

Newsletter Issue 4 Term 1

Thursday
27th February
2020



Glenholme School Values



Academic Achievement Discussions - Week 10

During Week 10 we will be having Academic Achievement Discussions on **Tuesday 7th April** and **Wednesday 8th April**. We ask that parents collect their tamariki from school at 2.00pm both of these days. Please contact the school office to let us know if you are unable to collect your child and they require supervision at school during the first part of the Academic Achievement Discussions.

We welcome parents and whanau to attend Academic Achievement Discussions on **Tuesday 7th April** 2.15pm– 6.30pm and **Wednesday 8th April** 2.15pm—6.30pm. We encourage you to bring your child with you to the discussion.

Appointments can now be made online by going to www.schoolinterviews.co.nz

Our School Event Code is: **5amqq** Bookings are now open!

Simply enter the event code: and press “Go”.

If you are unable to book via the website please phone our School Administration Assistant, Kylee Kennedy (3481489) to make your bookings or pop into the school office. Please make sure that when you phone or pop in that you have your child/rens, teachers name and time available that you would like which will assist Kylee



First enter your name, your student's name, and your email address.

If you need to book for more than one student, change the “Book for x students” setting, and enter the other student's name.

On the next page, pick the teacher/s you want to meet.

Choose from the list of teachers.

Then you'll see a timetable showing when your chosen teacher/s are available. Simply click on the times that suit you.

4th May and 29th May 2020 - Teacher Only Day

School will be closed for instruction on Monday 4th May and Friday 29th May. Staff will be undertaking professional development off-site.

Glenholme School Gates

For the safety of our children:

The Ranolf Street gates are now in working order and will be **auto locked** during the times of 8.30am - 9.00am and 2.45pm - 3.10pm.

Parents are required to park outside the school grounds when dropping off or picking up children.

The car park is for STAFF only.

Did We Hear You Right

Glendale School Values

Respect
R

- Accept
- Consider
- Be Genuine
- Have Pride

Glendale School Values

Integrity
I

- Honest
- Fair
- Reliable
- Accountable

Glendale School Values

Diversity
D

- Acknowledge
- Accept
- Include
- Accommodate

Glendale School Values

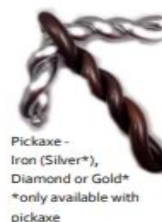
Excellence
E

- High Expectations
- Accelerated Progress
- Hard Worker
- Assessment Capable

Did we hear right?! You won the Principal's Award?!

!!CONGRATULATIONS!!

Well done on an amazing achievement!
Let's celebrate—choose 1 FREE balloon!



A Fundraiser For Our Daughter's Medicine

Colours available:
Yellow, Orange, Light Pink,
Dark Pink, Red, Purple, Light Blue,
Dark Blue, Light Green,
Dark Green, White, Black &
Light/Medium/Dark skin colouring.

Yes, We Do Parties!!!



Kia tū rangatira ai:

Learning, succeeding and thriving in education survey results



Last year we asked you to take part in a survey which was being run by Dr Melinda Webber and the University of Auckland. Teachers and tamariki from Year 3 onwards, also completed the survey.

At the end of the term we received a very detailed report back from Melinda which included an excellent summary of the findings.

Achievement levels: The student surveys show that approximately 44% of all students believed that they were achieving at an average level, while 45% believed they were performing at an above average (26%) or excellent (19%) level. Māori students self-assessed similarly with 44% reporting as average, 29% reporting being 'above average' and 17% 'excellent' in terms of achievement. Generally this finding suggests that the majority of students at Glenholme School have a good sense of academic self-efficacy and competence.

