



PANUI - NEWSLETTER - Week 2 Term 3, 2023

Mai e te Tumuaki - From the Principal

Kia ora whānau and welcome to term 3

I hope everyone managed to spend some quality time together during the term holiday break! It sounds as though many people were sick during the break. We still have a number of our tamariki and kaiako absent with lingering effects from the cold and flu. Hopefully, we are through the worst of the winter bugs and can look forward to some warmer weather.

This term our kaiako are leading learning through The Arts Curriculum. The catchphrase for all tamariki is ***“Put your hearts into the Arts - Be bold, be brave, be you”***. Below is a quick synopsis from each syndicate outlining what the idea of their focus will be for term 3.

Motuhara	Rotation of learning the different skills of the performing arts. Then putting these skills into practice by performing a book as a class
Mana	A mixture of in-class teaching of skills in the arts and a small rotation. The outcome is the kids will be in small groups performing a poem using a range of skills from the arts. Poetry is the key driver.
Hongoeka	Rotation of the Performing Arts, recording learning in a Performing Arts Learning Journal, in-class exploration of ‘emotions in motion’, reviewing several examples of the arts online, group/class performance piece for Wk 9, reflection. Literacy - poems, narratives, plays. Maths strands are linked to dance (geometry) and music (algebra).
Taupō	Using the novel Divergent as an inspiration students will learn about stage combat and how to use music to add sound effects and create tension. They will then create a choreographed ‘fighting’ piece that will be filmed. They will then add sound effects and music to it. They will also be learning about surrealist art.

With a personal lens running over the next part of the summary, I have now been at Plimmerton School for one complete year and am excited about continuing the journey to build our school from ‘good to great’. This means evolving the way we do things. I like to use the word ‘evolve’, as opposed to ‘change’ as it shows we do a number of things well, however, we need to evolve in order to gain better and more consistent outcomes. When things have been the same for a long time then there is the potential to get resistance from some quarters. This simply means we haven’t done a good job of explaining ‘why’ we are doing this. I hope with the work the BOT is doing with aligning a new strategic plan for the next three years our community will have a stronger and more open understanding/clarity of what we are doing in and out of the classrooms, how we are going about it over time and the results we expect to occur.

Rightly so, some may ask why change? What is wrong with what we are doing? or what are you changing to move to great? Well, it is a community of leaders leading the change, not just myself. That starts with the kaiako (teachers)

and Tu Rangatira team (Syndicate leaders) identifying our 'Why', and filtering that down to how we approach our teaching and learning programme and development of the whole child. Unfortunately, the last six years have shown a decrease in student achievement and attainment, an increase in diagnosed students with varying elements of neurodiversity, cooperation instead of collaboration, and different learning approaches that have not been embedded or sustained across the school. This shows a need to evolve and change some things. The most important area to develop is our school curriculum. A local (school) curriculum is the way that you bring the New Zealand Curriculum to life at your school. It should: be responsive to the needs, identity, language, culture, interests, strengths, and aspirations of your learners and their families.

To start we have a five-step process:

1. **Clarify** - The Vision, Values & Principles that are important for our tamariki
2. **Simplify** - All the good things we have already and need to keep
3. **Specify** - Possible structure, parts & flesh out the details
4. **Unify** - Get everyone on the same page, including the Community
5. **Solidify** - Bring it to life and use it for Planning, Teaching & Assessment

Following this we have a three-year plan. We start with Literacy (2024), then move into Inquiry (2025) followed by Maths (2026). The outcome we want to achieve is a Plimmerton model. This means it is responsive to the needs of our community and our learners. It won't change depending on the government. These overview steps will be triangulated from insights from our community that filters through the BOT data collection and the Health Curriculum surveys.

