rather than what they learn (although we still value knowledge). IB students "learn how to learn". They are encouraged to try different approaches to learning and to take responsibility for their own progress. Added to this is a focus on international mindedness or the idea that students are constantly working to solve global problems and understand other cultures. It's real world learning. It is also about making connections across the subject areas. This is achieved by following a specific plan, our Programme of Inquiry, which is specifically designed to cover each of the six transdisciplinary themes (this is tracked across year levels).

In addition to the general curriculum, all IB schools teach a second language. All our students learn Te Reo as a regular part of the programme. These languages are taught in the class with the teacher also attending.

IB programmes also encourage ākonga to be active in their communities and to take their learning beyond academic study.

We are committed to providing a range of programmes to suit the varying needs of our students – academic, sporting, the arts and social.

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THE PYP TRANSDISCIPLINARY THEMES

WHO WE ARE

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

WHERE WE ARE IN PLACE AND TIME

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

HOW WE EXPRESS OURSELVES

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

HOW THE WORLD WORKS

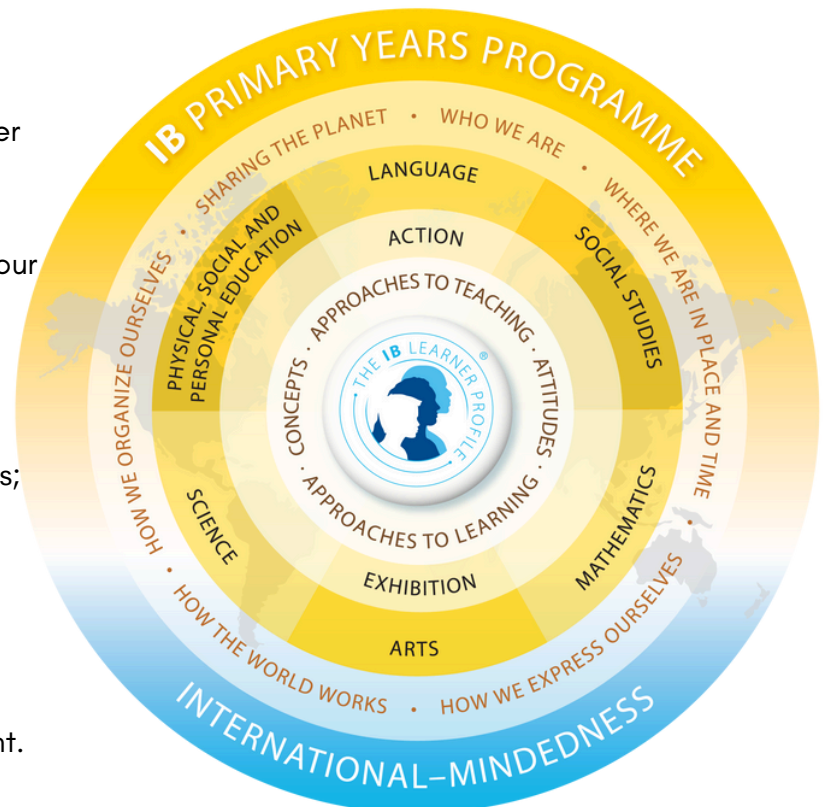
An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

HOW WE ORGANISE OURSELVES

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact of humankind and the environment.

SHARING THE PLANET

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.





The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

AS IB LEARNERS WE STRIVE TO BE

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

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PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. we have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

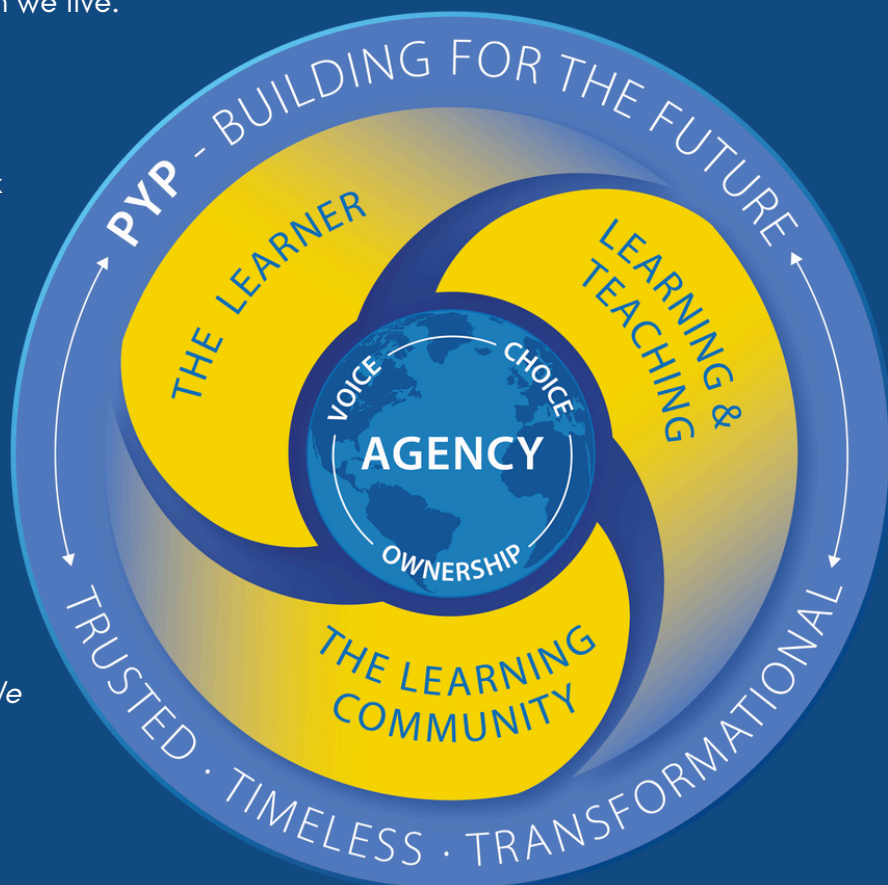
We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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BEING A FULL PRIMARY SCHOOL

We are a full Primary School, which means we have students from Year 0 to Year 8 (5 years old – 13 years old). This brings with it many opportunities that students in intermediate schools do not experience.

