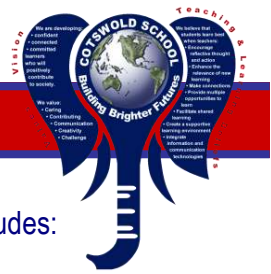


# COTSWOLD SCHOOL INFORMATION FOR THE 2010 SCHOOL YEAR



**Cotswold School**  
**BUILDING BRIGHTER FUTURES**



## INTRODUCTION

The information detailed in this book is updated and reprinted annually. Information includes:

- Starting & Contact Details
- School Term Dates
- Staff/School Organisation
- School Theme
- Cotswold School Inquiry Model Overview
- Cotswold School Values/Key Competencies Rubric
- Parent/Caregiver Concerns
- Student Activities
- School Donation
- Stationery Packs
- School Uniform & Dress Code
- School Calendar
- Behaviour Management Plan
- Staff Contact Details
- Guidelines To Resolve Parent Concerns
- School Map

Please take time to read this information and then store carefully for reference throughout the school year.

Changes to the information contained in this book will be notified through our school newsletters and updated as required on our school website – [www.cotswold.school.nz](http://www.cotswold.school.nz).

**STEPHEN HARRISON**  
Principal



**Cotswold School**  
BUILDING BRIGHTER FUTURES

# 2010 STARTING & CONTACT DETAILS



## School Office

The school office will be open as follows:

- Friday 29<sup>th</sup> January, 2010 – 9.00am to 3.00pm
- Monday 1<sup>st</sup> February, 2010 – 9.00am to 3.00pm

Normal office hours of 8.30am to 3.15pm resume on Monday 2<sup>nd</sup> February, 2010

## Enrolments

The Principal will be available for the enrolment of new students at the following times:

- Friday 29<sup>th</sup> January, 2010 – 11.00am to 3.00pm
- Monday 1<sup>st</sup> February, 2010 – 9.00am to 3.00pm

Please contact the office to make an appointment. All new students must be living within our school zone. Further enrolment information including a map of our school zone, is available from our school website [www.cotswold.school.nz](http://www.cotswold.school.nz)

## Stationery Sales

Stationery packs can be purchased from Room 1 at the following times:

- Thursday 28<sup>th</sup> January, 2010 – 1.00pm to 3.00pm
- Monday 1<sup>st</sup> February, 2010 – 1.00pm to 3.00pm
- Tuesday 2<sup>nd</sup> February, 2010 - students will be called room by room.

**Please do not go to the school office for these packs**

## Start Dates

- Office Staff – Friday 29<sup>th</sup> January, 2010
- Management Team – Thursday 28<sup>th</sup> January, 2010
- All Students – Tuesday 2<sup>nd</sup> February, 2010

## Contact Details

Cotswold School  
Cotswold Avenue  
Bishopdale  
CHRISTCHURCH 8053  
Phone: 359-8035  
Fax: 359-4460  
Website: [www.cotswold.school.nz](http://www.cotswold.school.nz)  
Email: [office@cotswold.school.nz](mailto:office@cotswold.school.nz)

**Absentee Notification**  
(03) 359-8035 (Option 1)

**School Notices**  
(03) 359-8035 (Option 2)

**Cotswold School**  
BUILDING BRIGHTER FUTURES



## TERM DATES



### 2010 TERM DATES

|              |   |
|--------------|---|
| Term 1, 2010 | Tuesday 2 <sup>nd</sup> February to Thursday 1 <sup>st</sup> April    |
| Term 2, 2010 | Monday 19 <sup>th</sup> April to Friday 2 <sup>nd</sup> July          |
| Term 3, 2010 | Monday 19 <sup>th</sup> July to Friday 24 <sup>th</sup> September     |
| Term 4, 2010 | Monday 11 <sup>th</sup> October to Thursday 16 <sup>th</sup> December |

Schools will be closed in **2010** on Saturdays and Sundays and on the following holidays:

- Waitangi Day – 6 February (Saturday)
- Good Friday – 2 April (During School Holidays)
- Easter Monday – 5 April (During School Holidays)
- Easter Tuesday – 6 April (During School Holidays)
- ANZAC Day – 25 April (Sunday)
- Queen's Birthday - Monday 7 June
- Labour Day - Monday 25 October
- Canterbury Anniversary Day – Friday 12 November

### 2011 TERM DATES

|              |   |
|--------------|---|
| Term 1, 2010 | Tuesday 1 <sup>st</sup> February to Friday 15 <sup>th</sup> April |
| Term 2, 2010 | Monday 2 <sup>nd</sup> May to Friday 15 <sup>th</sup> July        |
| Term 3, 2010 | Monday 1 <sup>st</sup> August to Friday 7 <sup>th</sup> October   |
| Term 4, 2010 | Tuesday 25 <sup>th</sup> October to Thursday 15 December          |

Schools will be closed in **2011** on Saturdays and Sundays and on the following holidays:

- Waitangi Day - Sunday 6 February
- Good Friday – 22 April (During School Holidays)
- Easter Monday – 25 April (During School Holidays)
- Easter Tuesday – 26 April (During School Holidays)
- ANZAC Day – 25 April (During School Holidays)
- Queen's Birthday - Monday 6 June
- Labour Day - Monday 24 October
- Canterbury Anniversary Day – Friday 11 November







# SCHOOL THEME

Our school integrated learning theme is **LETS – Learning and Exploring Together to Succeed.**

Each term students will be involved in a unit with a school-wide common theme. We plan to utilise an inquiry-based learning model for each of these units. Inquiry-based learning can have many definitions and can be compared directly to other forms of instruction such as problem-based learning. In a general sense, we define inquiry-based learning as a process where students formulate investigative questions, obtain factual information from a variety of sources, and then build knowledge that ultimately reflects their answer to the original question.

The Inquiry Learning model 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 (information literacy).

Embedded within the inquiry-based process are numerous process and thinking skills that make this type of learning a rich and meaningful experience for students. Students may engage in this process as individual learners, or in cooperative teams. Additionally, the process is pliable, permitting various permutations of the process to be used effectively with all types of learners.

Each term we will also incorporate a Cotswold Value into our school programme with the Cotswold "Caring" Value being a focus every term during 2010. A copy of the Cotswold Values is included in this information booklet.

## LETS

### Learning and Exploring Together to Succeed

| TERM 1                        | TERM 2                                 | TERM 3                                   | TERM 4                                 |
|-------------------------------|--|--|--|
| <b>UNIT TITLE</b>             |  |  |  |
| Lets Care & Contribute        | Lets Explore & Communicate             | Lets Challenge & Compete                 | Lets Innovate & Create                 |
| <b>MAJOR CURRICULUM FOCUS</b> |  |  |  |
| Social Studies<br>Health      | Science<br>Social Science<br>The Arts  | Technology<br>Social Science<br>The Arts | Health & Physical Ed<br>Social Science |
| <b>COTSWOLD VALUES FOCUS</b>  |  |  |  |
| Caring<br>Contributing        | Caring & Contributing<br>Communication | Caring<br>Challenge                      | Caring<br>Creativity                   |



