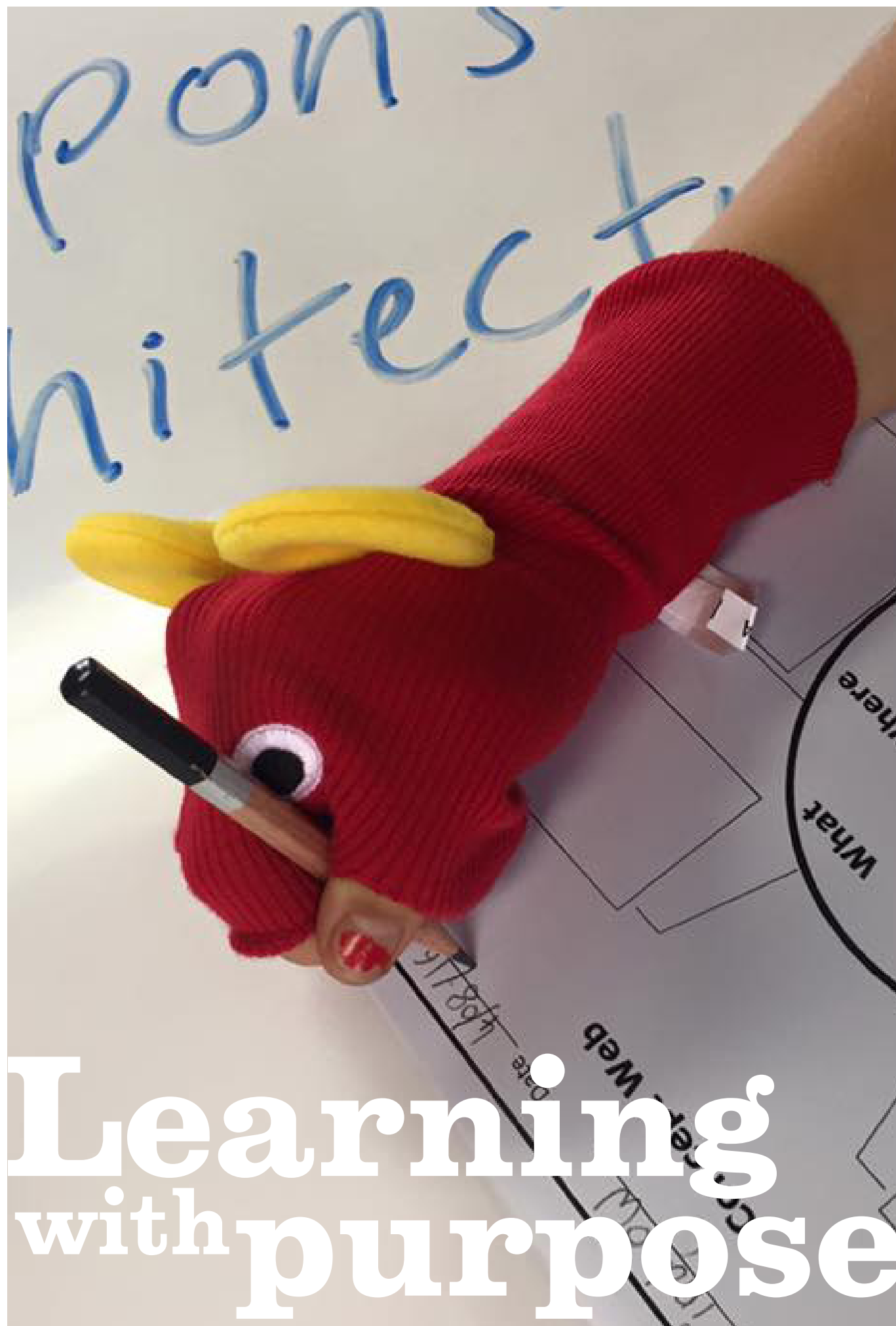


Welcome to our school



Summit Point School | 09 973 5354 | info@summitpoint.school.nz | summitpoint.school.nz