2024 - "LITERACY - THE PLIMMERTON WAY"

- What are the key elements or parts of an effective literacy programme? What is needed? Why is that?
- What does quality practice in literacy look like? What do we want for literacy @ Plimmerton? What would teachers/students be doing?
- What do we need in our local curriculum to make this easier & more consistent across the school?
- What does the new Literacy Framework look like? What are the parts? What does this mean that we need to do at our level?
- Create a plan of attack to address where teams need it: Focus Areas, Driving Questions, PLD Required, Goals to achieve, Timeline for Implementation

2025 - "INQUIRY - THE PLIMMERTON WAY"

- What is the nature & purpose of Inquiry-based learning? Where does Project-based learning fit in? What about Play-based learning?
- How does "Inquiry" look at different levels?
- What is the role of a teacher in the inquiry approach? What do they do? What do they not do?
- How do we prepare & plan for inquiry learning?
- What steps can teachers take to move towards an authentic inquiry approach?

2026 - "MATHS - THE PLIMMERTON WAY"

- What does quality practice look like in maths? What does the research say works?
- What is the role of a teacher in maths teaching & learning? What do they do? What do they not do?
- What does the new Maths Framework look like? What are the parts? What does this mean we need to do at our level?
- What does quality planning, teaching & assessment look like in maths?

As you can see there is a huge amount of work that goes on behind the scenes. Schools won't please everyone, but rest assured the decision-making and evolving of systems will result in the best possible learning outcomes for our tamariki! If you ever want to know more about our 'Why' or our 'What' then please make a time to come in and see me and hear about 'how' we are doing this. You will always get an honest answer and ownership of things we are doing well and also the things we can do better.

I have learned so much in my first year here at Plimmerton and am looking forward to learning and growing further. All of the feedback you have provided has been invaluable. Even if small amounts have been hard to hear

sometimes, it has been acted upon. I am a person first and foremost so I really do appreciate the steady stream of positive emails, informal conversations, and interactions around our kura. Thank you to everyone who has been part of making my first year here at Plimmerton such a learning experience. Being a Principal is hard work! But rewarding to know we have an amazing staff, incredible students, a BOT who truly supports our learners, and an awesome team of parents.

Ki te kotahi te kākaho, ka whati: ki te kāpuia, e kore e whati -

When we stand alone we are vulnerable, but together we are unbreakable.

Nga mihi

Chris Steffensen,
Principal - Tumuaki

Coming Events - for your Calendar

Term 3 - Week 3

Thursday 3 August- BoT Meeting, 7pm

Friday 4 August - Year 7 & 8 Brothers Basketball Tournament

Friday 4 August - Full School Assembly, 2pm

Biking to & from School

It is great to see such a large number of children biking and scootering to school each day. Plimmerton footpaths are busy places and it is important that students are considerate of others who are using them. We would appreciate it if you could have a chat to your child about footpath etiquette and being considerate of others who are using them.

- When coming up behind people slow down and ring your bell or call out so they know you are coming
- Ride on the left hand side of the footpath so others can get past
- Ride in single file
- Slow down when coming up to driveways in case a car is coming in or out
- Walk bikes and scooters in busy areas e.g. around the shops and when using the zebra crossing

Lost Property

Please be sure to name your child's clothing so that we can return it if found. We had an unprecedented amount of unnamed lost property clothing last term that went unclaimed, which has since been donated to charity. Lost property is located in the hallway next to the school office and you are always welcome to come and check for lost items before, during and after school.

Library Corner

The cold weather has brought in the crowds this week to the library. Lovely to see so many faces, but some students have needed reminding about looking after our beautiful library and its books.

The knockout chess competition is well underway with 32 students signing up. Some very focused students have been demonstrating their amazing chess skills. Chess is definitely not for everyone and trying to crack Rubik's Cube (in as quick a time as possible) has also become a popular activity in the library. Rubik's Cube was invented by Ernő Rubik, a Hungarian architecture professor in 1974 and for those old enough to remember, was a massive craze in the 1980s.



Students will have hopefully brought home Issue 5 of Scholastic Book Club (spare copies are available in the library if required). This issue offers a special incentive - spend \$70+ and receive 3 free books (or \$50+ to receive 2 free books; or \$30+ to receive one free book). Issue 5 orders must be made by **Friday 4 August** and orders must be made **online**. The school office will not accept orders. Simply log-in to mybookclub.scholastic.co.nz and click **ORDER** in the top menu (or REGISTER first to save your details for next time). You then select Plimmerton School and your child's class. Add your child's first name and last initial, and the item numbers from the catalogue. If you have any problems, either see Sarah in the library or contact scholastic at bookclub@scholastic.co.nz; phone: 0800 266 525. All orders will be sent to school for collection and will be delivered to the classroom. If you are ordering books as a gift and would prefer to collect them from the library, then please let me know and I will set them aside for you. Thank you for your support.