# COTSWOLD SCHOOL INQUIRY MODEL OVERVIEW

|   | IMMERSE   | QUESTION  | PLANNING  | GATHERING  | CREATE/SHARE/ACTION  | EVALUATION  |
|---|---|---|---|--|--|---|
| DEFINITION  | <ul style="list-style-type: none"> <li>Introducing a new learning topic</li> </ul>  | <ul style="list-style-type: none"> <li>Constructing questions that will determine the path of their inquiry</li> </ul>  | <ul style="list-style-type: none"> <li>Outline the path of an inquiry identifying resources, groupings and time-frames.</li> </ul>  | <ul style="list-style-type: none"> <li>Acquire relevant information to answer their supporting and essential questions</li> </ul>  | <ul style="list-style-type: none"> <li>To create a presentation about new learning</li> <li>To communicate new learning with an audience</li> <li>To put new learning into practice</li> </ul>   | <ul style="list-style-type: none"> <li>To reflect on learning and determine next steps throughout the inquiry process</li> </ul>                          |
| ← . . . . . C O H E R E N T P A T H W A Y S . . . . . → |   |   |   |  |  |   |
| PURPOSE   | <ul style="list-style-type: none"> <li>To create excitement and enthusiasm</li> <li>Modelling skills to be used</li> <li>Introducing a topic</li> <li>Learning new facts, ideas and concepts</li> <li>Guiding learning experiences</li> <li>Content concepts, outcomes and objectives</li> <li>Identify pre-existing knowledge</li> <li>Exposing learners to a range of experiences</li> <li>Catering to differing learning styles</li> <li>To establish purpose and relevance</li> <li>Evaluating</li> </ul> | <ul style="list-style-type: none"> <li>To find out important information</li> <li>Asking open/big/fat and skinny questions</li> <li>To refine research</li> <li>To establish what we want to find out more about</li> <li>To encourage more responsibility for learning</li> <li>To determine interests and path of inquiry</li> <li>To spark curiosity</li> <li>To predict possible outcomes/construct own answers</li> <li>To develop deeper questioning</li> <li>To gain an understanding that questioning can have different outcomes</li> <li>Tool for inquiring</li> <li>To take increasing responsibility for constructing essential/supporting questions</li> <li>Evaluating</li> </ul> | <ul style="list-style-type: none"> <li>Grouping (similar interests/abilities)</li> <li>Provides structure</li> <li>To determine possible sources of information</li> <li>Provides a timeline/timeframe</li> <li>Determine what they will be doing</li> <li>To establish roles within groups</li> <li>To set goals</li> <li>Scaffolds inquiry</li> <li>Provides accountability for learning</li> <li>Determine most effective mode of sharing through developing criteria</li> <li>Evaluating</li> </ul> | <ul style="list-style-type: none"> <li>Seek answers</li> <li>To use and further develop research skills (taking notes, use keywords, cutting and pasting)</li> <li>To gain understanding that information can be gathered from a range of sources (including ICTs, people, books)</li> <li>To collate information from various sources.</li> <li>Evaluation</li> </ul> | <ul style="list-style-type: none"> <li>To process information (group, categorise, eliminate, rearrange, summarise, trash and treasure)</li> <li>To organise information from multiple source</li> <li>Analyse and interpret</li> <li>Use information to answer questions</li> <li>To make a difference for themselves and/or others</li> <li>To demonstrate understanding of the essential question</li> <li>Evaluation</li> </ul> | <ul style="list-style-type: none"> <li>To take ownership for own learning</li> <li>To identify individual needs and scaffold skills of inquiry</li> </ul> |

|                                      |   |   |   |  |  |   |
|--------------------------------------|---|---|---|--|--|---|
| <b>SKILLS STRATEGIES &amp; TOOLS</b> | <ul style="list-style-type: none"> <li>Brainstorming, listening and responding, questioning, observing, sharing, recalling, discussing etc</li> <li>Reading, viewing, visiting, scaffolding, experimenting, exposing, interchange, experts, challenging, presenting a scenario etc</li> <li>ICT's</li> <li>Webquests, Internet scavenger hunts, Picasa (art rage), Encarta, CD Roms, DVDs, Super Duper Music Looper,</li> <li>Identify where they are at in the inquiry process and reflect on progress.</li> </ul> | <ul style="list-style-type: none"> <li>Big/supporting questions, relevant questions, posing different questions for different outcomes (achievable)</li> <li>(Blooms, Questions starters, Open and closed, Hypothesising, question matrix statements and opinions)</li> <li>ICTs - Inspiration, refer to ICT's at immersion stage.</li> <li>Identify where they are at in the inquiry process and reflect on progress.</li> </ul> | <ul style="list-style-type: none"> <li>Time management <ul style="list-style-type: none"> <li>Prioritising (timelines, checklists)</li> <li>Planning sources (brainstorming, flow chart)</li> <li>Grouping</li> <li>Assigning roles</li> <li>Working together (thinkers keys, role cards)</li> <li>Setting goals (conference sheets, learning journals)</li> <li>Scaffolding the process (display cards, booklets, modelling)</li> </ul> </li> <li>ICT's <ul style="list-style-type: none"> <li>Inspiration As A Planning Tool</li> <li>"Just In Time" Learning For Appropriate lcts</li> </ul> </li> <li>Identify where they are at in the inquiry process and reflect on progress.</li> </ul> | <ul style="list-style-type: none"> <li>Research skills <ul style="list-style-type: none"> <li>Keywords</li> <li>Note-Taking</li> <li>Recording</li> <li>Skimming And Scanning</li> <li>Highlighting</li> <li>Selecting And Rejecting</li> <li>Conferencing</li> <li>Interviewing</li> <li>Comparing And Contrasting (Venn Diagrams, T,Y,X/Senses Charts)</li> <li>Making Judgements (Agree/Disagree Charts)</li> <li>Sorting</li> <li>Collating</li> <li>Classifying (CCC Chart)</li> <li>Surveying</li> <li>Summarising</li> <li>Interpreting</li> </ul> </li> <li>ICT's <ul style="list-style-type: none"> <li>Inspiration</li> <li>Internet Searching Skills</li> <li>Digital Photography</li> <li>Video Footage</li> <li>Telephone Conferencing</li> <li>Fax</li> <li>Photocopier</li> <li>Interactive Sites (Fact Fragment Frenzy)</li> <li>Email</li> <li>Skype</li> <li>Wikispaces</li> <li>Blogs,</li> </ul> </li> <li>Identify where they are at in the inquiry process and reflect on progress.</li> </ul> | <ul style="list-style-type: none"> <li>Identifying Audience <ul style="list-style-type: none"> <li>Selecting Appropriate Style For Presenting Information</li> <li>Communicating</li> <li>Sharing With Others</li> <li>Persuading</li> <li>Accuracy</li> <li>Summarising</li> <li>Setting Standards</li> <li>Design Skills (Rubrics)</li> </ul> </li> <li>ICT's <ul style="list-style-type: none"> <li>Website</li> <li>Powerpoint</li> <li>Photostory</li> <li>Movie</li> <li>Kidpix</li> <li>Inspiration</li> <li>Word</li> <li>Publisher</li> <li>Multi-Media Presentations</li> <li>Animation</li> <li>OHP</li> <li>Internet</li> <li>Data Projector...</li> </ul> </li> <li>Identify where they are at in the inquiry process and reflect on progress.</li> </ul> | <ul style="list-style-type: none"> <li>Reflecting <ul style="list-style-type: none"> <li>Self And Peer Assessing</li> <li>Evaluating</li> <li>Next Step Goals</li> <li>Responding To Feedback</li> <li>Identifying Strengths And Weaknesses (Thinkers Keys, PMI, 6 Hats, KWL, Feedback Chart, Rubric)</li> </ul> </li> <li>ICTs <ul style="list-style-type: none"> <li>Inspiration</li> <li>KidPix</li> </ul> </li> <li>Identify where they are at in the inquiry process and reflect on progress.</li> </ul> |
|                                      | <b>← . . . . . C O H E R E N T P A T H W A Y S . . . . . →</b>  |   |   |  |  |   |
| <b>CHILD SPEAK</b>                   | <ul style="list-style-type: none"> <li>Dive deep into your topic, find out as much as you can.</li> </ul>   | <ul style="list-style-type: none"> <li>Now that you have some information - what do you want to know about?</li> <li>You need to ask... <ul style="list-style-type: none"> <li>an essential question</li> <li>supporting questions</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>How will I find the answer to my questions?</li> <li>A variety of resources that will help</li> <li>How you might present your findings?</li> <li>Develop an action plan. Think about... <ul style="list-style-type: none"> <li>Timeline</li> <li>Who might you be working with?</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>Find information from a range of sources to answer your question.</li> <li>Find key ideas and keywords.</li> <li>Sort your ideas <ul style="list-style-type: none"> <li>What to keep and what to throw out?</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>Here is your chance to be creative.</li> <li>Present your information to share your learning.</li> <li>Help other people learn about your topic.</li> <li>Put your new learning into practice; make a difference for yourself / others.</li> </ul>  | <ul style="list-style-type: none"> <li>Did you find satisfying answers to your questions?</li> <li>What has changed (skills, attitudes, behaviour, thinking)?</li> <li>Did you make a difference?</li> <li>What could you do better next time?</li> </ul>   |
|                                      | <b>IMMERSE</b>  | <b>QUESTION</b>   | <b>PLANNING</b>   | <b>GATHERING</b>   | <b>CREATE/SHARE/ACTION</b>   | <b>EVALUATION</b>   |



