Prospectus 2027

Te Puke Intermediate

Kaituna
Otawa
Paengaroa School 9.5km
Raparapahoe
Maketu School 16km
Te Puke High School 900m
Fairhaven Primary 550m
Te Puke Primary 900m
Uniform Store
He Toa Kakahu

Welcome to Te Puke Intermediate

We extend to both parents and pupils a warm welcome to our school. This Prospectus is produced as an information document to help you understand our school. We suggest that you refer to it when necessary to clarify anything.

Te Puke Intermediate School is a member of the New Zealand Association of Intermediate Middle Schools (NZAIMS). The school philosophy is one which encompasses 'middle school' education. It offers the security of a home room teacher at the same time offering all students access to individual teacher strengths through specialist teaching.

We are very proud of our wonderful school, the dedicated staff and the tremendous array of opportunities that we offer students.

We hope your association with this school is enjoyable and rewarding for both the students and their families.

Our Mission

Te Puke Intermediate is student centred, providing choice within a strength based kaupapa that provides meaningful pathways of learning, strongly connected to our bicultural heritage and multicultural community.

Our Vision

Nurturing our whānau towards GREAT futures through our student centred Kaupapa.

Our Core Values Are

- Be Active – Toi Hakinakina
- Be Excellent – He Tino Pai Rawa Atu
- Be Respectful – Manaakitanga
- Be Yourself – Whakawhānaungatanga

JILL WELDON
Principal
Phone 027 427 1723
jill.weldon@tepukeint.school.nz

MARK DEACON
Presiding Member, School Board
Phone 027 304 3490
mark.deacon@tepukeint.school.nz

What makes Te Puke Intermediate a Middle School

A focus on a narrow age band of pupils. The school is designed, resourced and staffed to meet the needs of 11-13 year old emerging adolescents.

- A programme which offers a sense of inquiry and independence through Learning Centres designed to cater for students' strengths and areas of interest.
- A wide variety of activities without causing disruption to normal learning programmes.
- A fully integrated specialist teaching programme.
- Learning support in literacy, numeracy, technology, life skills and gaining independence.
- An environment where the students can be fully involved in the running of the school. The responsibilities offered are realistic and carried out in conjunction with their peers.
- An extensive range of sporting and camping opportunities designed to offer competition, participation and personal challenge.
- Elements of the curriculum and aspects of the school organisation are designed to prepare students for secondary school.
- Special abilities programmes covering many curriculum areas.
- Schoolwide participation and achievement recognition through the Latimer Award.

Learning Centres designed to cater for students' strengths and areas of interest.

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Learning Centres

Te Puke Intermediate offers students the opportunity to select the best learning environment for themselves based on their area of interest, strength or passion.

When students are engaged in the learning context, there is greater connection to the learning which leads to greater achievement. Students select their Learning Centre at the time of enrolment and this is where their home class is based. All Learning Centres teach the entire NZ Curriculum and will do it through the context of their Centre. All students still have equal access to extra-curricular activities, sports teams and school events.

Expressive

PERFORMANCE

The Expressive Learning Centre is a learning environment for creative individuals who love to perform and express their individual talents. Expressive learners are outgoing, innovative, interesting and dramatic. We embrace diversity and difference and create a safe, bright and artistic environment. The learning is delivered in an interesting and lively way with an emphasis on performance, presentations and challenging students to think outside the box. The teachers have strengths in the performing arts and facilitate the learning to incorporate dance, drama and music at every opportunity.

Expectations

- Students will be expected to participate in a performance in front of an audience with enthusiasm
- Students will have an interest in either dance, drama, singing or music.

EXPRESSIVE STUDENT PROFILE

- I am confident to be myself and express my individual talents
- I express myself through dance, drama, singing or music
- I take pride in my work and present it to the best of my ability
- I can set achievable goals and plan my next learning steps
- I am willing to contribute to a performance
- I am a creative thinker
- I am passionate about and show excellence in The Arts
- I work collaboratively to improve my learning
- I am enthusiastic about using ICT tools to enhance my learning opportunities.

Excel

CHALLENGE

Excel Learning Centre is suited to students who like a bit of everything, they are well rounded with strengths and interest across multiple other Centres.

