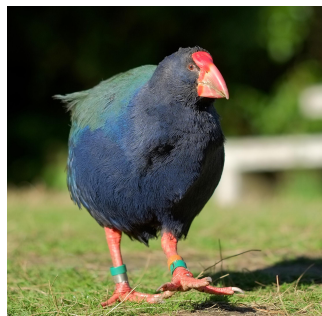




Takahē Newsletter Term 1 2025

Welcome to 2025, and the start of a brand new year in Takahē. I look forward to an exciting year of learning with your child.

The Takahē is a flightless bird native to New Zealand. It is often confused with the Pukeko, however it is larger and more green in colour. The Takahē was once thought to be extinct as it had not been photographed since 1898. However in 1948 Dr Orbell found evidence that they were still alive when he found and photographed the footprint of the Takahē in mud around Lake Te Anau by the Murchison Mountains. It took him a further year to find a living specimen. Now their numbers are increasing due to breeding programs and wildlife sanctuaries around the country to keep them safe.



In Takahē we develop and practise active reflection of our work, behaviour and feelings using the Mana Potential framework. This is a way of recognising the feelings and emotions that we all have, such as, success and happiness, frustration and anger, the process of calming oneself down (with or without help) and asking for help to work their way through an emotion in order to be a successful, happy and engaged student again. The main question that staff ask when a child is overwhelmed is, "Is there something that I can do for you right now?", allowing them to request assistance if needed or to allow them to work through by themselves. This practice encourages people to consider who can help them, what they can do to help themselves, where they can go to get help or calm themselves and what 'tools' they have that can help them to get through the emotions or 'problem' that they are experiencing.

Takahē students will develop their LEADership at school, through the development of our PB4L, Mana Potential and LEAD programs. They will be Learning with Purpose, Engaging with Kindness, Acting with Respect and Daring to Dream. This term we will be looking at how we can show these values in our interaction at school. We will be handing out tokens when children show these values and they can then get their card 'clicked' and work their way towards getting a LEAD reward and their LEAD certificate.

Small Steps Lead to BIG Results!



We will be developing Reading skills by reading and listening to a variety of books and following Better Start Literacy

Support teaching. This follows a strong Phonics based approach to help your child learn to read. Your child will have read and or listened to their story at least once at school before they are brought home. They will bring home a reader from Monday through Thursday each week; readers need to be returned each day. It is important that you do read with your child each night. Listening to your child read or reading to your child each night and asking them to answer questions about what is happening in the text (what happened in the story, who the characters are, where or when did it happen, what the problem was or what plan did they use to solve it) really helps their Reading progress. It is important that they are able to make links between what is written and what they know, not just to read the words on the page.

The computer programme Reading Eggs which your child has a password for should also be used regularly to develop understanding of sounds, letters, sentence formations and to develop comprehension skills. The Reading Eggs Library also has hundreds of books in it which your child can access to read (this is also available on APP based devices).



CAMP: In Term 2 we will be going on Camp with Kiwi class to Papamoa. More information about this will be coming out soon.



This term for Maths we are focusing on Statistics gathering data, displaying data in graphs and tables and interpreting the results, measuring mass and area. We will also look at Number strategies, including counting on and back from any number within 1000 to solve problems. Your child will get a Mathletics password. Please encourage your child to go on Mathletics at home. An additional 10 to 20 minutes 2 to 3 times weekly will help your child's knowledge and confidence in Mathematics (this is also available on App based devices). I will also set tasks on this that will support what we have been learning in class.

For Writing Takahē children will be developing their ability to independently write many sentences daily on personal ideas, prompted topics and recounts. If a child can say a sentence and remember it, then they can write it down. Developing the confidence to record ideas is the first step in becoming amazing writers. Talking to your child about things that they have done, books they have read or ideas they have can help them to develop ideas that they can then write down during writing time or independently at home. The more they write the better they will become.



Attendance: As we implement the Government's structured Literacy and Numeracy teaching, attendance at school will be necessary to have the consistency to follow these lessons for the best possible learning outcomes. While we do not want your child at school if they are sick, unnecessary absences will hinder your child's learning.

This year our Buddy Class is Tui. We hope to do lots of fun and interesting activities with our Buddy Class this year to build relationships with others and develop tuakana-teina with our older school mates.

On Friday mornings we have Jump Jam and Waiata with Blue Team and Library time. Library books will be issued and returned on Fridays. Children can be issued with up to two library books which can come back to school at any stage during the following week. Books must be returned if children wishes to get new books out.

