

UNIFORMS

Please name everything clearly and permanently.

The school uniform provides a range of options from which parents and students may choose combinations of garments. The uniform does not change between summer and winter except for the school hat which is worn in the summer months. Students are able to use the same garments to dress in a manner that provides the greatest personal comfort.

BOYS UNIFORM



Shorts/Trousers:	Regulation long grey trousers or grey shorts
Shirt:	Regulation polo shirt, grey and burgundy with stripes
Jersey:	Regulation grey and burgundy with stripes and monogram (also available as a vest)
Hat:	Regulation burgundy with gold band and monogram
Shoes:	Regulation black sandals or regulation black lace-ups.
Jacket:	School regulation with monogram – forms part of tracksuit (may not be worn in class)
Socks:	Regulation grey with stripes
Tracksuit:	The complete tracksuit is an optional extra
Scarf:	Regulation burgundy, gold and grey stripes

GIRLS UNIFORM



Skirt/Trousers:	Grey skirt, city shorts or long trousers
Shirt:	Regulation polo shirt, grey and burgundy with stripes or white blouse with monogram
Jersey:	Regulation grey and burgundy with stripes and monogram (also available as a vest)
Hat:	Regulation burgundy with gold band and monogram
Shoes:	Regulation black sandals or regulation black lace-ups.
Jacket:	School regulation with monogram – forms part of tracksuit (may not be worn in class)
Socks:	White, mid-calf to below knee
Stockings:	Plain, black and opaque
Tracksuit:	The complete tracksuit is an optional extra
Scarf:	Regulation burgundy, gold and grey stripes

PHYSICAL EDUCATION



Shorts:	Regulation burgundy with gold band
Shirt:	Regulation gold and burgundy with monogram
Footwear:	Sports shoes
Socks:	Plain, white and ankle-length
Swimsuit:	Two piece costumes may be inappropriate
Note: Alternative old clothes are required if recess activities involve playing on the field causing clothing to become dirty. Physical education is taken regularly and students must have physical education clothing available daily. Physical education clothing must not be worn as underwear.	



Important points

- Foot wear must be worn at all time in the workshops.
- Students are permitted to wear a watch and may have only one plain stud in each ear. No other piercings and jewellery are acceptable. Make-up and nail polish are unacceptable. Hair colouring or styling products must be used discreetly. The school reserves the right to request moderation if required.
- Long hair must be tied back with a black, white or burgundy hair tie.
- Students must wear shorts when using playground equipment.

Key points

- All items are only available from or through the school.
- Parents are strongly encouraged to refer to the school before purchasing footwear. Many types of sandals and lace-up shoes are not acceptable. Advice can be provided concerning acceptable brands and styles.

The school reserves the right to change policies and practices consequent upon need and changing circumstances.

GENERAL INFORMATION

SCHOOL HOURS

The first bell rings at 8:30am and teachers are on duty from that time. Students are expected to be in class by 8:40am. Students are dismissed for lunch at 12:30pm. The school closes at 3:00pm.

SCHOOL NURSE

The school employs a full-time, ACC-registered nurse who is available at all times to assist with health issues, injuries and illness. The nurse has responsibility for the Health Centre.

SCHOOL POLICIES

Our school has policies prepared on a wide range of issues relevant to the purpose and functioning of the school. These are reviewed and added to from time to time and available to parents for perusal.

SMOKE-FREE ENVIRONMENT

Our school operates a Smoke-free policy. This policy is supported by the staff who are aware of their responsibility to set a good example to their students. Visitors to the school are requested to respect this policy and support the school in providing a smoke-free environment for our students.

SPORTS AND PHYSICAL EDUCATION

School sports are held regularly for all students. Physical education is, like sport, an important part of the school curriculum and all students are expected to take part, unless exempt on medical grounds.

Note: Children are told early in the year which days they will have physical education and they are expected to bring their physical education clothes regardless of the weather. In poor weather, physical education may be held in the hall. Parents are expected to assist in this matter.

Fitness

It is important that pre-adolescent children attain a high level of personal fitness. Many areas of a child's development are assisted once an appropriate level of fitness is achieved. Exercises to increase students' fitness level will be performed on a regular basis. Our general view is that if students are well enough to attend school, they are able to take part in the programme. Naturally there will be exceptions to the rule. However, reasons for being excused from physical activity will be judged individually and decisions made accordingly. The level of students' fitness will be assessed and programmes planned to enable improvement to take place.

STATIONERY

Our school has an established shop located within the school premises. During the year, students are able to obtain most of their stationery needs from this shop. At the start of the year, a local retailer provides stationery at a discounted price. Student requirements are made available as a package, which includes all of the items required at this school. Information about the required stationery and how to acquire it, is available in November. Students are expected to have the correct stationery on the first day of the school year.

STUDENT BEHAVIOUR

As a school we are concerned to see that at all times, students behave in a way that assists in achieving learning goals. Students should enjoy a quality environment at all times. The entire staff of Howick Intermediate School has the goal of establishing an atmosphere in which children feel safe, secure and happy and in addition, have a maximum opportunity to learn. In support of this goal, we have developed a school-wide behaviour plan. The plan specifies the behaviour we expect from our students. The plan also indicates that students choosing to act inappropriately will be required to confront the consequences of their actions.

Students who:

- act inappropriately towards others
- interfere with private or school property
- compromise school standards
- absent themselves from class instruction or the school will be held accountable.