Excel is suited to self-motivated learners who love all learning and can be independent, having some choice and power over their learning outcomes.

Excel learners are not necessarily 'extension' students, but they are learners who like to set goals, challenge themselves and follow personal interests.

In Excel, we balance our programme to cover all curriculum areas providing students the opportunity to pursue success across all aspects of schooling in academia, the arts, sport, culture and leadership.

Expectations

- Students will aim for excellence in all curriculum areas
- Students will be interested in global issues and future problem solving
- Students will enjoy using technology for learning, creative thinking, discussions and debates
- Students will enjoy choice in their learning and show evidence of being a self-managing learner.

EXCEL STUDENT PROFILE

- I am open minded, willing to learn new ideas and understand others' opinions
- I lead my learning in all curriculum areas
- I can critically reflect on my own work and that of others
- I never take the easy road; I always strive for excellence
- I show integrity and do the right things at the right time
- I want to bring about change in areas that I am passionate about
- I demonstrate confidence and leadership in all areas of my life
- I enjoy using technology for learning, creative thinking, discussion and debate
- I am motivated to be a role model of respect, integrity, resilience and perseverance
- I am a self-managing learner who enjoys choice and ownership over my learning.

Energise

EXCELLENCE WITHIN SPORT

Energise students are committed to building and developing new skills in a variety of sports and are prepared to better themselves as athletes within a daily fitness programme. They demonstrate excellence in attitude and effort within sport and across all aspects of schooling.

They are interested in improving their health and nutrition and have been actively involved in sports within their school, previously being a part of a team or club. Students learn through a sporting context with high expectations for balancing their sport and physical education alongside their academic achievement.

Expectations

- Students will compete in at least one sport throughout the year (club or school)
- Students will trial for at least two different sporting teams during the year
- Students will display a positive attitude towards all physical activities
- Students will apply themselves fully within a daily fitness program
- PE Gear is compulsory every day
- Students will balance their sporting commitments and academic expectations.

ENERGISE STUDENT PROFILE

- I bring my PE gear every day
- I give 100% to all my learning
- I have a 'can do' attitude
- I display excellent attitude and sportsmanship
- I support and include others
- I am an active listener
- I push myself to the limit
- I enjoy being active and I play sport because I love it
- I am focused on developing my personal health and fitness
- I am enthusiastic about using ICT tools to enhance my learning opportunities.

A physical assessment will take place to select students for Energise to ensure students meet the criteria.

The previous school will be asked to endorse the student as having excellent attitude and effort towards striving to reach their best across sporting codes, and fulfilling expectations with schoolwork, sports training and behaviour.

Explore

HANDS ON

Through a practical and innovative context, Explore students are provided with a variety of unique and interesting real-life experiences that help them to develop problem solving skills and the ability to think inventively.

Explore students are encouraged to become self-managing learners with opportunities across all curriculum subjects. This learning centre places strong emphasis on STEAM (Science, Technology, Engineering, Arts and Maths) to provide rich and engaging learning opportunities.

The regular use of the 'Makerspace' allows students to create projects that solve real world problems.

Expectations

- Students will actively participate in 'hands on learning' opportunities
- Students will demonstrate a willingness to become self-managing
- Students will design or produce a piece of work in a unique way.

EXPLORE STUDENT PROFILE

- I am creative, imaginative and passionate about problem solving
- I am eager to participate in rich, hands on learning
- I enjoy deconstructing and rebuilding
- I enjoy inventing, innovation and engineering
- I enjoy Science
- I am enthusiastic about attending all mediums of Technology
- I am learning to work independently and collaboratively
- I am enthusiastic about using ICT tools to enhance learning opportunities
- I am open to new learning and I enjoy challenging tasks
- I understand that my learning will cover the NZ curriculum and include physical activity, PE, fitness and health.

Eco

ENVIRONMENT

Eco Learning Centre is for students who want to work 'in' and 'for' the world.

They are interested in animals and plants and are passionate about protecting the Earth. Learning in the Eco Centre is immersed in learning about and caring for the natural world.