# COTSWOLD SCHOOL VALUES/KEY COMPETENCIES RUBRIC

|  |  |  |   |   |
|--|--|--|---|---|
| <b>C<br/>A<br/>R<br/>I<br/>N<br/>G</b> | Our school will:   |  |   |   |
|  | <ul style="list-style-type: none"> <li>- Treat each other and our environment with respect and understanding.</li> </ul>   |  |   |   |
|  | Students will:   |  |   |   |
|  | <ul style="list-style-type: none"> <li>- Use their manners.</li> <li>- <b>Display respect for all people they interact with.</b></li> <li>- <b>Be responsible for their belongings and their immediate environment.</b></li> <li>- Take increasing responsibility for their behaviour and the school environment.</li> </ul> |  |   |   |
|  | <b>Themes:</b>   | <b>Stage 1</b>   | <b>Stage 2</b>  | <b>Stage 3</b>  |
|  | <b>Display respect for all people they interact with.</b>  | - I can use my manners, including listening to others.                   | - I can explain different points of view and share my own.                  | - I can accept diversities and work together with others to achieve a common goal.            |
|  | <b>Be responsible for their belongings and their immediate environment</b>   | - I can put things away that I have used when I have finished with them. | - I can identify misplaced belongings and use my initiative to return them. | - I can use my initiative to suggest improvements to our environment and can implement these. |

|  |   |  |   |  |
|--|---|--|---|--|
| <b>C<br/>O<br/>N<br/>T<br/>R<br/>I<br/>B<br/>U<br/>T<br/>I<br/>N<br/>G</b> | Our school will:  |  |   |  |
|  | <ul style="list-style-type: none"> <li>- Participate and be actively involved in our community</li> </ul>   |  |   |  |
|  | Students will:  |  |   |  |
|  | <ul style="list-style-type: none"> <li>- <b>Actively participate and contribute as a group member</b></li> <li>- <b>Actively participate and contribute within the wider community</b></li> </ul> |  |   |  |
|  | Use technology to access and communicate with the wider community.  |  |   |  |
|  | <b>Themes:</b>  | <b>Stage 1</b>   | <b>Stage 2</b>  | <b>Stage 3</b>   |
|  | <b>Actively participate and contribute as a group member</b>  | - I can take turns to share my ideas.                        | - I can work in groups taking on various roles.                     | - I can take on various leadership roles.                  |
|  | <b>Actively participate and contribute within the wider community</b>   | - I can actively involve myself in school/ community events. | - I can contribute to the organisation of school/ community events. | - I can lead the organisation of school/ community events. |

|  |  |  |   |   |
|--|--|--|---|---|
| <b>C<br/>O<br/>M<br/>M<br/>U<br/>N<br/>I<br/>C<br/>A<br/>T<br/>E</b> | Our school will:   |  |   |   |
|  | <ul style="list-style-type: none"> <li>- Provide opportunities for giving, receiving and communicating information effectively</li> </ul>  |  |   |   |
|  | Students will:   |  |   |   |
|  | <ul style="list-style-type: none"> <li>- <b>Effectively communicate using language symbols and texts.</b></li> <li>- Actively participate in discussions, asking and answering questions.</li> <li>- <b>Confidently use ICTs to access and provide information.</b></li> </ul> |  |   |   |
|  | <b>Themes:</b>   | <b>Stage 1</b>                                 | <b>Stage 2</b>                                      | <b>Stage 3</b>  |
|  | <b>Effectively communicate using language symbols and texts.</b>   |  |   |   |
|  | <b>Confidently use ICTs to access and provide information.</b>   | - I can use a range of ICT tools with support. | - I can use a range of ICT tools with independence. | - I can select and use the most appropriate ICT tools to communicate information effectively. |

C R E A T I V I T Y

Our school will:  
 - Provide opportunities to develop creative thinking.

Students will  
 - **Become innovators using a range of strategies.**  
 - **Develop curiosity by asking questions.**  
 - Create and present their works in a variety of ways.  
 Develop enterprising attributes.

| Themes:   | Stage 1  | Stage 2   | Stage 3  |
|---|--|---|--|
| <b>Become innovators using a range of strategies.</b> | <ul style="list-style-type: none"> <li>- I can come up with new ideas.</li> <li>- I can identify the difference between a question and a statement.</li> </ul>             | <ul style="list-style-type: none"> <li>- I can generate and use creative ideas and processes.</li> <li>- I can ask open and closed questions.</li> <li>- I am beginning to independently ask questions relevant to the topic.</li> <li>- I can group, remove and change questions.</li> </ul> | <ul style="list-style-type: none"> <li>- I can identify needs or opportunities and work with others to reach an appropriate outcome</li> <li>- I can ask a question relevant to the topic.</li> <li>- I can ask supporting questions</li> <li>- I can justify the most appropriate question</li> </ul> |
| <b>Develop curiosity by asking questions.</b>         | <ul style="list-style-type: none"> <li>- I can identify the difference between an open and closed question</li> <li>- I can ask questions with teacher support.</li> </ul> |   |  |

C H A L L E N G E

Our school will:  
 - Provide opportunities to be self-managed learners.