Learning
with **purpose**



Rebecca Elias, Academic director

Rebecca is a registered teacher with a masters degree in education and specialist training in multi-sensory teaching. She believes in the potential of every child and is passionate about supporting students with dyslexia. Email Rebecca on r.elias@summitpointschool.co.nz

Teaching staff

Joshua Pinho (junior school teacher): j.pinho@summitpoint.school.nz
 Leonie Bloor (middle school teacher): l.bloor@summitpoint.school.nz
 Emma Rouse (middle school teacher): e.rouse@summitpoint.school.nz
 Claire Knight (senior school teacher): c.knight@summitpoint.school.nz

Administration

Ruby Nunan-Baird (office manager): r.nunan.baird@summitpoint.school.nz
 09 973 5354 info@summitpoint.school.nz summitpoint.school.nz

Summit Point School offers a unique learning opportunity for your dyslexic child. We are committed to empowering students with language-based learning challenges to realise their potential.

At Summit Point School we use a strength-based curriculum designed to narrow literacy and numeracy gaps through a multi-sensory teaching program.

We provide equality for our students with their peers in mainstream classrooms. "Journeying together towards our Summit", describes our shared learning vision. Through identifying and embracing individual challenges and working collaboratively, your child will begin to realise how extraordinary they are.

This journey has never been an easy one for children with dyslexia and Summit Point named in recognition of these challenges.

At Summit Point, your child will be inspired, connect with their peers, chase adventure, and pursue their passions. It's a time for fun, laughter, exploration, and inquiry, while building relationships and expressing creativity.

Summit Point School

Academic director: Rebecca Elias

Year levels: Full primary for ages 6-13 years (or older)

Methodology: Intensive multi sensory learning approach

Enrollment: 40 students

Class size: No larger than 12 students

Class ratio: 12 to 1 teacher (plus a teacher assistant)

Tutoring ratio: 5 to 1 teacher in specialist groups

School hours: From 8.30am through to 3:15 pm





**School
readiness**

R

Responsibility

We are accountable
for our learning
and our actions.

I

Integrity

I am who I am,
no matter where
I am or whom
I am around.

S

Safety

We are more confident
and courageous
when we feel safe
and valued.

C

Community

Learning is about
relationships,
working together
with common goals.

It's important to prepare your child for the move to a new school so they are able to cope with the social, emotional, physical and intellectual demands of the new environment.

Social goals for your child to work towards

- ▲ Social responsibilities such as taking turns
- ▲ The ability to follow directions
- ▲ Self regulation
- ▲ Listen and wait before speaking (not interrupting)
- ▲ Speaking in an appropriate volume

Socialisation at school

Your child may spend some time observing the 'culture' of the playground before feeling ready to join in. Once your child feels settled, we will begin to encourage social mixing with their peers. You can help your child make friendships by inviting a classmate home.

Self management goals to work towards

- ▲ Impulsivity control
- ▲ Manage the toilet unassisted
- ▲ Be able to manage his/her own belongings
- ▲ Understand the need to eat healthy food

Literacy and numeracy goals

- ▲ Fluency in alphabetic knowledge
- ▲ Phonological awareness (sound/symbol relationships)
- ▲ Eye tracking
- ▲ Comprehension
- ▲ Writing genres
- ▲ Motor skills such as using pencils, scissors and gluing
- ▲ Basic to more complex numeracy skills
- ▲ Vocabulary
- ▲ Word problems