Motivation: Students at Glenholme School are motivated to engage at school because they want to "have the good life" (4.58/5) and make their "family/whanau proud" (4.47/5). Māori students were also highly motivated to have "a good life when they are older" (4.57/5) and they also want to make their "family/whanau proud" (4.47/5). In contrast, whānau scores showed that they encourage their children to go to school so "they experience pleasure when broadening their knowledge in subjects that they like" (4.39/5), they "have a 'good life' later on" (4.38/5) and because "their studies allow them to continue to learn about things that interest them" (4.43/5). Whānau were less motivated by their children "obtaining a prestigious degree" (3.61/5), "showing their whānau that they can succeed in their studies" (3.65/5) or "achieving at school to enable them to care for their family/whanau in the future" (3.57/5). The results suggest that most students are extrinsically motivated in that they see the value of education and want to both enjoy learning and reap the eventual benefits of a good education. The student scores indicate that they are also very socially motivated, in that they see educational success as something that enables them to accumulate pride and benefits their whole whānau.

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Attitudes: Generally, students' attitudes at Glenholme School are moderate. They "try hard to do well in school" (4.06/5), "enjoy learning new things in school" (4.13/5) and "feel good" at school (4.04/5). Māori students gave high mean scores for the statement "I enjoy learning new things" (4.1/5), and they also "feel good" at school (4.12/5). No items were especially low, however the lowest scoring items in this part of the survey were "when I'm in school, I participate in class discussions" with (3.71/5 - all students, 3.66/5 – Māori students). Other low scoring items include "I pay attention in school" (3.69/5) for Māori, and "when we work on something in school, I feel interested" (3.76/5) for all students. Attitudes towards school and learning significantly predict academic achievement. In essence, when attitudes towards a subject and school are positive, the achievement of students improves.

Effective teacher practices: Parents and whānau members commented that effective teachers "give [children] their time and enthusiasm", "understand them" and "build their belief in themselves". Other whānau members commented that effective teachers "must be willing to hear the voices of children. They must be a good friend and approachable so that the kids will not feel awkward when they ask something". They also stated that effective teachers provide guidance, are patient and "show an interest in their interests". Whānau also appreciated teachers who teach them that "failing is ok and leads to success - don't give up, keep trying learn from your mistakes, have patience". Other parents said "support and encourage them. Push them to test their limits. This helps kids learn they can do anything they set their minds to", "show the child you believe in them", and "provide structure and stability. This helps students to feel 'safe', to have a clear understanding of expectations and appropriate behaviour and to avoid uncertainty or anxiety about new things". One wise parent commented "don't be judgemental, just care and talk to the students. Some kids might be having a hard time at home and having a support person at school could make the difference". It is clear that whānau want teachers who are confident practitioners who like their jobs, are approachable and know how to listen and respond positively to students' needs. Finally, one parent advised "be strengths based - appreciate and encourage a child's unique strengths. This builds self-efficacy in the child and can support life-long success".

Effective whānau practices: The students were able to identify a number of ways whānau members supported their learning, but most comments referred to significant adults being "encouraging" and "cheering them on". Many students also showed a deep appreciation for the everyday things that whānau members do – saying things such as "they brought me to Glenholme School and



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I love my school”, they “make sure I have everything I need to start my day, do my homework with me, support me with outside school activities”, and they “told me that I’m smart”. One Māori student commented “Mum and dad - they always support me at home and if there is something that I’m confused about they always help me even though we’re busy. They don’t just help me with my schoolwork, they also help me with my after-school activities”. More generally, student comments suggested that they appreciated both the emotional/moral support they received from parents and the consistent encouragement they got regarding learning and achievement.

Future aspirations: Approximately 57% of whānau indicated that they want their children to go to university once they complete secondary school. Roughly a half of the whānau could identify diverse careers that would suit their children and make them happy and were able to identify jobs they thought their children might be good at, or like, in the future. Approximately 37% of all students indicated a wish to attend university once they finished school while 55% simply wanted to get a job. A slightly lower number of Māori students (33%) wanted to go to university, and 60% of Māori students simply wanted to get a job. One of the interesting points in your school data is that although only 33-37% of your students wanted to go to university, many aspired to jobs/careers that require a university degree, trade certificate or some other form of tertiary/higher education. This may warrant further attention to academic planning with students and their whānau – focusing on student’s academic strengths and interests, future jobs, career pathways, meaningful subject selection, and university entry requirements. The research shows that students who set challenging future goals and aspirations are more task-oriented, feel a sense of purpose, and achieve at higher levels. Future aspirations are significantly associated with achievement outcomes and raising the aspirations of students should be a key priority.

