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

Welcome back to all our students and a warm welcome to new families who are joining the school for Term Two. We have appreciated the support of parents and caregivers during the COVID-19 Pandemic in ensuring your child was able to continue learning during this difficult time. We are now looking forward to resuming school and supporting each student as they settle back into their on-site learning.

Term two has been readjusted with seven weeks remaining until the July holidays so our focus will be on getting back to normality with all programmes up and running as soon as possible. The specialist classes start this week and we will kick off the Arts Academies and Te Ao Māori Programmes on Friday. Other groups like the Rutherford, Mansfield classes, Robotics and Sports Academy are still being organised and we will let students know whether they are part of these as soon as possible.

Parents and caregivers are encouraged to actively participate in their child’s learning through discussion at home, communicating with their child’s teacher, through parent interviews on 2nd July 2020 or as needed.

Our emphasis will continue to be on encouragement, positive attitudes and consideration of others. Manners will be reinforced, particularly in the way students speak to each other and adults. Families are invited to assist us by also focusing on these at home. Our school is committed to guiding our students towards good citizenship, the development of high levels of interpersonal skills and powerful thinking. This includes enabling all students to use digital technology as an integral part of their learning at our school.

In view of the financial burden some families are under, we have moved our annual Knowledgeathon Fundraiser to Term 3 this year.

This year’s school wearable arts theme was unveiled during the lockdown with many students expressing an interest in being involved. The theme is ‘Anything Goes in Lockdown’ and costumes need to be ready by Thursday 23rd July 2020. This is the first Thursday of Term 3 and students will be asked to display their costumes in the afternoon. The costumes will be shown off again in our Showcase Extravaganza during week 2 of Term 3.

We continue to celebrate our students’ cultural and family heritage. By mid-term, all students will have had their photo placed on our Heritage Wall in the School Library. It is important to us that every student has a sense of belonging in our school and that their family’s culture and heritage is valued. You, as parents/caregivers, along with family members, are invited and most welcome to come along to see the wall for yourself when you come along to our parent teacher conferences on the 2nd July 2020.

Nga Mihi Nui

Henk Popping
PRINCIPAL

Proud sponsors of Ōtūmoetai Intermediate
CONTENTS

Developing Well Rounded, Independent and Resourceful Young People 1
Health Information at Ōtūmoetai Intermediate School 5
Uniforms and Grooming After COVID-19 Lockdown 8
Te Ao Māori 9
Term 2 Bus Passes 9
Mid-Year Parent Teacher Conferences and Written Reports 10
PTA News 10
Friday Rubbish Pick Up 12
Junior Lifeguards Save Lives 12
Term Dates and Holidays 2020 13
Term Dates and Holidays 2021 13
TikTok and Musical.ly – The New Popular Video Sharing Network 14
Absentees 14
Wet Weather After School Arrangements 14
Sports News 15
School Lunch Orders 15
Communicating With Parents 15
Travelling to School 17
Entertainment Books 19
Community Notices 20
DEVELOPING WELL-ROUNDED, INDEPENDENT AND RESOURCEFUL YOUNG PEOPLE

In this newsletter we share two articles. One was published recently in Australia and the other is by one of our New Zealand secondary school’s leading principals. The focus of these is on an emerging trend among a small number of parents who do everything in their power to smooth their child’s pathway through schooling. This may begin in their early childhood centre, through primary school, intermediate and on to secondary school. The Sydney Morning Herald article refers to these parents as “concierge parents” while the article by Patrick Walsh, Principal of John Paul College in Rotorua, refers to the need for consequences because of poor decision-making.

At Ōtūmoetai Intermediate School, we are noticing an increasing demand from a small number of parents for teachers to respond immediately or frequently to their requests for information. Requests such as: “I want you to text me weekly with an update on my son’s progress”, or “I expect you to email me a weekly report on my child’s progress” are becoming more frequent. Often, these requests come by email or social media in the evening with the expectation of an immediate response.

Our teachers are highly dedicated and are keen to keep parents informed regarding their child’s progress. They are however, responsible for up to 31 students in their class and simply do not have the ability or time to provide this intensive level of communication with every family. As a school, we endeavour to be responsive to parents and their child’s needs. We welcome parent inquiries and seek to keep in regular communication with parents and caregivers. We suggest that you arrange a time to meet your child’s teacher face to face if you have a concern or need. If it is urgent, please contact our Deputy Principals and Principal for a follow up.

Student Well-Being

In New Zealand as in other countries, schools are seeing more and more anxious parents and children right from early childhood. There is no clear reason for this. It is possible the over emphasis on test results and achievement at the expense of child development in the past decade may have something to do with this. Others may blame the all-pervasive internet and social media.