Students who act appropriately will receive recognition and be rewarded on a regular basis. Each teacher has a similar plan for classroom behaviour, a copy of which is made available at the beginning of the year. We are confident that clearly stated expectations will teach our students to be responsible for their actions and make their school year a positive and motivating experience. We ask for parent support in our efforts. At the beginning of the year, you will be asked to discuss the plan with your child and indicate your acceptance of it.

STUDENT GOALS

Students are taught and encouraged to set realistic goals and are assisted by staff to achieve them. This forms an important part of becoming an independent learner.



Students can participate in a variety of schoolwide performing arts activities.

STUDENT PLANNING DIARY

A student diary, which is important for organisation within the inquiry programme, has been prepared and is made available within the stationery packs, to all students, at the beginning of the year. The book serves as a planning guide for students to organise their learning programme for the day, as a vehicle to communicate between home and school, and to record tasks to complete. It also provides space for students to record their short and long term goals, and self evaluations.

GENERAL INFORMATION

The 'gold book' also contains gold and green cards. The gold cards are rewarded each week if tasks are completed and behaviour guidelines are followed. This card provides access to all school privileges and opportunities. The green cards are lost if the school rules are ignored. The loss of the green card prevents a gold card from being awarded. The philosophy behind the diary aims to assist students learn about obligation, commitment and the acceptance of consequences.

STUDENT RESPONSIBILITIES

In attempt to develop skills and leadership qualities, many students are given the opportunity to assume responsibilities within the school. These include the more traditional activities like librarians and sports monitors. Each year a group of students is selected to act as Principal's Councillors. At reporting times, information is available to parents regarding the extent that their child has become involved during the year.

STUDENT TARGET SHEET

At time of enrolment, parents are invited to share with the school, goals and aspirations they have discussed with their child. This greatly assists in ensuring that there is a consistency between home and school.

Students benefit when they work together as a team with teachers and caregivers to support learning and development occurring.

SWIMMING

Our school is fortunate in having a swimming pool located within its grounds. During the summer months, students take part in a swimming programme as part of the Education Outside the Classroom curriculum. This is seen as an essential part of the school programme. Tuition is provided at a level appropriate to the competence of individual students. Periodically, the pool may be offered for community use.

TECHNOLOGY DEVELOPMENT

The requirements of the new technology curriculum provide schools with a wide variety of challenging learning opportunities. Howick Intermediate School is well positioned to take advantage of these developments and expose students to a greatly diversified programme.

Along with learning experiences from the traditional technicraft subjects, the school is able to offer design crafts, publication, pictorial, and performing arts experience. Linked with the science programme, the range of learning focuses will continue to grow. The school programme will continue to adapt to meet the changes occurring in the wider community.

Biotechnology, Electronics, hydroponics, structures and mechanisms, and product production may be included as part of the programme.

TELEPHONE

Students are discouraged from using the school telephone. Part of the school programme attempts to develop in students a sense of responsibility and assist them in applying their organisational skills. Generally, arrangements concerning after-school activities or the need to have specific items at

school should be completed without having to rely on access to a phone. In an emergency, staff members will make the necessary contact.

The use of cell phones or other electronic devices has been banned during school hours. Systems are in place to accommodate the storage of these devices. This procedure is reviewed regularly.

THE PRE-ADOLESCENT YEARS

Research has suggested that as students move through the ages 10 to 14, their rate of growth is greater than any other stage of their life apart from the first three years. The pre-adolescent years are vital in determining a student's later development and eventual life opportunities.

Research has also suggested that students attending a school like Howick Intermediate have available to them a greater range of educational opportunities. In recognising the vital importance of this stage of a student's development, the school continues to seek new ways to increase the range of experiences appropriate to pre-adolescent students.



Challenging learning experiences are constantly provided.

VIOLENCE-FREE ENVIRONMENT

Howick intermediate is violence-free with policies and practices designed to maintain this environment.

VISITING THE SCHOOL

Parents and friends are welcome to visit the school and join in with many of our activities. You are also invited to provide the expertise needed for individual inquiry programmes. Your involvement is an important part of the school programme. We welcome you at any time.

However, if visiting, please call at the office first. Sometimes a teacher is in the middle of a lesson and we attempt if possible, to avoid interruptions at these times. Please do not go straight to the classroom.

GENERAL INFORMATION

ABSENCES

Parents are requested to inform the school at all times in the event that their child is to be absent from or late for school. It is important that the school receives this information before 8:30am on the day of the absence, to ensure that the whereabouts of students can be confirmed at all times. On some occasions it may be necessary to follow up an absence with more detailed information. If you are unable to contact the school by phone, a written note at the time of the student's return to school is appreciated. Absence longer than 3 days due to sickness needs to be confirmed by a medical certificate.

ACCIDENTS

Considerable care is taken to ensure that accidents do not occur. In the unfortunate event that some incident does occur, a record of what happened is prepared. For all head injuries and other injuries depending on their severity, caregivers are informed. Should medical assistance be required, an attempt is made to immediately contact caregivers. In the first instance the school nurse takes responsibility for student care in times of injury. The school nurse is ACC registered. We endeavour to have all staff first-aid certified.

ASSEMBLIES

School-wide assemblies are held on a regular basis. They serve to enable students to be informed about school and community matters. They also enable items to be shared across the school. Whanau assemblies are held as required.