WHAT MAKES US UNIQUE?

- Contact between all year groups
- Mentoring opportunities
- Buddy systems
- Specifically designed leadership opportunities to reflect character strengths
- We have evolved over time and have responded to the different demographic changes since 1928
- We are located in a residential area; we cater for families and respond to community needs
- We are staffed by highly trained kaiako who know curriculum levels from level 1 – 5, who have had the same teacher training as teachers in other year 7 and 8 school types
- As teachers who have had the majority of these students for all their primary years, we know about the individual student's learning progress and learning style across the years
- We develop the whole child; flexibility, nurture, innovation and child-centered learning sum up full primary schools
- Year 7 and 8 ākonga are the leaders and role models alongside the adults in a full primary school
- School organisation in a full primary school fits the needs of ākonga, not the timetable
- All year 7 and 8 students are included in leadership, sporting and school community opportunities; they have buddy responsibilities and role model expectations, and are seen by others in the kura as leaders and younger students look up to them
- These opportunities and strategies contribute to our Learner Profile, which consists of the attributes we want all our children to develop. We want our children to be:

INQUIRERS
THINKERS
KNOWLEDGEABLE
BALANCED
PRINCIPLED



OPEN MINDED
CARING
RISK-TAKERS
COMMUNICATORS
REFLECTIVE

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WHAT MAKES OUR COMMUNITY SO GREAT?

Te Kura o Paeraki | Mt Pleasant School is in a residential area, nestled into the Port Hills on the eastern side of Ōtautahi | Christchurch with amazing views overlooking the Pacific Ocean, Christchurch City and across to the Southern Alps to the west. It was established in 1928, and was originally situated further up Major Hornbrook Road (in what is now the Old School Reserve), moving to its current site in 1966. The school zone takes in the Mt Pleasant community and extends down the hill to include the Brookhaven subdivision. Our kura teaches children from Years 0 to 8.

The community we draw from demonstrated great determination and resilience to recover from the 2011 earthquakes. We have drawn on these experiences over the years to continue to strengthen our relationships with our students, parents and wider community members. This means we feel uplifted by our parents. We endeavour to ensure our communications are clear and we welcome feedback and see it as a gift to help us as we strive to meet our Mission and Vision statements.

We are blessed with a fantastic site and facilities. Our playgrounds include a grass field, a hard court area for basketball or netball, a junior adventure playground, a senior adventure playground, an amazing turf and a corocord climbing net.

We also have a community pool which is well used and enjoyed by our wider community over the summer months. Three of our classroom blocks, and our administration block were built in 2009 & 2011. In 2020 we opened our brand new hall | Paparahi, library | Wahapū, and 4 new classrooms

The name Paparahi has significance to our area as there are many traditional travel routes / trails throughout this area that Kāi Tahu would have followed. Paparahi are the footprints or tracks left by travellers. We look forward to the footprints our students will leave in the world after they have left our kura.





Our funding is dependent on the roll of the school. We recognise that quality kaiako are our school's greatest resource. Therefore, we use our funding to provide extra staffing as this enables us to keep our class sizes small and maximise effective learning. At February 2011 (pre-earthquake) our roll was 352 and, despite families moving in and out of our zone, our roll has remained stable. We continue to be optimistic about the future growth of our kura | school. Mt Pleasant is a community that has shown much resilience and connectedness over the years and this has forged an even greater bond between the school and the wider community.

The core philosophy of our kura is to provide quality teaching and learning and improved educational outcomes for all. The school provides an environment where teachers give professional support and commitment to ākonga | students as they pursue their learning and goals. In doing so the school seeks to engage the students in learning in its broadest context as it attempts to connect students to the wider and global community. We are committed to consultation processes and collaborative decision making. We are committed to the provision of a learning environment that utilises contemporary teaching strategies, rigorous formative and summative assessment and ongoing reporting of each child's progress. The Board of Trustees invests heavily in ensuring that the curriculum and resourcing is current and provides our students with a high quality education.

We are a kura with a positive culture, a supportive and creative community, and a commitment to quality teaching and learning. This attracts quality teachers. We recognise that kaiako and whānau are the determining influence in children reaching their greatest potential. In order to maximise individual potential, we support our children to gain the competencies they need to participate in the world around them. Our learning programmes are needs based, meet different learning styles and raise self-esteem through success in the classroom.

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SO... YOU HAVE A CHILD READY TO START SCHOOL!

ENROLMENT

Our kura currently has an enrolment scheme in place, which includes an enrolment zone. Please go to <http://nzschools.tki.org.nz> for a map showing the boundaries of this zone. Parents of children wanting to enrol, who are residing out of zone may complete an out of zone application form. Applications are considered up to 4 times a year. The Board advertises the number of spaces available for out of zone enrolments and priority is given to siblings of current students.

NEW ENTRANT PUPILS

Our school has procedures that enable parents and children to familiarise themselves with our kura before actually attending. Contact should be made with the Deputy Principal of the Junior School or the Office. For new entrant children, we operate a cohort entry with two intakes each term, but only after they have turned five. Intakes are scheduled for the first day of term, and at a mid-point of each term.

If you have, or know of parents who have pre school children, who wish to attend Mt Pleasant School it would be appreciated if the school could be informed. This will help us in our planning for the future.

We hold an information meeting towards the end of each year for parents of children starting school the following year.

HOUSE SYSTEM

We have a house system for the purpose of school events and cross-school interaction. Children are placed in a House when they enrol: Hornbrook – Blue, Thomas – Red, Morton – Gold, and Cannon – Green. House points are awarded for various events such as tabloids, athletics, other sports days and for showing the Mt Pleasant MAGIC. Check out the leaderboard in the school office | Ground Control!



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LETTING US KNOW ABOUT ABSENCES FROM SCHOOL

Should your child be unwell or not able to attend school for any reason, parents are asked to ring or email the School Office prior to 8.50am indicating an absence is to be expected. Please give your child's name, room number and reason for absence. This is a Ministry requirement. For safety reasons the school operates a checking system where absences are checked at 9am, and again at 1.30pm, and parents/caregivers will be phoned if there has been no contact from home.