Our Ōtūmoetai Kāhui Ako / Community of Learning School Leaders have noticed this trend in our students as they arrive at school and move through our learning pathway. In 2018 we surveyed all 5,600 students in our nine schools to determine their level of well-being. The focus areas were:

- Sense of Belonging
- Self-Efficacy (self-belief, confidence)
- Grit (resilience, the ability to pick oneself up after a setback)
- Growth Mindset (recognising that intelligence is not fixed and that you can grow your ability and knowledge)

The survey for our school showed that Ōtūmoetai Intermediate students perceived Growth Mindset as their strength area. They perceived Self-Efficacy as an area of relative weakness. Elements of Belonging and Grit appeared in both strengths and weaknesses.
What this means for us as teachers and you as parents, is that we need to find every opportunity to develop each child’s Self Efficacy (confidence in themselves) and Grit (resilience). This means enabling them to meet and overcome challenges and to learn from set-backs in their personal development. By over protecting children as they move through their schooling and life, we rob them of the ability to develop these important attributes. The following two articles are shared to stimulate discussion and prompt parents and caregivers to think carefully about how they support their child at school, university and beyond.

We are planning to survey all our Ōtūmoetai Kāhui Ako / Community of Learning students again with the same questions during weeks four and five of term three.

**The Sydney Morning Herald**

**'Profoundly Dangerous': A Generation at Risk from 'Concierge Parents'**

One parent was so upset about their child’s assessment that they paid an outside tutor to re-mark the essay and demanded the school use the rival result, which was one point higher. Then there was the mother who wrote to a school offering to sit detention on her daughter's behalf, arguing she was the one who was late to wash the forgotten uniform, so she would accept the punishment.

They are among a legion of Sydney parents rushing to rescue their children from everyday challenges and minor failures such as a spat with a mate, a talking-to from their teacher, or a forgotten history assignment. Some dub them snowploughs, because they remove obstacles from their child’s path. But the principal of St Catherine's School in Waverley, Julie Townsend, prefers the term ‘concierge parents’. "They are there at a little desk waiting for any problems, and sort them out," she said.

The United States scandal over parents bribing officials to admit their childre in to exclusive colleges is an extreme form of the parenting trend, but it has been on the rise in Australia too, according to Principals of Sydney schools.

"I have seen quite a significant change," says Jenny Allum, who has been Principal of SCEGGS Darlinghurst for more than two decades. "They expect [their children] to have fewer hurdles and more accolades, more opportunities, more recognition."

Timothy Wright, Headmaster of Shore School, has noticed more parents querying team selections, or essay marks, or invitations.

"I think some parents are more anxious about managing their children for ongoing success than they are about ongoing learning," he said. "The notion that 'my child must always succeed' is profoundly dangerous." It creates students that are too fragile to accept feedback. "They can't cope when a teacher says, 'you need more reasoning here', or 'this is unclear'," said Dr Wright.
The Principals emphasised that the vast majority of parents were sensible. Concierge parents made up "maybe 10 per cent of families," says Dr Townsend. "But they take up 90 per cent of your time." Students need challenges at school to prepare them for adulthood. "Children should experience failure in order to learn that there are habits of mind and characteristics of personality that enable them to struggle and persevere," said Dr Wright. "The only way we can teach young people that parents are not their slaves nor their secretaries, and to reinforce that they themselves are really quite capable, is to allow young people to become capable."

The NSW Department of Education issued a Parent Code of Conduct last year. St Catherine's also issued its own version, explaining that parents should treat teachers respectfully, and that repeated breaches might result in a ban from school premises.

"It gives the teachers the opportunity to say to parents, 'your behaviour is not acceptable'," said Dr Townsend.

For SCEGGS, the focus is education. "Our Deputy Principal [Holly Gyton] told year seven parents she wanted to leave them with one word - wobble," said Ms Allum. "When you were teaching them to ride a bike, they wobbled. Let them wobble."

'Concierge parenting' is not confined to private schools - many government schools report it too - but it is "often the domain of the educated and the anxious," said Judith Locke, author of The Bonsai Child.

"The more education you get, the more fearful you are of minor things affecting children - the long term of effect of not getting onto the netball team. When you have hyper-vigilance about what your child is going through, you are more likely to protect them from problematic events.

"We think self-esteem is about a perfect life and being happy. But really, it's believing you can cope with whatever's coming up in the future."

Parents accustomed to saving their children tend not to stop once the child has finished high school. Dr Locke has heard stories of parents ringing University Lecturers, and even workplaces to sort out problems for their children. Since 2014, Sydney University has published a newsletter for parents, which has had a "very positive response," said a university spokesperson.

