

Dear parents, caregivers, students and friends of the school.
Tena koutou katoa. Nga mihi nui ki a koutou katoa.



A big thank you to all parents who made the time to meet with their child's teacher at parent teacher conferences. These meetings establish the beginning of our partnership with you as parents as we accelerate your child's learning during the year. Our school is highly focussed on student achievement for all and we would appreciate your assistance in the following ways:

- Ensure your child attends school every day and arrives on time ready to start at the first bell.
- Ensure your child is well groomed, has had breakfast and has a cut lunch for later.
- Practice the timetables with your child every day so they have instant recall.
- Ensure your child completes their homework every day.

Our experience is that students who have this support at home, go on to succeed at higher levels than those who don't. Please take the time to discuss with your child how they are doing at school. Their portfolio is always available for you to view and all assessment information for your child is kept in this.

Inside this newsletter you will see a description of the National Standards at our level and an explanation on what students should be able to do. This newsletter also explains what stanines mean for PAT and STAR results.

We encourage you to make another time to meet with your child's teacher if you feel you have not gained all the information or assistance you need to gauge how your child is progressing at school. Please don't hesitate to contact us if you would like clarification or assistance.

Further reporting on your child's progress will be held on a one-day parent teacher interview day on **Thursday 5th July 2018 from 8.00 am to 8.00 pm**. These interviews will be of 20 minutes duration so we can spend quality time discussing your child's progress for the first half of 2018.

On another matter, the Board and senior management of the school have been working with New Zealand Police and other agencies to ensure students travelling to school, especially along Ngatai Road, are able to do so safely. A number of parents have contacted the school and Police regarding issues that have arisen along this stretch of road. These are being dealt with through a multi-agency approach. If any parent/caregiver has a concern about their child being intimidated whilst travelling along Ngatai Road to and from school, please contact the school office.

Nga Mihi Nui

Henk Popping
PRINCIPAL



Proud sponsors of Otumoetai Intermediate

NAU MAI, HAERE MAI - FROM THE BOARD

The school Board of Trustees met on Thursday 22nd February, outlined below are some highlights from that meeting:

- A warm welcome back to school from the BOT to staff, students and their families. We start 2018 with 783 students enrolled. There has been a tremendous amount of thought and preparation put into setting up classrooms and learning programmes, both by Senior Management and teaching staff. Our highly competent administration team and property managers also worked diligently to ensure that operational systems, buildings and the school environment were ready for a busy school year. This has allowed for the smooth transition of students returning to school, and for those new families to OIS. The Board thanks all those staff for their diligence and commitment to our school.
- We are at the start of the process of putting together a Community Survey for families and whanau, this year. This will be an opportunity for you all to inform the Board of your goals and aspirations for the learning environment provided by OIS, for your child/ren. More information regarding this will be shared later in the year.
- In April there will be an application made to TECT by the school for a grant to assist with costs for resurfacing the large astroturf on the top field. We are all very hopeful of positive outcome, later in the year.
- The students will enjoy a wide range of specialist subjects in classes this year. Music, Hard Materials, Information and Communication Technologies, Soft Materials and Food Technology, Art, Dance/Drama. Year 7 students will experience six by six week semesters while the Year 8 students can select three subjects and enjoy a 12 week semester of each.
- Some of you may have noticed that Rooms 16, 17 and 18 were removed over the holidays and there is now evidence of 'building activity' in their place. We eagerly await the completion of the new innovative learning environments which will make up 'B Block'.
- With the resignation of Peter Nicholl we are very happy to announce the appointment of Rebecca Ryder to his position through selection. The board have also co-opted Paul Dow to our school Board of Trustees. The unique areas of expertise and experience both Rebecca and Paul possess will add value and broaden our community perspective for future planning.

Nga Mihi Nui.

Fiona Matthews, Board Trustee

GRANDPARENTS MORNING

Friday 6th April 2018

Just a reminder that our students' grandparents are invited to join us on Friday 6th April. This is an opportunity for them to experience their grandchild's class, share in their learning activities and get a feel for activities offered school wide. See attached flyer.

Grandparents are welcome to join their grandchild's home class in the morning. Morning tea will be provided and a presentation held by the specialist teachers and students from the Incredible Minds Programme. Students are welcome to take the opportunity to go and spend the afternoon with their grandparents from 12.00 pm (with parent's permission).



GRANDPARENTS — DAY 2018 —



FRIDAY 6th APRIL

9:00am-12:00pm



**MUSIC
GAMES
FUN!**

**ENJOY THE
DAY WITH
SOMEONE
SPECIAL**

**BRING A
PLATE OF
FOOD TO
SHARE**

**MORNING
TEA**



COMMUNITY OF LEARNING UPDATE

Kia Ora Parents, Caregivers and Whānau,

I would like to introduce myself to the Otumoetai Kāhui Ako Community. I am Theresa Rosborough, the newly appointed Otumoetai Learning Support Coordinator for our Otumoetai Community of Learning (Kāhui Ako) based at Pillans Point School.

Until 2018 I was a Deputy Principal and SENCO for 30+ years, with the previous 14 years at Pillans Point School. Last year I had the privilege to work alongside the Ministry of Education as an Advisor for the Learning Support Update which was trialled in three Kahui Ako: Otumoetai, Whakatane and Taupo.

This trial is now finished and the six elements of the trial that proved to be most successful, are now being implemented. This will occur slowly within the Learning Support processes for students with additional needs and their families by the Ministry of Education, schools, Early Childhood Education and alongside other service providers. The first change you will notice, as parents, is that the term Special Education no longer exists. This has been changed to Learning Support. Sencos, previously known as Special Education Coordinators within schools, are now Learning Support Teachers.

As parents, your access to support is being streamlined. You may, as always, make a parent referral to agencies. If you prefer to work through the education system, for the Otumoetai Kahui Ako, the first step if you have a Learning Support concern, is still the class teacher. They have access to the school Learning Support Teacher who then has access to me as the Otumoetai Kāhui Ako Learning Support Coordinator. My role is to assist schools and work towards an effective, timely support process to ensure there is access to the right support, at the right time, and that each learner is given the opportunity to progress towards their potential.

This Learning Support Update follows meetings in 2014-16 where schools and parents asked for a better outcome for students with additional needs. After 30+ years in this area of support, I realize it will take time to see real change but I hope you will work alongside our Otumoetai Learning Support Teachers and Principals and see what we can achieve together.

Homai nga ture kia wetewetea! Homai nga taurira kia whakanuia!

Show me the obstacles so I may tear them down, empower our children and praise them.

Ngā mihi

Theresa Rosborough, Learning Support Coordinator

Otumoetai Kāhui Ako

theresar@pillanspoint.school.nz

The Otumoetai Community of Learning/Kahui Ako will now have access to specialist mental health clinicians at school as part of a health funded pilot focused on building children's resilience and general wellbeing. Julie Ryle and Fiona Putty will work alongside COL partners for 20 hours each per week, delivering specialist mental health interventions for students who have challenges with their emotional wellbeing and grow a wider understanding of how to support positive mental health within the COL.

In this role, they will work alongside Learning Support Teachers, to identify those students who may be experiencing challenges with their emotional wellbeing. They will provide advice and support to the learning support teachers and classroom teachers to deliver appropriate programmes for the students within the schools, based on the identified need. Julie and Fiona will work closely alongside other agencies to help determine the most appropriate organisation or services to support your child.

If you have any concerns regarding your child's emotional wellbeing, please speak to your schools learning support teacher who will be happy to discuss these with you and what the next steps might be.



RECYCLING AT OTUMOETAI INTERMEDIATE SCHOOL

Otumoetai Intermediate School is now trialling glass recycling bins as well as our usual cardboard/paper recycling bins located out the front of our school by the bike cage on Windsor Road. Please ensure this area is kept tidy. This is a fundraising opportunity for our school and we appreciate your support.

