



# Prospectus 2022

*Connecting with our people, our learning and our place.*





# Nau mai, Haere Mai Welcome to Sumner School!



## Tena koutou katoa. Tenei te mihi atu ki a koutou,

Greetings and a very warm welcome to Sumner School. My name is Anna Granger and it is my absolute privilege to be the Principal of Sumner School.

Sumner is a truly wonderful school. Our fantastic children, excellent staff and incredibly supportive community and Board of Trustees makes Sumner School a very special place to be. We are focused on providing the best possible learning outcomes we can for all of our students by ensuring that all we do is driven by our Vision of '**Connecting with our people, our learning and our place**'.

At Sumner School we hold a fundamental belief that all students (but especially ours) learn best when they are happy and actively engaged in the whole learning process. This is reflected in the extensive and high quality learning programmes and opportunities that we provide at Sumner School, which not only meet our learners' needs, but also harnesses their strengths, interests and future aspirations.

We are also passionate about the importance of wellbeing and Character Education within our school, believing that we are perfectly positioned to provide the positive reinforcement needed to educate our students' minds, but also their hearts. At Sumner School we believe that by the end of their time with us, our students need to have a solid platform to continue to build upon their learning, and also be equipped with the necessary Positive Education tools in order to 'choose to flourish'.

I hope your time with us will be an incredible one and I look forward to you joining our very special school and Whānau.

Ngā mihi nui

**Anna Granger**  
**Principal**



## Tūrangawaewae - Our standing place



**Rapanui**  
Shag Rock

*Ahakoā he iti, he pounamu.*

*Despite being small, it is of great value.*



**Tuawera**  
Cave Rock

*Ka ora pea i a koe, ka ora i au.*

*We are all important to each other.*



**Te Onepoto**  
Taylor's Mistake

*Haere, mahi kai māu, ka whati te tai, ka pao te tōrea.*

*Go, get food for yourself; the tide ebbs, and the Oystercatcher strikes.*



**Awaroa**  
Godley Head

*Mā te huruhuru te manu ka rere.*

*Feathers enable the birds to fly.*

A cultural narrative recognises the historical relationship between an area and its Mana Whenua. It describes what is unique about the place and the people your school is part of, and it helps build a common understanding of heritage, traditional and cultural connections, and values.

Our Cultural Narrative was written by a group of Years 3-8 students in consultation with Mana Whenua following a school-wide inquiry about Tūrangawaewae (our standing place). It recognises the importance Sumner (Ōhikaparuparu - Matuku takotako) had to Māori as a place to gather kaimoana (sea food).

Ōhikaparuparu is the name for the coastal area that the Sumner township sits on. A loose translation of the name is 'place where you may fall in mud'. The name is a warning to people that despite the variety of resources and abundance of flora and fauna in the area, if one was not constantly alert and aware of their surroundings, particularly the tides, they could get stuck in the mud flats.

Our four learning teams, Rapanui, Tuawera, Te Onepoto and Awaroa get their names from the four key landmarks that were used by Māori to identify different areas for gathering kaimoana. Rapanui (Years 0-2) was the entrance point to the fishing grounds and as such is the starting point for our ākongā (learners) as they enter our school.

As our ākongā navigate their way through the school they are guided through the landmarks of Rapanui (Years 0-2), Tuawera (Years 3&4), Te Onepoto (Years 5&6) and conclude their journey at Awaroa (Years 7&8) the highest of the landmarks where they can look out on the wider world just as Māori have done for generations.



## Our Mission Statement

Mission Statement embraced by our staff and our Board of Trustees

### ***Nurturing character and empowering learners to navigate their world.***

Our Turangawaewae and Cultural Narrative talks of the importance of Rapanui, Tuawera, Te Onepoto and Awaroa. These enduring landmarks and places of deep significance for local iwi acted as signposts, skillfully guiding and pointing them in the direction so that they could locate places that were abundant with kaimoana and other valuable resources.

As our ākongā navigate their way through our kura they gather resources for growth and learning. We use our understanding of our learners and their unique Character Strengths to carefully guide them through the landmarks of Rapanui, Tuawera, Te Onepoto and Awaroa; the highest of the landmarks where they can look out on the wider world while feeling empowered as learners and deeply connected to the whenua (land) beneath them.





## Our Vision for Teaching and Learning



### Our vision

Connecting with our **people**,  
our **learning** and our **place**.



At Sumner school everything we do is underpinned by the importance of forming strong relationships and utilising our unique location to deliver a high quality education to our school whānau.





# Our Values

At Sumner School our three values of **Whanaungatanga**, **Mōhioatanga** and **Kaitiakitanga** as stepping stones to achieving our vision.



## Whanaungatanga

*The Māori value of Whanaungatanga is all about developing and maintaining respectful connections and networks with people. This value has whānau (family) at its centre. At Sumner School we understand this as developing a school whānau that actively works to develop and foster respectful relationships.*

At Sumner School we will **respect**, foster and maintain important **relationships** within our kura, community and iwi.