Students will  
 - Set high standards.  
 - **Reflect on personal goals and identify next steps.**  
 - **Take risks and be persistent**  
 - Manage learning time effectively

| Themes:   | Stage 1  | Stage 2   | Stage 3   |
|---|--|---|---|
| <b>Reflect on personal goals and identify next steps.</b> | <ul style="list-style-type: none"> <li>- I can set realistic goals.</li> <li>- I can stay focused even when it is hard by:                             <ul style="list-style-type: none"> <li>o Seeking help from the teacher</li> <li>o Seeking help from a buddy</li> <li>o Using resources around the room</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- I can set specific goals and develop steps to achieve them.</li> <li>- I can keep positive trying my best even when it's difficult and with support am willing to try alternatives when needed.</li> </ul> | <ul style="list-style-type: none"> <li>- I can set short, medium and long term goals, develop plans to achieve them and can reassess and alter plans when required.</li> <li>- I can overcome problems independently using a variety of strategies and identify new opportunities.</li> </ul> |
| <b>Take risks and be persistent</b>                       |  |   |   |



# 2010 STUDENT ACTIVITIES



Outlined below are major activities our students will be involved in during 2010. While this list does not include all activities it does include the major activities for 2010 and the **approximate cost**.

## TERM 1

### Sailing

Year 5 students will learn to sail with the Canterbury Sailing School at Lake Rua. Trained lifeguards and sailing instructors will be working with the children with these activities. Year 5 \$32.00

### Beach Education

Our Year 5 students will be involved in a beach/water safety experience at South Brighton Beach. Year 5 \$12.00

### Marae Experience

All students will experience a Marae visit, the powhiri ceremony and hands on activities. This is a key aspect of the New Zealand Curriculum which acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. Year 1 - 6 \$13.00

### Camp

Our Year 6 students will attend a four day camp to be held at the Wainui from Sunday 28<sup>th</sup> March, 2010 to Wednesday 31<sup>st</sup> March, 2010. This charge covers camp fees, food and transport back from camp. Year 6 \$150.00

## Term 4

### Swimming

All Year 2 & 3 students will be involved in a concentrated swimming programme at Jellie Park during Term 4, 2010. Year 2 & 3 \$45.00

### Swimming

All Year 4 - 6 students will be involved in a concentrated swimming programme at QEII during Term 4, 2010. Year 4 - 6 \$45.00

## OUTSTANDING ACTIVITY FEES

There are quite a number of students who still owe money for a number of 2009 school activities. Where payment is not made in full, all outstanding debts will be rolled forward to 2010 meaning children will be unable to participate in any future activities until the debt is cleared – this includes the 2010 Year 6 Camp and Year 5 Activity Week. Please contact the school office (Ann or Sue) if you wish to check your account balance or set up a payment plan.

## PAYMENT PLANS

We happy to set up payments plans to assist families make payments over time for school activities. Please contact the school office (Ann or Sue – office@cotswold.school.nz) for further information.

## SCHOOL DONATION



The Board has set the 2010 school donation at \$75.00 for the first child and \$15.00 per additional sibling to a maximum of 3 children – i.e. \$75.00 for one child, \$90.00 for two children, \$105.00 for three or more children.

During 2009 we used the money received from the school donation to provide additional learning support programmes for all our students. This has had a very positive impact on student achievement. We will continue to use the money received from donations during the 2010 school year to provide additional learning support for our students. This will include both book and people resources.

While school donations are not compulsory, we do appreciate the commitment made to our school by a large number of our parents who make the requested donation. We also appreciate and acknowledge a number of donations made by parents over and above that requested and for special school activities like camps and swimming.

School Donations will be included in with the first invoice parents receive for the year.





## STATIONERY PACKS

Stationery packs of the exercise books required by your child in his/her 2010 classroom will be available during the first week of school next year.

**All students** are required to pay a \$10.00 paper fee. The price for each pack listed below, **includes the \$10.00 paper fee.**

If you would like to purchase the pack prior to the start of school, packs will be available from **Room 3** on:

- Thursday 28<sup>th</sup> January, 2010 – 1.00pm to 3.00pm
- Monday 1<sup>st</sup> February, 2010 – 1.00pm to 3.00pm

Alternatively stationery packs will be available on the first day back to school. Please bring money in a **named envelope**. Cheques to be made payable to **Cotswold School**. **Please do not go to the school office for these packs.**

An outline of the cost per pack is listed below. An individual item list can be made available if you require it. We have found in the past that it can be more time consuming and costly to source these individual. Reading bags and boxes can be purchased from the office during Week 2.

**Correct change would be appreciated.**

|                                |                         |                        |                                  |
|--------------------------------|-------------------------|------------------------|----------------------------------|
| <b>Room 1, 2, 3, 4, 13, 14</b> | <b>Stationery Pack</b>  | <b>\$39.00</b>         |                                  |
|                                | <b>Equipment List:-</b> | • Reading Bag (\$7.20) | Available from the school office |
| <b>Room 15, 16, 17, 18</b>     | <b>Stationery Pack</b>  | <b>\$47.00</b>         |                                  |
|                                | <b>Equipment List:-</b> | • Reading Bag (\$7.20) | Available from the school office |
| <b>Room 10, 11, 19, 20</b>     | <b>Stationery Pack</b>  | <b>\$50.00</b>         |                                  |
|                                | <b>Equipment List:-</b> | • Pencil Case          |                                  |
| <b>Room 9, 12</b>              | <b>Stationery Pack</b>  | <b>\$50.00</b>         |                                  |
|                                | <b>Equipment List:-</b> | • Pencil Case          |                                  |
| <b>Room 5, 6, 7, 8, 12A</b>    | <b>Stationery Pack</b>  | <b>\$45.00</b>         |                                  |
|                                | <b>Equipment List:-</b> | • Pencil Case          |                                  |

# SCHOOL UNIFORM & DRESS CODE



Cotswold School has a compulsory uniform/dress code that all students must adhere to.

Details are as follows:

## Girls:

### Summer

- |                       |                                       |
|-----------------------|---------------------------------------|
| • Zipped front dress  | Style Pattern 3607 (no white collar)* |
| • Culottes            | Butterick Pattern 5289*               |
| • Polo shirt          | Royal blue or white                   |
| • Blouse              | White cotton                          |
| • Jersey/cardigan     | Royal blue                            |
| • Sweatshirt/cardigan | Cotswold School royal blue            |

### Winter

- |                         |  |
|-------------------------|--|
| • Bib-front pinafore    | Tartan knee length. Simplicity Pattern 7727* |
| • Culottes              | Tartan knee length*                          |
| • Tights                | Navy or black                                |
| • Trackpants            | Cotswold School royal blue                   |
| • Skivvy                | Royal blue, navy or white                    |
| • Polo shirt            | Royal blue or white                          |
| • Blouse                | White  |
| • Jersey / Cardigan     | Royal blue                                   |
| • Sweatshirt / cardigan | Cotswold School royal blue                   |

\* Both summer dress and culottes to be made from Royal Blue 1/8" gingham. Winter pinafore and culottes to be made in Tartan No 155 (Polyviscose twill). Patterns available for hire from School Office – \$1.00 each.

\* Girls uniforms (summer dress and culottes, winter pinafore and culottes) available from Mainland Uniforms, 511 Wairakei Road, Green Apple Children's Wear, 69 Rutland Street, Postie+ at the Bishopdale Mall and Northwood Supa Centre.