A typical day in Eco Learning Centre will mean solving real life problems, working on long term projects, getting our hands dirty and taking responsibility for the things we care about. We are strongly connected with our community groups and often take field trips to be involved with local environmental initiatives.

We learn from the past and want to build a better future.

Expectations

- Students will actively participate in field trips and community initiatives
- Students will show an empathy for and desire to 'better the planet'
- Students will collaborate, contribute and commit to the kaupapa of the Centre.

ECO STUDENT PROFILE

- I am passionate about animals, plants, the earth and science
- I love learning about how the natural world works
- I enjoy taking responsibility for plants and animals
- I don't mind getting my hands dirty
- I want to do things that help our environment
- I am compassionate towards animals
- I have good observational skills and an eye for detail
- I like being outside
- I work well in a team.

Enrich

DESIGN

The Enrich Learning Centre is suited to students who are creative, enjoy design and computer science. Typically, these students enjoy designing, crafting and publishing visual, graphic or creative arts.

The use of digital technology and AI to enhance photography, movie making, graphics and design will be a significant feature of this centre.

The use of robotics, coding and animation will give students scope to design and develop software, apps and games.

A personal digital learning device is required for this Learning Centre given the e-learning nature.

With coding and graphic design at its core, our programme is viewed through a technology lens.

Expectations

- Students will have their personal digital learning device at school every day
- Students will design and produce one piece of art / design every term using digital technology
- Students will demonstrate maturity, self-management and cybersmart behaviour at all times
- Students will enter one category of the Enrich Centre 'HOME MADE' awards.

ENRICH STUDENT PROFILE

- I am passionate about design, computer science or graphics
- I enjoy taking ownership over my online learning
- I demonstrate maturity, self-management and cybersmart behaviour
- I have good time management and can submit work on time
- I have an interest in future design and technology
- I am interested in how games and apps are made and not just playing them
- I can work independently
- I work well in a team and can collaborate on a project
- I understand digital learning is – 'anywhere, anytime but not all the time'
- I understand that my learning will cover the NZ curriculum and include physical activity, PE, fitness and health.

Edventure

OUTDOORS EDVENTURE

Edventure students enjoy the outdoors, being physically active and participating in activities to challenge themselves. These students enjoy having an adventure to experience the learning physically before completing related learning tasks.

Edventure students play sport for fun and they might enjoy adventure sports, games, hunting, fishing, camping, surfing, motocross and similar type activities.

Edventure learners are practical, enjoy connecting with our local context of farming, agriculture, the ngahere, beach and rivers.

Expectations

- Students will contribute positively in all learning experiences
- Students will be keen to attend all excursions related to learning in the outdoors
- Students will display a positive attitude towards all physical activities and will apply themselves within the outdoors programme
- Students will bring their PE gear daily
- Students will complete all follow up learning tasks related to the outdoors experiences
- Students will demonstrate the School Values and meet Edventure behaviour expectations in order to attend EOTC excursions.

EDVENTURE STUDENT PROFILE

- I love the outdoors
- I need to be active and I play sport for fun
- I participate in a variety of outdoors activities
- I display a positive attitude to new learning
- I try my hardest with all my learning
- I like to 'experience' my learning first
- I enjoy working alongside others
- I enjoy a challenge and problem solving
- I am enthusiastic about doing practical things outside the classroom.

Te Korowai Matauranga – Rumaki

Whakamau ki tō Mana Tangata, hei oranga mō tō whānau, tō hapū, tō iwi.
Harness your uniqueness, for the well-being of your people.

Te Korowai Matauranga:

- Te Reo me ōna Tikanga
- Te Ao Hurihuri
- Te Mana Tangata

Te Reo me ōna Tikanga:

When Te Korowai Matauranga is at its best you will hear Te Reo Māori naturally flowing from the mouths of the ākonga (learner), kaiako (teacher), kaitautoko (support staff) and whānau. Te Reo Māori is the language of choice. We are strongly guided by our whānau to plan, develop and implement Te Reo Māori, Tikanga and learning experiences that motivate our tamariki to 'harness their uniqueness'.
'Ko te Reo te Mauri o Te Mana Māori'

Te Ao Hurihuri:
Te Korowai Matauranga are inquisitive learners who are immersed in kaupapa Māori. They are confident on the Marae, they can kōrero about and acknowledge local wāhi tupuna. They are leaders; strong capable leaders who contribute to the wellbeing of their whānau, hapū and iwi. Te Korowai Matauranga ākonga have the best of all learning styles. They learn through Ngā Mahi-ā- rehia, Hākinakina, Te Taiao and Te Ao Pāpaho. There are lots of opportunities the tamariki are offered, across the kura, within the takapu and beyond.

