

Otonga Primary School

Te Kura o Tihīōtonga



Parent Information Booklet

Revised 2023

To be read in conjunction with [Otonga SchoolDocs Policies](#)

username:[otonga](#) password: [fourwinds](#) and

[Otonga School Website](#)



United by the four winds, we grow stronger together.
Mā te kōtahitanga e ngā hau e whā, ka kaha whakatupu ngātahi tātau.

Otonga School Values

Kaitiakitanga

I look after all living things.

I am a guardian and protector.

- I make sure all rubbish goes in the right place.
- I recycle using the special recycle bins.
- I return all living things back to where I found them.



Manaakitanga

I am caring and kind.

I show respect. I am honest.

I am empathetic.

- I use my kupu aroha (kind words).
- I share and take turns.
- I include other children in my games.
- I can regulate my emotions.



Manawanui

I show perseverance.

I learn from my mistakes.

I can show leadership.

- I try my best in my learning.
- I keep trying even when something is tricky.
- I try new things.



Whanaungatanga

I know who I am and where I belong.

I am connected.

I use teamwork.

I build friendships.

- I care about others.



Otonga School Learning Dispositions

Curious

Collaborative

Critical Thinker

Creative

[Our Students](#)

Otonga Road School is a Primary School in the North Island of Aotearoa, NZ and welcomes students from Years 1 to 6. Our large, multicultural school has a roll of 560 students. Māori students make up 22 percent of the school roll. There are an increasing number of students with diverse ethnicities, including students for whom English is a second language. Our school attracts international fee-paying students. We have over 26 different nationalities attending!

[Our Super Team](#)

Our staff are lovely people and are always striving to be better teachers.

We use four simple ideas from the [The Fish Philosophy](#)

[Be There](#)

Be emotionally present for people. It's a powerful message of respect that improves communication and strengthens relationships.



[Play](#)

Tap into your natural way of being creative, enthusiastic and having fun. Play is the spirit that drives the curious mind, as in "Let's play with that idea!" You can bring this mindset to everything you do.



[Make Their Day](#)

Find simple ways to serve or delight people in a meaningful, memorable way. It's about contributing to someone else's life—not because you want something, but because that's the person you want to be.



[Choose Your Attitude](#)

Take responsibility for how you respond to what life throws at you. Your choice affects others. Ask yourself: "Is my attitude helping my team? Is it helping me to be the person I want to be?"



[Our School](#)

Our beautiful environment and superb facilities help make Otonga School a superb place to learn.

Our school was named after the road that we are situated on - Otonga Road. The name 'Otonga' has no actual meaning at all and is a European shortening of the name of our block of land, 'Tihiotonga'.



Through consultation with our kaumatua, Dr Ken Kennedy, we have learned that this block of land intersects 4 Māori land blocks. This is reflected in our logo of the four winds. We have named our school houses after the four winds that bring children from all over the world to this place of the tangata whenua.

The more accurate name for our school is 'Te Kura o Tihīōtonga'. Tihī means the highest point of a mountain. 'O' means towards and 'Tonga' means south.

Therefore Tihīōtonga means the highest peak towards the south (of Rotorua).

We are proud to acknowledge the people who have lived in this place before us and accept a dual name: Otonga Road School / Te Kura o Tihīōtonga.

We have an Art Centre used for music, dance and performance, a newly renovated Hall, Techie Room, buzzing Library, brand new Admin block and are continually upgrading our spaces to ensure indoor/outdoor flow conducive to a Learning Through Play environment.

We have four playgrounds, two sandpits, an Astro Turf, Obstacle Course, many playing fields (hockey, football/rugby), a Bike Track, Musical, Chinese and Bug Garden.

We have covered walkways, landscaped gardens, a community garden and shady trees to play under.

Our school borders Jackson Park and Reserve and we use our environment as the third teacher.