## Mōhioatanga

*The Māori value of Mōhioatanga is all about growing knowledge and understanding, and raising awareness and insight. This value focuses on our learning and the value we place on the learning process. Learning is not just about the end product, it is about the pathway that gets us there.*

As ākonga we are immersed in new **learning** opportunities and will work to develop our **knowledge**, **understanding** and awareness of ourselves as **lifelong learners**.



## Kaitiakitanga

*The Māori value of Kaitiakitanga is all about developing an understanding of our local environment and working actively to look after and protect it. At Sumner School we relate this to both our school environment and also the incredible local environment we are lucky to have on our doorstep.*

At Sumner School we are dedicated to working as **guardians of our place** to **actively protect** its people, environment, knowledge, culture and language.



## Our Graduate Profile



### Whanaungatanga

At Sumner School we will **respect**, foster and maintain important **relationships** within our kura, community and iwi.

### What does this value look like in our school?

By the time our Year 8 Awaroa ākongā leave us they will;

- ★ Have built strong relationships with friends, family and the wider Sumner community
- ★ Communicate respectfully and effectively in written and oral form
- ★ Show tolerance, empathy and kindness in their interactions
- ★ Be confident in sharing their point of view and thinking
- ★ Embrace Te Reo Māori and understand the tikanga connected to Ngāi Tahu
- ★ Understand the importance of reciprocity in relationships
- ★ Know the importance of tuakana teina - Relationships fostered between our oldest and youngest children.





## Our Graduate Profile



### Mōhiotanga

As ākonga we are immersed in new **learning** opportunities and will work to develop our **knowledge, understanding** and awareness of ourselves as **lifelong learners**.

### What does this value look like in our school?

By the time our Year 8 Awaroa ākonga leave us they will;

- ★ Have strong foundations in reading, writing, maths and science
- ★ Be able to question ideas and think critically
- ★ Show resilience and grit in their learning
- ★ Be able to collaborate effectively with others, and also work independently
- ★ Be able to set personal learning goals and self manage their learning
- ★ Use digital tools effectively to enhance and share their learning
- ★ Know where they are on their learning pathway and what they need to do next in order to continue their own progress
- ★ Feel empowered and excited to continue their learning at High School.
- ★ Have experienced a variety of learning opportunities to enrich our curriculum which include, STEM, The Arts, sports, environmental education and Education Outside The Classroom.





## Our Graduate Profile



### Kaitiakitanga

At Sumner School we are dedicated to working as **guardians of our place** to **actively protect** its people, environment, knowledge, culture and language

### What does this value look like in our school?

By the time our Year 8 Awaroa ākongā leave us they will;

- ★ Understand that they are kaitiaki (guardians) of Sumner School and their local environment
- ★ Appreciate and understand the opportunities and needs facing their community and how it can benefit their learning
- ★ Demonstrate agency in their learning by initiating self directed learning opportunities that serves to protect their place
- ★ Have successfully made links with our community and the wider world which grow authentic reciprocal connections
- ★ Share their learning effectively to enable other ākongā to continue the mahi (work) that has been started and is important to our place.





# School Structure 2022

**Principal** - Anna Granger

**Associate Principal** - Tim Lowe

**Deputy Principal** - Rebecca Power

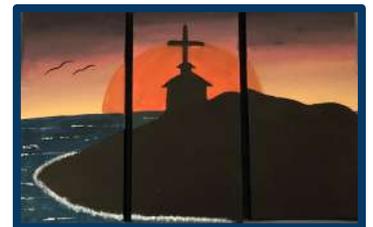
## Rapanui - Years 0-2 Team Leader - Hannah Bennion

Room	Teacher	Year Level
1	Room opening Later in 2022	Years 0 and 1
2	Bridget Scoular (Room opening start of Term 2, 2022)	Years 0 and 1
3	Hannah Bennion	Years 0 and 1
4	Rachel Todd	Years 1 and 2
5	Andrea McKendry (On leave Term 1 - Covered by Bridget Scoular)	Years 1 and 2
6	Emma Williamson	Years 1 and 2
Johanni Gilmore		Reading Recovery



## Tuawera - Years 3 and 4 Team Leader - Rebecca Power

Room	Teacher	Year Level
9	Rachel Kahi	Years 3 and 4
10	Jo Covell-Burger	Years 3 and 4
11	Rebecca Power and Hannah Smaill	Years 3 and 4
12	George Hart	Years 3 and 4





# School Structure 2022

## Te Onepoto - Years 5 and 6 Team Leader - *Natasha Fraser*

<i>Room</i>	<i>Teacher</i>	<i>Year Level</i>
13	Robyn Lean	Years 5 and 6
14	Vanessa Kearns and Grace Shearer	Years 5 and 6
15	Natasha Fraser	Years 5 and 6
16	Kim Wilson	Years 5 and 6



## Awaroa - Years 7 and 8 Team Leader - *Mr Daniels*

<i>Room</i>	<i>Teacher</i>	<i>Year Level</i>
17	Gwen Vine	Years 7 and 8
18	Andrew Daniels	Years 7 and 8
19	Melanie Bradley	Years 7 and 8
Awaroa Core Learning Teacher - Jen Smyth		Years 7 and 8



**Business Manager** - Sue Stevens

**Administration** - Deborah Haggerty

**Caretaker** - Trevor Heslop

**Librarian** - Yvonne Hall



## Our Curriculum



Full Curriculum available on request or on our website

Our Curriculum has been developed as a result of consultation with our community and students during our revising process, and through intensive professional development by staff over a two year period. It is designed to give guidance about how our local curriculum is to be delivered at our school.