They are keen to explore the greater whenua of Aotearoa, making connections with Maunga, awa, waka and iwi. They aspire to traverse Te Moana-Nui-Ā-Kiwa, making connections with their tupuna and planting seeds for their future.
'Te tamati akona ki te marae, tau ana'

Te Mana Tangata:
The adolescent years can be challenging at times. Te Korowai Matauranga embraces the physical and spiritual changes. We use the mātauranga of our tupuna, along with the support of our kuia, kaumatua and whānau to navigate our way through these times to understand what this means for us. Together we build on our whānaungatanga to create life-giving relationships that are mana enhancing.
'Kia pakari ai te tane, te wahine i tòna Ao tūroa hei rangatira mō āpōpō'

Entry Criteria – Preference is given to;
- Ākonga who come from Māori medium settings (Kura Kaupapa, Rūmaki, Reo Rua)
- Ākonga who speak Te Reo Māori fluently OR have the desire and commitment to learn
- Whānau who are committed to the kaupapa. Attendance at all hui is expected
- Whānau who are responsible for bridging the learning (Te Reo me ona Tikanga) from school to their home environment
- Both ākonga and whānau are committed to the Ara Rumaki (immersion pathway).

Student Expectations:
- Students will be expected to participate in opportunities to grow their Te Reo Māori
- Students will be expected to commit and perform in the school kapa haka group
- Students will be expected to work hard to achieve their goals.

Whānau expectations:
- Attend the whānau hui twice a term or send a representative
- Support your tamariki in their Reo learning journey at home
- Contribute to and support the success of the TPI Rumaki, Kaiako, Tamariki and Ara Rumaki.

TE KOROWAI MATAURANGA LEARNER PROFILE:
- I show commitment to the kaupapa
- I confidently use Te Reo Māori OR I am learning
- I lead and / or take up leadership opportunities
- I share my learnings beyond my takapū
- I stand proudly to express what is of value to me.

Technology

ICT and Graphics and Design

Our Year 7 and 8 Graphics and Design curriculum introduces students to the same industry-standard tools used by professional designers, architects, and media creators around the world.

Students develop skills in digital illustration using Adobe Illustrator and Photoshop, 3D modelling and spatial design with SketchUp, Twinmotion, and Adobe Dimension, digital audio production with Adobe Audition, and video editing with Adobe Premiere. Through these industry-leading platforms, they learn to communicate ideas effectively through visual and audiovisual media.

Beyond technical skills, our programme fosters design thinking, creativity, problem-solving, and confidence, empowering every learner to create, innovate, and express their ideas with purpose.

Food Technology

Food Technology is an essential part of the Technology cycle at Te Puke Intermediate. Taught in year-level classes, our programme is tailored directly to the specific needs, interests, and developmental stages of our students.

- **Year 7** focuses on establishing foundational skills aligned with the New Zealand Curriculum
- **Year 8** challenges students to deepen and refine these skills through more advanced, hands-on lessons.

Where possible, lessons connect directly with the topics and themes explored in our school's Learning Centre's. Beyond learning to prepare and cook food, students build vital literacy and numeracy skills in every lesson, while continuously practicing the New Zealand Curriculum Key Competencies: *Thinking, Relating to Others, Using Language, Symbols, and Text, Managing Self, and Participating and Contributing.*

Above all, our Food Technology programme is driven by a passion for teaching essential life skills. Students leave TPI not only with an expanded knowledge of food and nutrition, but with a collection of recipes and transferable skills they can confidently use at home with their family.

Hard Materials

In our Technology Hard Materials workshop, we bring the NZ Curriculum to life through hands-on innovation, the perfect start for Year 7 students. Guided by Te Puke Intermediate's core values *Be Active, Be Excellent, Be Respectful, and Be Yourself* we empower students to become confident, safe creators.