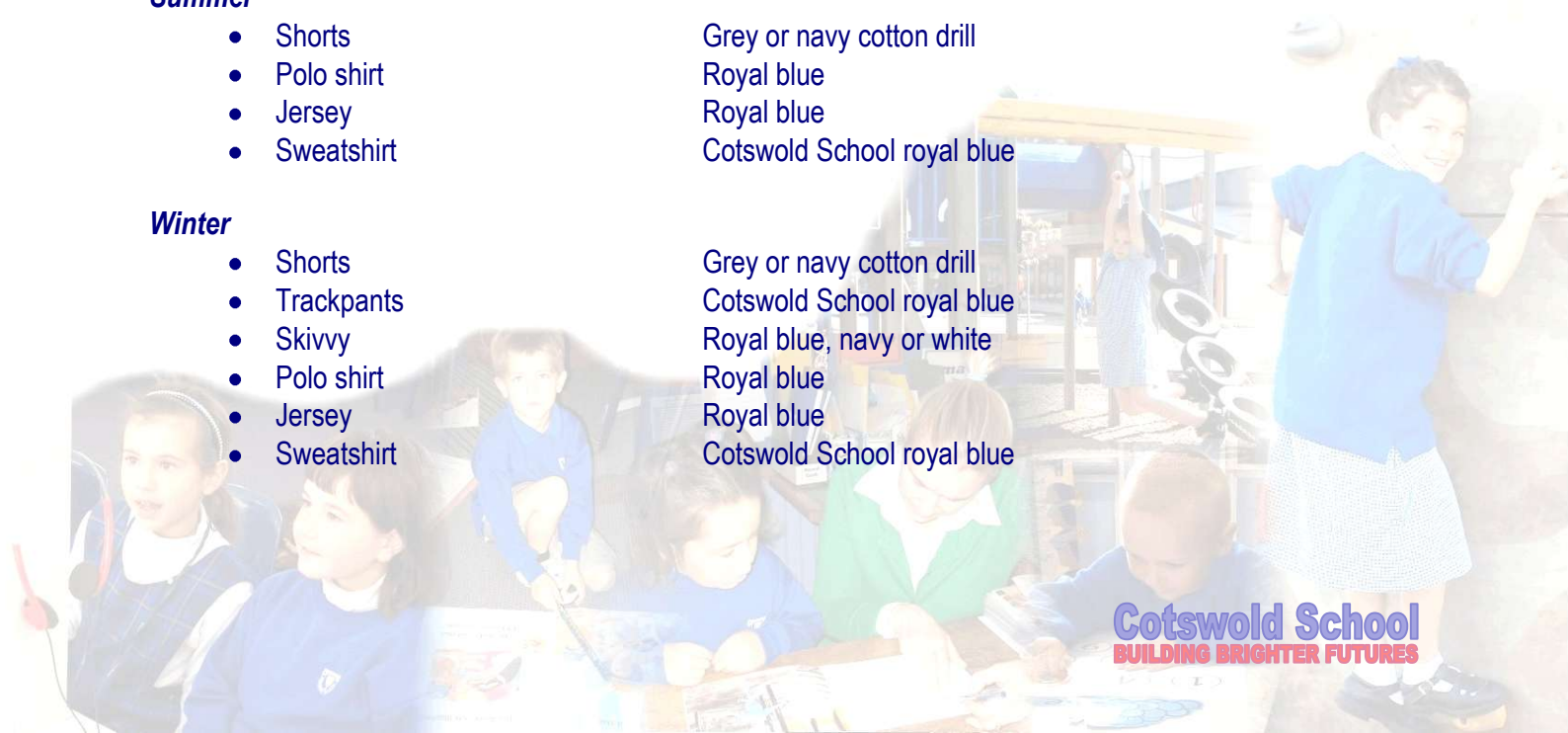
## Boys:

### Summer

- |              |                            |
|--------------|----------------------------|
| • Shorts     | Grey or navy cotton drill  |
| • Polo shirt | Royal blue                 |
| • Jersey     | Royal blue                 |
| • Sweatshirt | Cotswold School royal blue |

### Winter

- |              |                            |
|--------------|----------------------------|
| • Shorts     | Grey or navy cotton drill  |
| • Trackpants | Cotswold School royal blue |
| • Skivvy     | Royal blue, navy or white  |
| • Polo shirt | Royal blue                 |
| • Jersey     | Royal blue                 |
| • Sweatshirt | Cotswold School royal blue |



# SCHOOL UNIFORM & DRESS CODE



## Girls and Boys:

### Hats

- Royal Blue wide brimmed or bucket hat compulsory during terms 1 and 4.

### Footwear

- Footwear should be safe, and suitable for school activities.
- Footwear for both girls and boys should be closed in sneakers or leather shoes, or sandals that have adequate heel and toe support. Slip ons, scuffs, jandals, or other unsuitable footwear is not permitted.
- Where possible please choose footwear with non-marking soles.
- Socks in grey, navy or white are to be worn.

### Grooming

- For safety reasons, students may not wear necklaces (unless for genuine cultural reasons), bracelets, or dangly earrings. Watches, medic alert bracelets and ear studs are permitted.
- Nailpolish, body transfers / stickers are not encouraged.
- For health and safety reasons, long hair needs to be tied back at school and during all school activities.

### Optional Uniform Items

- Dark blue polar fleece vest or jacket.
- Sports clothing, while remaining optional, is recommended to be navy shorts with a white or royal blue polo shirt.

### Additional Information

- The words "Cotswold School Royal Blue" indicate the colour that should be worn. The words "Cotswold School", while available on uniform items sold through the school are not compulsory on uniform items
- Uniform items sourced elsewhere are permitted provided they comply with the criteria detailed in this brochure.
- The items within the uniform will be reviewed periodically to reflect the changing needs and styles available to students. Suggestions from parents and caregivers are welcomed and will be considered during each uniform policy review.

Hats and Cotswold logo uniform items can be purchased from:

**Postie+**  
Bishopdale Mall  
Telephone 359-7449

**Postie+**  
Northwood Supa Centre  
Telephone 360-3037

Unfortunately Postie+ do not stock the girls summer dresses we therefore recommend you try:

**Susan Ross**  
69 Rutland Street  
Telephone 355-0605

or

**Mainland Uniform**  
511 Wairakei Road  
Telephone 352-6028

All three of the above suppliers stock the girls winter pinafores and culottes.

