

Papatoetoe Intermediate School

Teacher Only Week Handbook 2023

This book belongs

to.....

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2023 TERM DATES

DATES	PUBLIC HOLIDAYS	HALF DAYS
<u>Term 1</u> Tuesday 31 st January - Year 8 students start Wednesday 1 st February - Year 7 students start End of Term 1 - Thursday 6 th April	Monday 6 th February – Waitangi Day <i>Friday 7th April, Monday and Tuesday 10th and 11th April – Easter [during the school holidays]</i>	94
<u>Term 2</u> Wednesday 26 th April [Monday 24 th April is TOD] End of Term 2 - Friday – 30 th June	Monday 24th April – TOD Tuesday 25 th April - ANZAC Monday 5 th June - Queen’s Birthday <i>Friday 14th July - Matariki observed [during the school holidays]</i>	94
<u>Term 3</u> Monday - Monday 17 th July End of Term 3 - Friday - Friday 22 nd September		100
<u>Term 4</u> Monday - 9 th October End of Term 4 - Friday 15 th December	Monday 23 rd October - Labour Day	98
TOTAL OF HALF DAYS MUST = 386		386

Teacher Only, Union Days and Call Back Days 2023	Allocated Call back Days	
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TOW 2023**Monday 23 January - Friday 27 January**

	School	RTLB
Monday 16 January	Craig/ Diane/ Lee-Anne/ Barbara	
Saturday 21 January and Sunday 22 January		
Monday 23 January	<p>Admin staff return - Barb/ Craig/ Diane/ Office reopens</p> <p>TOW Day 1 8.30am - 12pm - Induction Day 1, as required 8.30am - Admin and Laptops/ Keys etc., 9am- Introductions, Code of Conduct, Health and Safety</p> <p>9.30am Leadership Team Meeting - reconnecting</p> <ul style="list-style-type: none"> ● Check in ● Strategic and Annual Plan review ● 2022 Confirmation ● Weeks 1-4 Check ● TOW prep <p>12.00pm - 12.30pm lunch provided for everyone on site/ staff book in</p> <p>12.30pm - 3.30 pm</p> <ul style="list-style-type: none"> ● Team meetings <ul style="list-style-type: none"> ○ Reconnecting ○ Weeks 1 - 4 ○ Pap Int way (Core curriculum) 	<p>CM on Site</p> <p>Induction Day 1</p>
Tuesday 24 January	TOW Day 2 ALL STAFF back	Induction Day 2 TBC

	<p>Waitangi Trip</p> <ul style="list-style-type: none"> • Experiential learning about Aotearoa New Zealand's history • Involvement and experiencing tikanga and te reo Maori culture, karakia and waiata • Team building and inclusion activities • Lots of fun <p>8am - roll call/ load bus 8.30am Leave 10.30am - morning tea at Whangarei 1.00pm - Educational Tour of the Treaty Grounds 1.30 pm Lunch at Waitangi 3.00pm unload bus and book into hotel 3.30pm - Ferry to Russell 7pm - Dinner</p>	<p>Leadership Team Meeting</p>
<p>Wednesday 25 January</p>	<p>TOW Day 3 8am - book out, roll call and load bus 8.30am - return to school 10.30am - morning tea/ brunch @ Whangarei 1.30pm - Lunch at School - catered and delivered 2pm - setting up classes</p>	<p>Waitangi Trip 7:45 - roll call 8am leave 1:30 -</p> <p>6pm - Dinner on the beach</p>
<p>Thursday 26 January</p>	<p>TOW Day 4 9.00am - 12.00pm Kagan - Workshop 2 with Jenni Moore</p> <p>12.00pm - 12.45pm - Lunch</p> <p>12.45pm - 4.30pm Kagan - Workshop 2 continued - with Jenni Moore</p>	<p>Waitangi Trip 8 - 9 Breakfast at the hotel 9:30 leave Pahia Comfort stop Back at school 2pm</p>
<p>Friday 28 January</p>	<p>TOW Day 5 8.30am - 11.00am - Team Meetings (venues confirmed by APs)</p> <p>12.30 Lunch</p> <p>Everyone off site by 4.00pm</p>	<p>Manawanui operations handbook Annual Plan Appraisal set up Revisit quality practices Practice teams Hubs and Casework Prep</p>

Saturday 29 Jan/ Sunday 30 Jan		
Monday 30 January	Auckland Anniversary Day - a holiday	
Tuesday 31 January	Year 8 students start 8.30am bell goes for students to go to class	Casework 2:30 - 4 - workshop: Code of conduct, Health and safety refresher
Wednesday 1 February	Year 7 students start 8.30am bell goes for Y8 students to go to class <ul style="list-style-type: none"> • New students and staff wait for powhiri at the front of the school • Kapa haka students meet in the library 9am Powhiri	Casework 2:00 - 4 - Goal setting RTLB with Practice leaders
Thursday 2 February	Normal timetable - see Weeks 1-4 planning	Casework 2:00 - 4 - workshop - Goal setting RTLB with Practice leaders
Friday 3 February	Normal timetable including Assembly - Normal timetable - see Weeks 1-4 planning 1.00 - Induction Day 2 - New staff released to attend - Curriculum and Planning	Casework Complete any outstanding goal setting meetings
Saturday 4 February/ Sunday 5 February		
Monday 6 February	School closed for Waitangi Day - a national holiday	Business as usual
Tuesday 7 February	Normal timetable - see Weeks 1 to 4 3pm Curriculum Team meetings	

Introduction

Changes in 2023

Why 'the Pap Int Way' is important

Why do we use SKODEL

Leadership Job descriptions - what you can expect

Changes to Appraisal

DRAFT Timetable 2022

ODD	MONDAY RAHINA	TUESDAY RATU	WEDNESDAY RAAPA	THURSDAY RAPARE	FRIDAY RAMERE
8.30-8.45	ROLL, ADMIN, NOTICES				
8.45- 9.30	Maths	Maths	Maths Extension Maths T2/3	Maths	
9.30-9.35	WORKING BRAINSNACK				
9.35-10.20	Literacy - Reading	Literacy - Reading	Literacy - Reading Extensions Reading / Writing T2/3	Literacy - Reading	Maths
10.20- 11.05	Literacy - Writing	Literacy - Writing	Literacy - Writing Extensions Reading / Writing T2/3	Literacy - Writing	Literacy
11.05-11.40	BREAK 1				
11.40-11.50	LUNCH EATING				
11.50 - 12.35	TECH ARTS	Science	Terms 1- 4: Tech / Art Extension / Sports Academy Odd- Puanga SPORT / Rehua Academy options Even - Rehua SPORT / Puanga Academy options	PE	Te Reo / Health <i>(alternate wks)</i>
			Odd - Puanga ART / Rehua Academy options Even - Rehua ART / Puanga Academy options		
12.35 - 1.20	TECH ARTS	PE	Odd - Puanga Ed4SUS / Rehua Academy options Even - Rehua Ed4SUS / Puanga Academy options	Science - LAB	Inquiry Social Science ED4Sus Careers
			Odd - Puanga SPORT/ Rehua Academy options Even - Rehua SPORT / Puanga Academy options		
1.20- 1.55	BREAK 2				
1.55-2.05	Afternoon Tea				
2.05-2.55	<u>Health- Wellbeing</u> STAR focus of the Week Cool Schools Class Leaders	Inquiry Social Science ED4Sus Careers	Library (Literacy) / Robotics <i>(alternate wks)</i> William Pike		Art/Ed4Sus
					Syndicate Assembly Every 3- 4 weeks Class Meeting weekly
2.55	Pack up/Reflections/Notices				

Area	Weekly	Fortnightly	Comment
Reading	4-5		Included in Library time as well
Writing	4-5		Included in Library time as well
Mathematics	4-5		
Science	2		1 lab session per week
PE	2		1 gym session per week
Wellbeing	1		Includes STAR / Cool schools / Well Being focused activities
Health		1	Alternate times each week
Te Reo		1	
Library		1	Alternate to the library time
Robotics		1	
Ed4Sus	1		
Art		1	Additional Art time is given Term 2 (Once a fortnight)

Continued changes and updates

Assembly roster

2022 planning includes online and live assemblies. Assembly roster will be shared at the beginning of the year by Hamish. All the classes will be expected to be the host for the assemblies during the year

Odd years STEAM Exhibition; Even Years Arts Exhibition

- 2023 is a STEAM exhibition led by Nawinta Prasad and the Technology Team

2023 STEAM Exhibition information

Talent Quest 2022

The Pap Int 'Inquiry Model'

- Development of a process to improve clarity amongst staff and students as there we a number of 'process' being followed across the school, each having its own 'angle'
- We saw the need to have an 'Inquiry Language' that could be used across the school in all curriculum areas. When a common 'language' is used for a process, those involved are able to develop a shared understanding

We want to enhance our Inquiry models to **engage students in:**

- actively investigating a topic/subject
- actively searching for knowledge or understanding
- 'Run' their inquiry with the **guidance and support** of the classroom teacher

To support staff with understanding this process, have a shared understanding of the process, we will be

- Continuing to unpack during planning sessions - particularly Social Science and Education for Sustainability
- A powerpoint (aimed at teachers) that unpacks each aspect of the model for them to refer to
 - What each aspect means
 - Questions that could be asked

- Tasks that could be allocated to enhance the process
- Timeline guides within school overview so that teachers are consciously aware of what aspect should be focused on and when

To support students with having an understanding of the process and language used a Papatoetoe Intermediate school

- Inquiry model poster in every classroom, including technology and the arts
- A powerpoint that unpacks each aspect of the model for them to refer to
 - Questions that they could ask
 - Where they could go for assistance or seek information
- SOLO rubric to assess own understanding and progress in the process

Mathematics the major curriculum focus in 2023

Effective Mathematics Pedagogy

In 2022 we will continue to use the 'Pap Int Way' as the 'model' of how to teach Mathematics effectively.

To assist with ensuring there is consistency across the school, we will be creating a Mathematics Team for 2022. This team will include 2 members from each syndicate. During team meetings, and some call back days, staff will be provided with professional development to help them acquire and master mathematical knowledge. Such as:

- Modelling and using 'materials'
- Demonstrations of concepts
- Demonstrations of how to move from concrete to abstract thinking
- How to support students in becoming proficient in solving 'word problems'

Part of the professional development will be focused on the integration of digital technologies within the teacher of strand. A staff member will be appointed to assist with this development and integration across the school. They will also be supported by an outside PD provider. This in turn will assist with ensuring the below:

- Use of mathematical knowledge and skills in 'real' settings
- Making links with other curriculum areas

Differentiation

School wide data has indicated the need to improve resources and interventions for those students working well below their curriculum level. Therefore, in 2022 the Mathematics curriculum team and Learning Support will introduce school wide interventions and track effectiveness of these

MathsWhizz: Why we use it

Maths-Whizz is designed to boost confidence and accelerate learning, helping each learner to reach their potential in maths through educational online maths games. It is focused on accelerating every student's progress with exciting, interactive online maths lessons matched to their unique strengths and areas for improvement. It builds confidence and engages every child with personalised maths learning.

In 2021, MathsWhizz results were unpacked and an inquiry occurred around the 'best delivery approach'. The findings of this emphasised the need for the below points to be included in all classroom delivery in the school:

Motivations

- Individual Progress chart- class competition
- 10plus progression, celebrate success and inform parents
- 9 or less, contact parent with positive note and encourage to do more
- Initiative- group points, other
- peer support system in place
- issue certificates in class/ syndicate

Programme Expectations:

- ensure SLT are aware that their team is using MathWhizz from 8:30 to 8:45
- teacher to support struggling students (identified in class overview)
- 1 period a week for MathWhizz (teacher lead)
- select appropriate task/ activity outlined in the mathematics overview
- Use programme as MayDo

In 2022, a staff member in each team will have the responsibility of ensuring all staff are aware of how to deliver the Mathematics programme to their students, using and following effective processes found in the 2022 Curriculum Handbook.

Financial Literacy: It is a requirement that this is included within the school's curriculum. As a school, we have decided to cover this each year. To support the teaching of this, we use the below tools / resources

- Banquer (Term 2 and 3 Even Years)
- ASB 'Get Wise' (Odd Years)

Banquer

Why we use it: Banqer enables the concepts of financial literacy to be learnt through students having their own money and being responsible for managing it. Banqer can then be aligned to other areas or units of work.

How to get the best result

- Having 1 session fortnightly, teacher lead
- An [article + video](#) describing how the first lesson, where you introduce Banqer to your students, can be approached;
- An article outlining the [sorts of things students can spend their money on](#); and
- An [interactive video](#) that you can work through with your students to explore debt. I find this can also be used as an introductory video to get students thinking about and discussing money.

Other Core Curriculum areas

Writing

Professional development focus - using digital resources to teach and learn writing

- Work with PD provider to support/enhance this (already happening 2021 until July 22)
- Integration across all curriculum areas-work on this during curriculum planning meetings
- Possible RTLB referral for class or whole school intervention

Reading

- Online resources expected to be effectively used in all classes:
 - Steps Web
 - Google Read/Write
 - ARB's
 - Wheelers ebooks

Other strategies to further enhance Literacy Development in classes

- Greater use of the English Language Learning Progressions - marker points/references for teachers
- Focus on sections of Literacy (or Writing) as opposed to looking at it as a whole
- Staff PD in selection of appropriate resources/resources that support and promote digital literacy- appropriate use of online tools
- Integration of digital tools across the curriculum
- Science and social studies - History education, Ed 4 Sus, Natural World
- Greater use of digital tools to engage/support students

English Oral language/communication: class structures support the ongoing development of oral language in English (especially)

- Class meetings
- Peer mediators
- Kagan
- Syndicate/School assemblies
- Showing visitors around the school
- Leaders doing tasters week and Year 6 school visits