You can also post an absence message through the MPS App.

WHAT HAPPENS IF YOUR CHILD HAS AN ACCIDENT OR BECOMES ILL AT SCHOOL?

If your child has an accident or is taken sick at school, we get in touch with you as soon as possible. If we can't make contact we will ring the emergency contact as indicated by you on your child's enrolment form. Should names, addresses, phone numbers or medical information change at any stage it is important that the school is notified immediately.

If your child is under medication from a doctor for any length of time, it is also helpful for their teacher to know, as this can sometimes affect your child's performance in the classroom. A form must be completed if you require staff to administer medication during school hours.

HEAD LICE

Nobody likes to get head lice but it is important that you check your child's hair regularly and let us know if you come across these unwelcome guests. We expect long hair to be appropriately tied back to help prevent nits. There is more information at school regarding the treatment of head lice should you require it.

SCHOOL STATIONERY

The kura | school does not sell general stationery items. All stationery can be purchased from stationery outlets, including Paper Plus Ferryroad or through our online service with Office Max. At the end of the year each child is issued with a stationery list for the following year. Parents will be notified when children are required to purchase further stationery items. Some New Entrant stationery items are available from the office. You will receive a notice regarding which items upon enrolment.

LUNCHES

Our kura is 'water only'. Please ensure your child has a drink bottle every day. To help us minimise rubbish at school, we would appreciate limiting wrappers around kai. All lunch rubbish will be sent home in lunchboxes for correct disposal.

Lunch Online – Sushi Wednesday

You can order online at www.lunchonline.co.nz. Orders need to be placed by 8:30am on the delivery date. Pure Sushi supplies lunch on Friday.

Subway – Thursday

Subway school lunches are available on Thursdays. Orders can be placed online <https://accounts.subcard.co.nz/express/school/login> by 9:00am. Manual orders need to be placed before 9:30am on Thursdays at the school office. Order forms can be collected from the office.

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EMERGENCY SNACK PACK

Please provide your classroom teacher with an emergency snack pack for your child to be kept in the classroom for the year. Non-perishable ready-to-eat snacks only please, in a named snaplock plastic bag.

SCHOOL UNIFORM

Uniform

The school colours are navy blue and gold. Uniforms can be purchased from Mainland Uniforms (189 Peterborough Street). The uniform consists of monogrammed sweatshirts and polo shirts, track pants, pinafores and culottes. For all school events it is expected that children will wear a school sweatshirt and polo shirt.

Year 7 & 8 students have the option to wear a senior jacket.

Check out the back pages of this booklet for full examples of our school uniform.

Footwear

It is important to bear in mind that children need light, flexible, comfortable footwear to cope with the varying demands of school life.

Socks must be black, white or navy.



Jandals are not considered suitable footwear. We encourage children to wear slippers inside during the winter to reduce the dirt load on the classroom carpets.

Jewellery

If your child has pierced ears, only small studs should be worn. Bracelets, necklaces, rings – while children enjoy wearing these, they are hindering and dangerous. For the physical safety of all children in the classroom and playground, we ask that these please be kept at home.

Sun Hats

The school policy requires that children wear hats outside in terms 1 and 4. Continuous encouragement to wear these (and apply sunblock) is important. Monogrammed hats are available to purchase from the above uniform suppliers, either bucket or wide-brimmed in style are accepted.

LOST PROPERTY

Articles are placed in a lost property bin situated outside the staffroom. Parents are encouraged to check this bin regularly. The bin is cleared out at the end of each term – any un-named items will be disposed of.



HOURS AND COMMUNICATION

SCHOOL HOURS

- o Classes commence at 8:55am and conclude at 3:00pm
- o Morning Interval is between 10:40am and 11:00am
- o Lunch break is 12:30pm – 1:25pm
- o Children are permitted to enter classrooms when the bell is rung at 8:30am
- o At 8:55am the bell is rung to enable children to get to their desks and prepare for the day.
- o The beginning of the day is an important time for teachers and students.
- o Please ensure your child(ren) arrive on time as late arrivals disturb classes. (Prior to the 8:55am bell)
- o If your child is late to school they **MUST** report to the office.
- o Once at school, no child is permitted to leave the grounds without teacher permission.

HOW YOU CAN CONTACT US

Telephone: 03 384 3994
Office: 8:30am – 3:30pm
Teachers: 8:30am – 8:50am
10:40am – 11:00am
12:30pm – 1:25pm
3:15pm onwards



SCHOOL STRUCTURE

We have 4 teams operating at Te Kura o Paeraki. Each team of classes often run programmes and activities together. Each team has a Leader of Learning, who is a member of the school's Senior Management Group. The structure is as follows but can vary from year to year:



Team at the Top (T@TT): Years 7 & 8
Team Rock Solid (TRS): Years 5 & 6
Team Magma (TM): Years 3 & 4
Team Take Off (TTO): Years 0, 1 & 2

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COMMUNICATION WITH PARENTS AND WHĀNAU

Generally, we use the same forms of communication for all of our announcements. It is important to ensure you know about these as they give you the latest information about the events and happenings at Mt Pleasant School.

The communication methods are:

- **HERO APP:** This can be downloaded from the app store by searching for HERO and is available for Android and iPhone users. HERO is also our student management system so it is a great way to find everything you need in one place. Scan the QR Code below to download the App.
- **OUR PARENT EMAIL TREE:** on enrolment, we ask for contact details. As part of this, if you provide an email address, this is added to our parent email tree. This is the most common form of communication. If you wish someone else in your family to receive these emails as well, just call or email the office and we will make sure they are added.
- **HERO SCHOOL MANAGEMENT SYSTEM:** this is the platform which allows class teachers to communicate directly with parents and whānau. This allows for direct emails, to share learning posts and to set and share goals in Literacy and Numeracy. This also shows progress over time. In addition to this, you can access your child's attendance and financial account information for payment. Parents have accounts set up for them on enrolment and they can then login to this through their web browser on their computer or through a downloadable app on either your android or apple phone.
- **MT PLEASANT SCHOOL WEBSITE** (www.mtpleasant.school.nz): this is a great way to keep up-to-date with all the news and events.
- **THE SCHOOL CALENDAR:** This can be accessed in several different ways:
 - Open the link to this article: <https://hail.to/mt-pleasant-school-te-kura-o-paeraki/article/2a7STDF>
 - Use the links in this article to view our calendar online, or to add our calendar to your own.
- **NEWSLETTERS:** Te Kura o Paeraki endeavours to keep you fully informed on a variety of events and matters. Newsletters are emailed, loaded onto the school website & added to the HERO App fortnightly. Should you belong to, or know of a community or sporting organisation that would like to "spread the word" of a forthcoming event, we would be only too pleased to find space in the newsletter for you. We will only run advertising for community events/fundraisers or for businesses who support Mt Pleasant School.