# 2010 TERM 1 CALENDAR



| Monday  | Tuesday   | Wednesday   | Thursday                                | Friday   |
|---|---|---|---|--|
| <b>18 Jan</b><br>School Holidays                      | <b>19 Jan</b><br>School Holidays                  | <b>20 Jan</b><br>School Holidays                          | <b>21 Jan</b><br>School Holidays        | <b>22 Jan</b><br>School Holidays   |
| <b>25 Jan</b><br>School Holidays                      | <b>26 Jan</b><br>School Holidays                  | <b>27 Jan</b><br>School Holidays                          | <b>28 Jan</b><br>School Holidays        | <b>29 Jan</b><br>School Office Open<br>School Holidays<br>Staff Professional Development Day |
| <b>1 Feb</b><br>School Office Open<br>School Holidays | <b>2 Feb</b>                                      | <b>3 Feb</b>  | <b>4 Feb</b>                            | <b>5 Feb</b>   |
| <b>8 Feb</b>  | <b>9 Feb</b>                                      | <b>10 Feb</b>   | <b>11 Feb</b>                           | <b>12 Feb</b><br>Year 5 Sailing - Pre Visit  |
| <b>15 Feb</b><br>Year 5 Sailing                       | <b>16 Feb</b><br>Year 5 Sailing                   | <b>17 Feb</b><br>Year 5 Beach Education<br>Year 5 Sailing | <b>18 Feb</b><br>Year 5 Beach Education | <b>19 Feb</b><br>CPSSA Weekly Summer Sport<br>F/S Ass embly                                  |
| <b>22 Feb</b>   | <b>23 Feb</b>                                     | <b>24 Feb</b>   | <b>25 Feb</b>                           | <b>26 Feb</b><br>CPSSA Weekly Summer Sport   |
| Learning@Schools Conference (Rotorua)                 |   |   |   |  |
| <b>1 Mar</b>  | <b>2 Mar</b>                                      | <b>3 Mar</b>  | <b>4 Mar</b><br>Duathlon                | <b>5 Mar</b><br>CPSSA Weekly Summer Sport<br>p/p Duathlon                                    |
| <b>8 Mar</b><br>Zone Swimming Sports                  | <b>9 Mar</b>                                      | <b>10 Mar</b>   | <b>11 Mar</b>                           | <b>12 Mar</b><br>CPSSA Weekly Summer Sport   |
| <b>15 Mar</b>   | <b>16 Mar</b>                                     | <b>17 Mar</b><br>CPSSA Triathlon                          | <b>18 Mar</b>                           | <b>19 Mar</b><br>CPSSA Weekly Summer Sport   |
| <b>22 Mar</b><br>Radio Club Visit To 92 More FM       | <b>23 Mar</b>                                     | <b>24 Mar</b>   | <b>25 Mar</b><br>CPSSA Swimming Sports  | <b>26 Mar</b><br>CPSSA Weekly Summer Sport<br>F/S Ass embly                                  |
| <b>29 Mar</b><br>Y6 Camp At Wainui                    | <b>30 Mar</b><br>Y6 Camp At Wainui                | <b>31 Mar</b><br>Y6 Camp At Wainui                        | <b>1 Apr</b>                            | <b>2 Apr</b><br>Good Friday<br>School Holidays   |
| <b>5 Apr</b><br>Easter Monday<br>School Holidays      | <b>6 Apr</b><br>Easter Tuesday<br>School Holidays | <b>7 Apr</b><br>School Holidays                           | <b>8 Apr</b><br>School Holidays         | <b>9 Apr</b><br>School Holidays  |





# 2010 TERM 4 CALENDAR



| Monday                           | Tuesday  | Wednesday                        | Thursday                         | Friday  |
|----------------------------------|--|----------------------------------|----------------------------------|---|
| <b>27 Sep</b><br>School Holidays | <b>28 Sep</b><br>School Holidays                     | <b>29 Sep</b><br>School Holidays | <b>30 Sep</b><br>School Holidays | <b>1 Oct</b><br>School Holidays                             |
| <b>4 Oct</b><br>School Holidays  | <b>5 Oct</b><br>School Holidays                      | <b>6 Oct</b><br>School Holidays  | <b>7 Oct</b><br>School Holidays  | <b>8 Oct</b><br>School Holidays                             |
| <b>11 Oct</b>                    | <b>12 Oct</b>  | <b>13 Oct</b>                    | <b>14 Oct</b>                    | <b>15 Oct</b>   |
| <b>18 Oct</b>                    | <b>19 Oct</b><br>CPSSA Kiwi League Tag<br>Tournament | <b>20 Oct</b>                    | <b>21 Oct</b>                    | <b>22 Oct</b>   |
| <b>25 Oct</b><br>Labour Day      | <b>26 Oct</b>  | <b>27 Oct</b>                    | <b>28 Oct</b>                    | <b>29 Oct</b><br>CPSSA Weekly Summer Sport                  |
| <b>1 Nov</b>                     | <b>2 Nov</b>   | <b>3 Nov</b>                     | <b>4 Nov</b>                     | <b>5 Nov</b><br>CPSSA Weekly Summer Sport<br>F/S Ass embly  |
| <b>8 Nov</b><br>Zone Athletics   | <b>9 Nov</b>   | <b>10 Nov</b>                    | <b>11 Nov</b>                    | <b>12 Nov</b><br>Show Day                                   |
| <b>15 Nov</b>                    | <b>16 Nov</b>  | <b>17 Nov</b>                    | <b>18 Nov</b>                    | <b>19 Nov</b><br>CPSSA Weekly Summer Sport                  |
| <b>22 Nov</b>                    | <b>23 Nov</b>  | <b>24 Nov</b>                    | <b>25 Nov</b>                    | <b>26 Nov</b><br>CPSSA Weekly Summer Sport                  |
| <b>29 Nov</b>                    | <b>30 Nov</b><br>CPSSA Athletics                     | <b>1 Dec</b>                     | <b>2 Dec</b>                     | <b>3 Dec</b><br>CPSSA Weekly Summer Sport                   |
| <b>6 Dec</b>                     | <b>7 Dec</b>   | <b>8 Dec</b>                     | <b>9 Dec</b>                     | <b>10 Dec</b><br>CPSSA Weekly Summer Sport<br>F/S Ass embly |
| <b>13 Dec</b>                    | <b>14 Dec</b>  | <b>15 Dec</b>                    | <b>16 Dec</b>                    | <b>17 Dec</b><br>School Holidays                            |



# COTSWOLD SCHOOL BEHAVIOUR MANAGEMENT PLAN

Trying To Solve A Problem?  
Have You Used Your

## W.I.T.S?

**Walk Away**  
Go Somewhere Away From The Problem

**Ignore**  
Don't Give The Person Any Attention.

**Talk About It**  
"I Don't Like It When You..."

**Seek Help**  
Find An Adult Or Teacher To Help You.

**SELF MANAGED LEARNER**

Cotswold students use their **WITS** to manage their behaviour against an agreed set of **CARING VALUES**. Where Teacher Intervention is required, the **STEPS** below will apply.

### Caring Values

Cotswold values a caring school community.

At Cotswold School we:

- Treat other and our environment with respect and understanding.

As a Cotswold Carer:

- I use their manners.
- I display respect for all people I interact with.
- I take responsibility for my belongings and my immediate environment.
- I take increasing responsibility for my behaviour and the school environment.