There is a weekly Spelling assessment on Friday which I expect to start in Week 4; the spelling is divided into 5 words to learn each week. The term's words have been set up but students do not need to learn ahead of the week we are in. However if they have not successfully mastered all the words from earlier weeks they should continue to practise these words to master them. A good knowledge of spelling can make it easier and faster for children to write as they do not need to consider how each word is spelt or to find them on the word resources within the class. Your child's spelling words will be sent home soon please put them in a space where they can be practised regularly. (The fridge is a good place)

Please Note - There is no homework book this year. However, notices, readers and spelling sheets will still be coming home in their book bags. Please check and clean these out daily so you can stay fully up to date with what is happening.

This term we will be learning our **Pepeha**. If your child has a Pepeha can you please send a copy of it to school so that we can learn and practise it at school. If you do not have a Pepeha please send information on a special mountain, water environment and place that we can use to create a Pepeha at school.



This term for P.E., we will be working to develop small ball skills. Learning throwing, catching and hitting skills, through tennis, cricket and t-ball games and activities. We will also be having swimming lessons at the Kawerau Pool towards the end of the term. More information on this will come later in the term.

This term will be 11 weeks. As it is a Summer term children must have a named Otakiri School blue bucket hat to wear each day in the playground. If they don't they will be asked to play on the playground under the marble tree. It will also be important for children to bring in their named water bottles so that they can stay hydrated during the day.

Please name all clothing that is coming to school so that it can be quickly returned to your child if left in the playground. If you find that your child is missing some clothing please check the Lost Property box.

I have an open door policy, if you wish to see me feel free to drop in before or after school for a quick chat, or call the school to make an appointment. You can also contact me by email at maria@otakiri.school.nz.

Maria van Beek - Takahē Teacher

Getting To Know Your Child

Please fill this in and return to school by the end of Week 4

At Otakiri School we take a great deal of pride in the way that we get to know your children, however we also realise that you spend more time with your children than we do. Your knowledge of your child will give us a valuable insight into him or her from your own perspective. Because of this we want you to tell us about your child so we ask that you fill in the boxes below and hand back to your child's teacher as soon as you can. Feel free to write as much as you want or to even write using bullet points, you may even wish to involve your children in the compilation of your thoughts.

My child's name is _____

Describe your child's personality.

What interests and hobbies does your child have?

What are the academic strengths that you believe your child has?

What learning needs do you think your child has – if any?

Every child learns in different ways....how do you see your child as a learner? What is the best way that your child learns?	
What goals do you have for your child this year and how can you help us to achieve these?	
Who are the people who support your child - that they look up to and want to make proud.	
Other relevant personal information. Family situations, health needs, that may affect learning.	

My Child's Pepeha Or Special Places

If your child doesn't have a Pepeha

Please consider and record special places and people for your child, consider: where your family is from, a place they like to go, body of water they enjoy, a mountain they have been to or see often, people in your family and we will construct a Pepa for them from this information.



Otakiri School ICT Acceptable Use and Responsible User Agreement 2025:

A **good citizen** is someone who stays within the laws of their country and acts in an appropriate way. **Good Otakiri citizens** look after each other and are caring of people and things and expect others to be caring and respectful towards them.

The **good digital citizen** also behaves in caring and responsible ways in the cyber-world. A **digital citizen** is a person who obeys the rules about using the internet, and acts with respect and care for themselves, others and property. And in return, they expect the same respect to be shown to them.

Looking after me

- I will only go on the computer when I have permission
- I will only go to pages I am allowed to go to
- I will only share pictures and stories about myself when my teacher tells me to
- I will talk to my parents and teacher about all of my online friends
- I will tell my teacher or parents if anyone is unkind to me on the computer

Looking after others

- I will only say nice things about people
- I will ask before I share a picture or story about a person
- I will only go to places that are nice and I will tell my parents or teacher if I go to a place that is nasty, unkind or rude
- I will not show others how to 'hack' programmes or sites

Looking after stuff

- I will not download movies, games or music
- I will check that the information I get on the web is correct
- I won't leave rude or unkind messages on other people's spaces
- I will not 'hack' programmes or other people's things
- By signing this agreement, I undertake to always act in a manner that is respectful to myself and others, to act appropriately in a moral and ethical manner
- I agree to follow the principles of digital citizenship outlined in this agreement and accept that failing to do this will have consequences

- Caregiver/Parent Signed:
- Student Signed:
- Date:

Name:
Name: