



REMUERA  
INTERMEDIATE  
SCHOOL  
RELIABILITY INTEGRITY SERVICE

Ascot Avenue, Remuera, Auckland 1050

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

Ph: 522 9890 Fax: 520 6455

[www.remint.school.nz](http://www.remint.school.nz)

## NEWSLETTER- MAY 2015

### REMUERA INTERMEDIATE SCHOOL BOARD OF TRUSTEES 'PARENT/CAREGIVER SURVEY'

In order to assist the Board of Trustees with setting objectives for Strategic & Annual Plans, parents/caregivers are invited to complete a survey. All replies will be anonymous. This brief survey covers areas such as the school's performance, BOT spending, and the start of the school year. Parents can also comment on any other issues.

The survey can be found at: <https://www.surveymonkey.com/r/RIParentSurvey2015>

Please complete by Friday 22 May 2015

## INCLUSIVE EDUCATION AND INCLUSIVE SCHOOLS

Inclusive education is about full participation and achievement of all learners. In fully inclusive schools, children and young people with special education needs are engaged and achieving through being present, participating and learning.

Inclusive education is about giving all students the same opportunity to participate and achieve, regardless of their individual needs or differences.

Inclusive education means embracing difference and diversity as part of a richer learning environment and preparation for life.

Inclusive schools have the following characteristics:

1. **Schoolwide culture**

*The size of the welcome mat and the feel of the school*

Inclusive schools welcome all students; ensuring students are able to transition smoothly into school, with careful planning. Inclusive schools foster caring, safe and respectful whole school environments. They foster the identity, language and culture of all students.

2. **School leadership**

*The strength of its leaders*

The leaders of inclusive schools hold inclusive values, establish clear expectations and model desired behaviours. They create safe physical and learning environments and support teachers to take collective responsibility for students. They are school leaders who support teacher inquiry and development.

3. **Schoolwide systems and processes**

*The way the school runs*

The school has processes for identifying students with special education needs and their strengths. It is clearly willing to adapt the school's physical environment, as well as its systems and processes, to meet the needs of students with special education needs.

The school has schoolwide systems for planning, monitoring and reporting on the presence, participation, engagement, progress and achievement of students with special education needs.

4. **Parent, whanau and community connections**

*The strength of its relationships*

The school taps into the expertise within its community and the special education sector to understand the best way to provide for students with special education needs. The school partners with families and whanau and respects, values and uses their knowledge about their child's needs, learning, development and achievement.

5. **Teaching and learning**

*The knowledge and skills of its teachers*

Teachers inquire into the impact of their teaching on students, giving students with special education needs the opportunity to take part in a full range of experiences outside the classroom.

They promote an achievement-oriented culture and have high expectations of all students, providing challenges that stretch learning.

Teachers partner with support staff who have the knowledge and skills to work within the classroom programme alongside them.

6. **Sense of belonging**

*What an inclusive school feels like*

Children and young people with special education needs feel confident, feel like they belong, enjoy school, want to go to school, have friends, have a say in what goes on for them, feel challenged at school and feel proud of the things they have learned and achieved.

Parents of children and young people with special education needs are confident in their child's school and teachers, enjoy seeing their children learning, achieving and having friends. They are secure in the knowledge that their children are safe, happy and belong.

Teachers of students with special education needs are confident in their teaching and their classroom programme, feel supported, enjoy the achievements of all the children in their class, and have professional pride in their own teaching.

Boards and principals are confident that their school is a safe and respectful place and enjoy and have pride in the achievements of all the students in their school.

At Remuera Intermediate School we work hard to be a truly inclusive school. We welcome all students, and recognise that for students with special needs, the future is largely dependent on little-known people giving them a chance. We want to be those people.

**Janet Exon**  
**Principal**

## LEARNING LANGUAGES

Learning a new language provides a means of communicating with people from another culture. Languages link people locally and globally. They are spoken in the community, used internationally, and play a role in shaping the world.

English, te reo Maori and NZ Sign Language are official languages of New Zealand. Schools throughout NZ are expected to offer some other language learning at Yr 7 & 8. Learning an additional language extends students' linguistic and cultural understanding, and their ability to interact appropriately with other speakers. It allows students to acquire the skills, knowledge and attitudes that equip them for living in a world of diverse peoples, languages and cultures.

Learning languages helps students to develop:

- \* self discipline and perseverance
- \* flexibility of mind
- \* understanding of other cultures and people, and a greater tolerance of both individual and cultural differences
- \* listening skills
- \* literacy skills in English
- \* language-learning skills
- \* memory and retention skills
- \* a world view and a preparedness for global citizenship
- \* and for those of us getting a little older, research from Toronto has found that bilingual people are much less likely to suffer from mental decline associated with old age!

The Board of Trustees at Remuera Intermediate School view language learning as a priority, and in fact fund the teachers involved in our programme.