[2023 Term Dates](#)

Term 1: Tues 31 Jan - Thurs 6 April

(‘Know me before you Teach me’ Meetings 31 January)

(Waitangi Day Mon 6 Feb)

Term 2: Mon 24 April - Fri 30 June

(Kahui Ako TOD 24 April, Anzac Day 25 April,

King's Birthday- Mon 5 June)

Term 3: Mon 17 July - Fri 22 September

Term 4: Mon 19 Oct - Wed 13 Dec (TBC)

(TOD 13 Nov)

Absentees

If your child is unwell and not able to attend school for any reason please make sure you contact the school office. For safety reasons it is really important that you let us know. We do track attendance and if we do not know your child is away we do need to follow this up. You can either call the school office and leave a message, or download SchoolApps and sign up to Otonga School then send a message this way.

Breakfast Club

Each Ako has a breakfast station set up before school with weetbix and milk. Any students who wish to have breakfast at school can do this. Please check with the Ako Leader of your child's team or Whaea Amy if you have any questions about this.

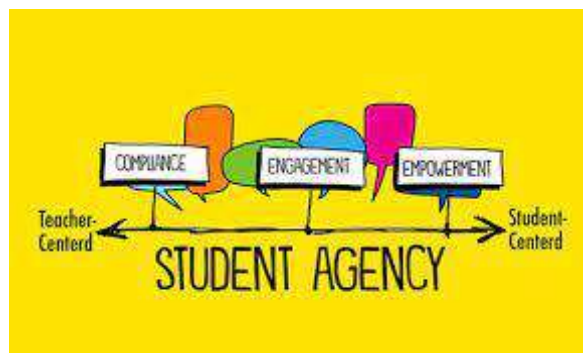
Arrival Times

Students can arrive from 8:15am. Children are not in classrooms until this time as teachers need time to prepare for the day.

We have before school care to cater for students who have to be dropped off earlier than 8:15am. See the office for details.

Schoolwide Play then Eat

8:15 Students can arrive
8:55 School starts
Crunch and Sip
10:30 Schoolwide Play
10:50 Eat morning tea (Supervised)
Crunch and Sip
12:30 Schoolwide Play
1:20 Eat lunch (Supervised)
2:45pm (Year 1s End of the Day)
3pm End of the Day



Learning Through Play

At Otonga School the child is at the centre of the learning. This is because we know that everyone comes here with their own passions, wonderings, questions, strengths and needs.

Why?

Play is a child's natural way of exploring the world we live in. Play covers all aspects of learning – physical, social, emotional and cognitive. It provides learning opportunities that are interactive, multi-sensory, creative and imaginative. Children are not only learning about the activity or working towards an outcome, they are engaging with each other, negotiating, sorting out arguments and fostering friendships.



Why is Play important?

The New Zealand Curriculum identifies and values the Key Competencies. All of these can be developed through play-based learning. With recent developments in research, play has been confirmed as the most developmentally appropriate education to promote healthy childhood development.



The link between Learning Through Play, physical movement and the successful development of key executive functioning skills are now viewed as of utmost importance for the adult workforce in the 21st Century. Executive Functioning skills help us plan, focus, remember instructions and complete tasks.

The new NZ Curriculum Refresh means that all students are reflected in the curriculum and it is their voice that is important. We are teaching people not subjects. Our curriculum needs to be personalised, inclusive, culturally responsive, broader and deeper.

Learning Through Play responds to this.

Play is researched, developmentally appropriate practice, fun and engaging. Play is natural to all human beings. It enables children to learn values and habits for learning (dispositions) – Communication, Curiosity, Problem Solving, Creativity and Risk Taking. Play promotes Emotional and Self-Regulation and Oral Language.

What about Reading, Writing and Maths?

While play is an important part of learning, so too are skills in literacy and numeracy. Children still get explicit teaching in Reading, Writing and Mathematics, based on their needs.

Year 1-3

Play-based Learning fosters and provides smooth transitions for our new entrant students as the learning environments are similar to those they have known in ECE settings. Our spaces help us incorporate the School Values, Key Competencies and Dispositions essential in the NZC. Play curriculum has great relevance in the school setting.

Year 4-6

Play-based learning and inquiry enables students to access all of the curriculum learning areas. This approach to learning ensures we have passionate, open-minded and resilient students who have a genuine love for exploring, creating, learning and experimenting. Students are able to become confident learners as they can question the world around them and use what they have learnt in real life contexts.

