



BUCKLANDS BEACH
INTERMEDIATE SCHOOL

PARENTS HANDBOOK

2025

Whāia te Tikitiki - Reach for the heights

BBI Mission Statement

To develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Contents Page

About Us	4
Introduction	5
Staff for 2025	6
General Information	8
Start date for 2025 and Information	8
School Hours	8
Education Outside the Classroom	8
Kindo	9
Stationery	9
Digital Devices	9
Newsletters	9
School Contribution 2025	9
Student away sick	10
Student absent in advance	10
Collecting students from school during school hours	10
Student Café	10
After School Classes	10
Information Centre / Library	10
New Uniforms	10
School Map	11
School Timetable	12
Timetable for 2025	12
Specialist Programme	12
Programme of Inquiry - Overview 2025	13
Transdisciplinary Themes	18
Approaches to Learning	18
BBI Learner Profile	20
Learner Profile Attributes	21
Key Concepts	22
Homework	23
Assessment	23
Reporting and communication with Parents	24
Student Portfolios - Toddle	24
School Uniform	25
Academic Integrity and the Programme of Inquiry	26
Individual declaration of academic honesty	28
Sport	29
Useful Resources	30

About Us

Buckland's Beach Intermediate School opened in 1976 to provide quality education to preadolescent students in the 11-13 year age group. This is a crucial stage in children's schooling. It is a time of rapid change. Noticeable physical changes and emotional and social attitudes are going through a key stage of development.

With many students, intellectual interests and abilities begin to broaden in scope. Some develop these to considerable depth.

Years 7 and 8 are part of a period in life when they move from the primary generalist based to a more specialised one offered by secondary schools. An in-depth education is required to help students through the middle years.

Our curriculum is designed to assist and prepare students for this transition. We seek to structure programmes that cater for the needs of all our students, enabling them to reach the rest of their potential.

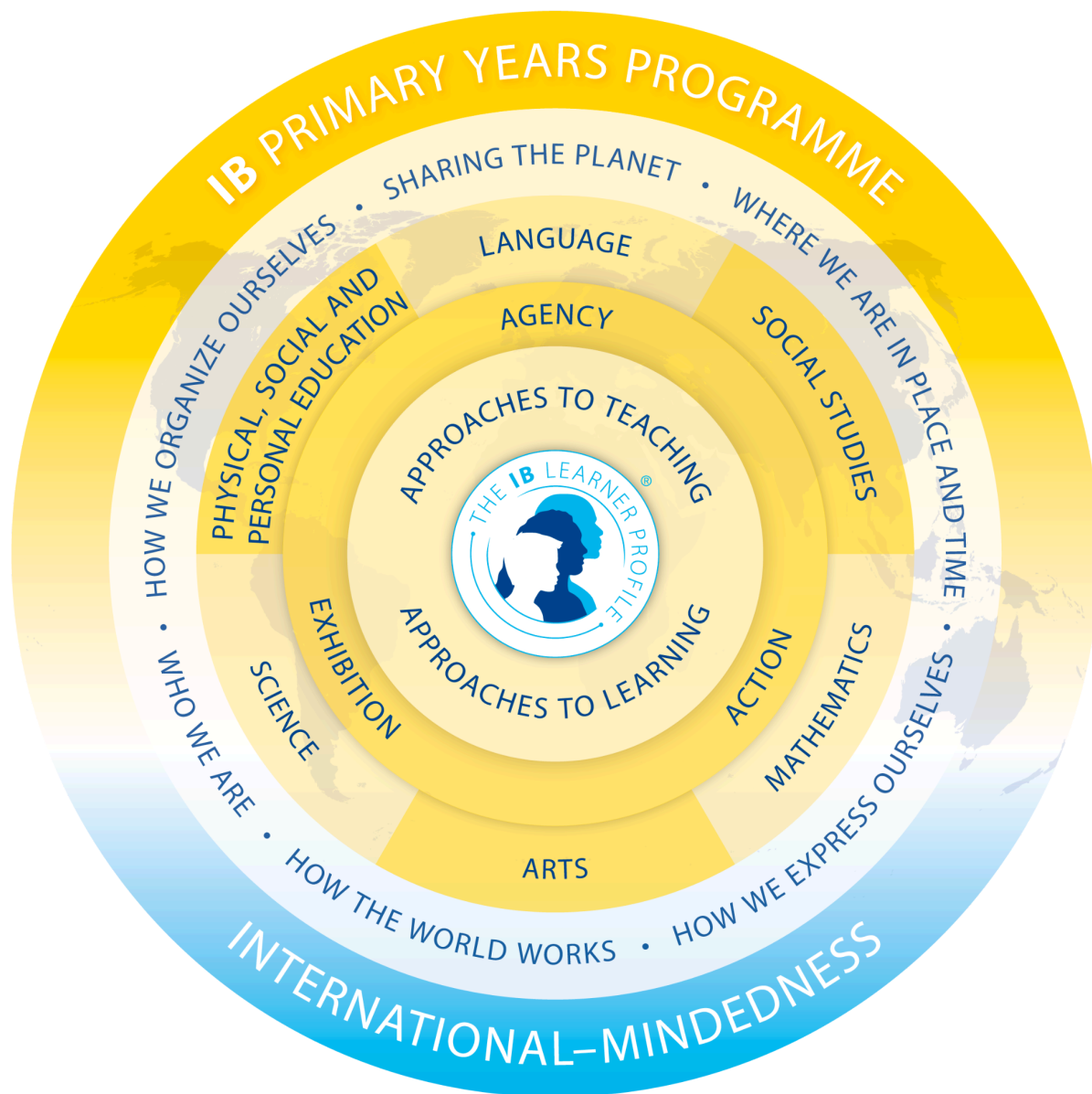
We aim to develop competent, confident, self-directed learners. Our curriculum is wide-ranging and covers not only the academic fields but the physical and cultural areas as well.

Children pass through these years but once. Our aim is to provide the best quality education possible to ensure each student reaches his/her maximum potential.

Introduction

Welcome to Bucklands Beach Intermediate School! In November 2012, BBI became an International Baccalaureate Primary Years Programme World School. This guide will assist families and whānau in understanding what it means to be an International Baccalaureate (IB) Primary Years Programme (PYP) World School.

BBI follows the New Zealand Curriculum which includes eight learning areas: English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology. We use the PYP framework to deliver six units of inquiry around different transdisciplinary themes.