Technology and Arts Rotation Timetable 2022

Monday		Tuesday			Rotation 1 Start: 7/02 End: 18/03	Rotation 2 Start: 21/03 End:13/05	Rotation 3 Start:16/05 End:24/06	Rotation 4 Start: 27/06 End: 19/08	Rotation 5 Start:22/08 End:21/10	Rotation 6 Start: 24/10 End: 9/12
9.35- 11.05 am	11.50- 1.20 pm	9.35- 11.05 am	11.50- 1.20 pm							
1 A	13	17	20	Y 8	Performing Arts	Music	Visual Arts	Fabric	Foods	Hard Materials
				Y 7	Fabric	Food tech	Hard Materials	Performing Arts	Music	Visual Arts
1B	15	18	21	Y8	Music	Visual Arts	Performing Arts	Foods	Hard Materials	Fabric
				Y 7	Food Tech	Hard materials	Fabric	Music	Visual Arts	Performing Arts
12	16	19	22	Y8	Visual Arts	Performing Arts	Music	Hard Material	Fabric	Foods
				Y 7	Hard Materials	Fabric	Foods	Visual Arts	Performing Arts	Music

Thursday		Friday			Rotation 1 Start: 7/02 End: 18/03	Rotation 2 Start: 21/03 End:13/05	Rotation 3 Start:16/05 End:24/06	Rotation 4 Start: 27/06 End: 19/08	Rotation 5 Start:22/08 End:21/10	Rotation 6 Start: 24/10 End: 9/12
9.35- 11.05 am	11.50- 1.20 pm	9.35- 11.05 am	11.50- 1.20 pm							
2	23	5	8	Y 7	Performing Arts	Music	Visual Arts	Fabric	Foods	Hard Materials
				Y 8	Fabric	Food tech	Hard Materials	Performing Arts	Music	Visual Arts
3	24	6	9	Y 7	Music	Visual Arts	Performing Arts	Foods	Hard Materials	Fabric
				Y 8	Food Tech	Hard materials	Fabric	Music	Visual Arts	Performing Arts

4	25	7	10	Y 7	Visual Arts	Performing Arts	Music	Hard Material	Fabric	Foods
				Y8	Hard Materials	Fabric	Foods	Visual Arts	Performing Arts	Music

2022 SDA : Tech/Arts Rotation Timetable (6 weeks per rotation)

School weeks when we don't have SDA's : **6/07 - Pap Int Art exhibition and 2/11 - Pap Int CAMP**

Groups	Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5	Rotation 6
Start Date	9/02	23/03	18/05	29/06	31/08	26/10
End Date	16/03	11/05	22/06	24/08	19/10	7/12
Group 1	Foods	Performing Arts	Digital Tech	Visual Arts	Hard Materials	Soft Materials
Group 2	Soft Materials	Foods	Performing Arts	Digital Tech	Visual Arts	Hard Materials
Group 3	Hard Materials	Soft Materials	Foods	Performing Arts	Digital Tech	Visual Arts
Group 4	Visual Arts	Hard Materials	Soft Materials	Foods	Performing Arts	Digital Tech
Group 5	Digital Tech	Visual Arts	Hard Materials	Soft Materials	Foods	Performing Arts
Group 6	Performing Arts	Digital Tech	Visual Arts	Hard Materials	Soft Materials	Foods

For more information- please refer to the Specialist handbook : [☰ Tech/Arts Handbook](#)

Future Focused Education

The future focus principle calls for schools and teachers to deliver a curriculum that:

- explores future focused issues
- encourages students to recognise that they have a stake in the future and a role and responsibility to help shape it

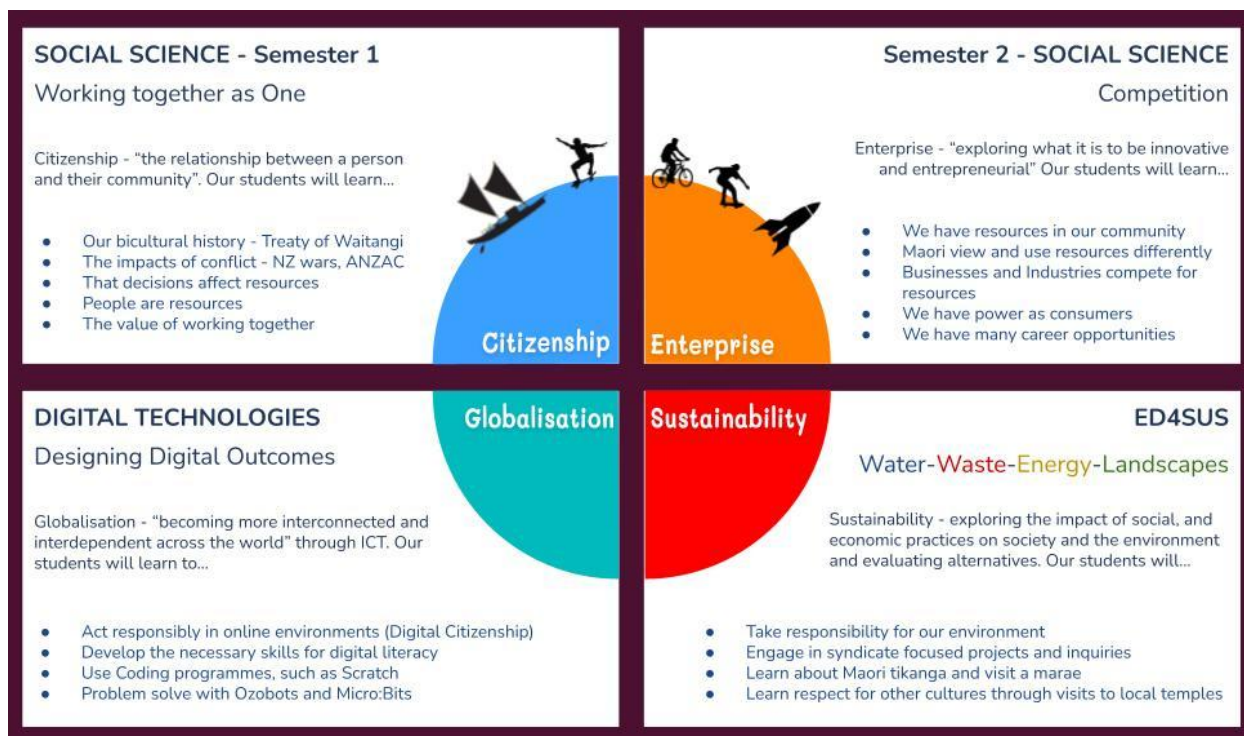
The New Zealand curriculum encourages students to look to the future by exploring significant future-focused issues such as sustainability, citizenship, enterprise, and globalization. However, the future focused principle is more than this. It is about supporting students to think about the future in a range of contexts and across all learning areas.

Ministry of Education, TKI

For the purposes of our school, we have placed the following curriculum areas under the umbrella of Future focused Education as we believe this provides a framework that will support you as teachers.

Social Sciences (this includes the new Aotearoa Histories curriculum),
Education for Sustainability and Digital Technologies

Papatoetoe Intermediate has incorporated the **Future Focus principle** into our curriculum as follows, for 2022.