Inquiry, STEAM and Project-based Learning take an integrated approach to learning and teaching, which requires an intentional connection between curriculum learning objectives, standards, assessments, and lesson design/implementation.



Teaching Through Play – Play-based Learning

Observation Tool (P-BLOT)

(Dr Sarah Aiono & Associate Professor Tara McLaughlin, 2018)

This tool enables teachers to clearly identify their strengths and areas of need regarding play pedagogy, and will be able to provide a clear outline as to the progress our teachers make in embedding evidence-based pedagogy in their daily practice.

Our Teachers will engage in evidence-based play pedagogies reflecting what works best when teaching and learning through play for students in an inclusive setting.

Teachers will be inspired to recognise that their learners can take control of their own learning and to have confidence in the creative abilities of all children. Teachers are encouraged to promote and advocate for developmentally appropriate teaching practices and learning opportunities for all children in our school environment.

Structured Literacy

At Otonga School, we use a **Structured Literacy** approach

Literacy learning involves explicitly teaching the critical skills needed to develop early reading and spelling development.

This approach differs from traditional methods. One difference that you will find is that the students will not bring a levelled book home, instead they will have their own tasks related to their learning needs. The children learn the letter-sound correspondences that match the '[decodable](#)' books they will soon be reading. Then they will be shown how to blend these sounds together to read words like tip, tim, map and sit. They will also learn how to break words into individual sounds to help them spell. There are some 'heart words' (site words) that your child will be learning to memorise off by heart. To commit these to memory your child will need to practise daily. These types of activities will be in their home learning book.

At the next levels students will move onto [The Code](#) (Liz Kane)

The teachers will

- Explicitly teach how words work in both reading and writing
- Use specific decodable books that support the teaching focus
- Continue to use rich language and text to develop vocabulary and understand how books work

[Further information Sunshine Decodables](#)

[Practice: Early literacy in the classroom](#)

Assessment Capable Learners

Visible Learning at Otonga School helps to develop a culture of "assessment capable students". Engagement and student outcomes improve when students understand: where are they going (Learning Intention or LI), how they are going (Success Criteria or SC) and where to next in their learning (Feedback). Teachers are putting the learning into their hands and student's are becoming their own teachers. Prof John Hattie - a well known NZ educational researcher - calls this Visible Learning. We are part of this learning journey with the Rotorua Central Community of Learning (Kahui Ako).

Feedback - Where am I going?(LI), How am I going? (SC) Where to next? (FB)

Feedback should be positive, clear, and appropriate. Its purpose is to:

- recognise, encourage, and reward students' efforts and achievement, and celebrate success

- develop students' awareness of the standards they need to reach to achieve particular levels of the national curriculum
- focus students on achieving learning intentions and setting future goals by indicating next steps
- identify students who need additional support, consolidation, or extension activities
- provide evidence of assessments made in terms of learning intentions and levels achieved.

Research has shown that immediate feedback is the most effective, and is therefore more likely to be oral than written. It should take place with the student whenever possible, and be:

- linked to learning intentions and agreed criteria students should be aware of
- developmental, i.e. achievement is acknowledged and the next learning step highlighted
- legible and clear in meaning, if written
- meaningful to the student and, where possible, students should be given time to reflect upon and act on feedback and feedforward
- positive, where possible, with consideration given to the student's feelings
- appropriate to the learning needs of the individual student.

Methods of marking include:

- oral feedback and/or feedforward in the form of a quick check on progress, or a conference
- written comments
- sharing work with the whole class or with a focus group
- paired marking according to agreed rules and guidelines
- self-evaluation using learning intentions and agreed criteria, which empowers the student to engage with their own learning and to have control over their future goals.

Reporting on Progress and Achievement

Reporting with parents will take place as follows:

Term 1

OPP 'Know me before you teach me.' Before the start of school

Term 2

PaCT Judgements Confirmation - (Week 6)

OPP Meetings June TBC

Term 3

OPP goals updated and **shared** with parents - (Week 9)

Term 4

PaCT Reports **shared** with parents (Week 6)

OPP goals updated shared (Week 8)

Learning Celebration Day (Week 8)

Meetings may be requested by teachers or parents at **any time** during the year. Teachers will contact parents when a concern arises.