Staff for 2025

Senior Leadership Team

Principal: Diane Parkinson

Deputy Principal: Debbie Allan

Deputy Principal: Will Roper

Deputy Principal: Mike Hogg

Year 7

Whānau Kōwhai

Room 1: Carrie Barnett

Room 2: Jan Treadwell

Room 3: Emily Baker

Room 4: Nicola Swensen*

Room 5: Cam Neal*

Whānau Miro

Room 6: Nick Chamberlain

Room 7: Riley Kingham

Room 8: Camryn Lee

Room 9: Natasha Unkovich*

Whānau Nīkau

Room 9: Kathryn Jackson*

Room 10: Jennifer Lee

Room 11: Nicola Thornhill

Room 12: Ali Wood

Room 13: David Blake

ESOL/Learning Centre

ESOL: Juliann Te Young

ESOL: Jess Baskett

Year 8

Whānau Pōhutukawa

Room 15: Windy White

Room 16: Sarah McAloon*

Room 17: Cameron Rhodes

Room 18: Mark Hudson

Whānau Rimu

Room 19: Paula Maama

Room 20: Kelli Fowke

Room 21: Amy Lundberg

Room 22: Stacey Cleary*

Whānau Tōtara

Room 23: Léa Rency

Room 24: Sarah Beckhaus

Room 25: Anne Burgess*

Room 26: Riekus Nortje

Whānau Harakeke

Room 27: Matt Aukett*

Room 28: Sheridan Bell

Room 29: Julia Adams

Room 30: Bek Wooloff

Specialist Teachers	
Music: Alice Lee	Media: Matt Hornby
Food Technology: Grace Brown*	Science: Kathryn Taylor
Hard Materials: Regan Smith	Art: Ange Stanisich
Design: Jacqui Carr	

Teachers	
PYP Coordinator: Anita Leeuw*	Mathematics: Mandy Attard
Classroom Release Teacher: Jamie Kent	Classroom Release Teacher: Jess Lammie
Classroom Release Teacher: David Ashby	Teacher: Gigi Milea
Literacy Support: Lisa Harvey	

Support Staff	
Office: Nicky Stewart	ESOL Teacher Aide: Wai Meng Woo
Office: Lynette Dimond	Teacher Aide/Sport: Amanda Chapman
Office: Traci Burke	Teacher Aide: Raquel Goodwin
Librarian: Serena Griffiths	Teacher Aide: Jayne Catford
Property: Cath Russek	Resource Manager/Teacher Aide: Changa Kodi

General Information

Term dates for 2025

Start date for 2025 and Information

We expect students to commence school on Wednesday 29 January 2025 for Year 7 at 8.40 am and Thursday 30 January, for Year 8 at 8:40 am. All students should assemble outside the BBI Sports Cloud at these times. It is not necessary for you to be with your child on the first day, however, you are welcome to be there if you wish. If your child is unable to commence school on this date you should forward written notification to the school office prior to the end of the 2024 school year. Places will not be held for students who have not given written notification and a reason for absence.

School Hours

8:40 am	- School starts
10:30 am-10:50 am	- Morning tea
12:10 pm	- Start of Inspire 45 (breakout options)
12:45 pm-1:40 pm	- Lunch (Sitdown Lunch 12:45-12:55pm)
3:00 pm	- End of the day (every day unless advised otherwise)

Education Outside the Classroom

This school has had a long and very successful involvement in outdoor education.

Our policy is to involve, if possible, all Year 7 students in a school camp in their first term with us. In this way, maximum benefits can be gained from the experience.

Three camps at Administration Bay on Motutapu Island will be held in Term 1 2025.

Miro Whānau (Rooms 6, 7, 8, & 9) - departs Monday 3 March – returns Friday 7 March

Nikau Whānau (Rooms 10, 11, 12, 13, & 14) - departs Monday 10 March – returns Friday 14 March

Kowhai Whānau (Rooms 1, 2, 3, 4, & 5) - departs Monday 17 March – returns Friday 21 March

The camp will cost \$520 and can be paid on Kindo. This amount is payable before students go away to camp. Should parents have financial difficulties associated with the payment of these fees, they should speak in confidence to the principal.

In order to meet our safety standards, we will seek parent support to accompany classes on these visits. Our experience has shown that parents who do go find it very worthwhile. The camp volunteer sign-up form will be sent home in the first week of school. More information will become available early in Term 1, 2025.

Students will also have opportunities to participate in field trips associated with class programmes during the year. These are seen as an important aspect of a particular study and it is hoped all students can participate.

Kindo

We have been working on developing our Student Management System to enable parents to pay stationery, camp, sporting fees and any activity fees etc., online directly through myKindo (Link is located on the BBI Website - www.bbi.school.nz) as well as complete permission slips for class trips and sports events.

Parent Portal

You will be sent a letter in January 2025 with a unique code to log into this system. This is a unique login for your student. Do save this login for the future as reports are sent through this platform.

Stationery

All students will be issued with a stationery list on the first day of school. (The stationery list is not available before then.)

All students should be prepared on the first day with a writing pad, pen and pencil to enable programmes to begin promptly.

We endeavour to keep the stationery cost to parents as reasonable as possible by purchasing packs in bulk.

The stationery packs will be distributed through classes from the second day of school. The packs will not be available for sale at the office. Parents are also welcome to purchase stationery from retail shops of their choice after the list has been distributed. (This will be explained fully on the stationery list.)

Digital Devices

Students are encouraged to have their own digital devices if possible. There are digital devices available at school for those students who do not have one, but the more students who bring their own, the better we can use our school resources to fund high end digital resources for our students. Please ensure that any digital devices that are brought to school are insured. We recommend a ChromeBook (high end if possible) or a Macbook.

Newsletters

Newsletters are posted on our website on the 1st of each month.

Please make a note in your diary to check your emails at the beginning of each month.

School Contribution 2025

The Board of Trustees would like to thank all those parents who pay towards the school contribution. Our Ministry of Education funded Operations Grant covers the basics of schooling. Our school is well resourced and to meet the budgets in order to offer these extra resources we do rely on our voluntary school contribution. This year the contribution has been set at \$420.00 for the year, or \$105.00 per term. Parents are also welcome to pay as and when they can. This contribution covers such things as transport for sport / cultural activities, transport and entry costs for class trips, consumables for our Specialist Programmes, equipment provided by the school e.g. computers, multimedia equipment and sport equipment to name a few. Payment is through Kindo.

Student away sick

The safety of our students is paramount. We ask parents to telephone and leave a message before 8:30 am on the absence line if their child is absent from school. Please do not email, as the email may not be cleared until later in the day. Our office staff follow up on all unexplained absences each morning.