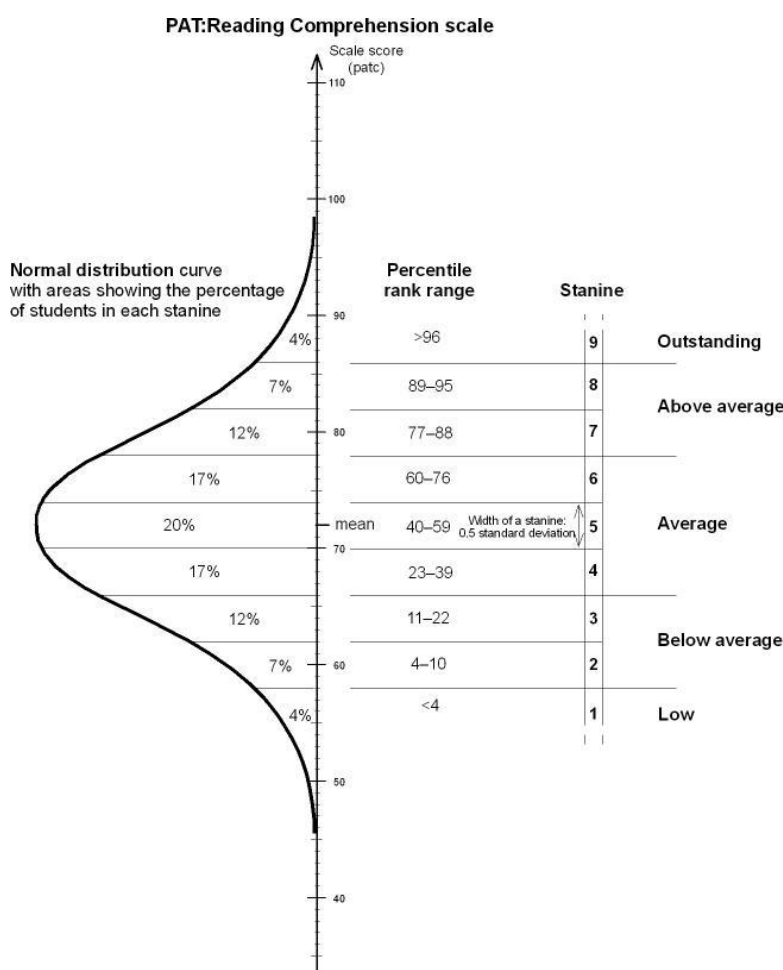
UNDERSTANDING STANINES FROM PAT AND STAR TESTS

Stanines are used to compare an individual student's achievement with the results obtained by a national reference sample chosen to represent a certain year level. Stanines divide the distribution of results for a year group into nine categories. Most students, when compared with their own year level, achieve around stanines four, five and six. Stanines seven, eight and nine represent comparatively high achievement for a year group, while stanines one, two and three indicate comparatively low achievement.

It is important to remember that the national reference sample data for the PAT tests was collected in March. This means that when a test is administered at the end of the year it will be more appropriate to make stanine comparisons with the next highest year level. Stanines for the STAR test are available for several points in the year (For example for the Year 4 to 9 STAR Tests, stanines within each year level can be reported for February to May, June to August and September to December). The nearest time point to the date the test was administered should be selected for reporting stanines.

The figure below shows how the nine stanines for a Year level break the PAT: Reading scale into nine regions. Apart from stanines 1 and 9 each the width of each region is the same.

Stanines and the PAT: Reading Scale



TRACKING YOUR CHILD'S ACADEMIC PROGRESS

The New Zealand Curriculum Reading Standards

LEVEL 3	LEVEL 4	
By the end of Year 6	By the end of Year 7	By the end of Year 8
<p>By the end of Year 6, students will read, respond to and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at Level 3.</p> <p>Students will locate, evaluate and integrate information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.</p>	<p>By the end of Year 7, students will read, respond to and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at early Level 4.</p> <p>Students will locate, evaluate and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.</p>	<p>By the end of Year 8, students will read, respond to and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at Level 4.</p> <p>Students will locate, evaluate and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.</p>

The New Zealand Curriculum Writing Standards

LEVEL 3	LEVEL 4	
By the end of Year 6	By the end of Year 7	By the end of Year 8
<p>By the end of Year 6, students will create texts in order to meet the writing demands of the New Zealand Curriculum at Level 3. Students will use their writing to think about, record and communicate experiences, ideas and information to meet specific learning purposes across the curriculum.</p>	<p>By the end of Year 7, students will create texts in order to meet the writing demands of the New Zealand Curriculum at early Level 4. Students will use their writing to think about, record and communicate experiences, ideas and information to meet specific learning purposes across the curriculum.</p>	<p>By the end of Year 8, students will create texts in order to meet the writing demands of the New Zealand Curriculum at Level 4. Students will use their writing to think about, record and communicate experiences, ideas and information to meet specific learning purposes across the curriculum.</p>