### What is the curriculum?

We define the curriculum as all the learning opportunities that take place within the school. These can take many forms and occur in different contexts.

The driver for all teaching and learning at our school is our *Vision for Teaching and Learning*. It encapsulates what is important to our community and provides a framework for our teachers to develop learning opportunities for our children.

Integral to these learning opportunities are the *principles, values, key competencies* and *learning areas* as outlined in the New Zealand Curriculum (NZC). Our local school-based curriculum gives specific guidelines about how these curriculum components will be actively encouraged and explored within our unique school context.

At Sumner School we consider the New Zealand Curriculum to be a core document for the planning and implementation of learning programmes. Our curriculum works in conjunction with other supporting documents, including our school Charter, Strategic Plan, annual plan and school wide policies and procedures.

Like Rapanui, Tuawera, Te Onepoto and Awaroa, our curriculum is built on strong foundations. All learning experiences start with our Mission and Vision at the centre, but also incorporate the NZC principles, key competencies, values and meaningful assessment practices. This is achieved in our unique community context.

By doing this we believe that our students will leave Sumner School being self, socially and culturally aware. They will express strong values, have well-developed numeracy and literacy skills and be active 21st Century learners.



## Our Concept Based Curriculum

Our Concept Based curriculum is driven by 'Big Ideas' rather than subject specific content. Its horizontal connectedness allows for a seamless integration across learning areas. This means that we will be engaged in inquiries that lead our learners to consider the context in which they will *use* their learning. The concept based learning approach ultimately elevates 'real world' meaning and the application and transference of curriculum content, knowledge and skills from within the classroom to the real world. This transference ensures that we are supporting our learners to become future focused critical thinkers who communicate and collaborate effectively and are creative in their approach to solving problems.

We deliver our Concept Based Curriculum using the Manaiakalani model of:

# Learn - Create - Share

During this process, we will co-construct rich and authentic concepts to explore. It is important to note that the use of concepts are not intended to replace the teaching of curriculum content but instead provide a context for learning. Our learners will then have the opportunity to apply their learning through a Project Based approach in a **creative** way to answer a key question. This new learning will then be **shared** with an audience in order to provide an opportunity for our learners to be connected to the wider world.





## Our wave of Inquiry Learning

We hold a fundamental belief that our students learn best when they are actively engaged in the whole learning process. Our Concept Based Curriculum is driven by curiosity and questions raised by our students. Equally importantly it also allows our students the opportunity to lead their own learning, while being supported by our teachers. This happens successfully by using our Wave of Inquiry Learning.

Our wave provides a scaffold for our students so that they can successfully navigate their learning pathway. This is underpinned by our understanding of the Learn, Create, Share model.



**Learn**

**Create**

**Share**



## Positive Education

At Sumner School all that we do is seen through the lense of Positive Education. Positive Education focuses around the development of educational environments, such as ours, that allow students the opportunity to engage in high quality learning programmes, but which also promotes the knowledge and skills that young people need to develop their own and others' wellbeing. Schools and communities that have continued to use this approach around the world have seen decreased depression levels in their young people and have positively affected their wellbeing and happiness, providing them with the tools and skills needed to navigate difficulties they may face.

At Sumner School we are dedicated to educating our students hearts as well as their minds. We fundamentally believe that Positive Education provides us with the tool to be able to do this. Our school culture is built upon the foundations of caring, open and trusting relationships. We use these foundations to bring together the science of positive psychology to encourage and support individuals and the community to flourish and thrive. We focus on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

The International Positive Education (IPEN) Double Helix demonstrates our belief that for our students to be successful we need to not only ensure we are maximising their academic potential, but also that we are developing their understanding of Character Strengths and wellbeing, which are intrinsically valuable and contribute to a variety of positive life outcomes.





# Character Education - because character really does matter!

At Sumner School we use Character Education to enable our students to learn about their Character Strengths. As the Values In Action (VIA) Institute explain, 'Character Strengths are the positive parts of your personality that impact how you think, feel and behave and are the keys to you being your best self'.

By using the language of Character Strengths with our students we are able to support them in understanding their feelings, building friendships and restoring relationships when they have broken down. We value and celebrate the diverse character strengths that enable our students to flourish.

We use this framework to spot strengths in our students and to celebrate and foster diversity within our students, whānau and community.





# Learning Support

We believe every student has the right to achieve success and make progress at school, regardless of their ability. Every student with special education needs also has the right to receive extra support to ensure that they meet their full potential.