Student absent in advance

If students are going to be absent, and you are aware in advance, please contact your child's classroom teacher and office@bbi.school.nz so we can enter this into our system. For periods longer, than a week, please email office@bbi.school.nz to inform us of this request.

Collecting students from school during school hours

We do try to keep disruption to the classrooms to a minimum during class time. If your child needs to leave school during the day, please ensure that you send a note or prior email to the classroom teacher letting them know. Students should leave their class quietly and sign out at the office, ready to be collected by a parent.

Student Café

This facility is open before school for students to place lunch orders or to purchase breakfast. It is also open at morning interval and lunchtime where a large range of products can be purchased.

After School Classes

After School Classes have been run at BBI for a number of years. These classes have been very popular. They are run in two semesters of 14 weeks each. In the past the following classes have been offered: Japanese, Table Tennis, Drama, Public Speaking, Guitar, Art, Dancing (Hip Hop), Maths extension and Maths support. Information for semester one will be sent out in week 2 or 3 of the first term or towards the end of Term 2 for semester two. Parents should keep an eye on their emails for information early Term 1 for Semester One and end of Term 2, for Semester Two.

Information Centre / Library

Our information centre is open from Monday to Friday 8 am-8.:30 am and Monday to Thursday 3:15 pm- 4:30 pm. Please note, that there is no after school supervision on a Friday. Students are welcome to use the centre before or after school. This is an ideal opportunity for students who may not have access to a computer at home, or who may need additional access to research material. We have a very valuable resource, which we would like to see being fully used. Students wishing to stay after school need a note stating they have your permission to be late home.

[Letter for 2025](#)

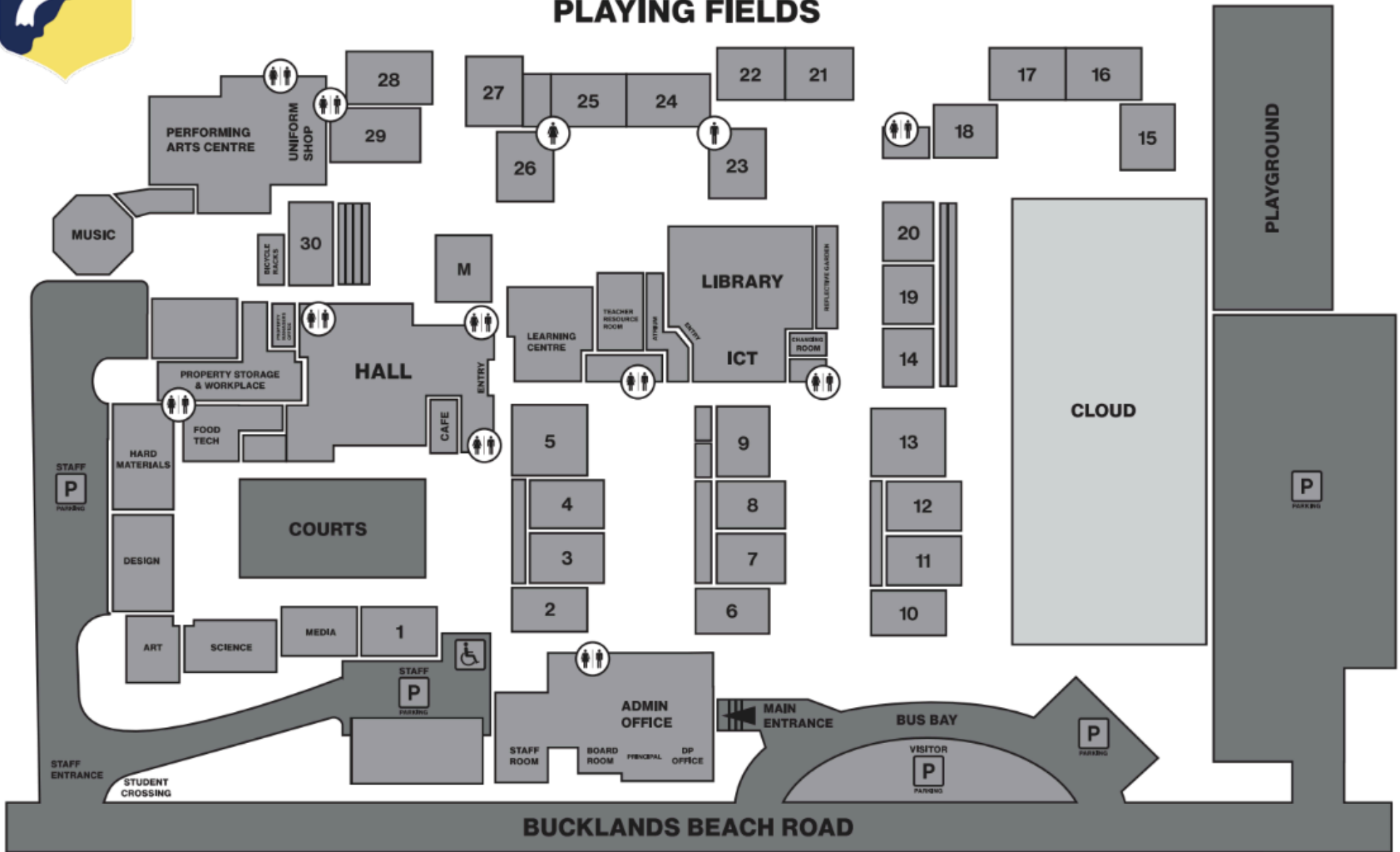
New Uniforms

Can be purchased from John Russell Schoolwear, 9 Moore Street, Howick. Telephone (09) 534 9373. Website: www.johnrussellschoolwear.co.nz

School Map



PLAYING FIELDS



School Timetable

We run a five-day timetable, which is detailed below. Students and families can see the timetable as well as other important events on the calendar on the School Website - <https://www.bbi.school.nz/calendar>

The Year 7 Classroom Programme runs mathematics in Block 1 and literacy through inquiry during Block 2. Our Year 8 Classroom Programme runs literacy through inquiry in Block 1 and mathematics in Block 2. Our literacy programme is integrated with our current unit of inquiry. Support programmes link into the units of inquiry. They are provided for students in need of additional support in ESOL, Literacy Support, Mathex and Maths Support and are run by specialist teachers.