Role models: When discussing people who had supported them to be successful, 46% of all students and a 42% of Māori students chose a whānau member. Students chose whānau members because they “inspire me to do work”, because they “are hard-workers”, are “inspiring” and “help” the students in numerous ways. They were seen to model important behaviours such as self-belief, persistence and work ethic. Students from Glenholme School look to whānau role models to help shape how they should behave in school, in peer relationships, or when making difficult decisions. It is clear from your data that whānau serve as role models not only through direct interactions with their children, but through the examples they set with regard to their attitudes and behaviour within the whānau, and in the outside world.

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We have decided on some action points to work on over the next 2 years from the results of the survey. Any feedback from whanau would be warmly welcomed.

- Recognition of the diverse cultures we have at Glenholme. Continue to value and celebrate the broader cultural diversity of our school community.
- Work with students and teach them about the learning/career pathways that they need to take to get where they want to go (university education to be a lawyer or engineer or teacher)
- Using role models within the community in school. Students, staff and whanau/community members who are experts in their field (past students, whanau members)
- Continue to improve teacher knowledge of different cultures and Tikanga. The more we know the more we can share.
- More understanding around what motivates students (Intrinsic and Extrinsic) Encourage students to become more intrinsically motivated rather than extrinsically
- Ensure that whanau understand what assessments we are using, why we use them and how future goals can be set with understanding the assessments.
- Ensure we are informing parents, caregivers and whanau about their child's progress and achievement and how they can support their child to improve and meet their goals.

Ideas to help you child with Reading at home

<https://parents.education.govt.nz/primary-school/learning-and-development-at-home/ideas-to-help-with-reading-writing-and-maths/>

Pukehangi Team

Year 1 and Year 2

Make reading fun



Reading at home should be fun and easy – something you both look forward to - a time for laughter and talk.

- share the reading, take turns or see whether your child wants to read or be read to today
- all children like to be read to, so keep reading to them
- you can read in your first language

Visit the library together and help them choose books to share.

Find other books by the same author or on the same topic.

Read emails from family or whānau aloud.

Play card and board games together.

Here's a tip - talk a lot to your child while you are doing things together. Use the language that works best for you and your child.

Here's another tip - when they are reading, your child will still be coming across words they don't know. When this happens, you could remind them to think about what they already know to do when they get stuck. If that doesn't help you might ask "What word would make sense that starts like that?" or "What do you know about that word that might help?" If they still can't work it out - tell them and praise their efforts.

Talk about reading

Talk about the story and pictures other stories you have read, and experiences you have both had that are like those in the story.

Sing waiata and songs, read poems and make up rhymes together – the funnier the better.

Be a role model. Let your child see you enjoying reading and talk about what you are enjoying





Point out words on signs, shops and labels

Play word games like "I Spy" and "Simon Says..."

Make it a special time together reading is a great chance for you and your child to spend special time together.

Make reading: quiet and relaxing a time to sit close to your child

10–15 minutes without interruption, away from the TV

an enjoyable, interesting and special time

a time to praise your child for making an effort

Here's some tips - if your child is stuck on a word wait a few seconds, give them a chance to think. If they are still stuck, help them to try to work the word out by saying "read the sentence again and think what would make sense". Ask "could it be...?" (and give a word that might fit). The pictures also help them check they have got the right word. If they still can't work out the word, tell them and praise their efforts. Remember, reading should be fun.

A new initiative this year is **Before School Reading** with members of our Support Staff from 8.30am until school starts at 8.55am. Every year level has a Support Staff member working with them in the mornings. Teachers have noticed an improvement already with children being settled and prepared for learning in the mornings. They are eager to read with our support staff and there has been an improvement with each child's reading.