At Sumner School teachers plan programmes and strategies to cater for the individual needs of the students in their class. A student who is not achieving success may be offered extra support by the school.

Classroom teachers refer children to the SENCo when concerns are raised about student progress. The SENCo regularly meets with the Leadership Team to discuss, prioritise, allocate resources and monitor progress of students on the Special Needs Register.

Support that can be provided may include specialist support, therapy, staffing, equipment and other materials, property modification and transport, as well as advice.

Our Learning Support Workers run a range of programmes to support learning both with individuals, groups and in class support.

Sumner School works closely with the Resource Teachers of Learning and Behaviour (RTLB) Service. This group of specialist teachers accept students onto their roll when they have been referred by the school. The RTLBs work with staff, providing support and recommendations for classroom programmes.

The Board of Trustees provides significant funding to support children with their learning at Sumner School.

We have six learning support workers who work with children requiring learning support in literacy and numeracy. They, along with the teachers, are trained to teach a variety of programmes eg phonological awareness, to the children. Some children receive additional assistance within the classroom programme and some are withdrawn to work individually or in a small group with the LSW.

**The Reading Recovery Programme** is an early intervention programme designed to assist 6 and 7 year old children with literacy difficulties. This daily programme is run by a trained teacher.

If children enter any of the above learning support programmes the parents are kept fully informed of progress.

## **ESOL – English as Second Language**

We have a trained ESOL learning support worker who works with children where English is their second language.

If you believe that your child is in need of some extra support for their learning, please feel free to contact your child's class teacher to discuss this.



## Enrichment Opportunities

At Sumner School our enrichment programme focuses on the provision of learning opportunities that give breadth and depth to the curriculum, in line with student's interests, abilities, qualities and needs. It is designed to offer challenges and opportunities that are in addition to those within the curriculum. These opportunities include competitions, specialist programmes, tuition and extra-curricular clubs and are offered to different students throughout the year, in response to their needs and individual strengths. Therefore Enrichment Programmes may run for the whole year, at a selected time during the week or they may run for a shorter but more intensive period of time. This gives the flexibility to target student needs more effectively.

We do this by aligning opportunities available to our students with the whole school curriculum inquiry concepts. This is so that we can continue to integrate enrichment as part of classroom programmes and provide students with experiences which compliments their learning in the classroom. It also enables increased opportunity for ākonga to follow their 'passions' and have student agency in their learning.

### Literacy Enrichment Opportunities:

Toi Toi Writing Journal Submissions, Young Writers Workshops, Debating , Creative Writing workshops, Kid's Lit Quiz, Current Events Quiz, Spelling Quiz and ICAS examinations.

### Numeracy Enrichment Opportunities:

Otago Problem Solving Competition, Aupaki Maths Enrichment at Linwood College , EPro8 Science and Engineering Competition , Cantamaths, STEM Club and Robotics.

### Music Opportunities:

Christchurch School of Music tutoring and band programmes, School Rock Bands, Sumner School Choir, School Productions, Regular music performances in assembly and Kapa haka.



## Enrichment Programmes continued

### **Rangatiratanga - Student Leadership**

School Leaders, House Captains and Deputy House Captains, Student Council, Road Patrollers, Media Team, Wellbeing Leaders, Librarians and Whānau Leaders.

### **Environment Enrichment Opportunities:**

Gardening Club; Collect, Sow, Grow Port Hills Project and Sumnervale Regeneration Project.

### **Sports Opportunities:**

School sports teams, Canterbury Zone Tournaments , Aupaki Kāhui Ako sports coordinator programme, Year 7&8 Volleyball Competition and Year 7 & 8 Sports programme.

### **Visual Arts Opportunities:**

Ongoing Art projects linked to our Concept Based Curriculum and Art Club.

### **Other Opportunities include:**

Science Badges, Christchurch Cultural Festival, Home Learning Challenges, ICAS examinations, Techsperts - trained to help with technology, Aupaki Tech Fest, Aupaki Speech Competition, Aupaki Cultural Festival, Aupaki Music Festival, Aupaki Rocks, Overseas Learning Experiences to Glendal School Melbourne and Vanuatu.



# General Information

## A-Z





## General Information - A

### Attendance:

Children are expected to regularly attend school. Caregivers are obliged by law to ensure their children maintain regular attendance. We use an electronic attendance register system (eAR). Each morning and afternoon teachers complete their class register. If a student is absent from school for any reason, the teacher must enter a code. These absences fall under two main categories 'explained' and 'unexplained'.

It is the responsibility of parents to contact the school to explain why their child is absent. You can do this by;

- Phoning 326 6546 to explain the child's whereabouts ((please leave a message before 8.30am)
- sending an email to [admin@sumner.school.nz](mailto:admin@sumner.school.nz)
- Reporting absence via our School app.