It is vital that whānau and kaiako keep in close contact with each other. Through this contact we can gather information that could help your child at school and at home. Should you have any queries or concerns please contact the class teacher concerned, or the Tumuaki | Principal. Opportunities for contact with teachers do arise before and after school and at school functions and events. However if discussions are important, it is preferable that you make an appointment with the appropriate teacher. Please remember that staff have many commitments before and after school. These include staff meetings, team meetings, curriculum development meetings and sports practices. Given advance notice, appointments with parents can be catered for.

Like any organisation or business, the school thrives on positive feedback. Please let us know about the good things that are happening for your tamariki at school or elsewhere.

WHEN ARE SCHOOL ASSEMBLIES HELD?

Whole School Assemblies play an important part of the school culture. We are excited now that we have a space where we can bring the entire school together – whatever the reason. One of the most significant reasons is to celebrate and see other students present their learning and accomplishments. Assemblies are also where we can acknowledge and reinforce our school-wide Learner Profile attributes.

School-wide assemblies are held fortnightly, usually on a Monday, from 2:30–3:00pm, we will advise if parents are invited.



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GETTING TO AND FROM SCHOOL

PARKING

The car park off Cannon Hill Crescent is for staff and commercial vehicles only. It must not be used as a dropping off point. For older students we recommend you have a plan after school as to which gate you will meet them by so they can make their way in your direction when you need to park further away from the school gates.

We have two short-term parking areas:

- 2 minute parking outside the main gates on Major Hornbrook Road – this is a kiss & drop area, please do not leave your car unattended in this area.
- 30 minute parking on the eastern side of Major Hornbrook Road, please be mindful of your parking as there is only space for 8 cars in this area.

WE ARE ALL ABOUT ROAD SAFETY

The school recognises that the two main entrances to our school are not the easiest to enter. Parents are asked to take responsibility for their tamariki by:

- Parking on the school side of the road
- Assisting children across the road by ensuring that they exit the car on the curb side of the road
- Not double parking or parking across driveways
- Not parking on the yellow lines
- Not leaving your car unattended in a loading zone. (This is for short term parking of 2 minutes or less)
- Do not perform u-turns from the parking bays opposite school.

Road Safety patrols, supervised by duty teachers, are on patrol from 8:30am – 8:55am and again from 3:00 – 3:15pm. It is important that parents respect this and set an example by waiting for the road patrol to give instruction. Remember the speed limit outside schools is 40km.

BIKING/SCOOTERING TO SCHOOL?

- If your child is scootering or biking to school, it is really important they watch their speed, not only out of courtesy to others walking to school, but for their own safety.
- Bicycles must not be ridden on the footpath. If the congestion on the road close to the school is a concern then children should dismount and walk their bike along the footpath.
- Parking of bikes and scooters is between the hedge on Major Hornbrook Road the School Office.



BEING PART OF OUR GREAT SCHOOL

BOARD OF TRUSTEES (BOT)

The school is governed by a Board of Trustees. The Board meets monthly in a public meeting at the kura. The meeting usually covers student achievement, finance, property, personnel, policy and matters relating to the effective governance of the school. There are 6 elected parent representatives with 3 representatives being elected every 18 months. The Tumuaki | Principal is a member of the BOT, and there is an elected staff representative. Should you wish to speak at a Board meeting you must discuss this beforehand with the Board Chairperson who may give you speaking rights.

The Board of Trustees (BoT) is responsible for setting and reviewing policies, which provide the broad direction of the kura. Policies are reviewed throughout the year by the BoT, in consultation with staff and whānau. Copies of all policies are available over the internet. To view policies, go to <http://mtpleasant.schooldocs.co.nz>. Please ask at the office if you require a paper copy of any policy. You will be notified through the newsletter when there are policies for review and feedback.

PARENT TEACHER ASSOCIATION (PTA)

Our PTA is a parent group that meets monthly and is involved in numerous school activities including fundraising and FUN-raising. We hold many successful events every year including a quiz night, art exhibition and auction, discos, Entertainment Books and calendar art.



MĀHURI COLLECTIVE

Māhuri Collective is a collaborative initiative between our PTA and our BoT as a way to harness the strength of the amazing community that lies at the heart of Mt Pleasant. We have a vision of a community working together to build a legacy of care, and Māhuri Collective provides a platform in which we can ALL contribute to the growth of our children and the development of our school. Whether it's time or money – everything is equally beneficial. We can all help build up the community that makes our school so great. Māhuri is Māori for sapling, and – just like a sapling – if we give our children the right nurturing and support, they will become strong trees.

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PARENT HELP

It is very difficult for a school to function effectively without parent help. All help and support is very much appreciated. Teachers from time to time ask for your help in the classroom. We hope you will assist where you can. This not only helps the children and the teacher but hopefully gives you a greater understanding of how the class and school functions.

As part of the school programme, visits are often planned for classes by their teachers. These trips are valuable extensions of the class programme. Parent help here is essential and offers of transport or help with supervision are greatly appreciated. Parents offering transport must hold a current driving license, a current warrant of fitness, have adequate insurance and have sufficient seatbelts to secure all passengers.

While we would like to extend the invitation to parent helpers to bring preschoolers with them into the classroom or on a trip, it is not practical and we would ask parents to make other arrangements for them.