Students master essential self-management by executing engaging projects, fostering a growth mindset and collaborative skills. We prioritise respect, ensuring a safe, supportive environment where tools are used with care. Here, students take creative risks, express individuality, and strive for excellence. Join us to help your child build practical skills, lasting confidence, and a bright future.

Visual Art

Our art studio is a vibrant space where students build creative confidence, take risks, and bring their ideas to life. Guided by our core school values and the NZ Curriculum, our programme offers hands-on experience in a wide range of mediums, including but not limited to drawing, painting, printmaking and sculpture.

Taught by an experienced and passionate teacher, lessons are tailored to student interests and built to expand their skills year after year. Students learn to express personal and cultural meaning through thoughtful planning, experimentation, and reflection. They learn about local and global artists while also covering many other areas of the curriculum especially Numeracy, Literacy, Science and History. Grounded in tikanga and connected to our local community, students create meaningful, high-quality artworks that reflect their unique identity, leaving a legacy at school and at home.

General Information

2027 Enrolment Timeline

By 18 September 2026
All online enrolments to be completed and submitted. A device is available at the TPI School Office for this purpose with support if necessary. A mobile phone can be used to complete the online enrolment.

By 25 September 2026
All enrolment interview bookings must be made using the HERO App with full instructions on our website under Enrolment.

14– 22 October 2026
Out of Zone Priority 1-6
Individual enrolment interviews for non-contributing students will be held at TPI for every student and a whānau member.

16 October 2026
All Energise Endorsements are due.

21 – 22 October 2026
Energise Trials – Out of Zone Priority 1-6 and In Zone students from Non-Contributing Schools.
From 4 to 5pm in the school gymnasium.

23 October – 6 November 2026
In Zone Interviews – Individual enrolment interviews held at contributing schools for every student and a whānau member.

5 November 2026
Energise Trial – In Zone from 10.30am in the school gymnasium.

9 November 2026
Balloting for out of zone places occurs.

10 November 2026
Placements will begin for all students into Learning Centres and staffing allocated. Offer of places to out of zone applications confirmed.

13 November 2026
All Learning Centres confirmed.

17 November 2026
Transition morning for all Year 6 students enrolled at TPI for 2025 – 9.30am to 12.30pm.

Opening Dates

Tuesday 2 February 2027
First day of school for all returning Year 8 students. Classes will be announced in the PAC at 8.40am.

Wednesday 3 February 2027
First day of school for all Year 7 students and new Year 8 students to our school. A whakatau will be held in the PAC at 8.40am and we ask that new students and their families stay outside and wait to be welcomed in. Students should bring their PE gear and stationery pack. *Information about the whakatua/pōhiri can be found on our website.

Tuesday 16 February 2027
There is a fun 'meet the teacher' night with an opportunity to discuss our school curriculum and your child's specific needs.

Term Dates 2027

Term 1 Tuesday 2 February – Friday 9 April
Term 2 Monday 27 April – Friday 2 July
Term 3 Monday 19 July – Friday 24 September
Term 4 Monday 11 October – Tuesday 14 December

Statutory Holidays
- Waitangi Day – Observed Monday 8 February
- Good Friday – Friday 26 March
- Easter Monday – Monday 29 March
- Easter Tuesday – Tuesday 30 March
- Anzac Day –Observered Monday 26 April
- King's Birthday – Monday 7 June
- Matariki – Friday 25 June
- Labour Day – Monday 25 October

Houses

The competition between the houses is played out weekly covering aspects of Sport, Art and Culture. There are other house point incentives offered during the year which add to the rivalry between students and staff members. Students will be in the same house as an older sibling or will be allocated a house on enrolment if they are the oldest in the family. House shirts are also worn for PE and are sold at the school uniform store.

School Charges

Te Puke Intermediate does not charge any school fees for curriculum related experiences and materials that all students are expected to participate in. The Board of Trustees have opted into the Government donations scheme for 2026, receiving funds per pupil to cover these costs.

Extra-curricular activities such as sports teams, optional camps and overnight trips are not included in these funds and there will be a cost for participation in these.