Structure for 2022

Social Science

Social Science will feature in the top tier of our team structure for 2022

- This allows it to have a dedicated team to support its implementation
- It will include the new Aotearoa Histories curriculum
- It will include a focus on Economics
- It will have a greater level of integration with other areas of the curriculum
- It will follow the Papint Inquiry model

What this means for you

- Many of us will be learning things for the first time
- We will be challenged to consider our own bias and the perspectives of others
- We will need to gather resources that support our teaching of local history
- There is scope for us to work towards a Market Day

Education for Sustainability

Our school has chosen to focus on four of the five theme areas of Education for Sustainability and has assigned these to each syndicate as follows:

- | | | |
|----------------------------|--------------|------------------------------|
| - Living Landscapes | Waita | Lead Teacher: Lilien Skudder |
| - Zero Waste | Waiti | Lead Teacher: Andrew Francis |
| - Water of Life | Tupu-a-rangi | Lead Teacher: Mark Hudson |
| - Energy | Uru-rangi | Lead Teacher: Andrea Horman |

**Due to the interruptions caused by the 2021 lockdowns, these are a continuation from last year so that they can continue the great work they started. They will begin a handover process in T4 of this year to ensure all syndicates have an opportunity to work and learn through the different lenses.*

What this means for you

- Working with your team to
 - find opportunities to integrate your theme area into your curriculum planning
 - consider how this can be evidenced in your classroom
 - produce work, in keeping with your theme, for the Art Exhibition
 - work collaboratively to support school wide projects (gardens, etc)
- Modelling and promoting good practice for the waste in your classroom

- Caring for your designated outside area and making time to ensure it is clean and presentable
- Ensuring you are well organised and prepared for the Art Exhibition

Digital Technology

Papatoetoe Intermediate is committed to developing digital fluent staff and students. In 2022, we will continue to embed this in our school culture through our systems and processes.

We will continue to

- Use technologies as a tool to enhance good teaching practice
- Maintain our Google Classrooms
- Give time to the teaching of Robotics in our weekly timetable
- Provide students with opportunities to code both Ozobots and Micro:Bits
- Assess the progress of our learners using SOLO
- Use digital tools that support writing, such as
 - Google-Read-Write
 - Jamboard
- Participate in professional learning
- Reflect using the Papint Digital Capabilities Rubric

Last year we worked towards a school wide goal to enhance writing through the digital technologies curriculum. This year we want to extend this to the Mathematics curriculum, in particular Measurement, Geometry and Algebra.

The digital tools we intend to use to support the teaching of Mathematics are:

- Scratch
- Google Forms

You will be supported by

- our PLD provider through in class modelling and staff meetings
- our leaders through opt in workshops and professional learning opportunities
- each other through collaborative problem solving and shared practice
- our learners through ako

What this means for you

- A commitment to upskilling in the areas of coding and robotics through
 - participation in professional development
 - a willingness to take risks and try new things
 - courage to ask for help

DRAFT Staffing Term 1 2022

Pauline Cornwell – Principal / Kapa Haka liaison							
Matariki							
Maahutonga	Donna Young - Deputy Principal: Delegated authority for finance and to Act as Principal/ Leader Curriculum and Classroom Pedagogy, Liaison and support of student teachers, Mentor Teacher oversight, IT Strategic planning and implementation (6MU)						6MU
Tess Carolissen: Executive Officer: Property/ Finance Admin Team Leader	Team Puanga			Team Rehua			
	Tupu-a-nuku	Waiti	Uru-rangi	Tupu-a-rangi	Waita	Waipuna-arangi	
Barbara Ferregel Principal's PA/Board Secretary/ Edopay and HR support	Nawinta Prasad AP Leader: Tupu a nuku/ Curriculum Leader: Technology & The Arts/ Teacher: Foods/ Student support, Breakfast club etc. Relievers etc.(4MU)	Lynn Corderoy AP Delegated to act as Principal & Financial/ Leader: Waiti/ Curric Leader: English & Te Reo Maori/ Leader Assessment & Reporting/ Kahui Ako Liaison/ Release/ 8am meetings (4MU) MT: Esther (BTY2)	Sanjeev Kumar AP Leader: Uru Rangi/ Curriculum Leader: Mathematics / ECE and 'other' languages/ Buses & Duties (4MU) MT; Bianca/ Anna (BTY2 x2)	Tracy Prout AP Leader: Tupu a Rangi/ 'Future Focused' Curric Leader: Social Studies, Ed4Sus etc. DigiTech/ External enviro/ International Students/ ORS funded student support/ MT: Aimee (BTY1) (4MU)	Gareth Fletcher AP Delegated to act as Principal & Financial/ Leader Waita / Curric Leader: Health & PEWB/ Sports etc./ PB4L / EOTC, RAMs / Health, Safety & Emergency Procedures (4MU)	Bonnie Nielsen SENCo & Learning Support / Co-Lead TAs/ ESOL & Learning Support (3MU)	25 MU 1RRP
Alisha Speirs: School Secretary/ Student data support/ PHN/ First Aid/ Attendance/ PA Assistance						Jane Woodill Learning Support Leader / Co-Lead TAs/ Release (2MU) Study Centre (1RRP)	
Marie Leota: Student Reception/ Attendance/ First Aid/ Cashier/ Free Lunches etc.	Linda Nicholls Teacher: Soft Materials /Fabrics & textiles/ Assembly etc Breakfast club/ Release	Malcolm Raymond: Teacher Rm 25 / AT/ MT: Marta Andrew (Y1BT) Kahui Ako Within School Lead Teacher: Release (0.1)	Andrea Homan: Teacher Room 22/ Travelwise & Road Patrols / AT (1 FTMU) Release Mon P6 Odd Wks Ed4Sus Leader: Energy:	Viliani Tutiuti: Teacher Room 6/ Curric Leader: Science /Careers/ AT/ (1MU) Release: Fri P4/5	Derick Theunisen: Teacher Room 16 / AT/ Kahui Ako Within School Lead Teacher: Release (0.1) TBC :/MT: Robert (BTY2) Release TBC Working Mon- Thurs John Toomer --Friday:	Kapa Haka Tutors Whaea Ihia Ruben and Whaea Mere Teacher Aides Laurette Hummels Lucy Chow Ashvini Kumar Chrystal Takiaho Tangitangi Finau Andrina Stanisich	1 MU 1 FTMU