## STARTING POINT FOR INTERVENTION BY TEACHER

|                  |  |        |   |                   |
|------------------|--|--------|---|-------------------|
| IN THE CLASSROOM | <ul style="list-style-type: none"> <li>Verbal warning</li> <li>Name on board</li> <li>"Mark" beside name</li> </ul>  | STEP 1 | <ul style="list-style-type: none"> <li>Verbal warning</li> </ul>  | IN THE PLAYGROUND |
|                  | <ul style="list-style-type: none"> <li>Isolation within room</li> <li>Removal from class activity for an appropriate length of time</li> </ul>   | STEP 2 | <ul style="list-style-type: none"> <li>Name on behaviour slip</li> </ul>  |                   |
|                  | <ul style="list-style-type: none"> <li>Removal from the classroom to an agreed classroom where they will sit in "time out"</li> <li>Write out letter to parents identifying inappropriate behaviours</li> <li>Letter is taken home and signed by parents and returned to school the following day</li> </ul> | STEP 3 | <ul style="list-style-type: none"> <li>"timeout"</li> <li>Junior - 5 minutes</li> <li>Middle - 10 minutes</li> <li>Senior - 15 minutes</li> <li>The "timeout" area is located on the concrete area between the staffroom and technology room.</li> </ul>  |                   |
|                  | <ul style="list-style-type: none"> <li>Child's name is entered into the detention book</li> <li>One day detention to be served during lunch period where an activity related to the inappropriate behaviour is completed.</li> <li>Parents are contacted through a generic letter being sent home</li> </ul> | STEP 4 | <ul style="list-style-type: none"> <li>Immediate removal from the playground to the detention room or "timeout" area until the end of that play period.</li> <li>One day detention to be served during the next lunch period</li> <li>Write out letter to parents</li> <li>Letter is to be taken home and signed by parents and returned to school the following day</li> </ul> |                   |
|                  | <ul style="list-style-type: none"> <li>Removal from classroom by either Deputy Principal or Assistant Principal depending on the area of the school</li> <li>Parents contacted by phone</li> </ul>   | STEP 5 | <ul style="list-style-type: none"> <li>Removal from the playground by either Deputy Principal or Assistant Principal depending on the area of the school</li> <li>Parents contacted by phone</li> </ul>   |                   |
|                  | <ul style="list-style-type: none"> <li>Removal from classroom to principal's office</li> </ul>   | STEP 6 | <ul style="list-style-type: none"> <li>Removal from playground to principal's office</li> </ul>   |                   |

# STAFF CONTACT DETAILS



| DETAIL                             | NAME                         | EXTENSION | EMAIL                        |
|------------------------------------|------------------------------|-----------|------------------------------|
| School Office:                     | Sue MacKenzie<br>Ann Tizzard | 800       | office@cotswold.school.nz    |
| Principal:                         | Stephen Harrison             | 800       | principal@cotswold.school.nz |
| Associate Principal                | Andrew Simpson               | 800       | asimpson@cotswold.school.nz  |
| Associate Principal                | Paula Fleming-Connell        | 800       | paulaf@cotswold.school.nz    |
| Room 1                             | Lorna Agmen                  | 701       | lorna@cotswold.school.nz     |
| Room 2                             | Lisa George                  | 702       | lisag@cotswold.school.nz     |
| Room 3                             | Aaron Skerrett               | 703       | aaron@cotswold.school.nz     |
| Room 4                             | To be advised                | 704       |                              |
| Room 5                             | Alex Thomson                 | 705       | alex@cotswold.school.nz      |
| Room 6                             | Jane Pittaway                | 706       | jane@cotswold.school.nz      |
| Room 6                             | Karen Mudaliar               | 706       | karenm@cotswold.school.nz    |
| Room 7                             | Sarah Fraser                 | 707       | sfraser@cotswold.school.nz   |
| Room 8                             | Bex Green                    | 708       | bex@cotswold.school.nz       |
| Room 9                             | Kristin Dudley               | 709       | kristin@cotswold.school.nz   |
| Room 10                            | Sally Engelbrecht            | 710       | sally@cotswold.school.nz     |
| Room 11                            | David Guthrie                | 711       | davidg@cotswold.school.nz    |
| Room 12                            | Liz Davies                   | 712       | lizard@cotswold.school.nz    |
| Room 12A                           | Anna Douglas                 | 722       | annad@cotswold.school.nz     |
| Room 13                            | Susan Arscott                | 713       | susana@cotswold.school.nz    |
| Room 13                            | Michelle Kinney              | 713       | michellek@cotswold.school.nz |
| Room 14                            | Liz Laphorne                 | 714       | lizl@cotswold.school.nz      |
| Room 15                            | Margaret Diehl               | 715       | margaret@cotswold.school.nz  |
| Room 16                            | Heather Bennis               | 716       | heather@cotswold.school.nz   |
| Room 17                            | Cameron Anderson             | 717       | cameron@cotswold.school.nz   |
| Room 18                            | Jean-Marie Cain              | 718       | jeanm@cotswold.school.nz     |
| Room 19                            | Tracey Jourdain              | 719       | tracey@cotswold.school.nz    |
| Room 20                            | Paula Fleming-Connell        | 720       | paulaf@cotswold.school.nz    |
| Room 20                            | Joanne Holdem                | 720       | joh@cotswold.school.nz       |
| Room 21                            | To be advised                |           |                              |
| Information Centre                 | Lynda Collins                | 810       | library@cotswold.school.nz   |
| International Students             | Lissa Kyle                   | 852       | lissa@cotswold.school.nz     |
| International Students             | Stephen Harrison             | 800       | principal@cotswold.school.nz |
| Junior Assessment                  | Karren Garriock              | 701       | karren@cotswold.school.nz    |
| PMP Coordinator                    | Glenda Harrison              | 831       | glenda@cotswold.school.nz    |
| Property Manager                   | Wayne Major                  | 805       | wayne@cotswold.school.nz     |
| Reading Recovery Tutor             | Susan Arscott                | 800       | susana@cotswold.school.nz    |
| Learning Support Coordinator       | Lissa Kyle                   | 852       | lissa@cotswold.school.nz     |
| Sports Coordinator – Senior School | Peter Harper                 | 800       | peter@cotswold.school.nz     |
| Sports Coordinator – Junior School | David Guthrie                | 800       | davidg@cotswold.school.nz    |