The New Zealand Curriculum Mathematics Standards

LEVEL 3 Mathematics and Statistics		LEVEL 4 Mathematics and Statistics
<i>During these school years, number should be the focus of 50-70 percent of mathematics teaching time</i>		<i>During these school years, number should be the focus of 40-60 percent of mathematics teaching time.</i>
By the end of Year 6	By the end of Year 7	By the end of Year 8
<i>By the end of Year 6, students will be achieving at Level 3 of the New Zealand Curriculum</i>	<i>By the end of Year 7, students will be achieving at early Level 4 of the New Zealand Curriculum</i>	<i>By the end of Year 8, students will be achieving at Level 4 of the New Zealand Curriculum</i>
<p>In contexts that require them to solve problems or model situations, students will be able to:</p> <ul style="list-style-type: none"> Additive and simple multiplicative strategies flexibly to: <ul style="list-style-type: none"> Combine or partition whole numbers, including performing mixed operations and using addition and subtraction as inverse operations. Find fractions of sets, shapes and quantities. 	<p>In contexts that require them to solve problems or model situations, students will be able to:</p> <ul style="list-style-type: none"> Apply additive and multiplicative strategies flexibly to whole numbers, ratios and equivalent fractions (including percentages). Apply additive strategies to decimals. Balance positive and negative amounts. 	<p>In contexts that require them to solve problems or model situations, students will be able to:</p> <ul style="list-style-type: none"> Apply multiplicative strategies flexibly to whole numbers, ratios and equivalent fractions (including decimals and percentages). Use multiplication and division as inverse operations on whole numbers. Apply additive strategies flexibly to decimals and integers.

SCHOOL FOCUS IN LEARNING THIS YEAR

Objective 1

The School will track the rate of learning progress of every student to ensure that they meet the expectations for achievement outlined in the Learning Progression Frameworks for Reading, Writing and Mathematics.

Objective 2

Teachers will develop their proficiency in the use of PaCT for measuring student progress against the Learning Progression Frameworks in Writing, initially, and Reading by the end of the year.

Objective 3

The School will develop new reporting methods for parents based on student progression against the steps in the Learning Progression Frameworks using PaCT.

LEARNING PROGRESSION FRAMEWORKS

The learning progression frameworks illustrate the significant steps that learners take as they develop their expertise in reading, writing and mathematics from years 1 to 10.

Teachers can use the frameworks to identify students' reading, writing and mathematics knowledge, skills and attitudes. Teachers can also use the frameworks to plan programmes that provide learning opportunities which will enable their students to succeed at secondary school and beyond.

PROGRESS AND CONSISTENCY TOOL (PaCT)

The Progress and Consistency Tool (PaCT) supports teachers as they make judgements about students' progress and achievement in relation to the New Zealand Curriculum.

The PaCT, which includes the Learning Progression Frameworks, enables those working with students to understand, track and respond to individual student progress and achievement against the New Zealand Curriculum. It enables teachers to focus on individual progress against the curriculum and provide students with early, responsive support, which is what PaCT enables by supporting consistent overall judgements of student progress and achievement.

When using the tool, users will see the benefits of the Learning Progression Frameworks that illustrate the significant steps students need to take as they develop their expertise in reading, writing and mathematics from Years 1 to 10.

The Learning Progression Frameworks provide examples of students' work to illustrate the steps students need to take to develop their knowledge and skills.

Further information for parents about the Learning Progressions Framework and PaCT will follow throughout the year. We will be holding parent information evenings and share more detailed information through newsletters.

Our school, like all other schools in New Zealand, is embarking on this journey to provide parents with accurate information about their child's progress against the New Zealand Curriculum expectations.

Parents will be able to see how their child is progressing along a continuum of developmental concepts rather than receiving a comparison against the old National Standards.

HOME LEARNING GRID

Our school has a different system of homework compared to other schools. This Home Learning grid includes a range of tasks and activities, some school based and some home based.

Feedback from our school community, (including a homework survey undertaken), indicates that home learning activities are highly valued by families and teachers. It is clear that there is a wide range of these activities and that many families have numerous commitments in addition to the home learning activities set by classroom teachers.

The Home Learning grid allows for a combination of relevant and achievable tasks set by your child's teacher (these could be individual, group or whole class tasks), and activities and tasks that are an important part of your child's family routines. The Home Learning grid places value on both sets of activities.

Please make sure that you are aware of your child's Home Learning grid. These are issued each week and we are asking parents and caregivers to check their child's progress each week and sign the grid before it is returned to school. Students who fully complete their Home Learning grid each term will receive a **home learning** ribbon to acknowledge their achievement.

There is no such thing as no homework as the grid tasks apply to every day of the week

Home Learning Grid 2018 Headings

Read or Be Read To	Classroom Tasks
Physical Activity	Cultural Activities
Housework	Shopping
Teach Your Family	

Read or be Read to (daily): Reading is an essential skill that translates to every facet of life. Reading here includes, reading for pleasure, reading fiction, newspapers, magazines, textbooks and assigned reading of texts set by teachers as class work. Being read to is an essential part of developing the desire to read and bond with parents. It enables children to imagine and form thoughts in their heads.

