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.

Inside this newsletter you will see a description of the Curriculum Levels at Year 6, 7 and 8 and an explanation on what students should be able to do.

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 2nd July 2020 from 8.00 am to 8.00 pm. These interviews will be of 15 minutes duration so we can spend quality time discussing your child’s progress for the first half of 2020.

Nga Mihi Nui

Henk Popping
PRINCIPAL

Proud sponsors of Ōtūmoetai Intermediate
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NAU MAI, HAERE MAI
- FROM THE BOARD

The school Board of Trustees met on Thursday 27th February 2020, outlined below are some highlights from that meeting:

- Welcome staff and students (all 941 of you!) to a new school year. The Board would like to acknowledge the Leadership and Administration teams who worked hard over the holiday period to set up routines and systems for teaching and support staff, ensuring a smooth transition for students back into school.

- We appreciate that in this term teachers are busy developing positive relationships with their students, in addition to assessing their learning needs. We hope you were able to attend your parent/teacher conference on the 4th and 5th of March to assist staff in getting to know your child more in-depth. ‘He waka eke noa - we’re all in this together’.

- Professional Learning and Development workshops in Mathematics, Writing and Structured Literacy are all on the cards for the year ahead. Our teachers are fortunate to benefit from the advice of a wide range of experts in these core learning areas, and will no doubt utilise new skills to lead learning in fresh and responsive ways.

- We are fortunate to have such an inclusive learning environment at OIS. The Board heard about the innovative ways the school is catering for the unique needs of neuro-diverse learners, and how our impressive Te Ara Poutama class is moving from strength to strength.

- As a result of the Ōtūmoetai Māori Achievement Study, which is primarily focused on identifying the issues that impact on Māori academic success, we now have a clear action plan in place for lifting the sense of belonging and achievement for our Māori students. Our Te Ara Poutama class is being expertly led by Kerrin Andrews with the guidance and support of Matua Takiri Reweti, to implement the recommendations from the study.

- Deputy Principal Richard Smith shared 2019 achievement data in Maths, Reading and Writing. The Board is delighted to note that significant progress is being made by our students in all areas. In addition, we were shown that responsive practises are in place for accelerating the learning of students who are working below curriculum expectations.

- There are plans afoot for the remodelling and renovation of classrooms across the school - bringing older buildings in line with some of our more modern spaces. Air conditioning units are being budgeted for and of course the shade canopy for the astroturf remains high on our list of priorities.

Nga Mihi Nui.

Fiona Matthews, BOT Secretary

DAILY NOTICES

Parents/caregivers can access our daily notices via our website at www.otuinter.school.nz by clicking on the Daily Notices button on our Home Page or via the FindUs app.
COVID-19 (CORONA VIRUS) UPDATE

We would like to assure our parents and community that we continue to be advised by the Ministry of Education and the Ministry of Health regarding this virus and remain in a ‘keep it out’ phase at Ōtūmoetai Intermediate School. There are now confirmed cases of COVID-19 in New Zealand. The chances of it spreading are low at the present time provided that we all do our part in this.

What We All Need to Know and Do

- Be aware of the travel restrictions and self-isolation requirements as per the Ministry of Health Website which is being updated daily.

- Keep good hygiene – use soap, cough into elbow, stay at home if unwell, use disposable tissues.

- If you feel very unwell, seek medical advice by calling your GP or ringing the Healthline on 0800 358 5453.

- If you are overseas and borders close, or you have to self-isolate, Ōtūmoetai Intermediate School will endeavour to provide you access to learning.

- Self-isolation means staying away from situations where you could infect other people. This means any situation where you may come in close contact with others (face to face contact closer than 1 metre for more than 15 minutes, such as social gatherings, work, school, child care/pre-school centres, university, polytechnic and other education providers, faith-based gatherings, age care and health care facilities, prisons, sports gatherings, restaurants and all public gatherings.

LIONS INTERNATIONAL PEACE POSTER

Congratulations to Chante Gollop who was chosen as a Merit Award Winner in the 32nd Annual Lions International Peace Post Contest held in Chicago. Approximately 600,000 children from 57 countries participated in this year’s contest.