Throughout the assemblies, certificates and awards are given to recognise student achievements. We also invite guest speakers who have something of value to share with our students.

ASSESSMENT

Assessment is an important part of the learning process. In the past, assessment has focused on the outcome of learning experiences and the recall of separate pieces of information. As our society changes and we adjust to the needs of the twenty-first century, we recognise that being able to understand and apply learning is now more important. With the rapid explosion of knowledge and the introduction of the internet, the ability to process and use learning that reflects the knowledge, skills, attitudes and values that have been acquired, becomes vital as we prepare our students for life-long learning.

Assessment is an on-going process that provides students with information that can be used to enable them to make important decisions about their own learning. An emphasis will be placed on the dialogue that is implied by this approach rather than test results. We want our students to be able to understand and use their learning and will adopt strategies that promote that outcome.

BICYCLES

Bicycles must comply with road safety regulations. Our school requires students to have knowledge of safe practices when riding a bicycle. Students must have written permission to use a bicycle and must ensure that it is road-worthy. While cycle racks are provided and there is normal supervision of the bicycle area, our school cannot accept responsibility for bicycles brought to school. Locks are essential.



Students are encouraged to practice safety at all times.

BOARD OF TRUSTEES

Members of the Board:

Chairperson: Mr Franjo Strajnar
ph: 534 3371 / 027 310 2107

Principal: Mr John McAleese
ph: 273 2661 / 021 634 039

Staff representative: Martyn Weatherill
ph: 021 937 037

Parent representatives: Mr Ian Goodall
ph: 263 8670

Mrs Anne Robertson-Bickers
ph: 537 1708 / 021 178 3201

Mrs Mai Tran
ph: 537 7509

Mr Himanshu Shah
ph: 027 226 9773

Mrs Nicola Taylor
ph: 021 0254 6975

The effective functioning of the school is fostered by the combined efforts of parents, staff and students.

The Board of Trustees, as one of the groups that assist in the running of the school, is made up of parents and caregiver representatives, one staff member elected by the staff, and the Principal. Additional members may be co-opted from time to time.

The Board is responsible for the overall governance of the school. This includes legal responsibilities for property, school finances and the delivery of programmes that comply with National Curriculum guidelines.

In addition, the Board is responsible for developing policies for all areas of the school. To do this effectively, the Board requires input from parents. The business meeting of the Board of Trustees is held monthly. Parents are welcome at this meeting. Copies of the meetings minutes and policies are available to view at the school office.

Members of the Board are always available to assist parents/caregivers in any way possible.

GENERAL INFORMATION

BUILDING PROGRAMME

The school has a comprehensive building and development programme which will result in changes to the physical nature of the school over the next few years.

BUSES

A number of buses transport students to our school. Information concerning routes can be obtained from the school office. Students must realise that travelling on the school bus is a privilege that can be withdrawn if behaviour difficulties arise. The use of cell phones or other electronic devices is not permitted at school or while travelling on school vehicles. This practice is reviewed regularly.

DISCO

Discos, organised by the Student Council and supervised by the staff, are held during the year.

EMERGENCY CONTACTS

Parents or caregivers must ensure that the school office has on file a telephone number that will enable contact to be made at any time. It is also important that the telephone number of a relative, neighbour or friend be on a file at the office so that in the event of illness or injury, a person capable of taking responsibility can be contacted.

ENROLMENT

Enrolment forms are available at the school and are supplied together with general information about the school and its enrolment scheme. Staff from Howick Intermediate School will make contact with each student's present teacher to collect information on progress and future needs.

Staff at each student's present school will supply Howick Intermediate's management team with the official records of progress to date. Should there be any matter of importance which needs to be discussed, then it may be necessary to make an appointment to see the Principal or Deputy Principal.

E-PORTFOLIO

Students are being encouraged to store all their work electronically. These compilations form the basis for celebrating achievements, goal-setting and reflection on learning.

FEELINGS OF CONCERN

The school should be approached if there is a matter of concern. Please don't leave everything until one of the regular oral discussions. Issues should be considered as they occur. If there is a concern, the Principal or Deputy Principal should be contacted first. They can usually be contacted at the school.

FUNDRAISING

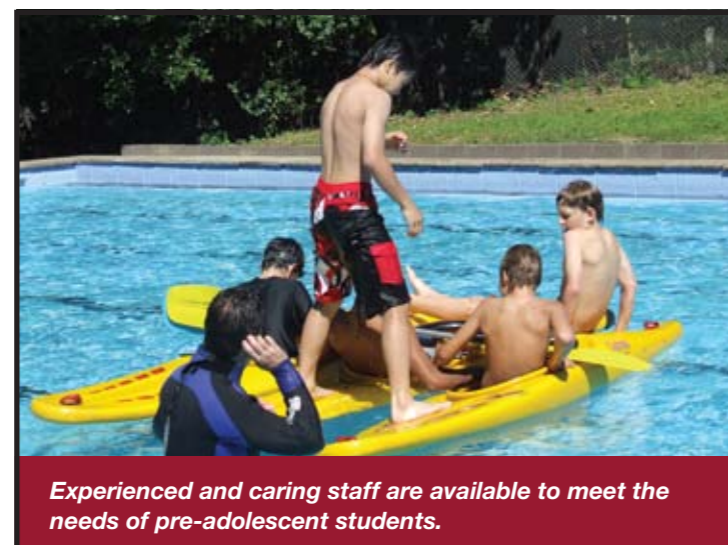
From time to time, fundraising projects are undertaken to raise additional funds for the school. The school aims to ensure that any fundraising is undertaken at a time which does not conflict with other school events requiring payment. With all fundraising activities, students and parents are invited to be involved, but it is accepted that on occasions they may choose not to support a particular project.