MATERIALS FOR SCHOOL USE

Should you know of, or have contact with friends, acquaintances, or relatives who can, from their place of work, supply our school with "bits and pieces" we would appreciate hearing from you. Bits and Pieces - cardboard off-cuts, boxes, material, wire, plastic, foam, polystyrene, reject things etc. Ask the school before you throw it away. Please spread the word.



REPORTING PROGRESS

HERO

We use a platform called HERO for all reporting on progress and achievement. When the government announced that National Standards were to be removed from 2018, we started to explore how our reporting might change. We discussed with other kura about how they report to whānau, we conducted an audit of reporting across our own school and sent out a parent survey in late May 2018. All of this, including the feedback from the parent responses we received, fed directly into our planning for reporting for this year and beyond. Fundamentally, we want to increase the transparency of reporting on progress and achievement and feel that HERO gives us this platform. Parents need to create an account and there is information on our website about how to do this, the school office can also help you with this.

School policy ensures parents are informed of children's progress on a regular basis. There are often informal times when this can happen but the formal meetings take place at the following times:

Term One	Whānau Conferences
Term Two/Three	Whānau Conferences
Term Four	End Of Year comment

Bookings for interviews and conferences are made through the School Interviews website. Details on how to do this are recorded in the school newsletter in the fortnight before the date of the interviews.

Parents and whānau of New Entrant children will have a meeting with the classroom teacher approximately six to eight weeks after starting school.

WHAT ABOUT HOMEWORK?

Regular work is a valuable aspect of the learning process and contributes to the development of sound study habits. It can also become a positive form of communication between home and school allowing parents/caregivers to keep abreast of their child(ren)'s progress at school.

Homework will generally be:

- Follow-up work which has been taught in class
- Finishing off work that has not been completed
- Essential reinforcement of previously learnt skills
- Research work on current events
- Reading for pleasure

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Parents can help by:

- Encouraging children to maintain a positive attitude to homework
- Helping children to allocate a space at home, away from other distraction, where they can complete homework
- Signing the homework books and making a comment where appropriate
- Communicating with the teacher if the child is experiencing difficulty or taking too much time to complete set tasks
- Listening to your child
- Reading with your child
- Not getting frustrated with homework
- Being helpful and supportive – try not to do your child's homework for them

Each teacher will advise you at the beginning of the year as to what homework expectations are.





SCHOOL EXPENSES

SCHOOL DONATION

There is a school donation for each child/family who attends Te Kura o Paeraki | Mt Pleasant School. The amount of this donation is set annually by the Board of Trustees and is payable at a discounted rate at the beginning of the year or on an instalment basis. Payments can be made by regular instalment throughout the year. Please contact the school office to arrange this.

You are encouraged to contribute to school funds. The funds received go towards improving the quality of resources and work of the school, as planned for in our annual budget. Tax receipts are issued on request.

Your child's account balance can also be accessed through the HERO App. HERO is our Student Management System and instructions on downloading this and accessing your child's account will be provided upon your child starting school.

PAYMENT OF SCHOOL EXPENSES

A statement is emailed at the beginning of each term for that term's activities such as camps, swimming lessons, and trips etc. Payment may be made by direct credit, eftpos or cash, and receipts can be issued on request. Payments can also be made by regular instalment throughout the year. Please contact the school office to arrange this.

MONEY TO SCHOOL

All money that arrives at school should come in a sealed envelope (a used one is fine) showing the name of the pupil, room number, the amount and purpose for which it was sent. Please try to send the correct amount as very little change is kept at school.



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WHAT IF MY CHILD NEEDS MORE SUPPORT?

WHAT CAN I DO IF I HAVE CONCERNS ABOUT MY CHILD?

From time to time, issues will arise that concern or worry parents. These can usually be resolved through good communication.

If the concern is about the rate of progress of your child or a general classroom concern, always speak with the class teacher first, as this will most often clarify and resolve the problem.

If your concern remains after that please speak to the team leader, and then if needed, speak with the Principal. The school has procedures for making a formal complaint. If you wish to do this, please contact the principal.

READING RECOVERY

This programme has been developed in NZ to assist some six-year-old children who require extra assistance in Reading & Writing. We have a Reading Recovery Room and trained staff, who work with children on an individual basis.

WHERE SOME REFERRALS CAN BE MADE THROUGH SCHOOL

Outside Agency Support

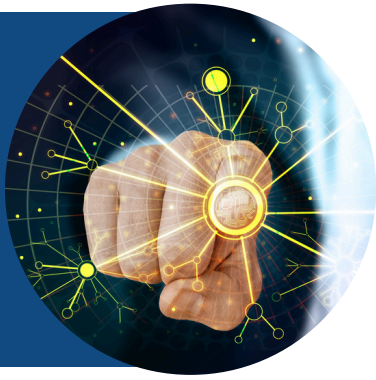
- Educational Psychologists
- Speech and Language Therapists
- Vision and Hearing Testers
- Visiting Teachers
- Resource Teacher of Learning Behaviours (RTLb)

Please discuss them with your child's teacher. Some referrals can be made through the school.

Mana Ake

Mana Ake - Stronger for Tomorrow provides wellbeing and mental health support for children aged 5 to 12 years old across Canterbury. Mana Ake kaimahi (workers) work alongside schools with children and whānau, to promote wellbeing and provide support when a wellbeing or mental health concern is identified.

Every school has a liaison kaimahi. Feel free to contact jane@mtpleasant.school.nz to discuss your children's needs and whether a request for support is appropriate.



DIGITAL TECHNOLOGY

As part of the shift to 21st Century teaching and learning, digital devices are now being widely used in classrooms to support teaching and learning. Many of our tamariki are already digital citizens and confident users of technology outside of school. The incorporation of digital technologies in education is both a motivator for students and a powerful learning tool. It is a tool that our students must be able to use effectively, ethically and safely if they are to succeed in the future world.

WHAT IS TECHNOLOGY ABOUT?

Technology is about learning to be innovative in developing products and systems that address needs and realise opportunities. It is about equipping people to participate as discerning consumers who will make a difference in the world.

BYOD AND THE 1:1 STRATEGY

The BYOD initiative is in line with our school-wide focus on personalised learning. It also aligns itself closely with the Primary Years Programme Learner Profile.