Chante was a Year 8 student in 2019 and was one of two students chosen to represent our school and she won the North Island competition late last year.

The theme was “Journey of Peace” and Chante spent over a hundred hours on her poster.
THE MOST IMPORTANT INTERNET SAFETY RULES
FOR PARENTS TO REMEMBER

by Wabisabi Learning | Feb 28, 2019 | Global Digital Citizen

The following is an excerpt from the book Growing Global Digital Citizens (2017) by Lee Watanabe-Crockett and Andrew Churches. It concerns guidelines on how schools can best keep parents informed about policies and procedures in regard to Internet safety rules. It offers best practices for technology use both at school and at home.

Often we are asked about striking a balance between use of the device for schoolwork and for personal entertainment. We believe that recreational screen time can’t come at the expense of physical activity. If schoolwork, exercise and chores have been addressed, personal entertainment is acceptable, but consider making it a social activity, something you do together.

The underlying framework for providing parents with sound advice is what we call the 3Is. The 3Is of Internet Safety Rules are a quick snapshot of what parents need to support and protect their children. As you are about to read, these guidelines are applicable to students of every age, from Primary School all the way through high school.

Informed

The media’s view of technology is often slanted toward sensationalism, grabbing headlines, and getting ratings. It is important to present parents with the risks, but not to neglect technology’s benefits. Parents need a balanced perspective of technology use. It is important to present the positives and negatives.

Technology is critical to learning and the future of our students, but parents are often only presented with a single side of the picture in the media. How good a device is for learning, and how engaging and relevant it is, does not grab viewer attention in the media, unlike the sometimes-tragic consequences of cyberbullying.

Interested

Parents are encouraged to be interested in their child’s learning and technology use. They should be very familiar with it, look at their child’s work, and have the child explain what they are doing, why they are doing it, and why it is significant. Being interested in their child’s learning and online activities gives parents oversight of their child’s activities and can lead to amazing discussions and quick identification of concerns, issues, or problems.

Because teachers tell students what their learning outcomes are, getting them to explain the learning outcomes of the activity or task is very beneficial. The analogy we often use is to compare how their child’s device is just like a traditional exercise book; parents flip through their child’s book, read the teacher’s comments, and ask the child what they are doing. The device is no different.
In View

Keeping all devices in view, while sometimes difficult, will help keep young people safe. It may involve the purchase of headphones to block out the noise of the games they are playing and will often involve chaos at the dining room table as the children spread out their stuff for home learning, but the advantages far outweigh the potential pitfalls.

In Andrew’s home, there is a charging station and all devices (laptops, tablets, and phones) are placed on charge at the end of the evening. The stairs, which mark the boundary between the bedroom area of the house and the living areas, are the boundary for devices. Devices are not allowed upstairs or in bedrooms.

It is hard to surf pornography or access unacceptable material when the device is in the family room. It is hard to hide cyberbullying when the conversations are taking place in a shared space. It is almost impossible to be involved in sexting without a private space. We strongly recommend that devices stay out of bedrooms and remain in public spaces. Almost every cyber-safety agency across the planet echoes this advice.

This 3Is of Internet Safety infographic provides a quick snapshot of what parents need to support and protect their children in the spirit of Global Digital Citizenship practices.

KNOW WHAT YOUR CHILD IS DOING ON INSTAGRAM

We urge all parents to actively view what their son or daughter are doing on Instagram. Check to see if they have joined inappropriate chat groups, forums or even created their own forums. We have come across a number of unauthorised Instagram accounts using our school logo and established as a forum for opinions.

These are not helpful and we ask that if your child is involved, they do not follow these sites. If they are responsible for establishing such an account, we would like it shut down.