Diane Schutt: Support/ Staff Rm & Resource Management/ Security	Hamish McKenzie: Teacher: Music/ Tironui Trust/ Assembly & Events/ House Group Leader/ Assemblies and IT (1 FTMU) Release TBC	Andrew Francis: Teacher Room 2/ AT/ Ed4Sus Lead T: Recycling and Waste Management, Maths Support (1 FTMU) ReleaseTBC	Melanie Willis Teacher Room 21	Cammy Leung: Teacher Room 8/ IT and DigiTech support/ House Group Leader (1 FTMU) Release TBC	Maddy Cooke: Teacher Room 12/ AT/ Curric support Health/ House Group Coord / (1 FTMU) Release Mon P6 Even Wks	Chris Latham Hope Leota	4 FTMU
Suraj Dass: Library Assistant & Resources	Christine Hormann: Teacher: Visual Arts/ Release/ Art Exhibition (1 FTMU)	Gabby Frank: Teacher Room 3/ AT	Kamlesh Ram: Teacher Room 17	Mark Hudson: Teacher Room 10 Ed4Sus Lead T: Water Projects (0.5 FTMU 2nd half of the year)	Lilien Skudder: Co- Teacher Rm 1 Release/ AT/ Kahui Ako Within School Lead Teacher: Ed4Sus Lead T: Gardens Projects, (0.5 FTMU first half of the year) MT Taryn/ Release: TBC		2 FTMU
Kelly May: Admin Support Part time	Kumar Singh: Teacher: Hard Materials/ Release	Reikus Nortje: Teacher Room 23	Gita Singh: Teacher Rm 20	Shiro Chand: Teacher Room 5	Leslie Govender Teacher Rm 13		
Craig Hooper: Caretaker	Vanita Narsai Performing Arts/ Choir/ Release	Esther Nosa: Teacher Rm 4/ BT Y2 MT: Lynn/ House Group Leader (0.5 FTMU first half of year) Release TBC	Anna Davies Teacher Room 18/ BT Y2, MT: Sanjeev	Aimee Smith: Teacher Room 7/ BTY1 MT: Tracy/ Release: Thurs	Robert Pether Teacher Room 15/ BT Y2/ MT Derrick / Release TBC		1 FTMU until July
		Marta Andrew B Y1 Teacher Room 24/ (BTY1) MT: Malcolm/ Release TBC	Bianca Kerr-Bell// Teacher Room 19, (BTY2) MT: Sanjeev Release TBC	Saba Kiani Teacher Room 9	Taryn Marck Co-Teacher Rm 1/ BTY1: MT Lilien Release Thurs		
Staffing entitlement for 680 students: 24 Homerooms: (15 Y7 and 15 Y8), 30 students per class. (New class threshold -750 students): 40 MU						TOTAL MU	32
						TOTAL FTMU	8
Kahui Ako - In school positions (3) Malcolm/ Lilien/ Derrick requiring 0.1 (2 hours) release each week						TOTAL MU	40MU
						TOTAL RRP	1 RRP

2020 Papatoetoe Intermediate School staffing Term 1 2022

Matariki			
Principal	Pauline Cornwell - Kapa Haka Liaison		1
Deputy Principal	Donna Young	Delegated authority for finance and to Act as Principal/ Leader Curriculum and Classroom Pedagogy/ Liaison and support of student teachers/ IT Strategic planning and implementation (6MU)	2
Associate Principal	Lynn Corderoy	Delegated authority for finance and to Act as Principal / Syndicate Leader of Waiti/ Curriculum Leader: Te Reo Maori and English leader including Reading, Writing, Library, Overall Leader Assessment and Reporting/Kahui Ako Liaison Lead/ 8am meetings/ Release/ MT: Esther (Y2) (4MU)	3
Associate Principal	Gareth Fletcher	Delegated authority for finance and to Act as Principal / Syndicate Leader of Waita / Curriculum Leader: Health and Physical Wellbeing/ Sports and extracurricular activities/ PB4L school-wide coach/ EOTC and RAMs oversight/ Health, Safety and Emergency Procedures/ Release (4MU)	4
Associate Principal	Sanjeev Kumar	Syndicate Leader of Uru Rangi/ Curriculum Leader: Mathematics/ /ACE and Cultural Groups and languages other than Maori and English/Community Liaison/ Oversight of School Student Leaders and Refined Projects/ Buses and Supervisory Duties/ Release TBC/ MT Bianca (Y2)/ Anna (Y2) (4MU)	5
Associate Principal	Tracy Prout	Syndicate Leader: Tupu a Rangi/ 'Future Focused Curriculum Leader: Social Studies, Ed4Sus etc. Digital Technologies/ External school environment/ International Students/ ORS funded student support/ MT: Aimee (BT Y1) (4MU)	6
Associate Principal	Nawinta Prasad	Syndicate leader of Tupu a Nuku the Specialist Team/ Curriculum Leader: Technology and The Arts/ Teacher: Foods/ Student support, Breakfast club, KidsCan etc. Release and Relievers/ School Events (4MU)	7
SEnCo	Bonnie Neilsen	Guidance & Learning Support Leader responsible for Teacher Aides/ Curriculum Leader: ESOL & Learning Support/ Releasing TBC (3MU)	8
Learning Support	Jane Woodill	Learning Support Leader responsible for Teacher Aides/ Curriculum Leader: ESOL & Learning Support/ Release TBC (2MU) Study Centre (1RRP)	9
Tupu-ā-nuku			
Nawinta Prasad	Tech: Foods	Team Leader/ Breakfast Club etc./ STEAM Exhibition (1 FTMU)	n/a
Kumar Singh	Tech: Design & Hard Materials	NZEI Site rep	10

Linda Nicholls	Tech: Soft Materials & Textiles	Breakfast Club		11
Christine Hormann	Visual Arts	Visual Art Projects/ Arts Exhibition (1FT MU)		12
Hamish McKenzie	Music	Tironui Trust/ Music Events/ Assembly/ House Group Leader / Refined Brothers (1 FTMU) Release TBC		13
Vanita Narsai	Performing Arts	Assemblies, Choir, whole school events		14
Tupu-a-rangi				
Rm	Name	Spec A	Additional Responsibilities	
5	Shiro Chand	Science		15
6	Viliani Titiuti	Science	Curriculum Leader: Science & Careers (1MU) AT/ Student Mentoring TBC/ Release Fri P4/5	16
7	Aimee Smith	PE	BT Y1/ MT:Tracy, Release Tues/Thurs P6	17
8	Cammy Leung	PE	AT/ House Group Leader:/ Digital Technologies Support (1 FTMU) / Release	18
9	Saba Kiani	Science		19
10	Mark Hudson	PE	Ed4Sus Leader Teacher: Water (0.5 FTMU first ½ of year), Release TBC	20
Waita				
Music	Hamish McKenzie	N/A	Music Practice Rooms	n/a
12	Maddy Cooke	PE	AT/ House Group Leader Coordinator/ William Pike Liaison/ Curriculum support: Health and Physical Wellbeing (1 FTMU) Release Mon P6 Even Wks	21
13	Leslie Govender	Science		22
14	Common Room	N/A	Learning Support	n/a
15	Robert Pether	P.E	BT Y2/ Mentor Derick/ Release TBC	23

16	Derick Theunisen	Science	MT: Robert (BTY1) Release Thurs P6	24
1	Lilien Skudder	Science	Co-teaching Lead Teacher Ed4Sus; Gardens and Livestock (0.5 FTMU 2nd ½ of the year) Release TBC / Kahui Ako Within School Lead Teacher, Release (0.1) TBC MT: Taryn Marck BTY1 until July	25
	Taryn Marck	PE	BT Y1 until July/ MT:Lilien Release TBC	26
Uru-rangi				
17	Kamlesh Ram	PE		27
18	Anna Davies	Science	BT Y2 / MT: Sanjeev/ Release TBC	28
19	Bianca Kerr-Bell	PE	BT Y2 /Mentor Teacher: Sanjeev/ Release TBC	29
20	Gita Singh	Science		30
21	Melanie Willis	PE		31
22	Andrea Homan	Science	AT/ Ed4Sus Leader: Energy/ Travelwise/ Patrols, Release TBC (1 FTMU)	32
Waiti				
23	Reikus Nortje	Science		33
24	Marta Andrew	PE	BT Y1/ MT: Malcolm Release Thursday TBC	34
25	Malcolm Raymond	Science	AT/ Kahui Ako Within School Lead Teacher	35
2	Andrew Francis	Science	Ed4Sus Lead Teacher; Waste Management: Recycling etc/Mathematics support (1 FTMU) Release TBC	36
3	Gabby Frank	PE	AT/ Student Support TBC	37
4	Esther Nosa	PE	BT Y2/ MT Lynn/ House Group Leader (0.5 FTMU) Release Thurs TBC	38
TOTAL STAFFING ENTITLEMENT = 36.72			TOTAL staffing	38
Waipuna-a-rangi – Learning Support				
In class support/ HLN			Tangitangi Finau	1
In class support/ ESOL			Hope Leota	2