Further goals

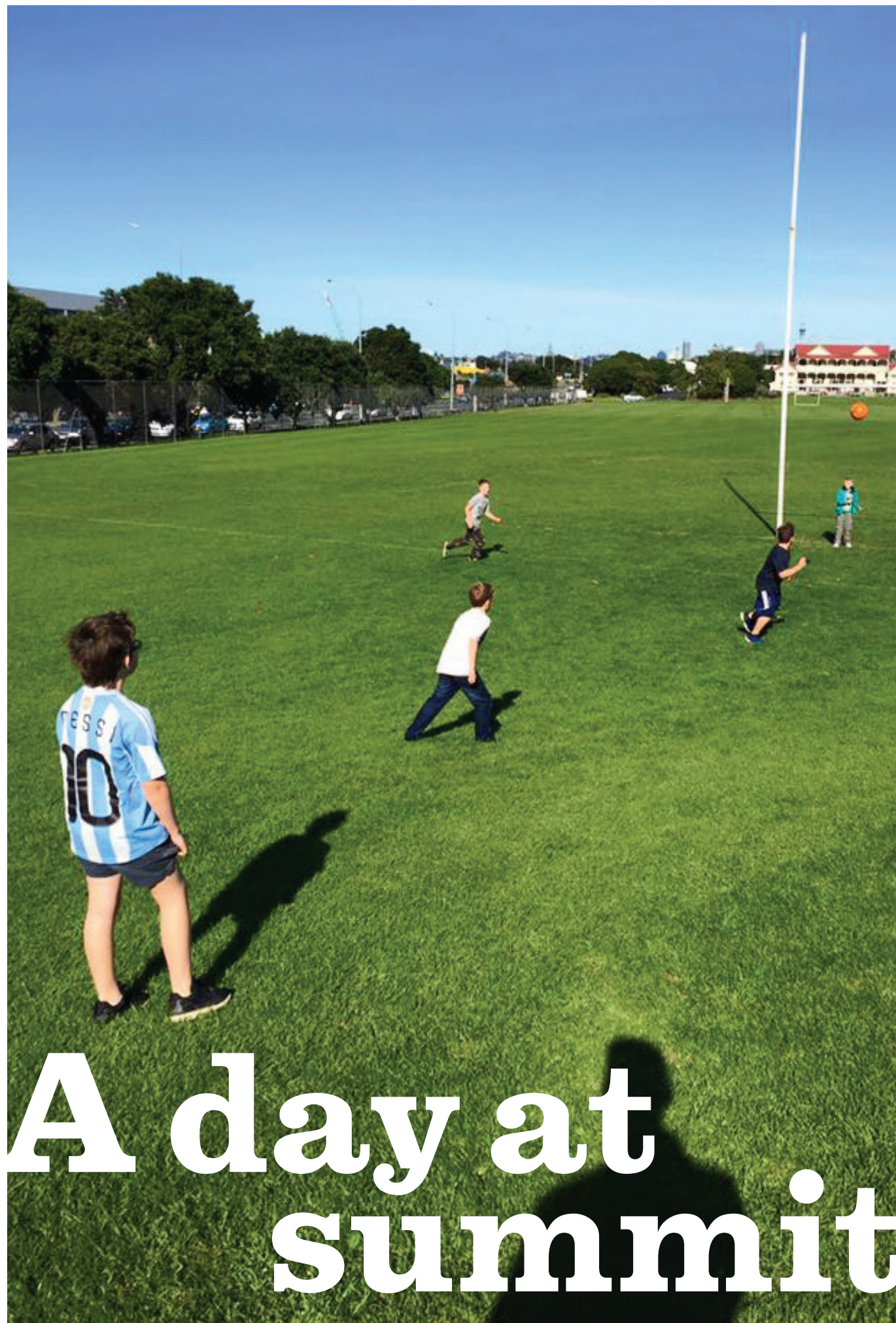
- ▲ Treat themselves and others with respect and care
- ▲ To be accountable for their actions
- ▲ Participate in all areas of school life
- ▲ Develop an awareness of belonging to a community

Personal independence

We practice and acknowledge your child's efforts to become more independent. Within six months of attending Summit Point School, most children will be confident in a range of independent skills including:

- ▲ Come into the classroom by themselves
- ▲ Hang up their school bag
- ▲ Organise their devices
- ▲ Put on their socks and shoes
- ▲ Look after their own belongings
- ▲ Put away their own work
- ▲ Help tidy up the classroom

**“Hugo and I were lucky
to meet Rebecca, we now
have faith his learning
needs can be met.”** PARENT



**A day at
summit**

Your first day at school

Please arrive after 8.15am and call into the office. Rebecca (Principal) or Ruby (Office Manager) will welcome you and show you to your child's classroom.