KAHUKURA JUNIOR RUGBY REGISTRATION DAY

Kahukura JAB are holding their registration days for all current and new players who wish to play rugby this coming 2020 season at the Clubrooms on Pukuatua Street on the following dates and times:

Saturday 7th March 9.00 am to 12 noon

Saturday 14th March 9.00 am to 12 noon

Registration fees are **\$40.00** per player

\$35.00 per subsequent family member

If you require any further information please contact Julian Thompson 021 810 005

FREE MOUTHGUARD FOR PLAYERS THAT ATTEND MUSTER!!!

2020 JAB MUSTER WHAKAREWAREWA RUGBY

- ★ FRIDAY 28TH OF FEBRUARY, 5:00PM - 7:30PM
- ★ FRIDAY 13TH OF MARCH, 5:00PM - 7:30PM
- ★ SATURDAY 14TH OF MARCH 10:00AM - 1:00PM
- ★ WHAKA CLUBROOMS ON TE NGAE ROAD
- ★ \$30.00 PER PLAYER, \$15.00 FOR SIBLINGS



*Pay by the 15th of March and receive a free
Whaka Mouthguard and Socks*



FOR FURTHER ENQUIRIES PLEASE CONTACT:
 JODI HEPBURN 02102122244 [U9s - U13s]
 OR DEBRA HAYES 0220488347 [U6s - U8s]

Find us on Facebook: Whakarewarewa JAB Rugby



Documents currently under scheduled review

Who reviews them?

Term 1 2020

Recognition of Cultural Diversity

Board, staff, and parents

Instructions for reviewers

1. Follow the link to each policy in the table above.
2. Read the policy.
3. Click the red Policy Review icon at the right-hand top corner of the page. A new screen will appear.
4. Select your role (board member, staff member, or parent/caregiver) from the drop-down list.
5. Enter your name (optional).
6. Submit your ratings and comments.

If you don't have internet access, school office staff can easily provide you with printed copies of the policy and the [review form](#).

To login to SchoolDocs - Username: glenholme Password: glenholme

Lost Property

We have an ongoing problem with our lost property. Lost property is kept in the Caretakers Shed. Any named property is given back to the owner. Students are responsible for their clothing, please check that children bring items home each day. Please ensure that the school uniform is clearly named.

Pre-Loved Uniform

Outside the school office we have polo-shirts, sweatshirts and some polar fleeces for sale for \$5. There are various sizes available. Please pay at the office. Cash or Eftpos available





AWHI EDUCARE

A Fun place to Learn & Grow

Based in the Glenholme School grounds

For 2-6 year olds

Open 8.30 - 3.30pm

Monday - Friday

School Terms Only

07 348 1489 or 021 023 68324

We provide meals and nappies

2020 Board of Trustees

Board Chairperson - Kapie Tawhai

Principal - Sarah Thompson

Staff Representative - Donna Burns

Parent Representatives:

Jenny Packham

Darryn Onekawa

Marc Brierley

Glenholme School Events

27th February	Pukehangi Sports Day
28th February	School Assembly 9.15am
2nd March	Pukehangi Sports Day - postponement
10th March	Magic Show Be Bright Eat Right
11th March	Tihiotonga Blue Lake Trip
12th March	Tihiotonga Blue Lake Trip - postponement
25th March	Whakapoungakau Trip to the Blue Lake
26th March	pp Whakapoungakau Trip to the Blue Lake
31st March	BOT Meeting
7th April	Class/Individual Photos
7-8th April	Academic Achievement Discussions 2pm -6.30pm <u><i>School Finishes at 2pm on both days</i></u>
9th April	Thursday - Last Day of Term 1
10th April	Good Friday
13th April	Easter Monday
28th April	Tuesday - First Day of Term 2
4th May	Teacher Only Day - Monday
29th May	Teacher Only Day - Friday School will be closed for instruction. Staff will be undertaking professional development off-site.
1st June	Monday - Queen's Birthday