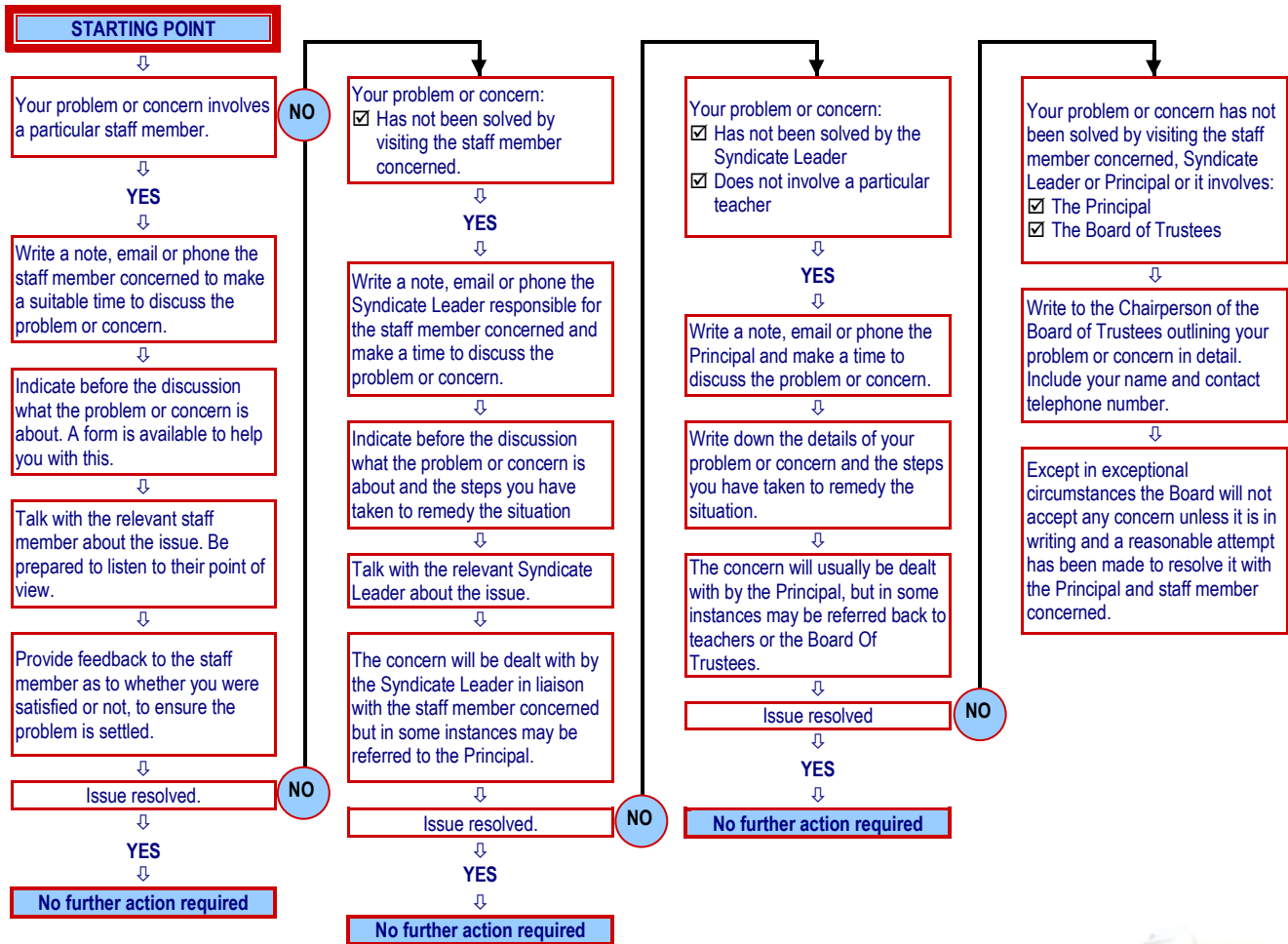
# GUIDELINES TO RESOLVE PARENT CONCERNS



The information below is designed to help parents and guardians understand what to do if they are concerned about some aspect of our school.

Staff and members of the Board of Trustees encourage open communication and prefer that you come to talk through a problem rather than discuss it in the community. It is our job to be fair and to listen to your concerns, but this involves your support as well.

We hope these guidelines are of some use so you feel confident to approach us.



- Approach the teacher with your concern when they are not teaching, about to teach or on duty.
- Problems should not be discussed in front of children - either at school or at home.
- We ask that staff show respect for you and ask that you show respect for them.
- The first person you should see regarding your concern is the person closest to the problem.
- There are usually two sides to a story.
- If you have concerns regarding a child you must approach the school not the child.

## WE WILL ONLY KNOW OF YOUR CONCERN IF YOU TELL US

Concerns will be treated in confidence, however in the interests of natural justice, the person about whom the concern is made, must have the opportunity to hear all details about the concern and reply to it.

**Teaching & Learning Beliefs**

- We believe that students learn best when they are actively engaged in their learning.
- We believe that all students can succeed.
- We believe that learning should be challenging and meaningful.
- We believe that students should be encouraged to take ownership of their learning.
- We believe that learning should be a continuous process.
- We believe that learning should be a collaborative effort.
- We believe that learning should be a lifelong journey.



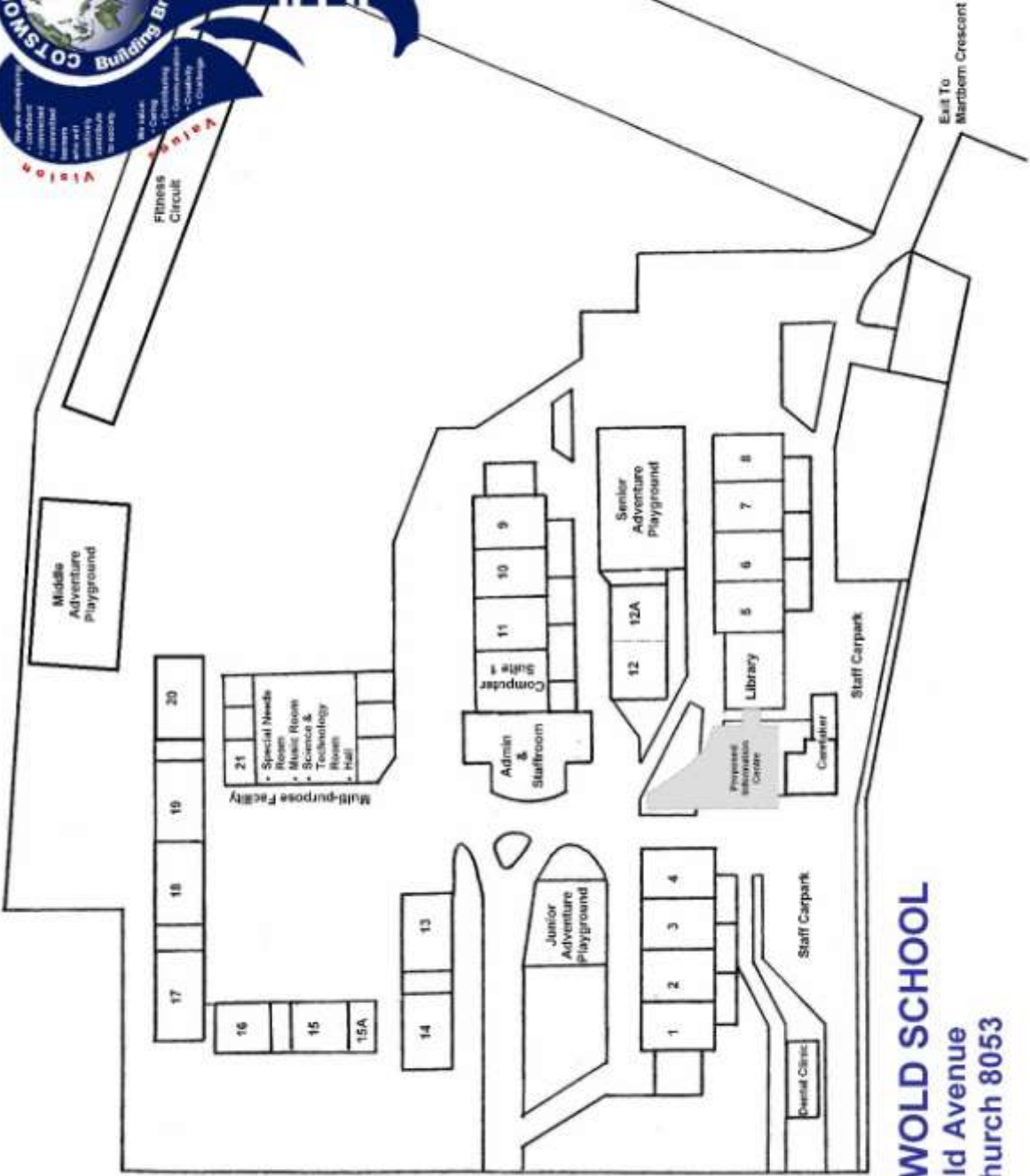
**Vision**

- We are committed to providing a high quality education for all students.
- We are committed to fostering a culture of excellence and achievement.
- We are committed to building a strong sense of community and belonging.
- We are committed to promoting the well-being and success of every student.

**Values**

- Integrity
- Respect
- Responsibility
- Challenge
- Creativity
- Collaboration
- Excellence

**Fitness Circuit**



Cotswold Avenue

**COTSWOLD SCHOOL**  
 Cotswold Avenue  
 Christchurch 8053

Exit To  
 Mariborn Crescent