HEALTH AND SAFETY

A large effort is made to ensure that students and staff remain safe and healthy. Guidelines on a wide range of health-related matters have been prepared and are updated from time to time. The effectiveness of these is regularly monitored.

HEALTH CENTRE

Students who are injured or feel unwell during the school day are taken to the Health Centre. A registered nurse is in attendance and will provide treatment as appropriate. Students are attended to and returned to class when appropriate. If a student is not able to return to class, arrangements are made to have them collected by a caregiver and taken for treatment or home. The school is not equipped to provide extended supervision for students unable to continue their learning programme. All office staff are first aid certified and will assist in the absence of the nurse.



Experienced and caring staff are available to meet the needs of pre-adolescent students.

HEALTH PROGRAMME

The integrated, school programme is designed to meet the needs of our pre-adolescent students.

The content includes:

- Relationships with other people
- Personal, Health and Physical Development
- Movement Concepts and Motor Skills
- Healthy Communities and Environments

Each year comment is sought from parents concerning the emphasis within the programme.

HOLISTIC LEARNING

School exists to assist students to learn. Many things contribute to the progress a student makes and the success they experience. As a school we aim to ensure that students spend their time involved with activities that really do contribute to learning.

Our standards are demanding but supportive of individual need. As our knowledge of how the brain works and how people learn increases, we attempt to apply this knowledge within our school. This means that methods and approaches change as we continue to keep up to date and provide our students the best possible learning environment. Learning does not just take place at school. To support progress, we attempt to bring many aspects of a young person's life in line with one another as we work to create a caring, challenging and

GENERAL INFORMATION

responsive learning environment.

E.g. There is clear research evidence available to suggest that physical fitness and diet affect learning. For children at this age, eating patterns are important. We try to encourage learning in these areas to support learning in curriculum areas.

HOMEWORK

Homework is carefully regulated so that an excessive amount is not set. There is normally adequate scope for reading, for research or review around an inquiry focus. Whilst the amount of homework is not large, it is intended that students complete tasks set. To this end, we would seek parental co-operation. It must be remembered that to be worthwhile, homework should contain work of an achievable nature. Generally this should not exceed forty minutes a night.

INTEGRATIVE, INQUIRY-BASED LEARNING

We teach for the future using the integrative, inquiry-based learning model which engages students in real-life learning and takes advantage of their natural curiosity and desire to learn. Students acquire some ownership of their own learning which assists in motivation.

The inquiry process requires well-developed questioning skills, and helps students develop strategies and processes for collecting and evaluating information. Students immerse themselves in a topic of global and personal significance and form a question that becomes the focus of their investigation. They form subsidiary questions, plan and carry out their research, come to conclusions, and decide how they could make change happen. During this time, students cover selected achievement objectives from the New Zealand curriculum, integrating as many curriculum areas as their questions promote.

The integrative, inquiry-based model encourages students to participate, and prepares them to contribute to a democratic society, learning how to influence the world around them and contribute in a constructive way.



Activities are deliberately set to assist students in developing the ability to co-operate with peers to complete a task.

INTERNATIONAL FEE-PAYING STUDENTS

We welcome enrolment inquiries from prospective fee-paying international students. Howick Intermediate provides resources and programmes to assist overseas students to develop English oracy and literacy.

As signatories to 'The Code of Practice for the Pastoral Care of International Students', we ensure that our students are well-informed, safe and properly cared for. Howick Intermediate has agreed to observe and be bound by the Code of Practice published by the Ministry of Education. Copies of the code are available on request from Howick Intermediate or online from www.minedu.govt.nz. A copy of the Code can also be made available in a number of languages.

KEY COMPETENCIES

The New Zealand curriculum framework includes key competencies as an important part of the learning process. These competencies include a small number of essential aptitudes that form a basis for all learning. They also provide a platform upon which to base life-long learning. These competencies cannot be 'taught'; however, they can be developed as a result of particular learning experiences. They are developed as students engage in real life situations and through time, develop greater ability in utilising these competencies.

LUNCHES

Students are not permitted to leave the school grounds once they have arrived for the day or at lunchtime. Students may order lunch before school starts and have this delivered at lunchtime. A tuck shop has been established at our school. Students are able to purchase a variety of snack items and morning tea. At certain times of the year, breakfast may also be available. The range of items for sale is continually being reviewed in accordance with our practice of encouraging healthy eating patterns. Students must hold a current gold card to be able to access the canteen services.

MEDICATION AT SCHOOL

Students, who are required to take medication at school, should notify the school health centre (see enrolment form). All medication (with the exception of asthma inhalers) is to be kept in the Health Centre. Under no circumstances should students carry medication on their person. Where a child is temporarily on a prescription medicine, a written message should be sent to school if the medicine is to be taken at school. The school nurse or office staff must be made aware of any prescription medicines, so that they can be taken under appropriate supervision. Parents may be required to provide written acceptance of liability when the school is assisting with the administering of medicines.