Timetable for 2025

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 am	Assembly	Fitness	Fitness	Fitness	Health/Wellbeing
Block 1 9:10 am- 10:30 am	Tōtara		Rimu	Harakeke	Pōhutukawa
Morning Tea - 10:30 am-10:50 am					
Block 2 10:50 am- 12:10 pm	Kōwhai	Miro	Nīkau	Miro	Nīkau
Period 5 12:10 pm- 12:45 pm	Inspire45 Programme	Inspire45 Programme	Te Reo/ Kapa Haka	Inspire45 Programme	Inspire45 Programme
Lunch Eating - 12:45 pm-12:55 pm					
Lunch - 12:55 pm-1:40 pm					
Block 3 1:40 pm- 3:00 pm	Harakeke	Pōhutukawa	Kōwhai	Tōtara	Rimu

Specialist Programme

Over the course of the year, students will get the opportunity to be involved in all seven specialist classes. Each whānau are split into seven classes and rotate through the different specialist subjects; Music, Food Technology, Hard Materials, Design, Art, Science, and Media. Each specialist cycle is approximately 6 weeks of about 12-13 lessons.

Programme of Inquiry - Overview 2025

		Year 7	Year 8	Year 8 - Specialist
Week 1, Term 1	27/1/25			
Week 2, Term 1	3/2/25	Sharing the Planet EPro8 Sessions	Who we are Sailing	Sharing the Planet
Week 3, Term 1	10/2/25			
Week 4, Term 1	17/2/25			
Week 5, Term 1	24/2/25			
Week 6, Term 1	3/3/25		Where we are in place and time EPro8 Sessions Daniel Tizzard-Close Week 7 10th-14th March 3-Way Conferences 2nd & 3rd April	
Week 7, Term 1	10/3/25			
Week 8, Term 1	17/3/25			
Week 9, Term 1	24/3/25			
Week 10, Term 1	31/3/25			
Week 11, Term 1	7/4/25	Who we are 3-Way Conferences 2nd & 3rd April		
	14/4/25			
	21/4/25			
Week 1, Term 2	28/4/25	Where we are in place and time	Where we are in place and time	Sharing the Planet
Week 2, Term 2	5/5/25			
Week 3, Term 2	12/5/25			
Week 4, Term 2	19/5/25			
Week 5, Term 2	26/5/25			
Week 6, Term 2	2/6/25		How the world works	
Week 7, Term 2	9/6/25			
Week 8, Term 2	16/6/25			
Week 9, Term 2	23/6/25	How we express ourselves Whānau base trip either 27th & 28th May		
	30/6/25			
	7/7/25			
Week 1, Term 3	14/7/25	How we express ourselves Student Led Conferences 23rd July	How we express ourselves Student Led Conferences 23rd July	Sharing the Planet
Week 2, Term 3	21/7/25			
Week 3, Term 3	28/7/25			
Week 4, Term 3	4/8/25			
Week 5, Term 3	11/8/25	How we organise ourselves		
Week 6, Term 3	18/8/25			
Week 7, Term 3	25/8/25			
Week 8, Term 3	1/9/25	AIMS WEEK		
Week 9, Term 3	8/9/25	How we organise ourselves	How we organise ourselves	Sharing the Planet
Week 10, Term 3	15/9/25			
	22/9/25			
	29/9/25			
Week 1, Term 4	6/10/25	How we organise ourselves	How we organise ourselves Exhibition Presentations 3rd & 4th Dec	Sharing the Planet
Week 2, Term 4	13/10/25			
Week 3, Term 4	20/10/25	How the world works Ambury Farm 20th, 21st, 28th, 29th, & 30th Oct		
Week 4, Term 4	27/10/25			
Week 5, Term 4	3/11/25			
Week 6, Term 4	10/11/25	EPro8 Session from Week 5		
Week 7, Term 4	17/11/25			
Week 8, Term 4	24/11/25			
Week 9, Term 4	1/12/25			
Week 10, Term 4	8/12/25			

Year 8 Programme of Inquiry 2025

Year 8	Sharing the planet	Who we are	Where we are in place and time	How the world works	How we express ourselves	How we organise ourselves
Transdisciplinary Theme	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them, access to equal opportunities; peace and conflict resolution	An inquiry into the nature of the self, beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from the local and global perspectives	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment
Duration	Specialist - Yearlong	Week 2 - Week 5, Term 1 (4 Weeks)	Week 6, Term 1 - Week 2, Term 2 (8 Weeks)	Week 3, Term 2 - Week 9, Term 2 (7 Weeks)	Week 1, Term 3 - Week 7, Term 3 (7 Weeks)	Week 9, Term 3 - Week 9, Term 4 (10 Weeks)
Central Idea	How we manage resources shapes our relationships with the world.	Decision making shapes lifestyles.	Differing ideas drive change for civilisations.	Scientific and technological developments shape our understanding of the world.	Communicating beliefs and values leads to deeper understandings.	Student constructed
Key Concepts	change responsibility perspective	causation responsibility connection	perspective causation change	form function responsibility	form connection perspective	Student selected
Related Concepts	interconnectedness sustainability ingenuity	consequences resilience growth interconnectedness	consequences opinion peace relationships	transformation interconnectedness discovery	language interpretation symbolism appreciation	Student selected
Lines of Inquiry	An inquiry into - The interconnected systems and process of resource acquisition, use and management - Subject-specific second line of inquiry	An inquiry into: - the effect of actions on our hauora - the processes and consequences of individual decision making	An inquiry into: - the cause and effect of conflict and conflict resolution - how society connects and responds to events	An inquiry into: - how we understand and apply scientific knowledge - the responsible application of scientific discoveries	An inquiry into: - the different methods of communication - how we are influenced by media	Student constructed
Learner Profile Attributes	Caring	Communicator Balanced Reflective Principled	Inquirers Open-minded Risk-takers	Knowledgeable Principled Thinker	Open-minded Inquirer Communicator	All Attributes
Transdisciplinary Learning (Integrated Curriculum Areas)	Technology The Arts Science Languages	Health and PE English Science The Arts	The Arts English Social Science Health Technology	English Science Social Science Technology	The Arts English Social Science Technology Languages	All Learning Areas
Approaches to Learning	Self-management Thinking Communication	Self-management Social Communication	Research Communication	Thinking Communication	Self-management Social Communication	All Approaches to Learning
Global Goal Links		Good Health & Well-being	Peace, Justice & Strong Institutions	Industry, Innovation & Infrastructure Responsible Consumption & Production	Quality Education Good Health & Well-being	17 SDG