In class support/ ESOL	Lucy Chow	3
In class support/ HLN	Chrystal Takiaho	4
In class support / ESOL	Andrina Stanisich	5
In class support/ ORs	Laurette Hummels	6
In class support/HLN	Ashvini Kumar	7
In class support/ Study Center/ Sports Coordinator	Chris Latham	8
In class support	TBC	9
EnviroSchool TA	TBC	11
Refugee and ESOL support	Zeinab Sokhiry	12
Maahutonga – Administration Team		
Executive Officer	Tess Carolissen	Admin Team Leader/ Payroll/ Property/ Finance and HR management
School Secretary	Alisha Spiers	Enrolments/SWIS data processing/ First Aid
Student Receptionist/ Cashier	Marie Leota	Attendance and notifications/ First Aid and referrals to PHN
Administration Assistant	Kelly May	Administration /First Aid
Library Assistant	Suraj Dass	PIS and RTLB Resources/ Library
Teacher Support/ Security Officer	Diane Schutt	Staff Room and Resource Management /Overseeing keys etc.
Principals PA/ BoT Secretary	Barbara Ferregel	HR management/ Novopay & Leave/ Vaccination and Testing Tracking/ Enrol Audits
Caretaker	Craig Hooper	
Assistant Grounds Keeper	Junior Tuliloa	Wednesdays

Term 1 2022 Staffing Entitlement and Allocations

Draft MoE Confirmed Staffing for January 2021 (as per 1 July 2020 Roll return) (based on a roll of 680 and includes SDA Technology)	32.60
Plus Y2 PCTs: Esther / Robert/ Bianca/ Anna (4 x 0.1 confirmed = 0.4)	33.00
Plus Y1 PCT: Taryn (1 x 0.2 until start T3 2022) Plus Y2 PCTs: Aimee / Marta (2x 0.2 confirmed = 0.4)	33.60
Plus classroom release time 1.28	35.08
Kahui Ako staffing - 0.44	35.52
BOT approved permanent relieving/ release 1FTTE. Every school leader expects to do up to 0.4 relieving/ teaching (as agreed)	36.52
Total number of teachers	38.00
Overstaffing to be drawn back	1.48

Release Organisation

All teachers employed at our school are entitled to 1 hour of 'Classroom Release Time' (CRT) each week. At Papatoetoe Intermediate School, all teachers receive 1hr 20min release each week while their classes are at Tech/Arts Specialist Classes. Please see the Personnel Handbook: CRT and Professional Development Policies and Procedures as to how that time is to be used. The following organisation shows what we plan to provide. We always plan to provide BT with more than the allocated entitlement. We will support them, to become the best teachers they possibly can be within the first two years of their development. From time to time (due to unforeseen circumstances) this is not possible.

We do try to 'make up' time lost in a fair and equitable way. Sometimes it is not possible to do that.

Year 1 PCT generally receive 0.2 release each week

Year 2 PCT generally receive 0.1 release each week

MT for a Y1 BT generally gets 0.1 release each week

MT for a Y2 BT generally gets 0.1 each fortnight

Syndicate Leaders who also have a class generally receive a day's release, in addition to CRT, each week; this includes release to undertake observations and in-class mentoring check and write reports, appraisal processes, as a curriculum leader and to mentor PCT's. Curriculum Leader release; negotiated. Special projects release; Travelwise etc., negotiated

Year 1 PCTs

Y1 BT Teachers	Teachers releasing	Day	Person releasing	Mentor
Taryn Marck (become Y2 in July)	0.2	Thursday	Gareth	Lilien
Amiee Smith	0.2	Thursday	Tracy	Tracy
Marta Andrew	0.2	Thursday	Lynn	Malcolm

Year 2 PCT's

Y2 BT Teachers		Teachers releasing	Times	Mentor
Esther Nosa	0.1	Tuesday/Thursday		Lynn C
Robert Pether	0.1	Tuesday/ Thursday		Derick T
Bianca Kerr-Bell	0.1	Tuesday/ Thursday		Sanjeev K
Anna Davies	0.1	Tuesday/ Thursday		Sanjeev K

MU Holders and Kahui Ako Release

Teachers to have cover	Teachers releasing	Time/Day
Vili T R6 - Science/ Careers Curriculum Leader	Bonnie/ Jane	Friday P4 Jane/ P5 - Bonnie
Derick R16 - Kahui Ako Release/ Mentor release	Kumar	Period 6 Monday and Tuesday/ Thursday P6
Malcolm R25 - Kahui Ako Release/ Mentor release		
Lilien R1- EnviroSchools - Gardens/ Kahui Ako Release/ mentor release	Sanjeev / Christina	TBC / Period 6 Monday and Tuesday
Maddy R6 - House Group Leaders/ Health Curriculum support	Gareth/Linda (even)	Monday 1:55 - 3:00pm EVEN TBC

Andrew R2 - EnviroSchools - Waste Management/ Mathematics Curriculum support	TBC	TBC
Andrea R22 - Travelwise and Road Patrols/ EnviroSchools - Energy	Linda (odd)	Monday 1:55 - 3:00pm ODD Week
Hamish Music - House Group Leader/ Video Projects	N/A	TBC
Cammy R8 - House Group Leader/ Digi Tech Support	Tracy	TBC
Esther R4 - House Group Leader	Lynn / Vanita	TBC / Period 6 Monday and Tuesday
Mark R10 - EnviroSchools - Water	TBC	TBC

Curriculum Teams 2022

2 per Syndicate / Team	English (E)	Mathematics (M)	Soc Sc (SS)/ E44Sus/ History
	2 per term, in syn teams and some Workshops in holidays for all staff - Refreshed in 2022	2 per term, in syn teams and some Workshops in holidays for all staff - Refreshed in 2022	some Workshops in holidays for all staff - Refreshed in 2021/22
Specialist Teaching area	PE (PE)	Science (S)	Tech / Arts (TA)
	2 per term	2 per term, Refreshed in 2022 - Workshops in holidays for all staff	2 per term
Whole Staff	Health / Wellbeing / STAR way (H)	Dig Tech (DT)	Te Reo (TR)
	1 in term, focus in Holiday in teams	2 per term	2 per term

2022 Curriculum Teams	English (Lynn)	Mathematics (Sanjeev)	Social Science (Tracy)
Waita	Leslie	Derick	Maddy
	Taryn	Robert	Lilien
Uru Rangi	Bianca	Anna	Melanie
	Kamlesh	Yogita	Andrea
Waiti	Riekus	Andrew	Esther
	Malcolm	Marta	Gabby
Tupu a rangi	Vili	Cammy	Shiro
	Saba	Aimee	Mark
Tupu a Nuku	Linda	Nawinta	Hamish
	Hamish	Kumar	Vanita
Waipuna Rangi	Bonnie	Jane	

House Groups 2022 - TBC

There is a need to balance the House Groups across syndicate teams, Tech/Arts team, gender - for events - managing toilets/changing facilities etc, SLT coverage, support team coverage, staff that are actually available to be on the ground at events etc.