NEWSLETTERS

A variety of different methods is used to ensure that information about school activities is available. A newsletter is produced regularly. This provides an opportunity to share school activities and provide information about coming events. Newsletters can also be accessed via our school website or through email. Further newsletters are distributed when special events are being organised.

OPEN NIGHT

An open night is held each year. This provides prospective students and their parents with the opportunity of observing the school in session. On this occasion, the wide range of learning opportunities provided by the school, can be viewed.

GENERAL INFORMATION

ORIENTATION

New enrolments to the school are invited to visit during the latter part of their Year 6 class. This assists new students in establishing an awareness of where things are and what happens in various parts of the school. During the middle of each year, an open night is organised to enable prospective students and their parents to see the school operating.

PARENT HELPERS

This involvement of caregivers in school activities is welcomed and greatly appreciated. In the past, support has been provided for school trips, sports coaching, assisting with food technology, taking a club, working in the library, speaking on a topic of interest, providing reading support and offering advice and guidance. The support of parents accompanying students on camp is vital to their success. At this stage, many students are developing a sense of independence and sometimes express reservations about the involvement of their caregiver. Once adult figures become involved, this feeling disappears and everyone recognises the opportunities and richness that is introduced into the life of the school.

PARENT-TEACHER ASSOCIATION

Activities in the school are supported by the Parent-Teacher Association. This group of people act as an important link between the school and community. Functions are supported and through fundraising, special projects are pursued. Parent involvement is always welcome and greatly appreciated.

PARENT-TEACHER-STUDENT CONFERENCES

Teachers will keep you informed throughout the year on the progress your child is making. Staff members are available to discuss student progress at any time. Early in the year a parent-teacher evening is held to enable parents and staff members to make initial contact. Parent-teacher-student conferences are held during the year. You will be invited to meet with teachers and share information on your child. Reports on the progress of individual students are available for discussion. Emphasis is placed on this exchange of information among staff members, your child and yourself. When reporting to you, we will focus on your child as an individual. Information will be provided to you showing progress in all learning areas focusing on knowledge, skills, values and attitudes that have developed.

Special reports and daily or weekly reporting to assist the progress of individual students, can be arranged.



Students are encouraged to equip themselves safely.

PERSONAL PROPERTY

Students are urged to ensure that their personal property is at all times clearly named. Students are also encouraged to develop a sense of responsibility about the management of their own belongings. It is suggested that items of value not specifically required as part of the school programme, are left at home. A lost property box is located within the school.

Staff members cannot accept responsibility for lost items particularly when students have not undertaken to look after their own belongings. This is consistent with our aim of encouraging a greater level of personal responsibility by all students.

PERSONAL SAFETY

Students are taught a range of strategies to enable them to take responsibility for their own actions and remain safe at all times.

ROAD SAFETY

The school is concerned that students travel to and from school safely. It is hoped that safe habits, once established, will assist students as they move within the community. Behaviour on the road must comply with the road code to ensure that the continued riding to school of a bicycle is approved.

When walking to and from school, students are expected to act in a responsible manner. The lights-controlled crossing must be used when crossing major roads adjacent to the school. A kea crossing has been established on Bradbury Road.

SCHOOL CREST

The school crest depicts the first three ships, The Minerva, The Sir Robert Sale and The Sir George Seymour, carrying Fencibles to Auckland. These people eventually settled in Howick.

The ships are separated by figures representing the three churches.

The motto, "De Bon Vouloir Servir", means to serve with goodwill or willingness.

SCHOOL DEVELOPMENT

Our school has a well-documented development plan. At the end of each year, a review of the year is completed, and development priorities for the new year are prepared.

SCHOOL DONATION

The Howick Intermediate School Board of Trustees requests that all parents and guardians make an annual donation which is currently tax deductible. These monies are spent on providing equipment and supplies of materials and services, necessary for school activities but not covered by government funding.

It is suggested that an appropriate donation currently would be \$180.

The donation subsidises cost associated with many sporting and cultural activities and enables the supplying of materials within specific programmes. An additional amount may be required for parts of the technology programme or when students are involved in special projects. Some optional interest activities may incur further costs.

OPPORTUNITIES FOR STUDENTS

SPORT AND PHYSICAL EDUCATION

A wide range of sporting activities is provided. The school's pool is a special feature of our school environment and is used extensively as a part of the Physical Education programme. The school swimming programme is compulsory as we want all students to learn to swim. The school has ready access to the Howick Recreation Centre. An extensive interschool programme in a variety of sports is organised annually.



Students are involved in an extensive sporting programme.

SPORTS ACADEMY

The Academy identifies students who display natural athletic abilities. It provides intensive training programmes that maximise individuals' sporting potential, provides opportunities and experiences to further develop team-building skills, attitudes, self



Expert help is accessed for providing tuition in a variety of settings.

confidence, and the 'taste' of success when working together towards a common goal.

SPORTS LAB - HIGH PERFORMANCE

The lab focuses on building teams in the six main sporting codes – rugby, soccer, netball, volleyball, basketball and hockey. It provides intensive fitness training programmes that are individualised for students selected for top teams.

STRIVING FOR GOALS

The "strive for goals" programme established at the school is designed to promote individual goal setting where students are assisted in establishing individual learning targets and consequently, individuals are involved in quality education. The programme complements the school's emphasis on encouraging students to learn how to learn.