Hui-ā-Kura/School Hui

Hui-ā-Kura/School Hui are held fortnightly on even week Fridays at 11.45am

All children and teachers are expected to attend. All ako will have turns in organising one school hui per term. During this hui they will present some aspect of their class programmes to share with the school. This item should take no longer than 5-10 minutes.

Student Leaders will host the assemblies and coordinate with the classroom teacher.

School Values Learning

It is encouraged that classes start and end the day off with circle time and a discussion about a values focus for the day - what they mean and how we show them. Talk to Gareth to demonstrate using values at the start and then the End of the Day Jar.

Values posters to be visible in classrooms and all over the school. Letterboxes for posting value cards and winning houses will be celebrated in hui a kura.

Medical Procedures

Sickbay is looked after by school Office Staff to whom children feeling unwell should be sent (in school time). If the office staff are not available then Exec Leadership or any trained first aid people will be seen.

1. Staff members are responsible for children's health and welfare during school hours.
2. Any Children needing to be sent home, will be done so by Office Staff who will notify parents and check they are signed out on Vistab.
3. All illness and injury will be recorded in Etap Medical by the adult dealing with the child.
4. Names of children with potentially serious conditions are highlighted on the list and the names also listed in the back of the Duty Books. Separate individual files for those children will be kept in the medical cabinet – to be taken out and taken with children to hospital in emergency situations.
5. All teachers have specific notes relevant to the children in their class kept in the register for relievers. Details available on eTap.
6. A first aid kit is to be taken on any visits away from school.

See 'Illness' on SchoolDocs policies for more information.

Minor Injuries

If a student sustains a minor injury, we send or take them to the sick bay in the office.

After treatment the student can return to their activity. Staff record the injury and any treatment in the first aid log or student management system (SMS).

Very minor injuries may be dealt with by duty staff in the playground.

If it is a head injury, you must contact the parent/s and notify the principal. The student is monitored for delayed concussion.

Moderate Injuries

Staff take the student to the sick bay in the office, and administer **first aid** as appropriate. Staff record the injury and any treatment in the first aid log or student management system (SMS). We also collect the names of any witnesses to the incident.

Moderate injuries require **parents to be notified**. If it is a head injury, the principal is also notified and the student is monitored for delayed concussion.

If the student requires attention from a doctor, or rest for an extended period, the school asks the parent/s to collect the student. A staff member may need to take the student to a doctor or medical centre if the parents cannot be contacted.

No student is sent home unless a caregiver has been contacted and permission given for the student to leave. The office staff or principal is informed in every case, and the teacher if one of their students is sent home.

Major Injuries

In life threatening situations any staff member takes instant action and calls an ambulance (dial outside line, then 111). In cases of other serious injury staff must consult with Office Staff, Principal, Assistant Principals. Office will contact parents.

See also 'Managing Serious Injury and Illness' on SchoolDocs

Procedures for Administering of Prescribed Medication in non Emergency Situations

The school has a responsibility to ensure that if students are taking medication, procedures are followed to ensure that it is kept securely, and taken appropriately. Parents are asked to administer student medication outside school hours where possible. If a student requires medication during school hours, the school develops a plan in collaboration with parents/caregivers, and administers medication with due care and attention to the instructions.

Zones of Regulation and Otonga Values

Acknowledgement and appreciation of children's good behaviour is the most vital factor in behaviour management. A strong focus on the positive encourages the standard of behaviour we are seeking. We most especially want consistency across the school.

Children will be taught **Zones of Regulation™ and Otonga Values** by the class teacher. These are based on PB4L Principles.

A verbal warning - Zones check-in

A second reminder if required.

Time out to recentre, followed by Teacher discussion once out of the 'Red Zone'.

Ako Leader follow up and support Teacher

For behaviour that is consistently not improving or needs to be fast tracked, send for one of the AP's who can come to your room and release you to restore the relationship or (depending on the situation) put other measures in place.

Incidents/contact to be recorded onto Behaviour Report and/or Whānau Contact.

Further follow up by AP's as required and parents informed.

In cases where a child has a special behavioural need, an individualised plan, in consultation with parents, Principal/AP, class teacher, and if necessary outside support agencies, may be implemented.