ÖTŪMOETAI COMMUNITY OF LEARNING / KĀHUI AKO
TEACHER ONLY DAY REMINDER – 13TH MARCH 2020

A reminder that our nine Ötūmoetai Community of Learners / Kāhui Ako Schools will be holding a simultaneous Teacher Only Day on Friday 13th March, this week. This is an Ötūmoetai Community of Learners / Kāhui Ako initiative to bring all the teachers and staff who work directly with students together for professional development. The schools in our Ötūmoetai Community of Learners / Kāhui Ako are:

• Ötūmoetai College, Te Wharekura o Mauao, Ötūmoetai Intermediate School, Ötūmoetai Primary School, Pillans Point School, Matua School, Bellevue School, Brookfield School, Bethlehem School. We also have twenty seven Early Childhood Centres in our Ötūmoetai Community of Learners / Kāhui Ako.
### TRACKING YOUR CHILD’S ACADEMIC PROGRESS

The New Zealand Curriculum Reading Levels

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of Year 6</strong></td>
<td><strong>By the end of Year 7</strong></td>
</tr>
<tr>
<td>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. 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.</td>
<td>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. 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.</td>
</tr>
</tbody>
</table>

The New Zealand Curriculum Writing Levels

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of Year 6</strong></td>
<td><strong>By the end of Year 7</strong></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
The New Zealand Curriculum Mathematics Levels

<table>
<thead>
<tr>
<th>LEVEL 3 Mathematics and Statistics</th>
<th>LEVEL 4 Mathematics and Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>During these school years, number should be the focus of 50-70 percent of mathematics teaching time.</td>
<td>During these school years, number should be the focus of 40-60 percent of mathematics teaching time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the end of Year 6</th>
<th>By the end of Year 7</th>
<th>By the end of Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of Year 6, students will be achieving at Level 3 of the New Zealand Curriculum</td>
<td>By the end of Year 7, students will be achieving at early Level 4 of the New Zealand Curriculum</td>
<td>By the end of Year 8, students will be achieving at Level 4 of the New Zealand Curriculum</td>
</tr>
</tbody>
</table>

In contexts that require them to solve problems or model situations, students will be able to:

- Additive and simple multiplicative strategies flexibly to:
  - Combine or partition whole numbers, including performing mixed operations and using addition and subtraction as inverse operations.
  - Find fractions of sets, shapes and quantities.

In contexts that require them to solve problems or model situations, students will be able to:

- 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.

In contexts that require them to solve problems or model situations, students will be able to:

- 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**
Teachers will be assisted in developing their proficiency in the use of Digital Technologies in order to integrate the new Digital Technologies Curriculum into the School.

**Objective 2**
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 3**
The school will continue to grow the skill base of our within school writing teachers in order that they can broaden the knowledge base of all teachers in the school in the Teaching of Writing.
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.

TE ARA POUTAMA CLASSES

With the commencement of our Te Ara Poutama classes, it has come to light that a number of our students who identify as Māori are not listed as such on our school roll. If you have not already stated your iwi details, please update your iwi details with our school office as soon as possible to ensure student’s eligibility for such classes and future opportunities can be confirmed.

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 2020 Headings**

<table>
<thead>
<tr>
<th>Read or Be Read To</th>
<th>Classroom Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Activity</td>
<td>Cultural Activities</td>
</tr>
<tr>
<td>Housework</td>
<td>Shopping</td>
</tr>
<tr>
<td>Teach Your Family</td>
<td></td>
</tr>
</tbody>
</table>

**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.
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.

JAN TINETTI AT MORNING ASSEMBLY

A Welcome this morning to the Member of Parliament for Tauranga Jan Tinetti.

This morning, Lulu Moore and Dominik Bennett met Member of Parliament for Tauranga, Jan Tinetti, at the school gate and escorted her to our school assembly. We were very fortunate as Jan kindly gave us her time to address the students and staff. As an ex-parent of our school and an ex-principal, her passion for children and education shone through.

She talked about the long hours on site in parliament, the steep learning curve going from being a Principal to a member of Government, the difficulties balancing personal and work life, and how difficult it is to deal with conscience votes. Jan mentioned the tough debating that goes on in Parliament, but when that is all over, how the members come together, have a coffee and get along really well.

Our student leaders Estee Taylor and Reco Quaife joined Jan on stage and asked a few selected questions from our students. Many students were keen to know if Jan thought people younger than 18 years should be able to vote. Jan was very definite saying yes and explained how 16 year olds knew what they wanted and had the right to vote for that.

Thanks Jan for a funny and informative talk and for sharing your precious time with all of us. Jan and her assistant Fiona then attended a Year 7 class to help with an ongoing project and then went on to share morning tea with the staff. A great way to start the week. We wish you well for the future.