Shopping (weekly): This is an active pastime and a very valuable one in gaining a number of life skills including budgeting, selecting, discerning, totalling, money handling, reading item labels and discovering what things cost and value for money. Many students leave school without these skills and these should be developed early in life.

Physical Activity (daily): This is a crucial part of the grid and should be a daily part of every student's home life and work. There is a need for young people to have less sedentary lives, get fit and learn active skills that should see them grow into healthier, happier adults.

This entry would include all forms of sport training dictated by coaches or done individually by children to master skills or improve endurance. It also includes activities with parents and siblings such as walking, riding a bicycle, bushwalking, fishing, walking the dog and a whole range of active pursuits both indoors and outdoors. This, again, when done with one's parents, enhances communication and assists with the building of strong and lasting bonds between adults and children.

Housework (daily): This is absolutely compulsory and must be a daily part of the grid. Students are often opting out of family life and not doing chores, which places a lot of stress on parents, particularly where both parents work or in the case of single parents who are very busy doing the job of two parents. Children must not make parents their *servants*. At the very least they need to pick up after themselves and assist with activities for their benefit such as chopping wood, helping prepare meals, tidying their rooms and other parts of the house, cleaning the house and keeping it clean and tidy both inside and outside. Outdoor work could include weeding, gardening, raking and sweeping, painting and decorating. Many handyperson skills are necessary for them to be able to manage their own dwellings in later years. Again when housework is done with parents or siblings, it becomes a bonding activity and should enhance family life.

Teach your Parents (daily): One of the best ways of consolidating what one has learnt is to teach the concept to another. This can be set for class work or happen spontaneously to enable students to brief parents about work covered, but go a step further and try to explain and teach particular topics learnt that day or that week.

Classroom Tasks: These could include consolidation of basic facts, research tasks and other classroom related activities.

Cultural Activities (weekly): These could include any after school dance, music, drama, kapa haka, art or other classes. They would also include any family cultural activities such as visits to museums, places of historical interest and live theatre performance.

COLOURS AWARDS – OTUMOETAI INTERMEDIATE

Colours are awarded to students who represent the school in a wide range of areas. Selection in inter-intermediate sports teams, participation in Showcase, J Rock, School Choir, representing the school in academic competitions such as WBEET Baymaths, speech competitions are all examples of opportunities to earn colours.

In addition to the above, a guiding principle is that the school acknowledges in the newsletter students who have been chosen to compete across a range of areas at regional representative level.

SCHOOL DONATION

All families who have paid their full school donation of \$130.00 by 31st March 2018 will go in to the draw to win a \$100.00 family dinner or \$100.00 grocery voucher.

INCREDIBLE MINDS GIFTED AND TALENTED EDUCATION PROGRAMME

The Incredible Minds programme is split into four strands and is aimed at extending students who have been identified as gifted and talented.

Academic High Performance Academy



(Involves advanced learning in ICT, Philosophy, History and Writing for students of the Year 7 and Year 8 Mansfield classes and Science, Mathematics, Engineering and Technology for the Rutherford classes)

Year 7 students apply for these Friday classes at the end of the preceding year in Year 6 and selection is based on their academic levels shown by our February assessments. Identified Year 8 students will be invited to join the Mansfield and Rutherford classes in their Year 8 school year. Students in the programme are regularly assessed whether or not they are committed to and able to manage the workload required.

This year we had a large number of students who were considered for selection and the academic levels of successful students were very high.



Arts Academy



(Involves advanced learning in visual arts music dance/drama)

Selection is made through an audition process. Students are invited to apply in week two of term one and auditions carried out over the following two weeks. A meeting is held between the school principal, deputy principals and academy staff to discuss all student selections and to place the gifted and talented students in appropriate groups. Final groups are decided and students advised. Where students need to choose between the academic groups and the arts academy groups, parents may be contacted to discuss their child's pathway. All students will be advised whether they have been successful or not.

Sports Academy



(Involves advanced sports training, mentoring and sports science)

Students from Year 8 are invited to apply to this academy. Applicants are trialled for a number of weeks until a final group is selected. Year 7 students are given opportunities to show their ability throughout the year by their participation in school representative teams and school wide events.

Leadership Centre



(Involves leadership mentoring and coaching to advanced level)

Students are nominated by their class teacher in Year 7 to trial for the student leader positions in the following Year 8 year. Nominees are then asked to participate in a number of team activities, personal challenges and public speaking. From these a selection is made for our student leaders. The student leaders are introduced to the school at the final assembly for the year.