Year 7 Programme of Inquiry 2025

Year 7	Sharing the planet	Who we are	Where we are in place and time	How we express ourselves	How we organise ourselves	How the world works
Transdisciplinary Theme	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them, access to equal opportunities; peace and conflict resolution	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from the local and global perspectives	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment
Duration	Week 2 - Week 7, Term 1 (6 Weeks)	Week 8 - Week 11, Term 1 (4 Weeks)	Week 1 - 6, Term 2 (6 Weeks)	Week 7, Term 2 - Week 4, Term 3 (7 Weeks)	Week 5, Term 3 - Week 2, Term 4 (7 Weeks)	Week 3 - Week 9, Term 4 (7 Weeks)
Central Idea	Biodiversity relies on balance within ecosystems.	Experiences develop our self-awareness.	Human migration is a response to challenges and opportunities.	Culture connects individuals to communities.	Individuals and their actions lead to group outcomes.	Advancements in technology influence the needs of society.
Key Concepts	change form responsibility	responsibility causation	perspective causation connection	connection perspective change	responsibility function connection	form function change
Related Concepts	ecosystems biosecurity custodianship / kaitiakitanga balance environment	citizenship identity strategies self-awareness relationships	opinion hope movement consequences citizenship	traditions culture heritage identity diversity	currency fair trade outcome cooperation collaboration	innovation biomimicry technology development exploration
Lines of Inquiry	An inquiry into: - how our actions impact the environment - the importance of preserving the biodiversity of ecosystems	An inquiry into: - our responsibility as local and global citizens - strategies for navigating change	An inquiry into: - perspectives towards human journeys - the causes and effects of movement on communities	An inquiry into: - the way individuals express and share their culture and traditions. - how culture is sustained over time	An inquiry into: - how groups strategise and plan cooperatively - responsibilities of individuals within a community	An inquiry into: - how exploration and discovery create opportunity and challenge - how science and nature are integrated into design
Learner Profile Attributes	Caring Knowledgeable Principled	Balanced Open-minded Reflective	Caring Open-minded Reflective	Communicators Risk-takers Open-minded	Communicators Thinkers	Knowledgeable Inquirers
Transdisciplinary Learning (Integrated Curriculum Areas)	Science English Health Social Science Mathematics Environmental Education	Health and PE English Science Social Science	Social Science English Mathematics The Arts	The Arts English Social Science Languages	The Arts English Mathematics Science Social Science	Technology Science Social Science English
Approaches to Learning	Thinking Research	Self-management Social Communication	Communication Research	Social Communication Self-management	Thinking Social Self-management	Thinking Communication Research
Global Goal Links	Life Below Water Life Above Land Climate Action	Good Health and Well-being	No Poverty Reduced Inequalities	Partnerships Reduced Inequalities	Sustainable Cities & Community Responsible Consumption and Production Partnerships	Industry, Innovation & Infrastructure

Year 8 Programme of Inquiry 2025

Year 8	Sharing the planet	Who we are	Where we are in place and time	How the world works	How we express ourselves	How we organise ourselves
Transdisciplinary Theme	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them, access to equal opportunities; peace and conflict resolution	An inquiry into the nature of the self, beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from the local and global perspectives	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment
Duration	Specialist - Yearlong	Week 2 - Week 5, Term 1 (4 Weeks)	Week 6, Term 1 - Week 2, Term 2 (8 Weeks)	Week 3, Term 2 - Week 9, Term 2 (7 Weeks)	Week 1, Term 3 - Week 7, Term 3 (7 Weeks)	Week 9, Term 3 - Week 9, Term 4 (10 Weeks)
Central Idea	How we manage resources shapes our relationships with the world.	Decision making shapes lifestyles.	Differing ideas drive change for civilisations.	Scientific and technological developments shape our understanding of the world.	Communicating beliefs and values leads to deeper understandings.	Student constructed
Key Concepts	change responsibility perspective	causation responsibility connection	perspective causation change	form function responsibility	form connection perspective	Student selected
Related Concepts	interconnectedness sustainability ingenuity	consequences resilience growth interconnectedness	consequences opinion peace relationships	transformation interconnectedness discovery	language interpretation symbolism appreciation	Student selected
Lines of Inquiry	An inquiry into - The interconnected systems and process of resource acquisition, use and management - Subject-specific second line of inquiry	An inquiry into: - the effect of actions on our hauora - the processes and consequences of individual decision making	An inquiry into: - the cause and effect of conflict and conflict resolution - how society connects and responds to events	An inquiry into: - how we understand and apply scientific knowledge - the responsible application of scientific discoveries	An inquiry into: - the different methods of communication - how we are influenced by media	Student constructed
Learner Profile Attributes	Caring	Communicator Balanced Reflective Principled	Inquirers Open-minded Risk-takers	Knowledgeable Principled Thinker	Open-minded Inquirer Communicator	All Attributes
Transdisciplinary Learning (Integrated Curriculum Areas)	Technology The Arts Science Languages	Health and PE English Science The Arts	The Arts English Social Science Health Technology	English Science Social Science Technology	The Arts English Social Science Technology Languages	All Learning Areas
Approaches to Learning	Self-management Thinking Communication	Self-management Social Communication	Research Communication	Thinking Communication	Self-management Social Communication	All Approaches to Learning
Global Goal Links		Good Health & Well-being	Peace, Justice & Strong Institutions	Industry, Innovation & Infrastructure Responsible Consumption & Production	Quality Education Good Health & Well-being	17 SDG

Transdisciplinary Themes

Every year, the six transdisciplinary themes are scheduled, forming a Programme of Inquiry. The programme of inquiry informs teaching and learning for each year group. Over the two years, students will focus on different parts of the transdisciplinary theme by using the concepts as a lens to look through, enabling the transfer of knowledge and skills. The Programme of Inquiry is available on the BBI website for the community to view.

Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

Sharing the planet

An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

How the world works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organise ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Approaches to Learning

Communication Skills

Exchanging-information skills - Listening, interpreting, speaking

Literacy skills - Reading, writing and using language to gather and communicate information

ICT skills - Using technology to gather, investigate and communicate information

Thinking Skills

Critical thinking skills - Analysing and evaluating issues and ideas

Creative-thinking skills - Generating novel ideas and considering new perspectives

Transfer skills - Using skills and knowledge in multiple contexts

Reflection/metacognitive skills - (re)considering the process of learning

Self-management Skills

Organisation skills - Managing time and tasks effectively

States of mind - Mindfulness, perseverance, emotional management, self-motivation, resilience

Social Skills

Developing positive interpersonal relationships and collaboration skills - Using self-control, managing setbacks and supporting peers

Developing social-emotional intelligence

Research Skills

Information-literacy skills -Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating

Media-literacy skills - Interacting with media to use and create ideas and information

Ethical use of media/information - Understanding and applying social and ethical technology



BUCKLANDS BEACH
INTERMEDIATE SCHOOL

LEARNER PROFILE

Learning BY being

- Caring
- Balanced
- Risk-takers
- Inquirers
- Thinkers
- Knowledgeable
- Communicators
- Open-minded
- Principled
- Reflective

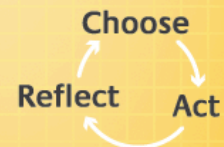
Learning THROUGH

- Form
- Function
- Causation
- Perspective
- Change
- Connection
- Responsibility

Learning APPROACHES

- Thinking Skills
- Research Skills
- Social Skills
- Communication Skills
- Self Management Skills

Learning to LEARN



Whāia te Tikitiki Reach for the Heights



Learning to BE Internationally Minded
Learning to ENHANCE Hauora

Learner Profile Attributes

Communicator

Express myself confidently and creatively in more than one language and in many ways. Collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Caring

Show empathy, compassion and respect. Have a commitment to service, and strive to make a positive difference in the lives of others and in the world around us.