Procedures will be followed when negative behaviour continues and this will involve a meeting with the student, their family member and/ or Teacher, AP's and Principal, as required.

When stand-down or suspension is being considered the Principal or Board will follow the procedures outlined in the MOE Guidelines.

ICT

We are a BYMC (Bring Your Managed Chromebook) School. Usage Agreements are signed and referred to regularly. Children in Years 4-6 can bring their own chromebook as a tool for learning. Chromebooks are not to be used in the classroom without a teacher present - particularly over wet lunch play times. Screen time is limited and teachers need to provide on and off line learning. Students use devices as a tool for learning. Students in Ako 1, 2 and 3 use Ipads. There are also Ipads available for Ako 4-6 for video, audio and creation.

Visitors

Visitors to the school may include parents/caregivers/whānau, new entrant visitors, tradespeople, staff from support agencies, external tutors, and other people on school-related business.

Signage around the school directs visitors to report to the office.



The following guidelines ensure the safety of everyone on the school site:

- During school time, all visitors to the site are asked to report to reception to sign in on Vis Tab
- All staff monitor visitors to the school, and report any behaviour, hazard, or safety concerns to management or administration.
- All visitors to school, including parents, are expected to comply with the school's **smokefree and vape-free**, and **alcohol and drugs** policies. We encourage visitors to consider **privacy issues** when sharing photos and videos taken at school events.
- Visitors may not wear gang insignia on school grounds. It is illegal under the Prohibition of Gang Insignia in Government Premises Act 2013. Anyone wearing gang insignia on school grounds will be asked to remove the item or leave the premises. Police may be called to the school and persistent offenders may be trespassed.
- In the event of an **evacuation**, staff check each building to ensure that all rooms and spaces are empty. In the event of a **reverse evacuation**, visitors follow the instructions of school staff.

Parents

Anyone, including parents/caregivers/whānau, who wants to contact a student must follow the guidelines above. Otonga School expects parents to follow our **conduct expectations** and limit disruption to teaching and learning by avoiding unnecessary communication throughout the day (e.g. visits, texts, phone calls, social media, or email).

Otonga School follows any court orders regarding contact rights and the school.

[Our BOT](#)

Our Board of Trustees is a keen and dedicated group of fantastic people who have the best interests of our students at heart at governance level.

- Presiding Member: Werner Naude email: botpm@otonga.school.nz
- Principal: Gareth Cunliffe email: gcunliffe@otonga.school.nz
- Staff Representative: Arihi Harvey
- Parent Representatives: Jonathon Brady, Bahram Pishravi, Wenling Wu, Laura Owen
- Minutes Secretary: Antonia Magness

[Otonga School PTA](#)

The PTA is a group of keen, active parents and teachers who do fundraising and organise family events. Joining this group is a great way to meet other parents with children at a similar age and many become friends for years. The PTA is made up of parents and teachers and has a direct link with school-wide planning and liaison with staff.

Please contact PTA@otonga.school.nz if you require any information about how to get involved.

[Home Learning](#)

Home learning is an extension of the school programme and supports, enhances, and consolidates teaching and learning. It provides a positive link between home and school. Otonga School endeavours to ensure all students have access to the resources they need to complete home learning.

If tasks for home learning do not compliment/enhance the classroom programme, then they are of no use. Any learning/tasks given for home need to be manageable and students should be able to do these independently with a little bit of support.

[Learning Assistants \(LAs\)](#)

There are a number of Learning Assistants in the school with specific roles.

- Resource Assistant
- Learning Assistants will work in classrooms with specific children or groups of children, usually identified as needing some special needs support and will be under the guidance of the senior teacher for that area and be responsible to the AP/ SENCo
- ORS/High Health Needs – special Learning Assistants who work with specific individual pupils funded externally and be responsible to the SENCo
- LA's follow the teachers' planning and source and make resources for the students they are working with.

[Lunch Orders](#)

Parents can order school lunches online

Once again, this year we have [Lunchonline](#) where you can order and pay for school lunches online. All orders are delivered to our school office, where they are collected by classroom lunch monitors just prior to the lunch bell at 12:30pm.