Malcolm requested that he move away from his House Leader role in 2022 as he wants to focus all his energy on his mentoring role - thank you Malcolm for your input in 2021.

Totara	Kanuka	Kahikatea	
Student Leaders:			
Maddy (Leader) Shiro Melanie Anna Derick Riekus	Cammy (Leader) Vili Yogita Lilien Robert Marta	Esther (Leader) Saba Bianca Kamlesh Leslie Andrew	Hamish (Leader) Aimee Mark Andrea Taryn Gabby Malcolm
Lynn	Nawinta	Tracy	Sanjeev
Kumar Chris Jane Diane Tess Suraj	Christine Lucy Laurette Hope Barbara Craig Kelly	Vanita Alisha Ashvini Andrina Todd SWIS	Linda N Bonnie Marie Chrystal Tangi
13	14	13	13

2022 Appraisal Schedule PIS staff and RTLB

Term	Actions and dates	Teachers/ RTLB to do	Practice Leader/Associate Principal/ Cluster Manager to do
T1	<p>Review of 2021 EOY data Confirm Strategic and Annual Plans Gather base-line data</p> <p>Goal setting based on that data and 2021 appraisal summary to <i>Lead Practitioners/ Associate Principals/ Team Leader</i> by Friday 25 February</p> <p>To the <i>Cluster Manager (RTLB)</i> by Friday 25 February</p> <p>To the Principal by Friday 11 March for approval.</p> <p>Begin gathering other data/evidence including video observation</p>	<p>Prepare data and appraisal summary for discussion with Appraiser</p> <p>Devise draft goals and write them down.</p> <p>RTLB draft goals may be set in December 2021.</p> <p>Teachers check student data. Meet with Appraiser and present goals for discussion</p> <p>Goals for Teacher Aides and Administration support set with Team Leader/ Cluster Manager</p>	<p>Set a meeting date to discuss goals</p> <p>Read the data and draft goals</p> <p>Meet with person being appraised</p> <p>Finalise the goals</p> <p>Submit the goals to Practice Leader</p> <p>Associate Principal for approval</p> <p>Begin observations and gathering engagement data</p> <p>Provide Support, critical feedback and encouragement</p> <p>Undertake observations</p> <p>Provide PAC, mentoring and support</p>
T2	<p>Data collection Observations Mid-Year Appraisal documentation submitted to <i>Practice Leaders/ Associate Principals</i> by Wednesday 29 June</p> <p>Wednesday 29 June all RTLB/ Teachers/ Staff Mid-Year Appraisal Summaries completed Friday 2 July Practice Leaders forward RTLB Appraisals to Cluster Manager Friday 1 July Cluster Manager comments back to RTLB Friday 8 July</p> <p>Wednesday 27 July Teacher/ Staff Mid-Year appraisal summaries to Principal</p> <p>All School Leader appraisal documentation completed by Wednesday 3 August all</p>	<p>Try new research-based teaching techniques</p> <p>Collect data/evidence for discussion:</p> <ul style="list-style-type: none"> ● Case work documented with goals and outcomes (where completed) ● Engagement Obs. data <p>Write your own summary (based on data) and present data</p> <ul style="list-style-type: none"> ● Provide reflection on practice based on data analysis ● Suggest next steps ● Provide evidence on basic criterion <p>Meet with PL to discuss data and summary</p>	<p>Provide Support, critical feedback and encouragement</p> <p>Set a meeting date</p> <p>Read the data and RTLB/ Teacher summaries</p> <p>Meet with RTLB/ Teachers/ Staff</p> <p>Finalise the summary and agree on 'next step' actions</p> <p>Submit the summaries to PL for approval</p>

	School Leader Mid-Year Appraisal summaries printed and signed and submitted to the Principal		
T3	Review and form a next steps plan Take next step actions Continue gathering other data and observations	Check-ins with PL Try new research-based teaching techniques Reflect on RTLB practice and student success	Provide support, critical feedback and encouragement Undertake observations and data tracking and analysis
T4	Final Data collection Observations School Evaluation forms e.g Class Climate/ Skodel Monday 21 November: Practice Leaders/ Associate Principals commence appraisals (to be completed by 28/12) Thursday 1 December: All RTLB appraisals to CM) Wednesday 7 December: RTLB appraisals to CM for comment Monday 12 December: Practice Leader appraisals completed Thursday 1 December Appraisal summary completed and submitted to <i>Associate Principals</i> Wednesday 7 December school leaders appraisal documentation, End of Year summaries completed for signing Monday 12 December: final day for appraisal documentation to Principal	Try new research-based teaching techniques Collect data/evidence for discussion: <ul style="list-style-type: none"> • Case work documented with goals and outcomes (where completed) • Engagement Obs. data • Write your own summary (based on data) and present data • Provide reflection on practice based on data analysis Provide feedback from schools and SENCOs through evaluation forms Suggest next steps Provide evidence on basic criterion Meet with PL to discuss data and complete appraisal	Set a meeting date Read the data and the RTLB's summary Meet with RTLB/ Teachers/ Staff Finalise the summary and agree on 'next step' actions for the following year Submit the summaries to the CM/ Associate Principal/ Principal for approval

Professional development in 2022

1. Mathematics - The Papatoetoe Way - revisiting core curriculum best practices
2. Kahui Ako PLD – Growing Agentic Learners
3. Kagan - Cooperative Learning
4. Social Sciences; Local context, New Zealand History

5. **Digital Technologies PLD: This is a continuation of the PLD provided in previous years**
6. **Writing using online tools PLD: This is a continuation of previous PLD**
7. **AsTTLe, EDUCA and the use of data for planning**
8. **Growth Coaching – a Leadership focus**

Professional development in appraisal: Each year, in the Teacher Only Week Handbooks (School and RTLB) a summary outlining the appraisal process, dates due and professional development. Any changes to process are noted and staff members are all encouraged to set goals together and ensure that they meet expectations, with the support of their team leaders

2022 and Beyond - Property Projects

2022

- 1) Security cameras (January)
- 2) Bike track and container (February)
- 3) Review of the school Property Master Plan (March)
- 4) Continued development of sustainable gardens and a self-sustaining school (ongoing)
- 5) Development of trees and gardens at the front of the school (January and ongoing)
- 6) Admin relocation Project (beginning April)
- 7) Refurbishment of current Admin to 3 classroom spaces (Beginning September)
- 8) Mt Richmond - new satellite classes built (TBC Beginning September)
- 9) Adventure playground (TBC - end 2022/23)

Next steps

1. Rooms 23, 24,25 move into new classes in Admin. Changes to Room numbers allocated to Teams
2. Removal of old Mt Richmond satellite classes and Room 33/ Rooms 23, 24, and 25 (TBC December 2022)
3. Completion of Parking and Security Fencing at Great South Road (TBC January 2023)
4. Beautification at Great South Road frontage (January 2023 and ongoing)
5. New courts (TBC April 2023)
6. Continued development of gardens (May 2023)
7. Canopy between Gym and Specialist Classes (Dec 2023)

Later

8. Relocation of the Staffroom and Teachers resource (2024)
9. Room Te Reo class/ Marae space installed (2024)
10. Separation between school and RTLB (2024)

11. Concrete pad and stairs installed as an 'outdoor corridor' from Room 22 to Room 14 (2025)
12. Installation of canopy from Rooms 22 to 14 (2026)
13. Start of refurbishment of upstairs stairs classes - removal of corridors, installation of sliding doors and new windows, starting at Room 22 (2026)
14. Refurbishment of downstairs classes (2027)

Privacy Updates

In 2020 a new range of laws were passed. These Laws particularly relate to the gathering and use of personal information by organisations. They take into account the use of online facilities to gather, store and manage personal information and the risks this poses to individuals and groups. All organisations and especially those gathering, storing and using the information of children and vulnerable people now have increased accountability and responsibilities.

