



# **Belmont Intermediate School Prospectus**





# Welcome



## Our vision

At Belmont Intermediate School our vision is to lead excellence in intermediate school education. We take great pride in offering a two year programme which provides a range of opportunities to enable our students to develop the skills that are vital to them becoming life-long learners. Our school environment is vibrant and engaging and where diversity is sought and valued.

We have a curriculum which is interconnected, future focussed and child centric. We aim to give every student the opportunity for academic, cultural and sporting success. In addition, our health and life-skills programmes equip our students with essential skills to help them through some of the challenges they will face as emerging adolescents.

At the heart of our teaching and learning is our school's core values of respect, excellence, humility, courage, creativity and integrity. Our staff and students are expected to embrace the core values and show commitment to them in everything they do.

Our goal is not only for our students to achieve personal excellence during their time at intermediate school, but also to prepare them for a successful transition into high school.

If you would like more information about our school, or to enrol your child please visit our website. I would also like to encourage you to attend our information evening, or one of our open day tours, so you can meet our team and learn more about what we offer.

I look forward to meeting you and your child in the near future.

**Nick Hill**  
Principal

Excellence  
Integrity  
Humility  
Creativity  
Respect  
Courage

# What we offer



When you choose Belmont Intermediate School, you are accepting an opportunity for your child to be included in a learning environment which will challenge and inspire them to achieve personal excellence in everything they do.

Our programmes are tailored to deliver on the school's key learning competencies of adaptable thinker, global citizen, self-directed and reflective learner, effective communicator and collaborative learner.

## **Adaptable thinker**

Thinking in different ways to learn effectively, moving forward to new challenges and developing a growth mind-set.

## **Self-directed and reflective learner**

Regulating how to think and learn independently.

## **Collaborative learner**

Working effectively with others.

## **Global citizen**

Understanding who you are, recognising global interdependence, valuing and respecting individual and cultural differences and protecting the environment.

## **Effective communicator**

Active listening, expressing ideas, interacting and engaging with others.

# Delivering on the needs of emerging adolescents

We understand children experience significant growth during the period of emerging adolescence and that their successful development during this stage is dependent upon a specific set of needs being addressed. Accordingly our school aims to:

- Give all students personal opportunities for academic and cultural success
- Ensure students and staff interact in a positive way
- Provide diverse opportunities so all students can develop confidence in their ability to try out new experiences and adapt
- Present all students with a range of physical endeavours that will promote physical growth, skill development and a positive attitude towards looking after themselves
- Allow all students access to opportunities where they can participate in school life in a meaningful way
- Provide an environment that is physically and emotionally safe and where all students understand routines and behaviour expectations.



# Curriculum

## Leading excellence in intermediate school education

To achieve our vision of leading excellence in intermediate school education, we aim to provide a curriculum which is relevant, challenging, integrative and exploratory. We believe that our curriculum is responsive to the needs of our emerging adolescent students and delivers beyond the requirements of the national curriculum. Students are taught the core subjects of English, mathematics and physical health & well-being, along with a strong emphasis on literacy and numeracy skills. In addition, our programmes include a variety of other subjects such as technologies, science, the arts and languages.

One of our key learning competencies is for students to take an active part in their learning and as such, our teachers support students in self-reflection, self-evaluation and goal setting. To aid this process, students are actively and regularly provided with feedback on their performance. This helps to promote quality education and to enable students to successfully progress to the next stage in their learning.



## Digital citizenship

We have diverse teaching and learning approaches that utilise technology and promote digital citizenship effectively. This ranges from our technology integrated class programmes, our well-resourced Information Centre, ICT suite and media equipment. Our technology driven teaching and learning programmes encourage the sharing of ideas, cooperation, creative thinking and team work. Developing a student's ability to manage themselves safely and appropriately online also lies at the heart of our digital learning programmes.



## Electives programme

As part of our school's commitment to offering an exciting and engaging curriculum, an electives programme is offered to all students. The goal of the electives programme is to inspire and encourage students to follow their passion and undertake learning of their choice across multiple disciplines. A vast array of electives is offered to allow our students the opportunity to experience new and challenging ways of learning.

Doco's  
RockBand  
SceneryandProps  
GetFitFast  
Production  
WearableArts  
PuzzlesandGames  
DigitalLearning  
OriginalArtandScrapbooking  
GirlsFutsal  
VisualDiaries  
French  
Origami  
TrashtoArt  
CircleofFriends  
ProductionDancing  
Pop-upArt  
DIVYoutube  
ChessClub  
Choir



## Enhancement and enrichment learning programmes

We recognise that students do not all learn at the same pace, so we offer extension programmes in mathematics, science, sports, the arts and technology. Equally as important, we have a dedicated enhancement learning teacher and teacher aides available to assist students who require learning support.