Bring Your Own Device means students bringing their own device to school to use in their learning.

This fits with the 1:1 strategy where all students in Years 5-8 have their own devices at school. This supports greater flexibility in learning pathways, empowering students to learn in a more personalised way with increased control over their own learning.

HOW IS TECHNOLOGY USED ACROSS THE YEAR-LEVELS?

YEAR 0 - 2

Devices at this level are provided by the school. Use at this level is by accessing specific apps on an iPad and is predominantly focussed around the core Learning Areas of Numeracy and Literacy. Students begin to explore programming language and processes. This is usually through 'unplugged' activities.



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YEAR 3 - 4

Devices at this level are provided by the school. At this level, there is a mixture of devices. Students begin to use iPads to access the internet. This is usually accessing sites or videos directed by the teacher. They also use these devices to present their ideas. This included using devices to take photographs and videos.

Students begin to explore programming language and processes. This is both through 'unplugged' activities and using apps to help understand programming. The beginning of robotics is explored.



YEAR 5 - 8

Students have their own devices and they begin to use these to access information and to present their understanding of this in a variety of ways. They are given their own school email account that allows them to use Google Docs and to have their own 'drive' space where their work is kept. Students are also able to have distance learning tasks set by the teacher and to work independently in these. All activity can be monitored and breaches of 'safe online practice' are reported to the teacher. In addition to this, there is an increased focus on programming designing solutions to 'real world' problems. More complex tools are used including robotics.

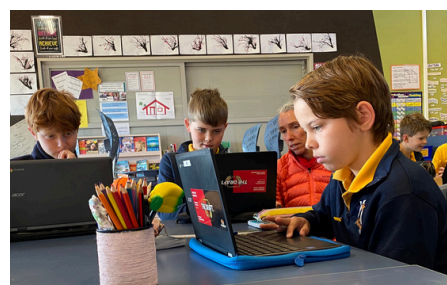
"The first two of the five technological areas focus on developing students' capability to create digital technologies for specific purposes. In years 1-8, these two areas are usually implemented within other curriculum learning areas, integrating technology outcomes with the learning area outcomes. These two areas also significantly contribute to students developing the knowledge and skills they need as digital citizens and as users of digital technologies across the curriculum. They also provide opportunities to further develop their key competencies."

- NZC Technology 2020



USER AGREEMENTS

All students and staff sign a Digital Citizenship Agreement that commits them to using the technology with integrity and honesty. This is monitored through a variety of ways.



NETWORK AND SECURITY

We use a variety of platforms to ensure our students are safe online. We are part of the N4L (Network for Learning) programme that filters web content and reports to schools administrators. All reports are followed up and where required stronger supervision practices put in place.

We also use Hapara which allows us to manage each student as they operate within the digital platform of Google Docs. It allows teachers to see into the student accounts and support and monitor their learning and activity in both documents and emails.



EDUCATION OUTSIDE THE CLASSROOM

EDUCATION OUTSIDE THE CLASSROOM

Education outside the classroom (EOTC) is curriculum-based teaching and learning activities that go beyond the walls of the classroom. It includes any curriculum-based activity that takes place outside the school ranging from a museum or marae visit, a sports trip, a field trip, to an outdoor education camp.

Experiences outside the classroom reinforce learning by enabling students to make connections between what they have learnt in the classroom and the world beyond the classroom. Simply put, they allow for the transdisciplinary nature of learning (many learning areas are present)

EOTC experiences also give students opportunities to demonstrate the PYP Approaches to Learning:

THINKING SKILLS acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought and metacognition

COMMUNICATION SKILLS listening, speaking, reading, writing, viewing, presenting, non-verbal communication

SOCIAL SKILLS accepting responsibility, respecting others, cooperating, resolving conflict, group-decision making, adopting a variety of group roles

SELF-MANAGEMENT SKILLS gross motor skills, fine motor skills, spatial awareness, organisation, time management, safety, healthy and balanced lifestyle, codes of behaviour and informed choices

RESEARCH SKILLS - Formulating questions, observing, planning collecting, organising and interpreting data and presenting research findings

Class teachers are encouraged to seek out opportunities to enrich the in-class learning experiences.

SWIMMING

We recognise that our kaiako are not swimming instructors and therefore the pool is used to teach water safety activities and to have a fun break from the classroom. Most of our parents who want their children to learn to swim take swimming lessons from outside providers at their facilities outside of school hours.



TECHNOLOGY

Every Thursday morning, Year 7 and 8 children travel by bus to Christchurch East Manual Training Centre. Instruction is given to all pupils in Textiles, Workshop (metal, wood and other mediums), Digital technology and in Home Economics.

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WHAT EXTRA CURRICULAR ACTIVITIES ARE AVAILABLE?

Extracurricular activities are activities that fall outside of the regular teaching and learning within the classroom. They are run by teachers or parents with a passion in a particular area, or by outside providers who charge parents directly for their child to participate in either individual or group sessions. We work with providers to establish a timetable that meets the needs of the school and students.

CHOIR Students meet once a week to prepare for the Music Festival event held annually.

KAPA HAKA Students meet once a week to prepare for the Aupaki Cultural Festival held annually. This group also helps lead the formal welcoming of special guests or new whānau to our school. Kapa Haka is free.

GARDENING CLUB Students work on projects around the school to improve spaces for play or to beautify areas. Gardening Club is free.

LANGUAGE LESSONS These lessons are parent paid and students can opt into these lessons. Some are before school with others being run at lunch-time. Apart from all students learning Te Reo Maori as part of their regular curriculum programme, La Petite Academie run French lessons one lunchtime a week.

ARTS OPPORTUNITIES These lessons are a parent paid and students can opt into these opportunities. We currently offer keyboard, acoustic & electric guitar, rock band, violin, trumpet, singing, ukulele, recorder, flute and cello. Most of these operate during class time. We also offer after-school art classes, and a Hip Hop class before school.

CODING CLUB Mt Pleasant School is a member of the NZ Coding Club Organisation, as part of this we run a coding club most of the year for Year 5-8 to give coding a go. Coding Club is free.





