



# Principal's News

*Kia ora, Malo e Lelei, Talofa Lava, Ni Hao, Namaste, Bula Vinaka, Fakaalofa Lahi Atu, Kia orana, Mauri, Greetings.*

Thank you to the many parents and caregivers who attended our whanau/teacher interviews last week. Around 340 interviews were arranged to discuss children’s learning goals and how we can work together to ensure progress this year. I remind parents that you do not need to wait for interview time to meet with your child’s teacher. If you have a matter to discuss, please contact us at any time. This is especially important if there is a misunderstanding or clash between students. Parents must not approach other children directly but rather talk to the teacher. We will listen and act on all concerns promptly.

We had really good feedback from our whānau snapshot surveys. Thank you for taking the time to comment. Consultation feedback will be shared in the next newsletter.

## Help shape the future of your school

Information about the school planning and reporting process

With your voice and experience, you can help shape your school into a place where all children and young people can thrive.

### Why is school planning and reporting important?

Schools need to work together with you, their community, to plan for the future. This allows everyone, including children and young people, parents, whānau, and the wider community, to establish goals for the school that reflect the needs of all learners and supports them to succeed. Your voice helps schools to make improvements to provide all learners with the best school experience.



### What do schools have to do?

Schools need to create long-term and annual plans based on what they hear from you and what their data (such as achievement data) is telling them should be prioritised.

Through their plans, schools are required to ensure that:

- every learner at the school can achieve their highest educational standard
- the school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination
- the school is inclusive of, and caters for, learners with different needs
- the school gives effect to the Treaty of Waitangi, by:
  - including tikanga, mātauranga, and Te Ao Māori in their plans
  - taking reasonable steps to teach about tikanga Māori and te reo Māori
  - achieving equitable outcomes for Māori students.

### What should I expect from my school?

You should expect your school to:

- want to talk to you about what's working, what isn't, and what is important for your child. This will help your school determine what their goals should be.
- make sure all learners and parents have copies of their plans that are written in a way that is easy to understand (these must be published online).
- report to you each year on how they are going, including the difference they are making to learners' progress and wellbeing.

### Where can I find out more?

Talk to your school to find out more about their planning processes.

You can also find out more about what schools have to do for planning and reporting on the Ministry of Education website by scanning the QR code or visiting the website below.

[www.education.govt.nz/school/schools-planning-and-reporting/](http://www.education.govt.nz/school/schools-planning-and-reporting/)



Te Whakangāhau Ngātahi  
Planning Together for Akeanga Success:  
Our School, Our Community



Te Kāwanatanga o Aotearoa  
New Zealand Government



Te Tōhuhu o te Mātauranga  
Ministry of Education



Te Mahau

### Attendance

Thank you for discussing attendance with your children and recognising the importance that regular attendance has on learning outcomes for our tamariki. It is still too early to draw any conclusions from the impact of our attendance initiatives, but we have already noticed a decrease in unjustified absence. This is encouraging.

### Swimming

I am very pleased with our swimming programme and the progress children have made this year. New Zealand has a serious issue with people getting into difficulties around water. It is important that children develop water confidence and a healthy respect for the power of water. Learning a basic swimming stroke may just save a life one day. On your behalf, I thank our teachers for their hard work and our School Board for committing funds when many schools have had to close their pools. Our children are indeed very fortunate to have a heated pool.

Ngā mihi nui

Michelle Dibben

Principal



**Friday 29 March**

Good Friday—No School

**Monday 1 April**

Easter Monday—No school

**Tuesday 2 April**

Easter Tuesday—No School

**Thursday 4 April**

Senior School Tabloids

**Friday 12 April**

End of Term 1

### Tōtara

It has been a fantastic term so far at school. We have been working very hard in our classrooms, learning to read, write and count. We have welcomed some new friends into our classrooms and those of us who started at the beginning of the year are enjoying being their buddies and helpers, showing them where things are and playing with them out on the playground. Our favourite part of the week continues to be swimming, especially fun Friday which we call our pool party. We have been working on putting our head under the water and floating on our back. Welcome to our new children and families, we are so excited to have you join us!