We encourage parents and whānau to organise weekly direct credit payments into the school bank account if your child is an active participant in extra-curricular activities.

ASB 12-3217-0017704-00
Please use your child's name as reference.

PE Shirts

PE shirts are available for purchase from the TPI Library on the following dates. You will be informed of your child's house at this time.

Opening hours:
Wednesday 27 and Thursday 28 January 2027
8.000am – 2.00pm.

Cash and Eftpos payment available.
Credit cards and PayWave not accepted.

School Stationery

Stationery packs are to be purchased online or at Bay Office Products Depot at Mount Maunganui.

A web link to purchase packs will be available via the school website, HERO communications and our Facebook page.

Purchased packs will be delivered to the students' classroom on the first day of school.

Stationery is not available to purchase at school and TPI accounts will not be able to be used for this purpose.

Payments

All payments for sport events or school activities to be handed into the main office by 8.50am each morning. No responsibility is taken for money which is not handed in at the school office before school.

Online payments are now accepted via the Hero App. Direct Credit payments are available using the above account number with your child's name as reference.

Money is not to be paid to classroom teachers or left in school bags.

Mobile Phones are Prohibited

- Mobile phones must not be brought to school
- If a student has a mobile phone at school, it will be confiscated by the teacher and given to the Senior Leadership Team (SLT)
- A parent / caregiver will need to come and collect the mobile phone
- Students who do not follow these regulations or continue to bring their mobile phone to school will be considered as defiant
- Student defiance is managed under the Discipline Plan.

Communications

With a staff involving over 50 people and students numbering around 540, there will be from time-to-time problems which arise that need rectifying. If you see a small problem, please do not hesitate to tell us. Small problems are easily fixed and do not become major problems. Please don't hesitate to phone or email the principal to discuss any concerns you have.

Phone 07 573 9352
Freephone 0800 131 033 (from landline or mobile)
jill.weldon@tepukeint.school.nz

All postal communications should be addressed to:
The Principal
Te Puke Intermediate School
133 Cameron Road
TE PUKE 3119

School newsletters are created approximately once a month and are sent home as well as published on the school website and HERO App.

Parents who wish to discuss matters with staff are asked to ring the office during school hours and not to contact staff at home unless the contact is vital. The school office is open 8.00am – 4.00pm. Outside of these hours messages for staff can be left on the answer phone or made by email to their school email:
Firstname.lastname@tepukeint.school.nz

HERO

Te Puke Intermediate uses the software HERO for recording student information, learning goals, reporting achievement and as a communication tool between school and whānau. It is important to provide correct cell phone and email addresses at the time of enrolment and to inform us of any changes. Your email address is the way to access your child's learning and receive school newsletters.

Te Puke Intermediate has a fiercely competitive house competition.

Reporting to Parents

Parents / caregivers and staff may make arrangements for a conference / interview at any time of the year to discuss aspects of the student's progress.

TPI uses HERO for the collection, storage and reporting on learning, progress and achievement to both students and whānau. Students and whānau have 'live' access to the learning goals, evidence of achievement and reporting against the expected standard for their child through the app.

Two times a year – June and December we 'report' and acknowledge the progress and achievement for every child through the HERO app.

Following this in June we hold student led learning conferences and in December a celebration of all achievement opportunity. We do not print the HERO report of achievement as whānau have full access to the whole report online which can be saved and printed from any device at home anytime.

Website

The school website allows access to student daily notices, school newsletters, the school calendar, enrolment information and prospectus as well as other useful information.
www.tepukeint.school.nz

School Hours

We have four major time periods each day and they are referred to as first, second, third and fourth periods.

Roll Call	8.50am – 9.00am
School Radio and Notices	9.00am – 9.20am
First Period	9.20am – 10.20am
Kai Time	10.20am – 10.30am
Second Period	10.30am – 11.30am
Interval	11.30am – 11.50am
Third Period	11.50am – 12.50pm
Lunch	12.50pm – 1.30pm
Lunch Eating	1.30pm – 1.45pm
Fourth Period	1.45pm – 3.00pm

School starts at 8.50am. All students must be present then and ready to begin class at this time.