Open-minded

Critically appreciate our own cultures and personal histories, as well as the values and traditions of others. Seek and evaluate a range of points of view, and be willing to grow from the experience.

Reflective

Thoughtfully consider the world and our own ideas and experience. Work to understand our strengths and weaknesses in order to support our learning and personal development.

Thinker

Use critical and creative thinking skills to analyse and take responsible action on complex problems. Exercise initiative in making reasoned and critical decisions.

Inquirer

Nurture our curiosity, developing skills for inquiry and research. Know how to learn independently and with others. Learn with enthusiasm and sustain our love of learning throughout life

Knowledgeable

Develop and use conceptual understanding, exploring knowledge across a range of disciplines. Engage with issues and ideas that have a local and global significance.

Risk-taker

Approach uncertainty with forethought and determination. Work independently and cooperatively to explore new ideas and innovative strategies. Resourceful and resilient in the face of challenges and change.

Principled

Act with integrity and honest respect, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. Take responsibility for our actions and their consequences.

Balanced

Understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. Recognise our interdependence with other people and with the world in which we live.

Key Concepts

Our teaching and learning programme is conceptual driven. Each unit of inquiry has 2-3 key concepts and 3-4 related concepts. This provides a lens when unpacking issues or problems, which can be prompted with questions to encourage students to think deeper. Below are the key concepts and examples of questions to provoke students' curiosity.

Causation

The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.

Example questions

- Why is it like this?
- What affected this?
- How did this originate?

Change

The understanding that change is the process of movement from one state to another. It is universal and inevitable.

Example questions

- How is it changing?
- What has changed?
- How is this different?

Connection

The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

Example questions

- How is it connected to other things?
- What are the similarities?
- How do these relate?

Form

The understanding that everything has a form with recognisable features that can be observed, identified, described and categorised.

Example questions

- What is it like?
- What is the purpose?
- How is it created?

Function

The understanding that everything has a purpose, a role or way of behaving that can be investigated.

Example questions

- How does it work?
- What role does this play?
- How can we adapt this, so it will meet its purpose?

Perspective

The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.

Example questions

- What are the points of view?
- Whose perspective is this?

Responsibility

The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.

Example questions

- What is our responsibility?
- What can we do about this?
- How can we take ownership?

Homework

Each teacher will communicate with students so they are aware of the expectations. Learning engagements will be a mixture of finishing off, textbook work (mathematics and science), independent reading or unit of inquiry related work.

Assessment

Below is a breakdown of the assessments students will be involved in to develop their understanding and create learning goals relevant to their next steps.

Diagnostic Assessment (Pre-assessment) - Diagnostic Assessments allow teachers to understand what students know **BEFORE** they begin teaching a new topic or unit.

Formative Assessment - Formative Assessment allows teachers to better understand student learning, **AS** they are teaching a topic/unit

Summative Assessment - Summative Assessment is a chance for students to show their learning at the **END** of a topic or unit. They can take many forms and give teachers data to use for reports and data tracking.

Reporting and communication with Parents

Our school electronically sends out newsletters at the beginning of each month, so it is important to keep your details up to date on the parent portal. Every term, each whānau will send out a newsletter to keep parents updated about the learning focuses and other key information.

Our three key events for parents are;

1. Meet the teacher - held at the beginning of the year, the second or third week of Term 1. Check the Newsletters for the exact date. This is an opportunity for parents to meet the teacher and see and learn about the classroom programme.

YEAR 7 MEET THE TEACHER EVENING AND CAMP INFORMATION EVENING

This will take place on Wednesday, 12 February.

YEAR 8 MEET THE TEACHER EVENT

Pōhutukawa and Rimu whānau - Tuesday, 11th February

Tōtara and Harakeke whānau - Thursday, 13th February

2. 3-Way Conferences - held at the end of Term 1. This opportunity is for you, your child and your child's teacher to meet and discuss their learning journey and next steps. Information will be sent out in advance for you to book a 15-minute time slot.
3. Student-led Conferences - held after the Middle of the Year Report at the beginning of Term 3. This is an opportunity for your child to share, explain and demonstrate their learning. Information will be sent out in advance for you to book a 30-minute time slot.

Student Portfolios - Toddle

Toddle enables us to share our student portfolios with parents more regularly. Online portfolios allow whānau the opportunity to view and access your child's learning, where each student will be documenting their learning journey. We encourage all families and whānau to connect with the platform either by downloading the Toddle Family App or using the Toddle Website - <https://www.toddleapp.com/>.

When you view your child's portfolio, feel free to 'like' or add a positive comment. Our aim for using Toddle is to connect families and whānau with student learning more regularly through the year using these online portfolios. At the beginning of Year 7 or once a student has started BBI, parents receive a sign-up information sheet which will be sent home with the child so please look out for this. For more information about using the Toddle website to access your child's portfolio please visit the link below;

https://web.toddleapp.com/platform/IB_PYP/toddle-academy/explore/module/4

As the year comes to an end, it is an excellent opportunity for parents and whānau to download a copy of your child's portfolio from Toddle. You can now download these precious examples of learning from the 2023 or 2024 academic year on your local device by going to the Toddle. At this

stage, it is only possible to download through the web platform from the student profile section. Simply select the academic year(s) you're interested in, and an email with a downloadable link will be sent to you. Even more exciting is that teachers, students, and families can all use this feature! Link: https://vimeo.com/865450579/65229ac50c?share=copy&utm_medium=email&_hsmi=280904395&utm_content=280904395&utm_source=hs_email

School Uniform

All information about our Uniform can be found on the BBI Website - <https://www.bbi.school.nz/copy-of-enrolment-uniform>

Our Uniform can be purchased from John Russell in Howick.