**This year's Incredible Minds Programme commenced
Friday 9th March 2018**

OTHER EXTENSION OPPORTUNITIES

Students are also able to apply for the school Robotics and Science Badges Programmes or 3D Printing Classes that will operate on a Friday. These groups are open to students who are not in the Incredible Minds Programme.

Other opportunities are being made available in digital media, hard materials, soft materials/food technology, art and the performing arts especially for students who are not in the Friday Incredible Minds programme.

Many of these groups will operate during lunch times or before and after school. Meetings are being called and notices being given out to interested students.

FAMILY FIRST – IRD CAN REFUND SCHOOL FEES

Family First NZ is reminding parents that when completing their IRD Tax Returns for the financial year ending on 31st March 2018, they are entitled to claim back one third of their school fees. “Amidst the concerns of rising school fees, and the uncertainty over whether school fees are compulsory or not, many parents aren’t aware that school donations qualify for the Donations Rebate”, says National Director, Bob McCoskrie. “This rebate, which now has no cap, means that parents can get a refund of a third of the school donation. This may be welcoming news to families struggling with beginning-of-year expenses”.

The following payments qualify for the Donation Rebate:

- Donation payments to state schools (including integrated schools), schools approved as charities for tax purposes, school Boards of Trustees or parent-teacher association. These payments must be donations, not just a payment of school fees.
- Payment of fees to state-funded schools, as long as these go to the school’s general fund.

Payments that do not qualify are payments for classes where there is a take-home component, such as woodwork. The same applies for classes where attendance or participation is voluntary, transport to or from a school activity, and tertiary or tuition fees.

“Although schools and parents can be confused over the terminology of ‘fees’ and ‘donations’, parents should claim for any general purpose school payments they have made, irrespective of how the school labels them,” says Mr McCoskrie. He says the IRD should put out guidelines into each school, so that parents are aware of this rebate, and are clear as to which payments qualify and which don’t.

Parents will need a Rebate Claim Form (IR526), which will either be sent to them or can be obtained from www.ird.govt.nz or by phoning 0800 257 773.

RUTHERFORD SCIENCE 2018

The Year 7 and 8 Rutherford Science students have been given a wonderful opportunity this year, to interact with the international scientists from the research vessel JOIDES Resolution. The scientists on board are drilling into the ocean floor to collect and study core samples. Scientists use data from the JOIDES Resolution to better understand climate change, geology and Earth's history. This is a part of the International Ocean Discovery Programme funded by the National Science Foundation.

Our students are studying Marine Geoscience this term and in our last week we will have a ship-to shore webinar question and answer session with the scientists on board the research vessel. Of main interest, will be their work around the Hikurangi Subduction Zone off the east coast of the North Island and the study of slow-slip earthquakes.

The satellite/web connection has been approved by the US staff working on the boat and we are working collaboratively with the JOIDES Resolution outreach educator for GNS, Alik Weststrate and Andrea Soanes the Science Learning Hub Project Manager for the University of Waikato.

We are looking forward to meeting the scientists and hoping for a good connection on the day!

Ali McPike



SERVICE LEADERS 2018

This year's service Leaders have started the year with a big clean up ...



ENTERTAINMENT BOOKS

Entertainment™ Books are coming soon to Otumoetai Intermediate School



We're very excited to announce the NEW 2018 | 2019 Entertainment™ Books and Digital Memberships are coming soon!

Available in late March 2018, the NEW 2018 | 2019 Waikato and Bay of Plenty Entertainment™ Memberships will be on sale for just \$65.00 and you will receive over \$20,000 in valuable offers you can use until 1st June 2019.

20% of the proceeds contribute towards our School!

AUSTRALASIAN ICAS COMPETITIONS

At Otumoetai Intermediate we encourage all our students to enter the Australasian ICAS competition. Below is a timetable of dates and the cost of each exam.

	Closing Date for Payments/Entries	Sitting Dates for Competitions	Cost
Digital Technologies	Thursday 15 th March	Tuesday 8 th May	\$9.50
Science	Thursday 12 th April	Tuesday 29 th May	\$9.50
Writing	Thursday 10 th May	Thursday 14 th June	\$20.50
Spelling	Thursday 10 th May	Wednesday 13 th June	\$11.50
English	Thursday 21 st June	Tuesday 31 st July	\$9.50
Mathematics	Thursday 21 st June	Tuesday 14 th August	\$9.50

The closing dates for payment are as above and **no late entries will be accepted**. Complete the return slip below and return with the correct payment in an envelope and hand into the school office.