[Newsletters](#)

A weekly school newsletter is sent out on a Wednesday afternoon in both electronic and paper form.

Teachers send an introductory newsletter home on SeeSaw at the beginning of the year. Teachers are encouraged to use this as a way of informing parents of pupil learning and activities of interest to the whole school. An Ako newsletter goes home each term.

[Otonga School Facebook](#)

We also have a school facebook page which is a great way to see what is going on in our Kura each week.

[Concerns and Complaints](#)

From time to time parents have concerns regarding their children or another child. Please refer to the [“Concerns and Complaints”](#) policy.

The teacher is the first reference point and usual solution to problems.

NIGGLES PROCESS

As parents we all have times when we need to share our niggles, and it is often best to do so before they escalate into something larger. It is important for the school to know parents' concerns as we value the partnership between home and school.

To help parents know who to talk to about any issues the process is outlined below:

- If it is in relation to a student or staff member that is general in nature, happening in the classroom/during playtime etc., the first point of contact must be the classroom teacher.
- If you are not satisfied with the outcome there you should talk to the relevant Ako (Team) Leader or Assistant Principal.
- If you are not satisfied with the outcome after talking to the Ako (Team) Leader or Assistant Principal or it is a more generic issue you should talk to the Principal.
- If it is a generic issue, and you are still not satisfied after talking to the Principal, you should contact the Presiding Member of the Board of Trustees.



It is important to remember that we all have the children's best interests at heart.

Note: Unless there are exceptional circumstances, a complaint will not be considered unless the correct process has been followed. You may be directed back to the staff member or principal to follow the process.

[Contacting your child's teacher](#)

If you need to get hold of your child's teacher the best way to do this is to message them on SeeSaw or email them. If you are having trouble doing this please call the school office and we will help. Teacher's email addresses are on the school website.

[Picking up your child early from school](#)

If you need to collect your child early please go to the school office so they can be signed out. We will be able to call your child's class so they can come up to the office.

[Ready Set Go \(RSG\) - Transition to school program](#)

This is a transition programme available every Friday morning to children starting school and their parents for up to 5 weeks before they start school. It is designed to prepare children for school as well as inform parents on curriculum, routines, reporting etc.



[Specialist Music Teacher](#)

All children in years 1-6 have music lessons from a music specialist. They learn to play marimbas and other instruments. They learn music appreciation and writing music as well as all the elements of music. There is also a school Rock Band.

[Healthy Active Learning](#)

Healthy Active Learning is a joint government initiative between Sport NZ and the Ministries of Health and Education to improve the well-being of tamariki through healthy eating and drinking and quality physical activity.

What success looks like

- Schools understand and recognize the value of Health and Physical Education and the Hauora curriculum.
- Schools support and promote quality play, sports, and physical activity opportunities.
- Teachers are confident and capable of delivering the Health and Physical Education and Hauora curriculum.
- Schools support and promote a healthy food and drink environment.
- Schools make well-informed decisions when engaging with external providers.
- Schools are connected to their wider community, including whanau and local health and physical activity providers (Sport NZ).

[Sports Teams](#)

The following sports are organised out of school time under the umbrella of Otonga Road Primary School: hockey, netball, miniball, cricket, touch, flippa ball, futsal, ripper.

Sports uniforms are available for parents to purchase.

[Stationery](#)

School stationery for the beginning of the school year is purchased from OfficeMax, and can be bought online. They have all the lists for each year group. Incidental stationery is purchased and sold at the school office.

The school Secretary has overall responsibility for all school stationery.

[SunSmart](#)

Teachers and parents will educate children about sun safety.

Hats are an essential part of the programme and children who bring hats to school will wear them when outdoors in **Terms One and Four and any other term.**

Teachers will role model the wearing of hats outdoors.

The school provides extra sun block for those who need it.

Staff will ensure that children sit in the shade to eat in summer and during outdoors events - as far as possible.

Children without hats will play in the shade in the summer months.

Sun safe procedures are a partnership with parents.

We are a [Sunsmart](#) Accredited School

['Sun Protection' on SchoolDocs](#)

Phone Calls

Students are not to bring mobiles to school. If they do then they are kept in the office until the end of the day.