## ACKNOWLEDGEMENT OF RECEIVING THE NEWSLETTER

*Not all newsletters reach home! In an attempt to ensure that parents/caregivers do receive the monthly newsletter, students are asked to return this slip to the school office by Wednesday 13 May 2015. There will be a 'Lucky Draw' from returned slips.*

Parent's signature..... Student's Name ..... Rm .....

## LANGUAGE CLASSES

At the end of this term, Year 8 students will complete their year's study of French or Japanese. The school recognises the benefits of second language learning at this age.

Thank you to Mrs Gordon and Mrs McNeil for their effort and enthusiasm.

Year 7 students will begin French and Japanese in Term3. Towards the end of this term Year 7 students will bring home a form to make their Language choice. Please ensure this is completed and returned to school promptly.

## CARS IN AND AROUND THE SCHOOL

**Please remember** – parents **should not** drive into the school grounds to drop off or pick up students. This is a safety issue for all concerned. Please arrange to meet your child **away** from the school gates in the afternoon and drop them off outside the school grounds in the morning.

## SCHOOL ATTENDANCE

The Ministry of Education has clear information regarding Justified and Unjustified absences from school. The guidelines are based on the Education Act 1989 which states that students shall attend the school whenever open. The following chart sets out clearly the Codes as they pertain to intermediate school students. It should be noted that there has been a recent change, to reinforce the expectation that students will attend school at all times, and that holidays during school time, both in NZ and overseas, are not considered Justified.

Justified Absence	Unjustified Absence
<ul style="list-style-type: none"><li>• Illness or medical reason and school is notified.</li><li>• Unintentional absence such as accident, family emergency, bereavement or exceptional family circumstance</li><li>• Pre-arranged absence for national/international sporting or cultural events</li><li>• Overseas because of bereavement, family illness, exceptional circumstances</li><li>• Overseas accompanying family member on overseas posting</li></ul>	<ul style="list-style-type: none"><li>• Away from school for unknown reason and no notification from parents</li><li>• Holiday in NZ</li><li>• Holiday overseas</li><li>• Looking after siblings</li><li>• Spending time with family/relatives</li><li>• Absent with an exceptional but unjustified reason (even though parents may think it is justified)</li></ul>

As a Guideline for Reporting to Parents our school uses the following:

Excellent	-	up to 2 justified absences in half year
Very Good	-	3 – 6 justified absences
Satisfactory	-	7 – 10 justified absences
Needs to improve	-	one or more of the following
		<ul style="list-style-type: none"><li>• Any unjustified absences</li><li>• More than 10 justified absences</li><li>• Patterns of non-attendance e.g. Mondays/Fridays</li></ul>

Attendance is reported on all Written Reports

## REPORT AN ABSENCE

Parents/caregivers are encouraged to use the website to report an absence:

[www.remint.school.nz](http://www.remint.school.nz)

It is simple and can be done on computer, or by phone.

## PARENT SUPPORT

We have a large number of parents supporting school sports teams – coaching, managing, umpiring, providing transport etc.

The school appreciates the time and effort that parents provide, and the positive support for teams from the sideline.

Thank you parents – we couldn't do it without you!

## SCHOOL DONATIONS

Each year the school asks parents to give a voluntary 'donation'. This funding supports the many extras the school provides in specialised and progressive teaching programmes.

Thank you to all families who have supported the school in this manner – without the extra funding we would not be able to provide the high standard of education that is expected by our community.

It is not too late to pay your donation if you have not already done so.

## REMUERA INTERMEDIATE FAMILY BUDDY SYSTEM

Our international students are an important part of creating a global Remuera Intermediate community. Currently we have 25 internationals from Korea, China, Saudi Arabia and Germany. 5 students are in homestays and 20 are living with a family member or relative.

RI is establishing a 'Family Buddy' system to link up international families with families of local students at RI.

This is a great opportunity to provide some support and friendship to a family recently arrived in NZ. You have the knowledge to answer questions about life in NZ and provide local information and support if required in an emergency. The Kiwi way of life could be shared by including an international family in a home cooked meal or bbq once a term....

Our international families would really appreciate being included and can, in turn, offer insight into another culture. This could be the start of a long international connection for you and your family.

If you like to become a 'family buddy' please contact Anna Sharp on [a.sharp@orcon.net.nz](mailto:a.sharp@orcon.net.nz) or 524 5361 for more information.

## Chocolates, Chocolates, Chocolates!!

The annual RI chocolate fundraiser is here...

MAY  
07  
2015

Yesterday, each student was issued with a box of Cadbury chocolate bars to sell.

Over a four-week period we aim to sell nearly 2,500 boxes of chocolates raising over \$40,000 for our School. This is our single big fundraiser for the year so we appreciate your support in making it as successful as possible.



There are weekly spot prizes, class prizes and grand prizes for students who sell the the most boxes during the campaign.



Auckland Grammar – Music Performance at RI