STUDENT COUNCILLORS STUDENT COUNCIL

A council comprised of representatives of each classroom, selected by their peers, meets regularly to discuss topics raised by the students. The opportunity to gain experience at expressing other people's views is offered by the functioning of this council.

PRINCIPAL'S COUNCILLORS

A Principal's Councillor is a high-status, Year 8 position within the school. The Principal's Councillors are the Principal's representatives within the student population and selection places additional responsibilities and duties on the individuals chosen.

SUPPORT FOR NEW SETTLERS

Staff is available to provide support and specifically attend to the learning needs of these students.

OPPORTUNITIES FOR STUDENTS



Students are assisted in developing skills which will have life long applications.

TECHNIC LEGO/ LOGO

Our school has invested heavily in acquiring technic Lego equipment. This is used to assist students in coming to understand complex scientific and mathematical concepts. These resources are also used to make more realistic, problem solving experiences. In the future, some students will have the opportunity to take this learning further, developing an understanding of how computers can be programmed to control machines.



Teaching and learning methods are selected to meet the needs of each student.

TECHNOLOGY

Materials Technology and Food Technology learning experiences are provided by specialist teachers, within well-equipped, purpose-designed rooms and workshops. As we move towards full implementation of the technology programme, we are exploring ways in which learning activities may be integrated into the wider inquiry-based school programme. All students are provided with the opportunity to attend these specialist classes.

OPPORTUNITIES FOR STUDENTS

A wide range of learning opportunities are provided within a welcoming atmosphere that places student success at the heart of the school. The programme continues the basic knowledge and skills taught in contributing schools but all students also participate in the following:

ACADEMIC CHALLENGES

A wide range of academic challenges are offered to students each year. These include the Auckland Science Fair, Mathex, Australian Maths, English, Science, Writing and Computer competitions. Students may also become involved with the Primary Research Project, Otago Problem Solving and Auckland Intermediate Schools' Literature Quiz.

ART

This includes painting, pottery, drawing, print-making, collage and an introduction to the history of art. Students are given the opportunity to explore their potential through the development of skills and knowledge via a range of media and experiences. An addition to the Art Studio is the "Digital Art Zone" where students explore multi-media and graphic design.



Group activities enable students to pursue their own interests yet also learn from each other.

COUNSELLING

A wide range of support networks is available to all students. Strategies are in place to provide assistance to students requiring additional support. Trained staff are available to resolve most situations. Parents are involved and other support sought as appropriate. The school has employed a Counsellor who is available all the time. Referrals from teachers, parents or students themselves will be actioned.

CULTURAL PROGRAMME

Students are provided with the opportunity to learn something of the cultural heritage of other cultural groups. A number of experiences are provided including involvement in the choir and regular musical productions. An annual concert is held in which something of the diversity of our school and community is celebrated. On occasions, groups of students perform for community organisations and take part in interschool festivals.



The diverse backgrounds of our students are recognised and celebrated.

DANCE AND DRAMA

The school provides many opportunities in both Dance and Drama as part of the performing arts programme. Through the inquiry-based programme, students who attend Dance and Drama with specialist teachers, are able to use the various elements and techniques to create and perform their work whilst working on their skills in the key competencies. Some students choose to become involved in the various extension activities and performing arts groups.

EDUCATIONAL VISITS

Our school recognises that learning occurs in a variety of places and situations. Outings are encouraged and organised whenever appropriate to the inquiry-based programme. When students are leaving the school on a trip, parental approval will be sought and organisational details made available.



Student motivation and enjoyment can be seen in learning experiences.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Specialist teachers provide expert tuition to assist students who come from a language background other than English. The ESOL programme is designed to scaffold students and enable them to participate in their classroom inquiry-based programme.

OPPORTUNITIES FOR STUDENTS

FITNESS CIRCUIT

Our school is fortunate to have an extensive, all weather fitness circuit. This enables students to confront fitness challenges at a level appropriate to their individual stage of development. The use of the circuit is available on an individual basis and may also be incorporated into the school's instructional programme.

HEALTH PROMOTING SCHOOL

The school is part of the Health Promoting Schools initiative which promotes and supports the health and physical well-being of children. As a school, we are aware of our obligations to assist students to enjoy a healthy life. In an attempt to encourage consistency between home and school, relevant information is made available regularly.



Students are confronted with challenges to develop confidence in their own ability.

INFORMATION AND COMPUTER TECHNOLOGY

The school is well equipped with computer technology and support amenities. Information and Computer technologies are a set of digital tools and resources that students learn how to operate and use for a variety of purposes. They are able to utilise a range of programmes to complement classroom activities and add further dimension to learning outcomes.



Students are encouraged to take care both within the school and when in the wider community.

INTEGRATED ARTS PROGRAMME

The school is fortunate to have a specialised arts team where the students have the opportunity to explore art, drama, dance and music. Each specialist teacher provides an inquiry-based programme where students are able to guide and manage their own learning, working towards creating and/or performing relevant pieces of work with a goal to achieve their social action. Students can also participate in various school activities including the school production and the Cultural Festival, as well as activities outside the school which include the APPA choir, Stage Challenge, Dance competitions and Art exhibitions.



Modern resources and equipment are available for all students.