These students have been

recognised by their class teachers for displaying our school value



<u>Totara</u>	<u>Kowhai</u>	<u>Ti Kouka</u>	<u>Nikau</u>
Skylah	Evaan	Maire	Anmol
Amaya-Lee	Shakira	Hezekiah	MacKenzie
Ahmed	Harry	Karlos	Abel
<u>Puriri</u>	<u>Titoki</u>	<u>Rimu</u>	<u>Kauri</u>
Izzy	<u>Rabhya</u>	Fern-Elise	Mila
	<u>Aavya</u>	Amin	
	<u>Isaac</u>	Sonatane	

### Puriri

Pūriri have been looking forward to making our rainbow jelly and getting to eat it on Friday! This all started off when we spoke about the "j" sound and we talked about our favourite jelly colours - since everyone had a different favourite, we decided to just make all the colours. We are excited to make an uenuku of jelly so we can practise saying our colours in te reo Māori! We are getting good at counting in Māori as well - some children can keep counting past 10!

### Rimu

We have been busy learning how to work through our math and reading tumbles so that we can be more independent. Lorraine, from Mitey Education, came in to talk about our character strengths and how these can help us when we are feeling different emotions. We have started learning about the 3 States of Matter in Science. Each whanau has been doing some experiments to explore the different states and how they can change. Along with our change of Inquiry, we are learning to write an explanation text. This is proving challenging as it is not a story and we are encouraging children to use the science words we are learning within their writing. We will all keep persevering with this

### Kōwhai

We have been busy learners in Kōwhai! Every afternoon in maths we practise our basic facts so that we can quickly recall the facts to 10 without having to count on our fingers. We are also learning to use strategies for adding and subtracting bigger numbers. Being a good listener is important so we can understand how our friends solved the problem - it might be a different way than us. This week we have had fun discovering and talking about everyday materials in a new science unit. We found that some things are stretchy, transparent, strong, or light. We will be investigating these in the next couple of weeks and finding out what makes them suitable for particular uses.

### Ti Kōuka

Big news from Ti Kouka! We've been making a splash in the pool lately. Some of us are zooming across the pool using freestyle - no help needed! Others are mastering the art of floating on their backs, feeling like clouds in the sky, all without a floatation board. It's super exciting! On the creative front, we've embarked on an artistic adventure - our very own self-portraits. We're putting our hearts and souls into them and can't wait for you to see the masterpieces. And there's more! We're transforming into word magicians, learning how to spice up our sentences with adjectives and adverbs. It's like we're painting with words, making our stories vibrant and full of life.

### Kauri

On Wednesday, the Year 6 students from Kauri Ngahere returned from a three-day camp at Camp Adair in Hunua. We had a great time participating in all the activities offered to us. Some of our favourite activities were archery, kayaking, the giant mudslide, and Pirate Crossing. Pirate Crossing can be quite scary for some people. You wear a harness, climb up a high ladder, walk across a rope, and then get lowered to the ground by our friends. This is an example of how some of us challenged ourselves and displayed lots of bravery. Singing around the campfire is something that we will always remember. We would like to say a huge thank you to our awesome parent helpers; without you, this camp would not have taken place. The Year 5 students from Kauri Ngahere who did not attend camp are super excited for the opportunity to attend camp next year.

### Nikau



### Titoki

Have you been hearing a lot about apples? How about bubbles or caterpillars? This is because our children have been busy little bees learning about these topics which have been woven through our writing, reading and maths programmes. They have been so excited to participate in new experiences, make connections to things they know about, extend their vocabulary and learn new phrases to use in their talking and writing. We made an amazing hungry caterpillar display. It was awesome to see the children using their fine motor skills, problem solving skills and work alongside each other to support each other and build friendships. Make sure you drop in and see it! This week we've been learning some facts about dogs, and next week will be something beginning with the letter 'Ee'. Maybe you can talk to your child at home and see what they think the topic might be! We look forward to hearing your ideas!