For students who seek greater academic challenges, we offer specialist training and support to those wishing to compete in both national and international competitions such as Mathex, Auckland Intermediate Schools Art Exhibition, Kids Lit Quiz, Future Problem Solving, Otago Maths and International Competitions and Assessments for Schools (ICAS).



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# Sport

At Belmont Intermediate School we believe the lessons learnt from participating in sport are important to a student's development and we encourage all students to participate in sports throughout the year. Participation encourages good health, success, friendships, as well as enhancing team building and individual confidence.

Our school offers a large range of sporting disciplines and is involved in many local and national sporting events which provides our students with the opportunity to gain experience across a variety of sporting codes.

With the support of our staff, parents, the community and a dedicated Sports Manager, we are committed to providing excellent sports facilities, equipment and programmes.





# Visual and performing arts

Our visual and performing arts programmes offer students opportunities to develop and express their ideas and creativity, in a stimulating environment, under the guidance of our specialist teachers.

In visual arts, students are given an overview of the art elements. This gives them a sound base with which to express themselves in two-dimensional painting and drawing as well as three-dimensional sculpturing using a range of media.



We offer a comprehensive performing arts programme which encourages our students to experience music and dance in an active, creative and collaborative environment. Students participate in producing compositions and musical and dance performances. Some of the performance groups we offer include school productions, J-Rock, Dance Off, Battle of the Bands, BIS Idol, Belmont Intermediate School Kids in Theatre, jazz band, kapa haka, orchestra and rock bands.





# Education outside the classroom



Outdoor education provides a unique experience that few other activities can rival. It gives students an opportunity to develop initiative, resourcefulness and a better self-awareness. Furthermore, it stimulates an appreciation of the environment and broadens the horizons of our students.

It is difficult to overstate the benefits of a well-planned outdoor education programme on the health, happiness, character and growth of our emerging adolescents. Outdoor education not only promotes self-reliance and teamwork, but also affords a sense of community that embraces the whole school. We believe it improves group relationships, with the students becoming more caring and thoughtful of others. Students demonstrate a sense of their own achievement and are supportive and appreciative of their classmates' achievements.



## Self-awareness | Confidence Fitness | Teamwork Environment

Our outdoor education programme provides an opportunity for students to:

- Develop self-awareness and confidence in their own abilities
- Increase their personal fitness level
- Develop and practice a diverse range of skills
- Increase awareness of the environment
- Enjoy the social and personal benefits of interaction with others.

Our Year 7 outdoor education programme spans across 4-5 days and involves a number of activities which aims to challenge students physically, socially, emotionally and creatively. Year 8 students attend a highly anticipated week long camp at Waipu Cove. The students sleep in tents and participate in kayaking, caving, rafting, tubing, surf-lifesaving, survivor challenge, surfing, bush craft and bivouac building.



# Pastoral care

We recognise that providing an environment that is physically and emotionally safe is critical to our students growing and developing to their potential. Our students are at a time of significant change and consequently there will be times when they may require support to assist them with their personal growth and development. As such, all our students have access to Year 8 peer mediators and a student support team who have been trained to assist students experiencing minor conflicts. Serious issues are dealt with in accordance to school policy and process. We have a transparent process for resolving any forms of verbal or physical harassment.

With supervision from senior management, our student support team also offers guidance to our Year 7's transitioning from primary school to intermediate school. The support teams provide assistance during interval breaks, lunchtimes and travelling to and from school.

We also provide health and well-being programmes which focus on personal relationships, dealing with conflict and caring for oneself.

In addition, we have a counsellor who is available onsite two days a week. Students can self-refer or be referred by teachers or parents. This service is bound by a code of ethics and is completely confidential.





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# Learning Support Centre

We have a purpose built Learning Support Centre (LSC) providing high quality holistic support for students who have special educational, emotional, behavioural or physical needs.

Our LSC programmes continue to lead the way in embracing a model of inclusion by providing opportunities for learning within the mainstream environment as well as the ability to withdraw, if appropriate. The model we use promotes education as a two way highway; not only do LSC students have the opportunity to learn valuable socialising skills from their peers, but also mainstream students learn a valuable lesson in tolerance and compassion.

Our school has developed a school-wide acceptance and positive attitude towards students with special needs. This positive attitude is seen throughout the whole school, from senior management stopping to talk to students in the playground, to the classroom teachers who willingly accept special needs students. This attitude is most evident amongst the mainstream students themselves who demonstrate patience and consideration towards the LSC students.