FACILITIES

VISIT WAHAPŪ, OUR LIBRARY

The name Wahapū means mouth (of a bay or river), estuary or harbour. It also means to be eloquent, articulate, an orator. This encapsulates both where our library is situated – welcoming people to our school – and who we want our students to strive to be.

The school makes a big commitment in terms of money and resources to keep the Wahapū | library up to date. The fact that our BOT and Principal have placed the new library front and centre of the new build is a great nod to the importance of literature. Our school has a collection of over 8,000 Books!

We have a whole school weekly timetable and students attend in small groups, the juniors being assisted by Kristy to do so. We have lunchtime sessions of reading and drawing in a larger shared space which many children enjoy being a part of.

Our kura places a great deal of emphasis on reading and ask for your support in fostering a love of reading. You can help by ensuring your children take good care of books and return them at the required time. A book bag of some sort is recommended for books to be placed in for protection. If a book is lost or damaged, a notice requesting payment to replace it will be issued to you.

VISIT PAPARAHĪ, OUR SCHOOL HALL

Te Kura o Paeraki was without a school hall for close to ten years following the Christchurch earthquakes. We were thrilled to open our beautiful new facilities in July 2020. As part of our reopening we were gifted names for the new spaces.

The name Paparahi has significance to our area as there are many traditional travel routes / trails throughout this area that Kāi Tahu would have followed. Paparahi are the footprints or tracks left by travellers. We look forward to the footprints our students will leave in the world after they have left our kura.

SWIMMING POOL

Our swimming pool is a community swimming pool, and keys are available to local members of the community to purchase each summer, a season pass is about \$120.

WHAT ABOUT USING THE SCHOOL GROUNDS OUT OF SCHOOL HOURS?

The school playground is an ideal place for children to use out of school hours. If you, your family and friends take pride in the grounds, buildings and gardens, and treat them with care and respect, both present children and children of the future will have an environment which is enjoyable for all to relax in.

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OTHER SERVICES AVAILABLE

HEALTH NURSE

A health nurse visits the school regularly. Contact the nurse on 383 6877 ext 99616 if you wish to make an appointment.

DENTAL THERAPISTS

Dental screening will take place twice a year at our school by the Community Dental Clinic. Access to therapists at other times can be made by contacting the Woolston Community Dental Clinic on 0800 846 983.

AFTER SCHOOL PROGRAMME (OSCAR)

We are fortunate to have an after school programme operating from the school library from Monday-Friday, 3:00-6:00pm during term time. A school holiday programme runs from Mondays to Fridays from 8:30am. Options for pick up are 3:00pm or 5:30pm. Information about the programme is available from the school office.



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THE HISTORY OF MT PLEASANT SCHOOL

Mt Pleasant School began its history on a section of land donated by a local resident. Prior to this, local children received their education at Redcliffs School, which involved a 1.5 mile (2.4km) walk each way. By 1926, residents in Mt Pleasant began expressing an interest in opening a local school & started lobbying for their own school, expressing the difficulties they had with sending their children to Redcliffs School. These included; the long walk, a strong desire to keep children on the hills for health reasons, and the danger of young children travelling on the trams.

Colonel Hobday, a local resident, offered to donate two acres of land for the school and also made financial arrangements for the building of the new school. February 6th 1928 marked the opening of the first school on the hill. Mt Pleasant School was a school to be proud of as one of the most modern schools in existence – an 'Open-Air School'. The new school's first day roll had 19 students, by the end of 1928 the school had 34 pupils.



By the 1960s, the size of the community – with the impending subdivision of the Cannon Hill Estate into a possible 300 sections – prompted the school to move to a larger block of land to cater for future demand. With a lack of vacant land near the original school and prohibitive building costs the Education Board stepped in, and in 1962 the decision was made to purchase land down the hill on Major Hornbrook Road to build a new school.

This change in site was popular with residents and helped to bridge the gap between upper Mt Pleasant and lower St Andrews Hill. Additionally, those who lived on the lower section of the hill and chose to attend Redcliffs School now had a more accessible school on their doorstep.

Moving from the rugged hills where children had adventures in a very natural environment to a playground that was a barren field was a big change. However, the new buildings and especially a school library were something pupils were very proud of and excited about. The new school on Major Hornbrook Road had four new classrooms, plus the two classrooms transferred from the old school site, an administrative block, a swimming pool and a Dental Clinic.

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During the late 1960s and into the 70s, the school roll continued to grow. Accommodating increasing numbers of students led to the building of more classrooms. By July 1991 the school roll was 232. During the 90s the roll was stable with a growth of only 10 students by 1999. The school hall was extended in 1991 and the library was extended in 1994.

In 1996, the residential population of the Mt Pleasant community was 3,786 and by 2006 the population reached a peak of 4,158. The area had become a popular place to live with recreational activities such as walking tracks, mountain biking, windsurfing and yachting. The school roll reflected this, with 292 children enrolled, increasing to 327 children by 2008.



In 2008 the school underwent a major redevelopment. The current Principal and Board of Trustees, discovered that the Ministry of Education had a building replacement policy. The policy stated that if the cost of bringing a building up to what they deemed 'modern' standards, was a certain percentage of the cost of a rebuild, other criteria like the age of buildings were met, and the school had a specified amount of Ministry of Education property funds to allocate towards it, a school could be placed on their building replacement programme. With the help of some very skilled parents with industry knowledge, Mt Pleasant School became part of the rebuild programme.

Both blocks of classrooms were redesigned and replaced to meet the changing needs of the school and reflect the teaching and learning theories of the time. This was the beginning of the 'Modern Learning Environment'. Classrooms were designed with conjoining spaces between them to allow children and teachers the flexibility of creating different learning spaces. One of the challenges for the architect was to fit the buildings between the boundaries of the school - Major Hornbrook Road and Cannon Hill Crescent, as staff at the time did not want to see the large playing field compromised. Therefore, basic shaped classroom designs were opted for, which were also cost effective to construct.

The only rooms not included in this major redevelopment were Rooms 1, 2 and 3. These rooms were built in 1974 so were not old enough to be included and did not meet the criteria. The school roll continued to increase, and by 2010 Mt Pleasant School had 348 students.



