

Room 5 - Great Thinkers

Room 5 have been learning about great thinkers. Here are some of our mini projects. We hope you enjoy.

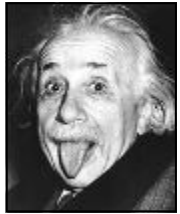
Abraham Lincoln



Abraham Lincoln was born in a small town called Hodgeable in Kentucky. He soon moved to Perry County, Indiana. Abraham Lincoln was the 16th president of the U.S.A. Lincoln became president on March 1861, until John Wilkes Booth assassinated him on April 1865.

By Reuben Nemeroff

Albert Einstein

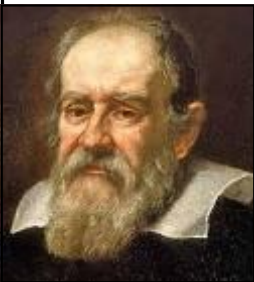


1. Albert Einstein was born in Germany.
2. He is a theoretical physicist who developed the theory of relativity.
3. Known for his influence on the philosophy of science.

Albert Einstein predicted gravitational waves theory in 1916.

By Caelisz Leef

Galileo Galilei



Galileo was an Italian astronomer. He discovered that the sun was in the centre of the Solar system and the earth along with the other planets rotated around the sun. Galileo was born and grew up in Pisa, Italy. He was famous after the first spacecraft was launched in 1961 to the solar system. Galileo lived from 1564-1642. He died in his house while he was under house arrest because his thoughts and beliefs were different from the church (at the time).

By Ella Hammond



Leonardo Da Vinci

He was a painter. He was born on April 15th 1452. He died on May 2nd 1559. He was an Italian. He was also an inventor, scientist, mathematician, engineer, writer, musician and much more. He painted the Mona Lisa. He invented the clock and scuba gear.

By Kaleb Andrew

Stephen Hawking



Stephen Hawking was born in January 8th Oxford, United Kingdom (Currently age 74). Stephen Hawking is known for his work regarding black holes and for authoring several popular science books. He suffers from amyotrophic lateral sclerosis.

By Rico Margison



AHIPARA PRIMARY SCHOOL NEWSLETTER

NGA KORERO O TE KURA O AHIPARA



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Thursday 3rd March, 2016

Number 5

Dear Parents/Caregivers, Tena Koutou Katoa

1) 'Snapped Ya!' of the Week

'Snapped Ya!' is a PB4L (Positive Behaviour for Learning) initiative. The PB4L focus for the week is **Kindness**. The recipients are **Jonathon Cutler, Max Beatson, Antonio Armstrong-Smith, Jai Jellick and Mathew MacPherson**.



2) Western Zone Swimming Sports

On **Tuesday 8th March** we will be taking a large contingent of Year 4 - Year 8 pupils into the town pools to participate in the annual Western Zone Swimming Sports competition. Students who perform well at this event have the opportunity to compete at the Far North Zone Swimming Finals. We are encouraging all confident and able swimmers to participate in this competitive event which will involve being able to swim at least one length of the town pool. Our less confident swimmers will continue with normal instruction at school. The official start time is at **9:30am**, however, since we are organising this event we will be leaving school around 8:45am. We look forward to another awesome day and we extend a warm welcome to all parents/caregivers to come along and support your tamariki. We will be sending out permission slips to those competitive swimmers who have been elected (or have been shoulder tapped!) to participate. If your child is not swimming, they will have the opportunity to participate at our school swimming sports.

3) School Swimming Sports

Senior/Middle Swimming Sports

The Middle and Senior Syndicates will hold their annual School Swimming Sports next **Tuesday 22nd March**. This event will determine our school champions, boys and girls for years four to eight. We will be starting this at **9.00am**. Do come and join us if you are able. It is sure to be a fantastic day.

Junior Swimming Sports

These will be held **Wednesday 23rd March**. This will involve Rooms 1, 2, 7 and 10. This is a non-competitive event and start time is **12.30pm**. You are all welcome to join us.