INTERNATIONAL LANGUAGES

The school has a comprehensive international language programme operating. Tuition in Spanish, Samoan, Japanese, Chinese, French, German, and Korean may be provided. All students have access to at least one of these courses.

OPPORTUNITIES FOR STUDENTS

LIBRARY / INFORMATION CENTRE

At the heart of our school and the inquiry-based programme, is a fully-resourced Information Centre where both staff and students can have ready access to information. An excellent up-to-date library of fiction and resource books exists to support inquiry-based programmes. The library utilises a computerised circulation/inquiry system (Alice), with students encouraged to make full use of the facility. Attractively located on two floors, the library also contains a number of computers with internet access to support research and a photocopier is available for student use. Student librarians are selected and trained to assist the school librarian. These students can be seen performing their duties at lunchtimes when the library is buzzing with activity. The Library and Information Centre hours are extended beyond teaching hours.



Students access the Library Information Centre to learn more about their inquiry focus.



Maori culture has a prominent presence in our school.

MAORI CULTURAL GROUP

The school has an active Maori Cultural Group. Interested students become involved in performing at functions and learning appropriate protocol.

MUSIC

The programme is integrated with the classroom inquiry-based programme and includes singing, playing, listening, creating, and reading music via a variety of media. A specialist teacher works with students in a well-resourced suite designed to foster creativity and involvement. Music Technology is also a part of the programme.

Choirs: Students who enjoy singing get to perform for events such as the school productions, APPA festival and Kids Sing competition.

Itinerant music programme: Students are offered a fantastic opportunity to learn musical instruments in addition to the normal school music programme. Music teachers come into the school on a regular basis to teach various instruments.

Jazz group: A jazz group provides lots of opportunities for students to develop their listening and improvising skills. They also gain more performing experience through presentations.

Orchestra: A strong orchestra is a feature of the school. Playing in an orchestra is a great way to extend students who already play an instrument. Students develop their musicianship and confidence through playing with others and performing for special occasions.

School bands: Bands are for students who love to sing and play popular songs. Students also get to create their own songs and compete with others in events like Battle of the Bands and Rock Band Attack.



Students are confronted with different learning challenges and encouraged to develop confidence in their own ability.

ORIENTEERING

A specialised orienteering programme is run periodically.

OPPORTUNITIES FOR STUDENTS

OUTDOOR EDUCATION

The school has a well-established camping programme which enables students to experience learning situations not easily provided within the normal school setting. The school has acquired a large supply of equipment and resources to support these activities. An extensive aquatics programme is run bi-annually. With all outdoor education activities, a careful assessment of the risks is completed and parents informed about the programme. Suitable supervision is provided.



Outdoor activities prepare our students for coping with different outdoor challenges.



Students enjoy experiencing activities in fresh and salt water.

SCHOOL OF MUSIC

Our school has a special relationship with the Howick School of Music. Located at the school, the music school provides tuition for students of different ages and enables access to experience with a large range of instruments. Tuition is provided after school hours during the week and on Saturdays.

SCHOOL TRANSPORT

Our school has a number of mini vans which assist in transporting students to further learning experiences, as well as cultural and sporting opportunities. We also have access to buses which enable us to transport students conveniently and economically.

SPECIAL ABILITIES

We place great importance on providing further opportunities for students possessing special abilities, or revealing a level of creativity or giftedness. Special programmes and classes are provided for these students.



Our school is well-placed to respond to the requirements of the technology curriculum.

SPECIAL NEEDS

Our school is well staffed to identify and meet the needs of students requiring additional support and assistance. This is provided in a sympathetic and constructive environment by staff experienced in meeting the needs of these students.

SPECIAL-PURPOSE CAMPS

Special-purpose camps may be held from time to time to support an aspect of the programme or the activities of a group within the school. Students involved benefit from a shared interest and the opportunity to be involved in an intensive over a weekend or a number of days. In the past music, drama and Maori culture camps have been held.



The aquatics programme provides tuition and experiences at a level appropriate to the competence of individual students.

INQUIRY - BASED LEARNING

THE HOWICK INTERMEDIATE DIFFERENCE.

At Howick Intermediate, we acknowledge that the world today is very different from the one that we grew up in. Whole industries exist now that did not 10 years ago. There is so much information that people have to sift through to find out what is relevant to them. The ability to change with the world is the key to being able to cope with it. We are unable to predict what knowledge will be important in the future.

At Howick Intermediate, we recognise that the students we teach are very different from what they have been in the past. They are digital natives, able to cope with multiple sources of information from the digital world. They are very aware of global issues as they deal with events in real time. Information is presented raw to them and they must make sense of global events themselves. They see the world differently from an emotional point of view where they are very much a part of the issue. At Howick Intermediate, we recognise that the future will require the ability to change, be organised, sift through information and make sense of it. Large global issues about energy and resources will be solved by this next generation. People will need to think and act with a global conscious while keeping their identity.

At Howick Intermediate, we recognise that we need to teach programmes that prepare our students for the future, whatever that may be.

At Howick Intermediate, we teach for the future using the Inquiry-based learning model. This takes advantage of students' natural curiosity. It requires well-developed questioning skills. It helps students to develop strategies and processes for collecting and evaluating information.

Students immerse themselves in the topic of global and personal significance. In this inquiry process, students form a question that becomes the focus of their investigation. They form subsidiary questions, plan and carry out their research, come to some conclusions, and decide how they could make change happen.