If an explanation is not received the office staff will attempt to contact parents to seek an explanation. These follow-ups do have a significant impact on our admin time so we really appreciate all parents ensuring that they have contacted the school if their child is going to be away. Please note that according to the Ministry of Education criteria, any absences due to travelling on family holidays during term time are treated as unjustified absences. These absences need to be put in writing or email [admin@sumner.school.nz](mailto:admin@sumner.school.nz)

### Accidents:

Although every reasonable precaution is exercised, accidents do happen. Minor ones receive first-aid treatment from the teacher on duty. In all cases of head injury, suspected bone injury, bad cuts, etc. the parent is notified immediately for the necessary medical attention to be sought.

All accidents at the school are investigated, recorded and if serious enough, reported to the Board of Trustees. Children are not sent home unless their parents have been informed, and must be accompanied before leaving the school.

In order to keep our Emergency Contacts up to date, please notify the school of any change of alternative contact, (for when a parent is not at home) and change of doctor.



## General Information - A

### After School Care:



My After School Headquarters (MASH) programme is run from our school site before and after school each day during the following times:

7.30am to 8.30am

2.30pm to 5.30pm

MASH also run holiday programmes 8.00am to 3.00pm throughout the year (child care from 3.00pm to 5.30pm). Please contact them either by phone: 0800 420520 or email: [admin@mashkids.co.nz](mailto:admin@mashkids.co.nz)

### Assemblies:

Whole school assemblies are held fortnightly ('odd' weeks) on Friday's from 9.15-10am in our School Hall. Whānau and families are warmly invited to attend. PLEASE NOTE: During 2022 these may be held virtually within classes due to Covid Protection Framework settings.



## General Information - C

### Communication:



Our School App is our main method of communication with whānau, parents and caregivers. All newsletters, school updates and reminders and team notices and newsletters will be sent out via this platform. **Most importantly however, all communications in the event of an emergency will also be sent via our school app.**

To download our App, head to the Apple App Store or Android Google Play Store and search for School Apps. Once downloaded subscribe to Sumner School.

You are welcome to share the App with any Whānau members who may need to be in connection with the school, but please note for safeguarding purposes we have asked for it to be password protected and you will therefore be required to enter a password on download. Please click to request our password on download or ask at the School Office.

Once you have the app on your phone you will need to subscribe to the Alert Groups that are appropriate for your child(ren). To do this open the app, click on the Alerts icon in the bottom right of the home screen and click on tick icon in the top right hand corner. From the drop down options deselect any alert groups that are no longer needed and select your child(ren)'s class and learning team for 2020. **PLEASE NOTE:** You will need to select both groups to receive alerts for both the class and the team.

Please contact the school office or your child's teacher if you require support with this.