✂	AUSTRALIAN ICAS COMPETITIONS	✂	
Child's Name: _____ Room: _____ Yr Level: _____			
I would like to enter the following Australian competitions:			
<input type="checkbox"/> Writing	\$20.50	<input type="checkbox"/> Digital Technologies	\$9.50
<input type="checkbox"/> Spelling	\$11.50	<input type="checkbox"/> Mathematics	\$9.50
<input type="checkbox"/> Science	\$9.50	<input type="checkbox"/> English	\$9.50
I enclose \$_____ in payment			
Signed: _____			
Parent/Caregiver			

SPORTS AND CULTURAL NEWS

Out of School Sports

Football

The following students have been named in the Girls Under 14 Federation Cup Club Rep Team:

- Maia Clark-Smith, Lara Rickey and Malaika Story

The following students have been named in the Boys Under 12 Federation Cup Team:

- Braetyn Allan, Angus Colquhoun, Kody Feek, Harley Gardiner, Jacob Reeder and Harrison Tisch

Surf Lifesaving

The following students competed at the club champs with these results:

- Lulu Johnson – 1st overall
- Danielle Fowler – 2nd overall

The following students competed at the Oceans 18 comp with these results:

- Danielle Fowler placed 3rd in the flags and 3rd in the beach sprint relay
- Harley Gardiner and Jacob Reeder made it through to four finals.

Swimming

The following students attended the NZ Juniors in Rotorua with these results:

- Te Manewha Rikihana: 2nd place in the 100 fly (ranked 5th in NZ), 2nd place in the 200 freestyle (ranked 8th in NZ), 3rd place in the 100 freestyle (top 10 in NZ) and 3rd place in the 200 individual medley (top 10 in NZ)
- Jack Todd – 3rd place in the 400 freestyle and 200 freestyle
- Jacob Reeder – 2nd place in the 200 backstroke
- Harley Gardiner – 2nd place in the 100 Iron Man

Water Polo

The following students have been named in the Under 14 Water Polo Tauranga Rep Teams:

- Zane Loughnan, Bree McTavish-Huriwai, Max Rickit and Jack Webster

Intermediate Sports Competitions:

Cricket

Over three Friday's, the Otumoetai Boy's cricket side participated in the NZ Post Cup competition at Gordon Spratt Reserve. There was some fantastic cricket played and some excellent performances, in particular, a century from captain Te Manawha Rikihana against Papamoa. The team's bowling and fielding really improved across the three days with Fynn Williamson leading the way with some tight swing bowling.

Although the team lost some close encounters to Tauranga, The Mount and Aquinas, we still ended up in the final against Tauranga who proved just too strong on the day.

Well done to all of the boys who played. You represented the school to the highest standard and you can all be proud of the way you played and the way you conducted yourselves. A big thank you too to all of the parents who helped out and supported.

Mr Smith



Swimming

On Friday 9th March there were seven swimmers that attended the Open Water Swim at Lake Rotoma. The swimmers were Olivia Hays, Ariel Hoebers, Mason Kritz, Max Rickit, Harley Gardiner, Lulu Johnston and Danielle Fowler. It was a beautiful day at the lake and each swimmer swam 2km.

Great work to Mason Kritz who received a silver medal in the Year 8 boys and Lulu Johnston who received a bronze medal in the Year 8 girls.

Ms Smart



PICKING UP AND DROPPING OFF STUDENTS

Parents and Caregivers become part of the solution

Please pre-plan your pick up and drop off of students at the car park Carlton St reserve off Ngatai Road avoid Charles Street altogether and let your student walk up to the school. The Carlton St reserve off Ngatai Road below the school provides plenty of free vehicle parks and students can walk safely to and from school.

The congestion in Charles Street becomes unsafe and it is important for buses to use this area. It would also leave this small street accessible for parents picking up a student in emergencies.

Please consider a healthier safer alternative of parking and walking.

Safety Concerns in School Carpark

Some mornings before school there are sports training sessions. Consequently, there are often students around our school earlier than normal. All too often we are seeing parents who are clearly in a hurry to drop their child off and get to their own work, who drive into the front carpark at really excessive speeds. They usually then continue with the speed and exit by the recycling and clothes bins towards the college.

Others drive into the exits at similar speeds. Numerous times, other drivers have had to stop their car, or get out of the way on foot as this happens.

Our main concern is for those students on foot who are also early for a training session. We would like to appeal to our parents dropping off a student to put student safety first when entering or exiting our car park.