Signing Students out during School Hours

Parents who need to remove students during the day are asked to report to the school office to sign their child out. Students cannot be released unless this occurs.

Attendance

Freephone 0800 131 033 press 1
HERO App (preferred method)

Children can legally only be absent from school for medical reasons or family emergencies. Such absences should be notified by phoning or emailing the absentee line via the HERO App or using the number above. The school Attendance Officer will follow up all unexplained absences. Please do not be offended if you are approached or contacted by this person. We only have your child's best interest at heart as in some cases parents are not aware their child has not been attending school. We are members of the Te Puke Truancy Action Group and the school will deal with severe or persistent offenders through the courts.

School Buses

As more than half of our students travel by bus, the welfare of the students and the bus organisation are of considerable importance to us. Students must act in an orderly manner while waiting for and travelling on buses. Misbehaviour will result in the school and bus company suspending the student from bus use for a period of time. It is then the parent's responsibility to get their child to school. Parents will also meet the cost of any damage caused by irresponsible behaviour. Travel on buses must not be taken as a right but as a privilege as the Ministry of Education expects parents to transport their children to school in the first instance.

Learning / Medical / Allergies

Please indicate on the enrolment form if your child has a diagnosed learning or medical condition so this can be discussed at the enrolment interview. Where appropriate, medicine should be handed in at the office. If students are sick or have an accident, parents or emergency contacts will be notified. The school reserves the right to contact the nearest medical help if parents cannot be reached. The school does not have the facilities or personnel to cater for sick students for long periods of time. Please do not send your child to school when they are unwell.

Public Health Nurse

We have regular visits to our school by the Public Health Nurse. Staff and parents can refer students to the Public Health Nurse for medical or wellbeing assistance. The Board of Trustees has given permission for a self-referral clinic to operate so that students may request a visit with the nurse. If you do not want your child to be able to self-refer to the nurse, you must indicate this on the enrolment form.

School Library

The school has an extensive school library which stores all books, magazines, maps, and charts, bulletins, journals and has computers for student use. All these resources are available to students in and out of class time. Please endeavour to help your child return overdue library books at any time. Should library books be lost we expect these to be paid for. An invoice is sent home in this case.

Computers

We have approximately 350 computers and laptops in the school for student use. Use of these computers within the school is dependent on students and parents agreeing that computers and the internet are used in a safe and appropriate way that demonstrates school values. Students not adhering to this will have access denied for a specified period of time.

School Property

It is school policy to charge the cost of repairs to any school property whereby students have misused or deliberately vandalised school equipment.

Positive Behaviour

The school operates the 'Positive Behaviour for Learning' programme together with 'Restorative Practices' used by many Intermediate schools. This means that every classroom and area of the school playground area has specific desirable behavior which reflect the school values. When the behavior is displayed the student is rewarded with the schools Awesome Awards. If not displayed, it results in the pupil receiving a consequence designed to re-teach the school values regarding behaviour. Awesome Awards are collected and treasured as valuable contributions to the Latimer Award.

The Latimer Award

The school has a school wide participation and achievement award named after ex-pupil and NZ All Black, Tanerau Latimer.

Students are challenged to participate in the four categories of Academic, Arts, Sport and School Culture throughout the year. Each category has six events for the students to participate in and strive for excellence at.

Achieving three tasks will earn a Bronze Award, four tasks a Silver Award and five or more a Gold Award. Once gold status is achieved the student can complete community service to earn a Distinction Award.

The Latimer bars are presented at school assemblies with the Gold and Distinction being presented at the end of year prizegiving.

The annual criteria for the Latimer is on the school website, www.tepukeint.school.nz

International Students

Te Puke Intermediate welcomes fulltime International Students as well as short term visitors. There is an opportunity for families to homestay these students.

Te Puke
Intermediate

School Uniform

This is available for purchase from ReeStyle, Jellicoe Street, Te Puke.

Purpose of the Uniform

- To give the pupils a sense of identity with their school
- To make it easier for parents to decide what children will wear to school each day and to reduce peer pressure for expensive clothing.