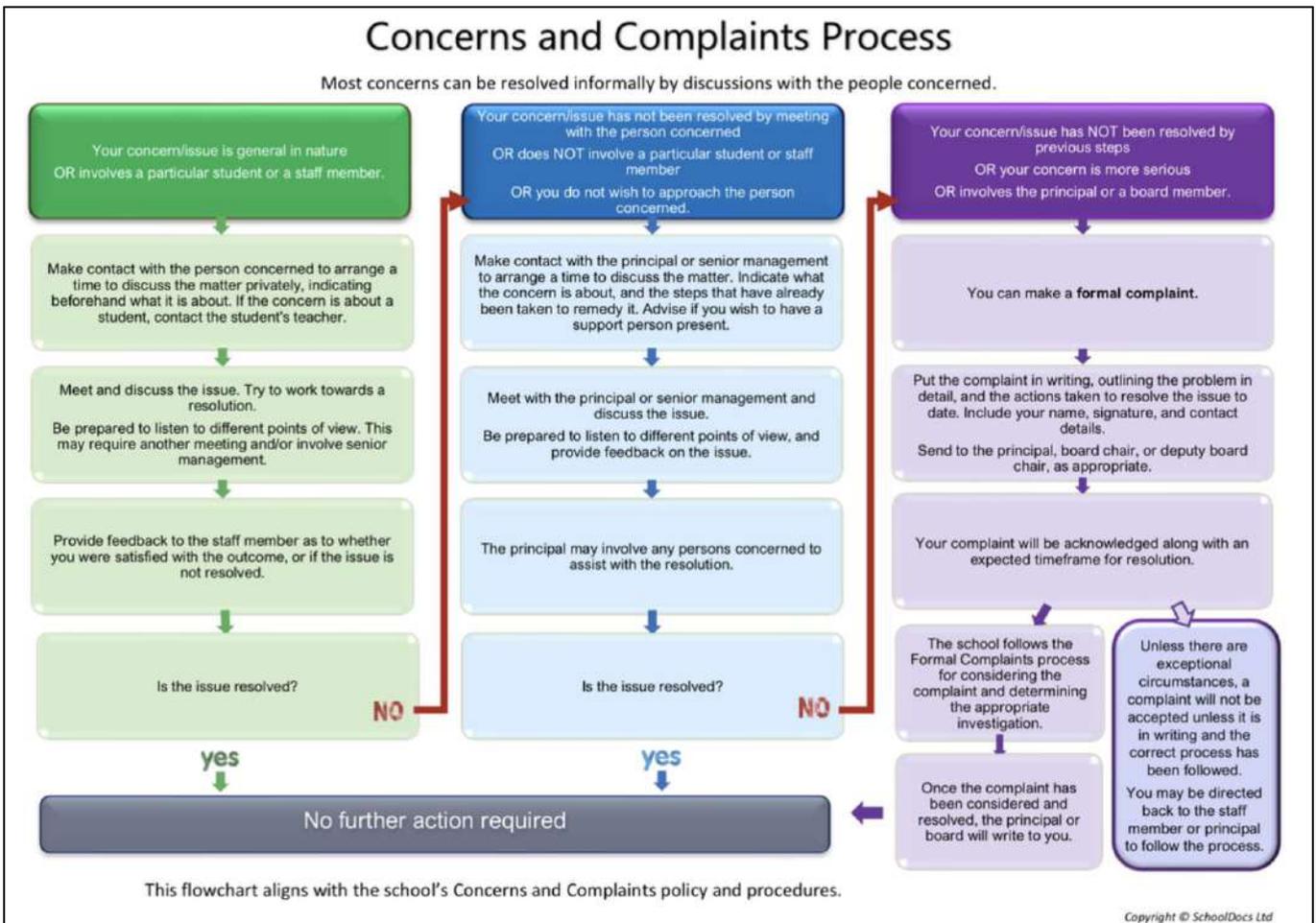
# General Information - C

## Concerns:

The partnership between home and school is an essential part of learning. If you have any questions or concerns about your child please make time to speak to one of our team about it. Your first port of call would usually be your child's Homeroom Teacher. Our team are available to talk to parents before school from 8:30am and immediately after school. At times it may be more appropriate to arrange a meeting time with us so that we can have a little more time together to discuss any questions or concerns you may have. In these cases please contact us via email to arrange a separate meeting time.

If your concern is of a more serious nature it may be applicable to speak directly to your child's Team Leader, our Deputy or Associate Principal, or to our Principal.

Please use the flowchart below to help you identify the correct course of action for your concern.





## General Information - C

### **Cycling to School:**

Parents are urged to ensure that children are not only proficient cyclists but that they also have an adequate understanding of basic road rules before allowing them to ride to school. Children below Year 4 are not encouraged to cycle to school for this reason.

It is compulsory for all children to wear an approved type helmet when cycling to and from school. It is recommended that all bicycles left at school be locked as we cannot be responsible for stolen cycles.

### **Community Pool:**

The school has the use of a heated pool that is operated by our community. Key cards are available for purchase from the Swimming Club committee. Key holders may use the pool outside school hours (except during club training times). Adult key holders are required to do some supervision during public hours.

### **Cell Phones:**

If parents wish their child to bring a cell phone to school for use outside of school hours, they must be kept in your child(ren)'s school bag and not used during the day. Please note that students who choose to bring their cell phones during the school day do so at their own risk - the school will not take any responsibility for them.

Parents needing to get a message to their children can do so via the school Office on 03 3266546.



## General Information - D

### Digital Technologies:

Digital competence is an essential skill for 21st Century learners. Digital technologies are an integral part of learning at Sumner School with opportunities woven throughout our curriculum where appropriate. As well as learning how to use digital technologies, digital citizenship is also a vital skill that is taught across the school.

Our community value the vehicle that technology can provide for learners and believe that our children should be responsible, confident users and creators of technology. Understanding of Digital Citizenship and the safety, etiquette and footprints that go alongside using digital tools is essential. We also value a blended approach to technology where tools are selected for the value they can add to learning.

At Sumner School, we use a variety of digital platforms to support teaching and learning. In order for your child(ren) to access these platforms we will need your permission. Consent documents are available at our School Office and an overview of the platforms we use can be found below.

As well as using a variety of platforms to support learning, our students will also have access to the internet to support their learning. In order for your child to

Platform	Year levels	Description of the platform and links for further information
<b>Google Apps for Education</b>	Year 3 +	Students will have a Gmail account created under the sumner.school.nz domain to enable them to work on a Chromebook and access learning documents such as Google Sites, Slides, Docs and Sheets. All students and parents are requested to sign a Responsible User Agreement when their Gmail account is set up.
<b>Seesaw</b>	All students	Seesaw is the platform that we use to share your child(ren)'s learning with you. This platform gives our children the ability to take videos, record their voices and take photos. Parents will be required to consent to this platform and download an app to access their students learning.
<b>Hero</b>	All students	Hero is our cloud based Student Management system that holds all our students information.



## General Information - D

### School Donations:

Requests for contributions towards the school donation and curriculum associated activities are forwarded to parents and caregivers at the beginning of each term. The school donation is \$195.00 per year (\$48.75 each term). Please be aware that this is a donation and therefore parents are not obligated to pay. School donations however, are an important component in the school's fundraising and without them we would not be able to provide the same level of learning support and high standard of teaching programmes.

Parents/Caregivers will receive notification of upcoming trips or activities; your contribution towards these costs would be appreciated within the term the trip or activity occurs. For large expense items e.g. swimming lessons, camps, skiing etc, payments are to be made in advance of the trip. The school is happy to accept regular part payments throughout the year, and offers internet banking facilities, EFTPOS or cash. We encourage parents to utilise internet banking and EFTPOS so there is minimal cash kept on the school premises.