Classroom groupings

Your child will be grouped in different ways at school, giving them opportunities to accept new challenges and responsibilities. Examples of such groupings are:

- ▲ Home class
- ▲ Learning stage (literacy and numeracy)
- ▲ Social (table groupings)
- ▲ Vertical (working together for experiential activities)
- ▲ Cooperative groups (inquiry-based learning)

We will communicate with you often

- ▲ Online via seesaw app and google classroom emails
- ▲ Fortnightly school newsletters emailed to you
- ▲ The school website: summitpoint.school.nz
- ▲ Informal conversations before and after school (urgent)
- ▲ Care plan meetings
- ▲ Fortnightly progress reports emailed to you
- ▲ Parent/teacher meetings
- ▲ Term 2: Assessment, discussions and in-depth reporting

Visitors during school hours

Our gate is locked in school hours and our office isn't always staffed. Please use the intercom and you will be greeted by our office manager.

Practicalities

- ▲ Make sure your child's bag is large enough
- ▲ Please buy easy-to-fasten shoes
- ▲ Please name all of your child's belongings
- ▲ A lost property box is in the corridor by the staff room
- ▲ Please encourage your child to learn to tie shoelaces
- ▲ No jewellery except for watches or stud earrings
- ▲ If your child is absent, notify us using the online form
- ▲ If your child arrives late, they must sign in at the office

School uniform

- ▲ We do not have a school uniform
- ▲ A sports uniform of a school t-shirt or sweat-shirt can be purchased from the office. This is to be worn with black shorts or trackpants
- ▲ A school sunhat must be worn in terms one and four and can be purchased from the school office

Our learning day

As the bell goes at 8.30am, it is recommended that your child arrives before this time. It is our experience that students settle better in the morning if they have time to unpack their bags and organise their day.

- ▲ 8.30 – 8.45am: Intensive literacy (outlaw words)
- ▲ 8.50 – 9.10am: Morning circle (bell)
- ▲ 9.10 – 10.30am: Experiential (arts, science, health)
- ▲ 10.30 – 10.50am: Brain break (play)
- ▲ 10.50 – 12.30pm: Instructional (literacy and numeracy)
- ▲ 12.30 – 1.10pm: Lunch (play)
- ▲ 1.10 – 1.30pm: Quiet time (independent relaxation)
- ▲ 1.30 – 3.00pm: Thematic (inquiry based learning)
- ▲ 3.15pm: School day ends

Individual education plans

Just as children learn to walk and talk at different times, social and intellectual learning develops at different rates. Your child is unique and we celebrate their achievements based on individual assessment and goals.

Brain breaks

We have a brain break for morning tea and a second break for lunch. Please ensure your child has a balanced selection of food that is easy for them to eat.

Homework

Homework is an important part of learning, but it is not unusual for students with dyslexia to take a frustratingly long time to complete homework. This can be exhausting for both students and parents. Remember that although homework reinforces concepts taught in class, the completion of homework should be considered with the whole child in mind.

Social and emotional curriculum

Our approach to discipline helps children develop self-control, understand how positive behaviour looks and sounds and begin to value such behaviour. Our aim is for students to work and play in harmony.

Expected behaviour

At Summit Point School we use proven interventions to help develop the life skills needed for growing confident and resilient children including:

- ▲ Establishing clear expectations for behaviour
- ▲ Teaching students to articulate their learning goals
- ▲ Creating rules that connect to students' goals
- ▲ Using techniques to teach positive behaviour
- ▲ Reinforcing behaviour with supportive language so children retain their dignity and continue learning
- ▲ Quickly stopping misbehaviour

Welcome to our school

**“It is not the mountain
that we conquer, but
ourselves”** Sir Edmund Hillary