At 12:51pm on February 22, 2011 Christchurch was hit by a major earthquake measuring 6.3. The epicentre of the earthquake was only a few kilometres from Mt Pleasant School and it was incredibly lucky that the earthquake struck at lunchtime, as all children were outside playing, thus avoiding major injuries as classrooms were turned upside down by the severity of the shaking. For staff and students the seriousness of this event quickly became obvious. Parents poured into the school grounds, collecting their children. Many returned later, once they realised that their own homes were destroyed or seriously damaged. The school, under the leadership of Principal Scott Thelning and Chairman of the Board of Trustees, Martin Anderson, became the hub for the community. By the evening, the school field had become a camping ground for not only displaced parents, but also residents of the Mt Pleasant community.



Amenities were disrupted – sewerage, water and electricity, with broken pipes causing major disruption. In the days following, many roads were closed due to rock fall and slips, and local businesses were closed due to damage. Damage to school buildings caused school to close for a number of weeks while repairs were made to make the buildings safe. The school hall was ‘red stickered’ and had to be demolished.

For many residents, the days, weeks, months and years following the quake were extremely challenging. However, out of this came something very special. The community pulled together to support and help one another with the school becoming a place to gather.

Post earthquakes, the school was placed on a rebuild timeline to replace the hall and three classrooms. As part of this process, we consulted with our community, whanau and students to write an Education Brief, a guide to the designers as to what facilities we needed to deliver modern learning now and into the future.



Te Hapū o Kāti Wheke (Rāpaki)/Kāi Tūāhuriri Mana Whenua wrote a Cultural Narrative. This included a history of the local area and the use of the land and resources. As part of this, we discussed the theme of the geographic features and the location of the school. This was taken and used to develop a dual school name and space names in the new blocks. The names gifted to us have significance for our kura.

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We are now known as Te Kura o Paeraki | Mt Pleasant School. The meaning being: horizon, to raise up high, coming from a distance. Our community loved the symbolism of this meaning and felt it had a positive fit with our school culture.

In addition to our new name, we named all the new spaces in the new block and some of the ones in the older blocks. We imagine over time, all will have names of significance. Here are the new space names:

PAPARAHĪ (School hall) Footsteps /tracks left by travellers. There are many traditional travel routes/trails throughout this area that Kāi Tahu would have followed.

WAHAPŪ (Library) Mouth (of a bay or river), estuary, harbour. Also means to be an eloquent, articulate, orator.

WAITĪ Freshwater; One of the stars in Te Kāhui o Matariki, the Pleiades star cluster. A star connected to freshwater and the creatures that live in rivers, streams and lakes.

WAITĀ Saltwater; one of the stars in Te Kāhui o Matariki, the Pleiades star cluster. A star associated with food harvested from the sea.

PAEMOANA Sea surface, sea level, sea horizon

PAEROA Range of hills, the mountain range – particularly a long even ridge.

TOITOI (Old library) Top, tip, point; summit, to encourage, incite, inspire, motivate

History has shown that Mt Pleasant School has changed not only with the growth of the community, but has also changed to reflect ongoing education reforms and changes in society. Starting out as one classroom high on the hill, the school has continued to embrace change and challenge and established itself as an important part of the Mt Pleasant Community.

A big thank you to Ange Tutt for her amazing work researching our school history!



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MT PLEASANT SCHOOL UNIFORM



SHORT SLEEVE POLO



POLAR FLEECE



BOYS SHORTS



LONG SLEEVE POLO



SWEATSHIRT



GIRLS CULOTTES



SUN HAT



MERINO JUMPER



PINAFORE

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YEAR 7/8 JACKET



SPORTS TOP

Sportswear only



NAVY THERMAL



YEAR 7/8 BLOUSE



YEAR 7/8 SKIRT



NAVY PANTS



SANDALS

Closed toe only

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OUR MISSION

Our Mission Statement is the guiding statement that provides us with clear direction (both short and long term), and communicates the purpose of our school, what we do and why we do it.

Our mission statements are in te reo Māori, English and Mandarin. Te reo Māori and English are official languages of New Zealand and Mandarin is the additional language that students across the school learn.

Mt Pleasant School Community will work together to provide learning opportunities that will enable students to develop as creative and inquiring individuals who are inspired to be lifelong learners and globally responsible citizens, seeing opportunities to make a difference to their world.

Ka mahi tahi te hāpori o te kura o Paeraki ki te whakatoro atu i nga āheinga mahi, ki te whakawhanake i ngā taura auaha, ngā taura mahira, kia tū pakari ai rātou ki te ao hei tangata o te ao.

MT PLEASANT使命宣言

Mt Pleasant学校的全体员工将会齐心协力为学生提供学习机会，促使学生成长为有创新和质疑精神的人才，激励学生成为终身学习者和具备全球责任意识的公民，为他们的世界贡献力量。

IB MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

TE WHAKATAKI O IB

Mā te marama a ngā taura ki ngā tikanga o ngā ahurea o te ao, e noho mārire ai, e tau ai te ao i runga i te whakaawenga, i runga hoki i te kaupapa o te manaaki a tētahi ki tētahi. Ka hono atu a IB ki ngā kura, ki ngā kāwai kāwanatanga, ki ngā ratonga o te ao ki te whakaputa i ngā akoranga e wero ai te hinengaro o te tangata i runga tonu i ngā kaupapa aromatawai e tika ai. E āki ana ēnei akoranga i ngā taura o te ao whānui ki te ako mō te roanga atu o te noho i te ao, ki te whakatū i te hiahia ki te ako, kia pūawai ai te māramatanga ki ngā tikanga o ngā iwi katoa o te ao whānui.

IB 使命宣言

国际文凭组织旨在培养有探究能力的、知识渊博的并且懂得关爱的年轻人，他们能通过对多元文化的理解和尊重来创造更美好、更和平的世界。

为此，国际文凭组织和众多学校、政府、其他国际组织共同合作，建立了具有挑战性的国际教育项目和严谨的评价体系。

此项目鼓励全世界的学生成为积极的、富有同情心的、能理解他人、尊重差异的终身学习者。

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