Parking - Pick up and Drop off

WALKING, BIKING AND SCOOTERING

Benefits:

- Light exercise boosts health and emotional well-being
- Tamariki arrive at school ready to learn
- Helps tamariki learn road safety skills
- Increases independence
- Creates healthy transport habits that are kind to the planet
- Is a fun, low cost activity that can be done with friends and family
- No parking hassles



For more information on walking or biking around Rotorua visit:
rotorualakescouncil.nz/sharedpathnetwork

Tips:

- Pedestrian crossings are the safest place to cross the road
- Never call children over from the other side of the road
- Getting off your bike and walking across the road is safer
- If you have not walked or biked to school before try a practice run in the weekend

80% of primary school students say they would like to bike to school



DRIVING

- Be prepared to see children walking and biking
- You must stop for people using pedestrian crossings
- Plan your route so you don't have to U-turn or do 3 point turns using driveways on roads with school traffic
- Don't wait for carparks. Park up the road, or arrange to collect your child after 3.10pm when there is less traffic congestion



PARKING SAFELY NEAR SCHOOLS

Before and after school are busy times for everyone. Parking rules help to protect our tamariki. Drivers who park illegally put children at risk. Please be considerate of residents and other families when parking.

You can be fined for illegal parking if you:

- Park across or within 1 metre of a driveway
- Park on a pedestrian crossing
- Park on the footpath or verge
- Park on yellow lines
- Double park

PARKING & DRIVING SAFELY NEAR SCHOOLS

Before and after school are busy times for everyone. Parking and road rules help to protect our tamariki. People who drive illegally put tamariki at risk. Please be considerate of residents and other families; drive and park safely on streets near your school.

When driving and parking near a school please:

- Leave 1m clearance either side of driveways.
- Plan your route so you don't need to do U turns or 3 point turns near the school.
- Ensure the footpath is free for people.
- Keep clear of yellow lines.

You can be fined for illegal parking



ALTERNATIVE DROP OFF & PICK UP OPTIONS

If you need to travel to school by car, try parking a short distance away from the school. This helps reduce traffic congestion and makes the school entrance safer for tamariki and whānau. Find a drop off and pick up point that works for your family. Practice using it in the weekend and make a plan.

Here are some alternative drop off/ pick up points. These routes have safe places to cross the road. If your child is younger, try a 'park and stride' from one of these locations.



ROTORUA
LAKES COUNCIL
Taurangi



Otonga Primary School - Te Kura o Tihīōtonga

If I need assistance with regulating my behaviour...

My Teacher will:

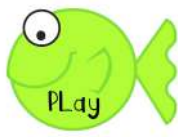
Acknowledge the zone I am in and assist me to get back into the Learning Zone.

- Give other reminders.
- Ask me to go to another class for some thinking time so I can get into the Green/suitable zone.
- Go with me to talk to someone else if I need more help to sort out what has happened.



Figure 2: Wall Posters of the Zones

I need to make sure I have restored the relationship with people that have been upset by my behaviour.



Manaakitanga

I am caring and kind.
I show respect. I am honest.
I am empathetic.

- I use my kupu aroha (kind words).
- I share and take turns.
- I include other children in my games.
- I can regulate my emotions.



Whanaungatanga

I know who I am and where I belong.
I am connected.
I use teamwork.
I build friendships.

- I care about others.



Manawanui

I show perseverance.
I learn from my mistakes.
I can show leadership.

- I try my best in my learning.
- I keep trying even when something is tricky.
- I try new things.



Kaitiakitanga

I look after all living things.
I am a guardian and protector.

- I make sure all rubbish goes in the right place.
- I recycle using the special recycle bins.
- I return all living things back to where I found them.



If I am having difficulty in the playground, I need to...

The duty teacher will check what Zone I am in and will get me to:

- Talk with them
- Walk with them for a while
- Go to another part of the playground
- Go to a quiet space like the Hub/ Chill Zone, Library, Bug Garden, Where
- Go to the Hub to get into the Green Zone/suitable zone and talk to the Teacher on Hub duty, if I need more time to sort it out.



I need to make sure I have restored the relationship with people that have been upset by my behaviour.