Ali McPike
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 first assembly the following year.

**This year’s Incredible Minds Programme commenced**

Friday 20th March 2020
WEDNESDAY WASTE DISPOSAL

Year 8 student, Tara Pierce, has been picking up litter before school for months now. She started last year as a Year 7 and now this community minded student has a band of Year 7 helpers. Tara told Kale and together they got a group together. Tara supplied the team with rubbish bags and gardening gloves, she carries in her school bag. They meet at 8:05 every Wednesday outside Bellevue Primary School, split into teams and on their way to school one team covers Windsor Road and Charles Street and the other team takes on Princess and Margaret Roads.

Their aim is to meet once a week to do their mid-week clean up. All this is done in their own time, they are all smiles, and have a wonderful positive attitude. The team members who have all earnt Service badges are; Tara Peirce, Kale Brooking, Emma Hurley, Griya Sale and Charli Hollis. Young students out there making a positive impact on our environment – thanks team we really appreciate your hard work. One of the comments made by a team member was ‘Why is there so much plastic? It’s so easy to just put it in the bin’ ... why indeed?

Ali McPike

BUZZ THE PEOPLE

We invite all our parents and friends to support our school in this easy fundraiser. All you have to do is register on-line at:

http://www.buzzthepeople.co.nz/helpfundraise.aspx?s=14640C46

What is buzzthepeople?

buzzthepeople is an online research panel. By telling us what you think in surveys and online discussions, you can earn rewards for yourself. You can also choose to raise money for our school. You will receive a consumer survey by email to complete every now and then and earn 50c for the school every time you complete the survey. You will also go into a draw for great prizes including $500.00 worth of groceries every month.

We currently have 73 supporters who have raised $2,251.20 for the school.
ENTERTAINMENT BOOKS

Entertainment™ Books are coming soon to Ōtūmoetai Intermediate School

We're very excited to announce the NEW 2020 | 2021 Entertainment™ Digital Memberships are coming soon! All new memberships are 100% digital. Membership can start anytime from the activation date and members have 60 days to activate from date of purchase. 20% of the proceeds contribute towards our School! The NEW 2020|2021 Entertainment Memberships will be available to order for the various regions of Australia and New Zealand with the following options:

<table>
<thead>
<tr>
<th>Membership</th>
<th>Price</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single City</td>
<td>$69.99</td>
<td>1 Year</td>
</tr>
<tr>
<td>Multi City</td>
<td>$119.99</td>
<td>1 Year Most Popular</td>
</tr>
<tr>
<td>Multi Plus</td>
<td>$229.99</td>
<td>2 Years Best Value</td>
</tr>
</tbody>
</table>

- Discover all the best savings in your city
- Enjoy savings across all of Australia, New Zealand and Bali
- 2 years of savings across Australia, New Zealand and Bali

$14 to your fundraiser
$24 to your fundraiser
$46 to your fundraiser

COMMUNICATING WITH PARENTS

More and more of our school information is available electronically and we have two apps which are great for your mobile phones:

- The Findus App at www.findus.co.nz/ōtūmoetaiintermediateschool enables you to access the information shown below.
- The Skool Loop App enables you to access our school calendar directly on your mobile phone. This is updated regularly. All families who have provided us with their email addresses have been loaded onto our School-management system and will receive notifications and other school information via email.

Stay “in the loop” in 2020 with our school app!

Events | Cancellations | Notices
Newsletters | Permission slips
Instant notifications | Absentees
Parent Teacher Interviews

Simple free download: In Google Play & App Store search “Skool Loop” & choose our school once installed.
TRAVELLING TO SCHOOL

Bus Transport

No student should be travelling on a Tauranga Transport Network rural bus without a Term or annual bus pass. If you have not yet purchased your child’s bus pass, please be aware that students will not be admitted on the buses without a pass.

Coming to School by Bicycle

Students are welcome to cycle to and from school in their PE gear for better visibility but must change into their uniform for the school day. Please remember cycle helmets must be worn. Cycles are stored in our two secure cycle enclosures. Students should also secure their own bike to the bicycle stand. Although the cycle enclosures are locked daily, the school takes no responsibility for stolen bikes or helmets. We will however, follow up any attempted or reported thefts. Fortunately, these are extremely rare occurrences.