A few key points to note;

- Students are required to present themselves in a clean and tidy manner at all times.
- The school uniform should be worn correctly at all times.
- P.E. gear should be worn for the time block when appropriate.
- P.E. gear must be worn when playing on the fields, turf and playground during lunchtimes unless a complete change of clothes is required (e.g. Rugby).
- Students should change for P.E. and sports during interval periods and not during class time.
- **Covered footwear is to be worn to Specialist programmes.**
- P.E. Tee shirts are not to be worn under the school uniform.
- Students are to wear either school or sports uniforms – not a combination of both.
- Students are required to have a note from home should they not be in the correct uniform.
- All students must arrive at the school in full school uniform, unless competing in sport before 8:40 am (see below for information regarding Term 1).
- Safety approved helmets must be worn at all times when riding to and from school or on any school related business.
- Students who were involved in sport / PE for the final session of the day may leave in PE Gear. Shoes must be worn.
- Trackpants can be worn to sports events and during the winter terms.

Academic Integrity and the Programme of Inquiry

Academic honesty should be explicitly taught within the units of inquiry. With support from the class teacher, librarian and their peers, students should access information during all phases of the inquiry cycle. Engaging in the unit before any teaching, researching about areas or issues of interest and then building on foundation knowledge allow for opportunities to find, identify and apply new knowledge.

Role of the Student

Students must take responsibility for their learning. They are expected to do their own work and to demonstrate honestly what they have learned.

Student's responsibilities include:

- Read and acknowledge the Academic Honesty Policy
- Submit work of any kind that is their own work
- Read, understand and apply the terms Academic Honesty, responsibility, accountability, plagiarism, paraphrasing, referencing and citing
- Ensure all work submitted is in their own words and not plagiarise in any work (written, multimedia, oral, creative, etc.)
- Respect the work of others
- Be accountable for reference sources using basic referencing style including sources taken from websites, audio-visual, emails, CD's, photographs, graphs and similar
- Use their computers appropriately when researching, completing assigned work or during assessments.

Role of the Teacher

At BBI teachers are expected to:

- Talk to students about plagiarism and how to properly conduct a research paper or prepare an oral presentation
- Set clear expectations when researching and provide guidance to students on how to correctly reference and cite sources
- Discuss students roles and responsibilities when researching and using information from different sources
- Be vigilant for changes in writing style, and in noticing that the student's work is too complex and academic and goes beyond the student's ability
- Check for authenticity of work submitted
- Teachers are strongly encouraged to make use of BIBME or other online sites to support referencing and plagiarism within the classroom programme
- Be role models of academic honesty and integrity

Role of the Family/Whānau/Community

Family and whanāu are expected to:

- Be role models of academic honesty and integrity
- Provide students with some support when researching or completing inquiry learning
- Ask questions so students can build their understanding
- Assist students be independent when completing work
- Remind students to correctly reference and cite sources

- Encourage students to make use of BIBME, Turnitin or other online sites to support referencing and plagiarism

Role of the PYP Coordinator

The PYP Coordinator is expected to:

- Ensure that students understand clearly the IBO expectations regarding academic honesty
- Establish and maintain the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.
- Ensure that teachers, students and families/whānau are aware of IB requirements concerning academic honesty.
- Ensure that policies and procedures are easily available to all interested parties (teachers, students and family/whānau)
- Provide teachers with effective training opportunities
- Ensure teachers and students adhere to the school's academic honesty policy
- Share with all teachers, students and family/whānau the aim of the academic honesty policy.

Role of the Librarian

The Librarian has a key role in helping students become familiar with the research process and teach them the fundamentals of academic honesty. The Librarian provides guidance to students when visiting the library and is a valuable resource in conducting teaching and learning within the units of inquiry.

This includes:

- Ensure that students understand the library procedures
- Ensure information is easily accessible to all
- Ensure that teachers, students, and families/whānau are aware of the new books available in the library
- Ensure the library is open during break times and before and after school
- Provide student librarians with effective training opportunities
- Provide teachers and class orientation opportunities at the beginning of every school year
- Provide support to teachers and classes as when requested

Individual declaration of academic honesty

This must be read at the beginning of the Unit of Inquiry and signed when it is completed.

In signing this declaration, I understand the meaning of 'plagiarism'.

Plagiarism is the presentation by a student of an assignment which has in fact been copied in whole or in part from another student's work, or from any other source (e.g. published books, websites) without due acknowledgement.

I _____ declare that for this submitted work:

- I referenced cut and paste information from others with appropriate use of quotation marks and direct reference to their work;
- I re-worded the ideas of others with proper and clear acknowledgment;
- I wrote ideas or suggestions that came from others and stated the correct ownership of the work;
- I include words from other students' work with permission.

Signed: _____

Date: _____

Sport

Throughout the year, we trial and select one team to compete in the South-Eastern Zone. Students should read the daily notices every day to find out information about when sign ups and trials will take place. Most sports have one team per year, group and gender. This could mean that there are up to 220 students trialling for 10 spaces. Students wishing to join a sport and play regularly should play for a club.

School Events

Term 1	Term 2	Term 3	Term 4
Swimming	Road Race		Athletics

South-Eastern Zone Tournaments

Term 1	Term 2	Term 3	Term 4
Softball Cricket Swimming Orienteering	Tennis Football Rugby Gymnastics Trampolining	Netball Basketball Rugby-league Cross Country	Volleyball Touch Rugby Athletics

* Please note trials can take place earlier than the term

Afterschool

Term 1	Term 2	Term 3	Term 4
Orienteering	Basketball Badminton Waterpolo	Basketball Badminton	Basketball Badminton

* Parent support is required for these to go ahead

Useful Resources

Mathematics Start Right Textbook - Students can see worked examples before completing mathematics activities independently. This learning resource is used as part of homework programmes. It is available for students to use at home and it allows parents to see how the questions are being solved so you are able to assist at home.

Science Start Right Textbook - Science is a current curriculum focus for our school. This textbook provides opportunities to extend their science knowledge and build a range of skills which connect to the classroom programme. This learning resource is used as part of homework programmes so it is available for students to use at home.

Useful Websites

Writer's Toolbox - Students can complete daily writing tasks and listen to instructional videos before completing writing modules. When writing on this platform, students get instant feedback on their writing. This tool is used within our classroom programmes and is also available for students to use outside of the classroom.

Ludi Dashboard Daily Notices - Students can log on and read the daily notices each day to keep an eye on what is happening around the school.