Office staff would be really grateful if these two forms of payments could be used if at all possible as it has a huge impact on the amount of paperwork that needs to be done. If you must send cash to school there is the drop off box at reception for you to leave your payments in. Please ensure the envelope is clearly marked with your child's name and room number and is not sent to the classroom. For those who wish to make internet payments, the school account number can be found on the bottom of your child's statement. If you request a receipt it will be posted home.



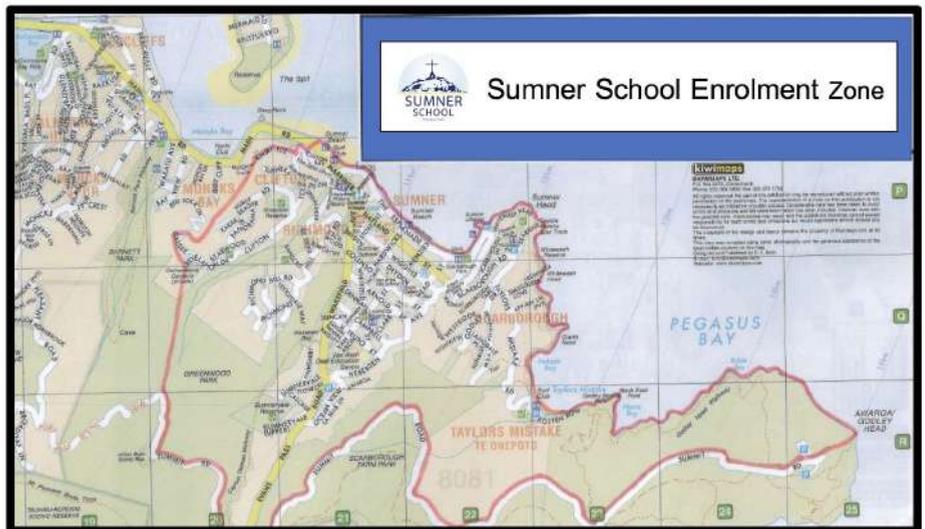
## General Information - E

### **Enrolment:**

The Ministry of Education requires schools to hold certain documentation before your child(ren) can begin at a school.

Sumner School is part of an enrolment scheme which means we are 'zoned'. An enrolment scheme is a means of limiting the roll to prevent overcrowding or the likelihood of overcrowding at a school, and enabling the Ministry of Education to make best use of the accommodation at schools in the surrounding area.

You must be residing in the Sumner School zone to attend our school. For information on our zone please see the map.



Evidence of residing in our zone may be in the form of an original bill, rental agreement, rates statement etc.

**For New Zealand Citizens:** In order to process your enrolment we will need production of your child(ren)'s original Birth Certificate or New Zealand passport along with completed Sumner School Enrolment Form and immunisation booklet.

**If your child is not a New Zealand Citizen,** we require the following documents:

Original passport showing an open student permit/visa allowing your child the right to study at any primary school in New Zealand, along with the parent's original passport showing endorsed work permit and completed Sumner School Enrolment Form.

**International Students** are required to pay Sumner School the appropriate fee before they can proceed to apply for a student visa to study specifically at Sumner School. Please contact our Business Manager Sue Stevens ([sstevens@sumner.school.nz](mailto:sstevens@sumner.school.nz)) regarding international fee payments. A student visa **must** be obtained before your child can start school.

**Please present all your original documents at our school Office where copies will be taken for our records.**



## General Information - L

### **Lost Property:**

Lost property is an ongoing problem. Please name all articles of clothing, footwear and swimwear. Lost property is available for inspection inside the Office each weekday.

### **Lunch at School:**

Children are supervised at lunchtime and must be seated for the first 10 minutes to eat their lunch. Children may buy their lunch on a Friday, which are provided by Pure Sushi. Order forms are available from the school office and need to be submitted before Thursday 12pm. We encourage all children to take their lunch rubbish home with them. This keeps litter on the school grounds to a minimum and also helps parents monitor their child(ren)'s eating habits.



## General Information - N

### **Newsletters:**

To keep parents informed about school activities, meetings and other functions, newsletters will be electronically sent home via our School App on every second Friday. Other notices usually go home on that day as well. Our newsletter is sponsored by local business people. A paper copy of the newsletter is also available at the Office.

If you would like to find out more about sponsoring our Newsletter please contact our Office Team ([admin@sumner.school.nz](mailto:admin@sumner.school.nz))



# General Information - P

## Pre-entry visits

Children who have enrolled as New Entrants at Sumner School are invited to visit the New Entrant class during the fortnight prior to their fifth birthday. This visit is organised and coordinated by the Rapani (Years 0-2) Team Leader and takes place between 9-11am. This visit includes time for new parents and whānau to meet with our New Entrants teacher and Deputy Principal so that any questions they may have can be answered. These visits are an important way of introducing children to the school and class environment. We look forward to meeting you and your child.