CHOOSE SAFETY OVER CONVENIENCE. REDUCE CHAOS AT OUR SCHOOL GATE.



2018 INTERNATIONAL STUDENT HOME STAYS

In 2018 we will be hosting an International group of boys from Japan and will require some homestays for these International Students from Wednesday 21st March to Thursday 29th March 2018. We also have requests through the year for medium to long-term homestays.

We are looking for families to act as homestay families for the school and invite parents to express their interest by filling out and returning the international homestay form attached.

All homestay families are paid a weekly allowance of \$260.00. For more details, contact our school on 576 5105 or by email on admin@otuinter.school.nz.

International Homestays 2018

Parent Name: _____

Student Name: _____

Home Address: _____

Phone No: _____ Mobile: _____

E-mail: _____

Our family is interested in providing the following homestay options for the school:

	Yes	No
• Short term homestay up to a month	<input type="checkbox"/>	<input type="checkbox"/>
• Medium term homestay up to a term	<input type="checkbox"/>	<input type="checkbox"/>
• Long term homestay up to a year	<input type="checkbox"/>	<input type="checkbox"/>

I understand that we will receive remuneration for providing a homestay and that all members of the family over 18 will need to undergo a police vet check.

Signed: _____ Date: _____

COMMUNICATING WITH PARENTS

More and more of our school information is available electronically and we have an app which is great for your mobile phones. All families who have provided us with their email addresses have been loaded onto our School-Links system and will receive notifications and other school information.

Otumoetai Intermediate School

If you do not have the FindUs App on your phone then download and register as a new user

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Simple free download: In the Play Store and App Store search 'Skool Loop NZ' & choose our school once installed.





COMMUNITY NOTICES

JUDEA JMC RUGBY

Registration Days:

- Wednesday 14th March, 5.30 to 6.30 pm
- Sunday 25 March, 11.00 am to 12.00 noon

Judea Clubrooms, Sutherland Road, Judea

Enquiries to Grant Mitchell on 021 0254 6125

email: g.mitchell@tbc.school.nz



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Contact us: 07 576 4233 or club@waimarino.com

WAIMARINO
Education Trust

KIDS CONE FISHIN DAY

Blue Light would like to
invite you and your kids to
a fun filled day of fishing

WHEN: Sunday 25 March 2018

TIME: 11.00am - 2.00pm with prize giving at 2.15pm

WHERE: Tauranga Bridge Marina (Mount Side)



- > Free sausage sizzle
- > Bait provided
- > Spot prizes

Pre-register for this event by
downloading a form from
www.tayt.org.nz - Registrations
will open at 10.30am.

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with your kids



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WHAT IS AN ESCAPE ROOM?

Escape rooms are real-life games whereby you and your team will be placed in a themed room of your choice. In order to 'escape', you are required to go through the process of problem solving and elimination and crack a series of puzzles as well as logical mind games while utilizing a wide array of technology to decipher codes and locks, all the while racing against the clock! Escape Rooms New Zealand is a game that is suited for everyone - the hawk-eyed observer, the intellectual, the motivated enthusiasts and the quick thinkers. Gather your best bunch of friends, your date, family or colleagues and work as a team to escape before your time is up!

WHY US?

We have detailed themed rooms with atmosphere and lasting up to 90 mins. Our rooms have been tried and tested globally and offer the best experience possible.

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Term 1 Rock Climbing Classes at Rocktopia are starting this week!

Come and join us for 1 and a 1/2 hours of fun each week during Term 1. If you enjoy challenging yourself, solving problems, being active, and making new friends this will be a perfect opportunity for you.

Our experienced instructors will teach you basic top rope belaying and climbing techniques in a safe environment. Most importantly be prepared to have lots of fun as we have climbs for all abilities.

Rock Climbing has been added to the AIMS Games' sporting list this year and the event will be held here at Rocktopia. Take this opportunity to start getting ready now.

Costs are \$100 per term or \$10 per week

Includes Harness hire but excludes shoe hire

When?		
Monday 4.30 - 6.00pm	Tuesday 4.30 - 6.00pm	Thursday 4.30 - 6.00pm
Tauranga Girls Tauranga Boys Tauranga Intermediate Mt Maunganui College	Otumoetai College Papamoa College Otumoetai Intermediate	ASG School Aquinas College Bethlehem College Mt Maunganui Intermediate

Rocktopia, 9 Triton Avenue, Mount Maunganui

Phone: 07 572 4920

admin@rocktopia.co.nz www.rocktopia.co.nz



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