Ludi Dashboard Basic Facts - Students can complete basic facts practice and speed tests to assist them with their instant recall as well as powers and square roots. This tool is used within our classroom programmes and is also available to students to use outside of the classroom.

Mangahigh - Students can complete a range of mathematics practice activities in all strand areas. Students can play maths games to reinforce learning from the classroom as well as build speed with basic facts questions. This tool is used as part of homework programmes so it is available to students to use at home.

How you can help at home

Reading

Support their learning

- Help your child gather newspaper, magazine and journal articles for a topic of interest at school. Help them find information on internet sites.
- Talk to your child about what they have been reading on the Internet. What have they learnt? What questions do they still have? Where else could they find information that would be useful?
- Talk to your child's teacher about available books and resources that relate to your child's interests
- Read through your child's homework tasks and questions together and talk about what they are planning to do to finish the homework
- Play card and board games as a family. Increase the challenge – it really helps children's learning.

Here's a tip - be a great role model. Let your child see you enjoying reading – whether it's the newspaper, a magazine, a comic, a cook book or a novel. Read magazines, newspapers and books in your first language.

Read together

- Read your child a children's novel that they are interested in – try one or two chapters each day
- Get your child to listen to younger siblings doing their reading homework (this is a good chance for them to practice some of their own reading skills)
- You can remind them about pausing while the younger child thinks about a word they don't know, giving them help to work out the word, and giving them praise for their reading, too
- Have books, magazines, comics, newspapers and other information available for everyone in your family to read on topics that interest your child – eg skateboarding, surfing, fashion
- Listen together to CDs and mp3s of your child's favourite stories, books and songs.

Here's a tip - be positive whenever your child is reading, no matter what they are reading. Respect your child's opinion as it shows they are thinking about what they read.

Hunt out things to read

- Take a trip to the library and help your child to find books, audio books and magazines that they will enjoy reading – eg books about their favourite musician, movie star, sports celebrity or other role model
- Find books or magazines that tell stories about who your child is and where they have come from
- Find a difficult puzzle book to work on together

- Read and talk about advertising signs you see – talk about how the company decided on the words and the design, and who they are trying to appeal to with the advertising
- Use a map to find directions for a trip you are going on, or follow the journeys of people on travel and adventure programmes
- Get some instruction books from the library on how to plan for and make food, gifts, or toys, for family birthdays, Matariki or Christmas. Work through the instructions with your child
- Find some recipes together that your child might like to cook for a family treat. Be there to help your child as they read through the recipe, get all the ingredients and create the final result.

Writing

Write for a reason

Help your child to:

- write a letter or an email to a newspaper editor, radio announcer or television broadcaster sharing your child's opinion on a topic of interest in the news
- start a blog/wiki on the Internet and get your child to record thoughts about their day to share with their friends and family
- write a proverb, family motto or pepeha and illustrate it with images from the Internet or photo albums
- develop a spreadsheet on the computer to record the progress of your child's sports team or kapa haka group (or one they follow), including games played, performances given, penalties, scores, player/performer of the day
- start a writing journal to record trips and weekend activities
- take some photos using a digital camera and write a picture book for a younger child using the photos
- write a comic using drawings and graphic design to present an idea or story
- make some birthday cards, thank you notes or letters to friends and family.

Here's a tip – be a great role model. Show your child that you write for lots of reasons, e.g. replying to an email, writing a shopping list, invitation or letter, writing a story about your early life for your child to read.

Make writing fun

Get together with your child to:

- play strategy games and do word puzzles like word finds and crosswords
- make the weekly shopping list using supermarket flyers and find all the bargains and savings to fit the budget
- write some descriptions for items you may wish to sell using the Internet

- find out about some of your family history (whakapapa) and/or family stories (pakiwaitara) and record these stories to share with other family/whānau members.

Here's a tip – make writing fun and use any excuse you can think of to encourage your child to write about anything, anytime.

Talk about writing with your child

- Ask them about a piece of writing they are doing at school and/or for their homework
- Tell them about some writing you are currently doing – a letter, a poem, a list for the holidays, a scrapbook, something you are doing for work or study.
- Help them to use dictionaries and thesaurus (both paper and Internet versions).

Here's a tip – talk about what your child writes. Be interested. Use it as a way of starting conversations. Listen to your child's opinion, even if you don't agree with it.

Mathematics

Talk together and have fun with numbers and patterns

Help your child:

- find and connect numbers around your home and on family outings, e.g. read the odometer on the car to see how many kilometers the car can go on a tank of petrol. Get them to note how much it costs to refill, then work out how much it costs per kilometer
- talk about sales in town – 15% off, 33%, 20%, half price. Look for the best value. What would the price of the item be after the discount? Is it better to buy two items and get one free or get 25% off the price of the items?
- budget pocket money and/or plan ahead to open a savings account or reach a savings target. Talk about earning interest. Calculate what interest would be earned using different savings schemes
- work out the floor area of your home, sports stadium or whare nui – how many square meters is it?
- talk about goals and plan ahead to budget for items for themselves or for others
- do complicated number puzzles.

Here's a tip – the way your child is learning to solve mathematics problems may be different to when you were at school. Get them to show you how they do it and support them in their learning.

Use easy, everyday activities

Involve your child in:

- planning to help make a dish or a full meal for the family or even a community event at the hall or marae – working out the cost of making it at home versus buying it already made, planning the preparation and cooking time – and focus on the ingredients and the amounts of fat and sugar, too.

- planning what proportion of their own, or their brother's and sister's, time should be spent on tasks (like homework, sleep, TV, sport, kapa haka) to make sure there's time left for fun and family
- watching documentaries, which are full of facts and information using mathematics
- reading the newspaper to find articles or advertisements featuring graphs or tables

Here's a tip - talk with your child's teacher to understand what they are learning in mathematics and what the learning is in the homework they're doing.

For wet afternoons/school holidays/weekends

Get together with your child and:

- play games – find new card and board games that use strategy
- calculate the chance of their favourite team winning the tournament. Investigate how many points they need and work out what their competitors need as well
- play outdoor games – skateboarding, frisbee, touch rugby, kilikiti, cricket, soccer, petanque, netball
- plan and perform a rap, dance or waiata and draw up the outline of the dance steps on graph paper
- make a present or gift for someone using scrapbooking, kōwhaiwhai, quilting, doing tivaevae, collage, painting, carving, knitting, sewing or carpentry
- plan for when you have saved \$10/\$20/\$30 – what would be the best use of that money for a day out?

Here's a tip - being positive about mathematics is really important for your child's learning – even if you didn't enjoy it or do well at it yourself at school.