## Parent Teacher Association:

The Sumner School Parent Teacher Association is made up of a group of interested, motivated parents. They are involved in a wide range of activities which support the school both practically and financially and believe in the importance of maintaining a strong parent, teacher relationship. It's not all about fundraising - they have a lot of fun in the process!

The PTA will happily welcome new members at any time so feel free to contact any members about joining our friendly team. It's a small commitment for a very satisfying result. You can choose to officially join and have a specific role, or just be someone who helps out with special events from time to time. Fresh faces and bright ideas are always welcome!

Some of the roles the PTA do outside of fundraising include: holding a new parents morning tea, providing morning tea at sports day, returning lost property.

## **Ways to get involved:**

### 1. **Join the PTA team and attend meetings**

Come along to a meeting and/or just join the PTA team. Not only will you be helping out our school but being part of the PTA is a wonderful way to get to know the families within our community.

### 2. **Help out with events**

If you can't commit to meetings but would still like to help out on an ad hoc basis, email Amanda Price [pta@sumner.school.nz](mailto:pta@sumner.school.nz) and you will be added to a list of parents we can call on for helping out at events etc.

Because many hands make light work!



## General Information - R

### **Reporting to parents and whānau:**

Learning Conferences are held in the first couple of weeks of the year and again at the end of Term 2. Parents of New Entrant children have a separate meeting with their teacher after six weeks at school. The purpose of these conferences is to discuss progress and achievement and we encourage the children to take part in the process. We also write reports on children's progress mid-year and at the end of year. All parents are welcome to talk with their child's teacher or the Principal at any time during the year; however we ask that you phone to make an appointment. Do not hesitate to make contact if you have any queries or worries.



# General Information - S

## The structure of our school day:

8.30am	Classrooms open for students and families. <b><i>Please note that the school cannot accept responsibility for students on site before 8.30am.</i></b>
9.00am	Start of school day. If students arrive after 9.00am please report to the Office.
10.40am - 11am	Morning Tea
11.00am - 12.30pm	Classes
12.30pm - 1.30pm	Lunch Break - including supervised eating time
1.30-3.00pm	Classes
3.00pm	End of school day
3.30pm	<b>School grounds to be clear of unsupervised children</b>

2022 Term Dates			
Term One	Term Two	Term Three	Term Four
Tuesday 1 February - Wednesday 13 April <b>TOD Thursday - 14 April</b>	Monday 2 May - Friday 8 July <b>Teacher Only Day - Friday 3 June</b>	Monday 25 July - Friday 30 September	Monday 17 October - Tuesday 16 December, 12.30pm finish <b>Teacher Only Day - Thursday 10 November</b>



## General Information - U

### Uniform:

Uniform is compulsory at our school. Our uniform is based around a colour code of navy with jade. Samples are on display in the school office and are for sale at **The Warehouse**, Eastgate Mall. Mainland Uniforms also supplies online ordering of our uniform with free delivery for purchases over \$50.

[www.mainlanduniforms.co.nz](http://www.mainlanduniforms.co.nz)

We also have a small amount of second hand uniform available for sale in our School Office. All proceeds from this contribute towards our PTA (Parent Teacher Association) fundraising efforts for the school.

Jewellery is fully discouraged at school, mainly for reasons of safety. This includes such items as dangling earrings, necklaces, coloured fingernails, multi-bangles, etc. It is preferred that students do not wear these to school.

	Summer	Winter
<b>BOYS</b>	Navy Blue Polar fleece Navy blue sweatshirt Jade polo shirt Navy blue shorts Navy sports shorts	Navy Blue Polar fleece Navy blue track pants Jade polo shirt with long sleeves Navy Blue Polyprop may be worn underneath jade shirt
<b>GIRLS</b>	Same as boys with the addition of a checked dress, or navy culottes	Same as boys with the option of a McKenzie check skirt or navy culottes
For both girls and boys, sensible shoes for participating in sporting activities (sandals when appropriate in the summer)		

Please ensure that garments are named clearly. Lost property is stored in the school Office.



## General Information - V

### Volunteering your time:

We encourage and greatly value the help parents and other community members are able to give teachers and the school. This greatly enhances the programmes that we are able to offer and many extracurricular activities are not possible without extra adult help. Volunteers who commit on a regular basis, particularly on overnight trips like camps, will be required to undergo police vetting. Programmes that regularly require parental support include PMP (a PE programme for juniors), and Road Patrol before and after school. If you are available to assist with any of these, please contact a class teacher or the office.

In the event of providing transport for students in private cars, parents are reminded that all passengers must wear a seatbelt, junior students should not be in a seat with an airbag, the car must be registered and have a current Warrant of Fitness and the driver must be fully licensed.





For further information or to organise a school visit please contact our Office Team on the details below:

Email: [admin@sumner.school.nz](mailto:admin@sumner.school.nz)

Website: [www.sumner.school.nz](http://www.sumner.school.nz)

Phone: 03 3266546

Physical address: 21 Colenso Street, Sumner, Christchurch.

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**Ngā mihi nui  
Sumner School**