4) Reporting to Parents

Our first assessments for this year will be issued next **Thursday 10th March**. We hope this initial assessment will give you a general indication as to how your child has settled

into the school year in terms of attitude and general work ethic. We have also asked students to self assess against the same key competencies that their teacher has and will be sending that home too. The two assessments will be interesting to see if and how they vary, and families can have some productive conversations around these. We have not included any academic information in these initial assessments as this information will be issued in our half year report at the end of Term 2 (although your child will be able to provide some information about their assessments to date). We hope you find it informative and please don't hesitate to contact your child's teacher if you have any queries.

5) Safe, Fun Place To Learn

As our focus is on providing a safe and fun place to learn, we have asked students to complete a SOCIOGRAM. This is a questionnaire that asks a series of questions from, Who is the most creative? Who says the kindest things? Who is the most annoying? Who is a bully in the playground? (This questionnaire format is available for viewing). Often teachers think they know the students who cause other children's anxiety but by asking our students in a totally confidential way, we have been given an insight from their perspective. We are currently analysing this information and will use this to develop some social skills programmes with those students identified. *If your child has any issues with bullying please don't hesitate to let us know. If we know, we will and can help.*

6) Attendance

Student attendance, along with effective teaching, has the greatest influence on student engagement and achievement. All students must be present at school so they can participate and engage in learning. Parents and boards of trustees are legally responsible to ensure students' regular attendance at school. Students with high absenteeism are less likely to succeed in their learning. If a student misses just five school days each term, or one day a fortnight, they will miss the equivalent of one year of school over 10 years. PLEASE ENSURE YOUR CHILD IS AT SCHOOL EVERYDAY. If there are problems or issues getting your child to school please let us know. We often have some ideas that can help. We also have a number of students who are regularly late, this means that they usually miss important instruction every morning and consistently miss this instruction in the same learning area. We now are requiring all students who arrive at school after 9.00am to report to the office so that Mr Bowmar can mark them present. This is because the teacher will have already called the roll before that time and will have marked late students absent.

7) School Wide Behaviour Management Procedures

Parents often say "If only I had known sooner I would have been able to help." This is one of the most common phrases we hear when parents are called in or contacted to deal with inappropriate behaviour within our school. As a staff we have decided to focus on the 'positive behaviour' that so many of our pupils exhibit on a daily basis so these pupils are acknowledged/rewarded. The school currently has a number of reward initiatives in place such as;

- Snapped Ya! Awards (presented weekly at value assemblies)
- Weekly Principal Awards (presented weekly at Friday assemblies)
- Free time/swimming
- Service awards

These are just a few incentives we have in place at this time and we envisage adding a few more to highlight positive behaviour. **We welcome any other ideas parents may want to share that they have seen working in other schools.** However, we do realise the importance of having consistent behaviour management procedures in place to deal with inappropriate behaviour that does exist in our school. Teachers have had the opportunity to put together a School Wide Behaviour Management Plan that we will be using when dealing with cases of inappropriate behaviour. We have decided to publish the basic contents of this document so parents are aware of our procedures when dealing with this behaviour. Listed below are the steps we will endeavour to follow;

Classroom Behaviour Management Plan

Step 1

Verbal warning, allow child the opportunity to stop the inappropriate behaviour.

Step 2

Continued inappropriate behaviour, a second warning given with a consequence, timeout given or school service.

Step 3

If the child is continually disrupting the learning of themselves or others or stopping a teacher from teaching they may be moved to the principal or to a syndicate leader.

Step 4

Continued inappropriate behaviour at this level will require a letter home or a phone call or a meeting to inform parents of the situation (Principal informed). Behaviour of a serious nature, e.g. aggression or defiance, the child will be immediately removed from class or playground.

Step 5

Pupil is referred to the Principal. Internal stand down is an option. Parents to meet with Principal to work out support strategies, etc.

Step 6 (If inappropriate behaviour continues at this level)

Principal will stand-down or suspend the child. Review of the procedures followed in B.M.P to be completed. Principal to give feedback to teachers/parents and B.o.T. We hope by putting these procedures in place that all incidents will be dealt with in a fair and consistent way. It is our vision that all children and staff that attend our school will feel safe and supported in their own school environment. I hope that this information is useful. If you have any comments about these steps please contact me directly at school.

Kia Ora
Jackie Osborne
Tumuaki/
Principal