The school and RTLB Cluster 10 have developed a range of procedures to ensure that we meet the requirements. These have been compiled into a Handbook which will be available for staff, whanau and students. The handbook outlines for staff, whanau and students how our organisation gathers and stores and uses information.

The 'Privacy Handbook' does need to be read and understood by all staff members because of the levels of responsibilities and possible consequences of privacy breaches. While some things have been expected for some time, the new laws require that we make sure that all information gathered about an individual is owned by the individual. In the instance where the individual is a child, the information is owned by their whanau (legal guardian) until they are considered able to make decisions for themselves. In this, the individual, or their legal guardian, must understand what information is being collected and the purposes for which it will be used. The concept of 'informed use' is wide and immediate and leaves the responsibility to the organisation to ensure that the person providing the information is clear about all aspects of the process and can, at any stage, ask for the information that has been collected and withdraw their permission.

Individuals providing information have full ownership of what is collected and may change, redact or delete any information that is gathered about them. Organisations that do not meet the requirements can be reported to the Privacy Commission and penalties can be imposed. Individuals who do not meet the requirements of an organisation may also be subject to disciplinary action.

When considering the information of 'vulnerable people' the Vulnerable Children's Act supersedes other laws in that all people working with children must ensure that they take all reasonable steps to ensure the safety of children. That may include sharing information. There are some organisations/people that can request information and must be provided that information:

- Oranga Tamariki
- Police
- Court appointed lawyer
- Legally appointed guardian
- District Health Board - for the purpose of dental health, vaccination, check ups etc.
- School Attendance services
- Ministry of Education/ Ministry of Health
- Immigration services

There are some people who may usually be allowed information who are not entitled to it

- A parent/whanau who has a court order removing access to their child
- District Health Board - where the legal guardian has not provided permission or has withdrawn permission. In this situation the school must decide whether access is related to safety.

Privacy Discussion and Practice Scenarios

Scenario 1

Our school gathers information on enrolment about a child this includes information about their caregivers, place where they live, court orders which allocate full guardianship to the mother and some academic information from the primary school.

- What does the school need to do in order to be able to share that information with the Social Worker?
- How much information can we provide to the Social Worker and how can we provide that information?

The child has talked about suicidation to their teacher and classmates.

- What must the school (teacher, TA and school leaders) do in this situation?
- Can we pass any information on to any agencies?
- Can the social worker work with the child without their parents permission?
- Can we pass information on to Taunaki (Child Mental Health)

The child's father contacts the school and asks for access to the child.

- Can we confirm the child attends our school or what class they are in?
- Is the father allowed access to the child

The Admin staff checks the child's files before speaking to the father and finds there is a court order that restricts access and provides 'protection' from the father.

- What can the admin staff say to the father?
- What are they allowed to tell him?
- What advice should be given to the father?

The father says he is coming anyway and if we don't let them in they will wait at the school gates.

- What must the Admin team do?
- Whose responsibility is it to sort out access agreements?

The mother is contacted and she says that she is not bothered about the court order now and that the father can have access.

- What is the school's legal responsibility now?
- What information can be given to the father?

The school has the name and contact details of the 'lawyer for the child'

- Are we allowed to contact that person?
- Are they allowed to come and speak to the child?

The lawyer tells the school the court order has been removed and provides the school with the updated copy. The father asks for full access and to be provided with all the information the school has in regards to the child.

- What must the school do?

Scenario 2

A child has increasing numbers of incidents of increasing levels of violence reported and the Pastoral Care team, in conjunction with the Teacher/ Syndicate Leader discuss the child's needs and agree that they (the child, teacher, and leader) need additional support.

- What must they do to be able to discuss the case with RTLB or MOE staff?
- Who must give permission and why?
- What if other children are at risk?
- What if the child is at risk of stand down or suspension?

The whanau will not give permission for a referral

- What can the school do?
- How can they seek support?

The whanau initially gives permission and MOE picks up the case. However the support starts and the child says they don't like the support worker and the whanau withdraws support

- What must happen now?
- Is the MOE worker allowed back in the class to support the teacher?
- Who can work with the child?

The whanau gives permission and the child/whanau is referred to 'Taunaki'. In this process the whanau decide they do not want communication between the school and Taunaki.

- What can the school do?
- What can Taunaki do?

The child attempts suicide and posts it online. Staff hear about it from other students who show images to the staff members investigating who print them off and save them. The child does not want their family called.

- Can the child be referred to SWIS?
- Can the SWIS call the family?
- Can the school refer to Taunaki?

The school decides to monitor the child's online Instagram account. They do this with the permission of another child who is a friend, who later feels uncomfortable and withdraws their permission

- Was this initially OK?
- What information can be gathered?
- What can you do with the information?
- What has to happen after permission is withdrawn?
- Where should the information be stored?

Scenario 3

A teacher wants students to use an online learning tool and loads all the students in their class onto the website using a coded name and their school email addresses.

- Is this Ok? Why? Why not?
- What does the teacher need to do?
- What information does the teacher need to provide to the student and their whanau?
- What permissions need to be gathered?

- Where are permissions kept?
- What happens if a whanau does not provide permission?

Scenario 4

A student in the class is immunocompromised and their parent wants to be assured that the teacher/ all staff working in the class and all the students who are in the class are vaccinated against measles, chickenpox, polio, hepatitis and COVID-19

- What information can the school provide about staff members?
- What information can we provide about students?

One of the whanau are anti-vaxers and their child has had no vaccinations at all. The parent wants no interactions with the DHB and gives no permissions for any vaccinations

- What information can be shared about the child who is immunocompromised?
- What information can be shared with DHB

The child who is not vaccinated is exposed to a case of COVID-19, along with a small group of other students in the class, all who have been vaccinated.

- What must happen for the unvaccinated child
- What can students and whanau in this class be told
- How does the school protect privacy in these instances?

Scenario 5

A group of students have been involved in a serious incident. A knife has been brought to school and was present at a fight just outside the school gates at 9am in the morning. A child has been seriously hurt. Five boys have been identified as being 'involved', one girl was a witness and 2 others filmed the event. It is unclear who had the knife at the fight and who brought it to school. The seriousness of the incident suggests that a stand down or even a suspension may be the outcome.

- What do the students need to know before they write their incident reports?
- What rights does the school have to the information held on the phones that took the films?
- When and how much information needs to be given to the whanau of the students?
- What should the school do if the students, accused of having the knife or with the phones, refuse to allow a 'search' or for items to be 'seized'?
- What information can be shared about the incident with other families?
- What information can be provided to the police?