Jewellery

The wearing of fashion jewellery is not permitted in the interest of safety and hygiene. A wristwatch may be worn and students who have their ears pierced are permitted to wear two small, plain studs in each ear. Items of cultural significance may be worn safely and respectfully. **No other jewellery is permitted, including facial / tongue studs.**

Naming of Clothing

It is advisable that all items of school clothing and shoes be clearly named. This deters stealing and found clothing can easily be returned to the owner.

SunSmart Policy

During Term 1 and Term 4, students who are outside must wear the school hat. This includes sports practices and lunchtime activities. Students without a hat will not be permitted to participate in activities in the sun.

POLO SHIRT
Navy / grey polo with Te Puke Intermediate logo.

JACKET
Navy / grey polar lined water-resistant jacket.

POLAR FLEECE
Navy 1/4 zip polar fleece with Te Puke Intermediate logo.

FOOTWEAR
Blue, black or brown roman sandals worn without socks and no adornments.
Or
Plain black school shoes. **No high tops or boots.**

PHYSICAL ED
A specific house coloured PE t-shirt.
This can only be purchased from the school library on the advertised days. New students will be informed of their house and PE shirt colour at the time of purchase. This cannot be changed.
Navy sport short with Te Puke Intermediate logo.

SUN PROTECTION
Navy hat or cap with school logo.
Sunglasses may be worn outside with the school hat only.

SHORTS
Grey elasticated cargo shorts with school logo.

IE FAITAGA OR SULU
Navy blue, may be purchased for Pasifika boys (only) to wear over school or PE shorts.
(Street 2 Surf shop in Te Puke – same as TPHS)

SKIRT
Blue / grey tartan double inverted pleat worn at knee length.

SOCKS
Plain white turnover top ankle socks
Or
Plain black tights 50 – 150 denier (Worn with no socks).

TRACKPANTS
During Terms 2 and 3 students may wear plain black track pants to and from school.

Personnel

School Board

Presiding Member:	Mark Deacon
Member:	Jo Matthews
Member:	Gurwinder Singh
Member:	Campbell Wood
Member:	Binnie O'Dwyer
Staff Rep:	Lisa Stowell
Principal:	Jill Weldon

Staff (as at publication)

Principal:	Jill Weldon
Deputy Principal:	Stephen Knightly
Deputy Principal:	Kellie Jepsen
Senior Positions:	Cam Black
	Jonelle Crone
	Darren Harvey
	Lisa Stowell
	Aaron Sutherland

Classroom Teachers

Jonelle Crone	Lisa Stowell
Becky Gardiner	Crystal Steyn
Todd Herbert	Tyron Steyn
Chad Jacob	Aaron Sutherland
Wiremu Jepsen	Rebecca Taepa
Briana Morrison	Jenay Tamati
Rebecca Odyssey	Tamarangi Tamihana
Anna Parkin	Amy Taylor
Hilary Puke-Petero	Simone Te Kani
Drew Silby	Marcia Waikato

Tutor

ESOL:	Maxine Morris

Specialist Teachers

Information Technology:	Darren Harvey
Science:	Peter Ronalds
Workshop Technology:	Peter Ronalds
Art:	Sarah Coates
Food Technology:	Anna Bryant
Learning Support Co-Ordinator:	Amanda Arthur
SENCO:	Anna Tamani
Classroom Release:	Sue Scholes
Director of Sport & PE:	Cam Black

Support Staff

Executive Officer:	Delwyn Koce
Receptionist:	Donna Garrett
Librarian:	Leigh Park
Staff Resources:	Rachael Sexton
Student Support:	Mike Collins
Student Support:	Pixie Davidson
Student Support:	Kat Fox
Student Support:	Rajwinder Kaur
Student Support:	Lauren Green
Student Support:	Jorja Mouat
Student Support:	Shanel Penno
Student Support:	Rachael Sexton
Student Support:	Mia Shephard
Student Support:	Aimee Tasker
Caretaker:	Chris Larsen
IT Systems Support:	Armand de Villiers
	Ollie Purdie
Social Worker:	Alex Annadale
	Rebecca Staples

Te Puke Intermediate School
133 Cameron Road, Te Puke 3119
Telephone: 07 573 9352
Freephone: 0800 131 033
admin@tepukeint.school.nz
www.tepukeint.school.nz

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