During this time the students will cover selected achievement objectives from the New Zealand curriculum, integrating as many curriculum areas as their questions promote. The teacher's job is initially, with the students, to help recognise the skills and knowledge each student will need in their Inquiry process and then to help them plan when, how and from whom they will receive their lessons. Students can get expert knowledge from any of our staff, or the outside community. They get lessons that are relevant to them. They get lessons in small groups or individually. They get lessons at their level, extending them where appropriate. They get lessons challenging them to think, use their values, be organised and be ready for the real world. They get lessons teaching them how to be life long-learners and be ready for a future that we can only imagine.



Students actively involve themselves in issues that threaten their community.



Expertise from outside the school assist students in exploring their inquiry focus.

RECOGNITION OF THE INDIVIDUAL

Many of our school procedures are directed at recognising the needs of the individual student. For this reason, our expectation of students may vary from one to another.

We place little emphasis on how a child is getting on when compared with his or her peers. We are concerned with how he or she is progressing compared with his or her own previous progress, and with encouraging individuals to reach their full potential.

Many specific matters of school policy arise from this individual perspective.

LEARNING TO LEARN

Much of our effort at school is aimed at helping students discover how to learn. We see a series of stages that students move through within their school programme. At interview times, teachers will discuss with parents/caregivers the progress a student is making through the following four stages:

- Stage 1: Difficulty in completing tasks.**
- Stage 2: Completes set tasks.**
- Stage 3: Completes tasks and asks for additional activities.**
- Stage 4: Suggests useful activities of interest.**

We will also provide parents with information about student achievement and successful learning. Students will be identified as being at the emerging, developing, refining or achieved stage in all curriculum areas:

Emerging	The student has yet not begun to understand the knowledge, skill, value or attitude.
Developing	The student has some basic understanding but is experiencing difficulty and cannot apply/display this knowledge, skill, value or attitude yet. Practice is required.
Refining	The student has a basic understanding of the knowledge, skill, value or attitude and can illustrate application. Development is continuing.
Achieved	The student has a sound understanding of this knowledge, skill, value or attitude and consistently makes application. There is a level of independence.

Naturally as staff, we have a responsibility to ensure that learning activities are realistic. A person's self esteem may be threatened when large group-learning tasks are set. Some students can work faster with more accuracy and to a higher level than others.

We believe it is important that each student moves at the speed suited to him or her and not feel compelled to keep up with, or wait for class mates. Progress is judged by learning achieved, rather than work completed. Evaluation will take a variety of forms, in light of the student's individual stage of development.

A UNIQUE LEARNING ENVIRONMENT

STUDENTS BENEFIT IN MANY WAYS

- A caring, challenging and responsive learning environment.
- An emphasis on maximising academic achievement.
- A focus on the learning needs of the individual student.
- A commitment to assisting students to learn how to learn.
- Programmes for special needs and gifted students.
- An experienced, stable staff.
- A focus on pre-adolescent students.
- Extensive investment in educational resources including advanced technology facilities.
- The development of self-discipline and responsibility supported by clear boundaries and expectations.
- A wide range of sporting and cultural opportunities.
- Purpose-built amenities encouraging innovation.

MISSION STATEMENT

Howick Intermediate School aims to encourage children to learn at their optimum level by recognising their individual needs, by building their confidence and their self worth, by providing a wide range of worthwhile experiences and a balanced programme within a positive, stable and caring environment. This is briefly expressed as: A caring, challenging and responsive learning environment.

OUR SCHOOL'S PHILOSOPHY

Our current school philosophy is to:

- Recognise the needs of the individual student.
- Promote student self esteem.
- Emphasise learning how to learn
- Place an emphasis on participation and involvement rather than competition.
- Assist students in setting realistic goals.
- Promote a sense of belonging.
- Recognise the social needs of students.
- Help students face the consequences of their actions.
- Provide programmes for different needs.
- Require continuing improvement and the achievement of quality.
- Value people.

MESSAGE TO PARENTS AND CAREGIVERS

The purpose of the Information Pack is to provide you with a ready reference to a number of important details about our school. The Information Pack is only part of the process of informing parents and caregivers of new students. Towards the end of the year, your child will have the opportunity of visiting the school. You will also be invited to attend an information meeting. We hope you will take the opportunity of visiting us on that occasion. An open night will be held and information updates will be circulated regularly.

As a signatory to the Code of Practice for the Pastoral Care of International Students, we welcome enrolment inquiries from overseas students.

Education is a co-operative effort between home and school. We as staff, would like to feel that during your child's time at Howick Intermediate School, we can work with you for the ultimate benefit of your child.

The Intermediate and Middle School is an integral part of the New Zealand education system and has been established within Howick since 1966. While a continuation of learning within the basic subjects is part of the function of Intermediate Schools, the school recognises the needs of students in the pre-adolescent age group and exists to satisfy a broader concept of education. Intermediate Schools are designed to specialise in meeting the needs of students at this stage of their development.

We endeavour through a varied programme, to give to students an opportunity to develop personal interests, self-confidence and self-awareness. Throughout the programme, we promote greater independence and encourage students to recognise their own development. Every opportunity is taken to encourage creativity through a wide variety of activities.

The school continues to widen its range of resources and programmes in a determination to cater for the needs of all students. We look forward to meeting and working with you during the months ahead.

John R. McAleese
Principal