This week's selection of new books has included a book on sustainability (especially in the home), a fiction book about football written by Sam Kerr (captain of the Australian Matildas football team) and a fabulous picture book "The Grizzled Grist Does Not Exist".

Don't forget to check out our library catalogue-

<https://nz.accessit.online/PLM03>.

Go the Football Ferns!

Happy reading, Sarah

2023 Term Dates, Holidays & Teacher Only Days

Term 3

Starts: Monday 17 July

Ends: Friday 22 September

Term 4

Starts: Monday 9 October

Labour Day - Monday 23 October

Teacher Only Day - Monday 13 November

Ends: Wednesday 20 December

Plimmerton School PTA

The PTA is always looking for new members so please think about joining this dedicated group of parents. Meetings are held at 7.30pm in the staffroom on the 1st Tuesday of each month. If you would like to know more about the PTA or offer your help at future fundraising events please email the PTA at pta@plimmerton.school.nz



Community Notices



More families now qualify for OSCAR subsidies

Did you know that Kelly Club Plimmerton is OSCAR Approved?

On the 1st April, the NZ Government increased the childcare subsidy rates and the threshold for families so more families can now receive the subsidies.

For more information, visit:

www.kellyclub.co.nz/plimmerton



KELLY SPORTS IS BACK FOR TERM 3 - WARM UP WINTER SPORTS!!

The Kelly Sports sessions are a great way to improve your child's motor skills and coordination within a FUN environment. We aim to develop and enhance balls skills; catching, kicking and throwing, while improving strength, flexibility, hand/eye coordination and spatial awareness. In Term 3 we will be focusing on the following sports: **Football, Hockey, Turbo touch and Mini Ball!** We teach new skills and improve ability by using games, drills and exercises. It's a great way to try new sports, improve skills and maintain fitness - all while having FUN! Thursday's 3.05pm-4.05pm for 8 weeks. Classes start in week 2 of term 3. To book for any programme go to www.kellysports.co.nz and put Plimmerton in the school box.



Citizens Advice Bureau Porirua has moved!

In April CAB Porirua moved from Pember House to the ground floor of the BNZ Building. Our new space makes us easy to find and is a great location, with the added benefit of being next door to the Community Law Centre.

Our new address is:

BNZ Building, Ground Floor
14 Hartham Place North
Porirua
5022

Our office hours are from Monday to Friday, 9h30 to 3h30pm

JP Services are available from Monday to Friday, 12h30pm to 3pm

Budgeting Consultants are available by appointment on Tuesdays and Wednesdays from 9h30 to 12h30pm, and Fridays from 9h30 to 11h30

Our Benefit Advocate is available by appointment on Tuesdays from 9h30 to 12h30pm and Fridays from 9h30 to 11h30.

Phone: 04 237 8846

Email: porirua@cab.org.nz

Web: <https://porirua.cab.org.nz/>



START CARE
Children's Asthma Study

Do you have asthma?
We want to find the best inhalers for kids/tamariki with asthma.

SCAN ME!

What does it involve?

- Try turbuhalers to manage your asthma symptoms
- Attend 6 visits over 1 year for asthma reviews, education, and breathing tests
- Reimbursement for travel expenses for parents, and gift card koha for children

To take part you must:

- Be between 5 and 11 years old
- Have asthma
- Take separate reliever and preventer inhalers

Get in touch to learn more:

+64 (4) 805 0201/ +64 27 665 8448 startcare@mrinz.ac.nz is.gd/startcare

Parent(s)/guardian(s) of participants will be reimbursed at least \$50 per in-person visit attended. This is to cover the cost of travel-related expenses (fuel, parking etc). In addition to this reimbursement, parent(s)/guardian(s) will be paid a stipend/honorarium of \$200 to recognise the time taken out of work/usual activities to attend each visit. The children will receive a badge at visit 1 and stickers and a \$25 gift card or book voucher at each visit as a thank you for their help. They will also receive a certificate at Visit 6.