Coming to School by Scooter

Last term a number of students came to school on scooters. In previous years these have been banned from school along with skateboards because of the danger these have posed to the rider and other pedestrians. We will look closely at student behaviour in the first few weeks of this term and reserve the right to ban scooters from the school should problems arise. The school will not take responsibility for the security of scooters and will not provide storage for them in classroom areas. Scooters may be locked into the bike stands alongside bicycles. Skateboards are not permitted on school site at any time unless we are holding a skateboard day.

Coming to School by Car

A big thank you to all drivers who are complying with the clearway signs at the front of the school and parking safely on authorised carparks. If you are a regular driver, please make arrangements to pick up your child in Queen Road or Ngatai Road.

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 do not park on the yellow lines at the front of the school.

Consider Park & Stride: This means you park approximately 500m away and walk to meet your child. The benefits include: less congestion and improved safety around school gates, developing your child’s road sense and mood boosting exercise. Carlton Reserve is ideal, it’s only a short stroll away and has 130 parking spaces.
CHOOSE SAFETY OVER CONVENIENCE. PROTECT ALL OUR CHILDREN

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 top cycle enclosure. 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.

SPORTS NEWS

Chess
On 29th February 2020, Nrisingha Rath competed in the day-long New Zealand Federation BOP Rapid Chess Tournament and won a $30.00 prize. Competitors had come from various centres across New Zealand.

Like all other competitors, he played six rounds/games through the day, playing in the “B” Group. Because this was a tougher group from the "Junior" group in which he had played in 2019, it was not expected that he would win anything at all this first time that he was playing in the higher group. But he did!
COMMUNITY NOTICES

EVES CHERRYWOOD

Proud to be local

The Team at Eves Cherrywood has a wealth of ‘real estate knowledge’ and are proud to be local. Many of the team themselves were educated at both Ōtūmoetai Intermediate and Ōtūmoetai College plus several have had their own children attend or attending both schools.

Along with Property Manager, Kelly Rice they are dedicated ‘Ōtūmoetai’ people and enjoy being involved in the community.

Manager Gordon Stewart and his team at Eves Cherrywood would welcome the opportunity to work with you on your next real estate adventure.
FOR TWO WEEKS ONLY!
GRAB AN AWESOME DEAL ON
2019 AIMS GAMES SOUVENIRS

After 16 years, Logotech is no longer selling the AIMS Games merchandise. But our loss is your gain. We can't sell last year's leftovers at this year's Games and so we are making them available here and now at ridiculous prices.

CLICK HERE TO TAKE ADVANTAGE OF THESE CRAZY PRICES!

Hoodies were $50 – Now $10!
Buy a hoodie & get a free drink bottle! (while stocks last)

Drink bottles were $10 – Now $2!

Swim Bags were $10 – Now $2!

Sports Duffle bag with Shoulder Strap were $40 – Now $10!

XTT TShirt were $25 - Now $5!

PLEASE NOTE: Only certain sizes available. If you would like a name added to any item please let us know, but not there is a $10 charge for this service.

For more information feel free to email theteam@logotech.co.nz
Offer ends 25th of March 2020
HAVE A GO DAY...
Sunday 15th March
9.00 am
Waimarino Water Park
(36 Taniwha Place, Bethlehem)
Register with:
Matt – 022 070 0817

- Do you want to learn an extreme sport?
- Do you love the outdoors?
- Do you love being part of a team? Maybe represent New Zealand one day?
- Does socialising with other kayakers from local schools in our area sound like fun?
- Do you want to learn with excellent instructors at a friendly, well-established club that caters for all levels of paddlers?

For more information, contact: Matt McKnight
Canoe Slalom Bay of Plenty Coach
(Mobile) 0220700817
(E-mail) coachmatt@canoeslalombop.co.nz
www.canoeslalombop.co.nz
Otumoetai College
International Food Festival 2020
Friday 27th March 5.30-8.00pm
★★★ LIVE MUSIC ★★★
Gold Coin Entry
EFTPOS Available