Karen Porter, a single mother of three boys, decided three years ago that she was carrying too much of the domestic load. Since then, each boy has been responsible for cooking one meal a week, and they all pitch in with the cleaning and laundry. They are also responsible for managing their school, homework and extra-curricular activities. She believes it is important for them to become resourceful and self-sufficient.

"I reasoned that at the age of 12 I was cooking, so there was no reason they couldn't do it," she said. "The more that they buy into the idea that we are all a team, the better it will be for their relationships in the future."

By Jordan Baker, Sydney Morning Herald
March 24, 2019
Patrick Walsh Article - Learning About Consequences is Invaluable for Teenagers

No one seriously advocates today for the return of "corporal punishment" to the school sector. With hindsight, we now know the physical, emotional and psychological harm it did. Apart from that it was ineffective long term in changing behaviour and provided poor role modelling, particularly for males in resolving conflict. Enlightened behaviour management practices in schools today have a strong focus on restorative practices, rehabilitation and whānau support.

The rationale for this is to address the underlying causes of the poor behaviour and to work with students in selecting strategies to prevent it from happening again. There is no doubt this is generally the right approach and one our criminal justice system could do more of. The danger, however, is that the pendulum has swung so far in favour of rehabilitation that many students and their parents believe that any form of adverse consequence or dare I say it "punishment" is both unnecessary and undesirable. They advocate that if their child assaults another student, steals or takes drugs the default position of the school should be to offer anger management, counselling and addiction therapy.

Responsible schools, of course, do this.

When Principals advise, however, that in addition to these supportive measures, because their child has caused harm, a natural consequence is they must accept some form of punishment. This often includes community work, detention, litter duty or removing graffiti. These activities can be unpleasant, hard work and cut into a teenager's social life since they are often done after school. Parent pushback on these consequences is unhelpful and I would contend doing their child no favours. They miss out on an invaluable life lesson namely: "when you make poor decisions which adversely affect others, you must accept the consequences of your behaviour even if you would rather avoid them".

This approach can also put students at risk as they emerge into adulthood. While courts today are more inclined to take a therapeutic and educative approach to offenders, the reality is if you "do the crime you do the time". Parents can't negotiate prison time with a judge for their child. It is far better to learn this lesson at school rather than in a prison cell. The "consequence lesson" is also instructive on drink driving, borrowing money and turning up late to work where teenagers are often shocked about the outcomes.

In the world of "social media", some teenagers have become tyrants in their own homes. Meal times and bed times are built around social media engagement with parental requests ignored or yelled at. At school, if cell phones are repeatedly used inappropriately they are confiscated. Distraught teenagers who have come to see their phone as a life-preserving device similar to an oxygen mask will bully their parents into pleading or threatening the school to return it immediately. These teenagers learn a difficult lesson that while tantrums and coercion might have a high measure of success at home, they won't work at school. It does place the school and home in unnecessary conflict. It would be far better if parents and teachers were on the "same page" with the misuse of social media including consequences.

My plea is that parents give their children a belated Christmas present, namely that they love them enough to accept "all" the consequences of their behaviour if they slip up at school.

Patrick Walsh, Principal John Paul College, Rotorua
HEALTH INFORMATION AT
OTŪMOETAI INTERMEDIATE SCHOOL

What is Health Education About?

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.

(NZ Curriculum)

In health education, students develop their understanding of the factors that influence the health of individuals, groups and society. They will:

- Develop competencies for mental wellness and safety management.
- Develop understandings of nutritional needs.
- Build resilience through strengthening their personal identity and sense of self-worth, through managing change and loss, and through engaging in processes for responsible decision making.
- Learn to demonstrate empathy and develop skills that will enhance relationships.

Students use these skills and understandings to take critical action to promote personal, interpersonal and societal well-being.

(New Zealand Curriculum, page 23)

School-wide, we have an unrelenting focus on a culture of care and personal responsibility. All students have a right to a safe physical, emotional and social environment in which to learn and interact with their peers. This means everyone looking out for each other, showing respect for themselves and others and making safe choices.

For us, health education is also about enabling students to build life skills where they can identify unsafe situations in an increasingly complex world and know how to keep themselves safe.

Year 7 Programme

This is aimed at levels 3 and 4 of the New Zealand Curriculum. In this programme students will:

- Describe the characteristics of pubertal change and discuss positive adjustment strategies;
- Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth;
- Understand and describe constructive use of the internet and mobile technologies;
- Understand and discuss the potential impact of cyberbullying and online activities, thus preventing them becoming victims or perpetrators;
- Investigate and/or access a range of community resources that support wellbeing of community members (link to Communities – Social Sciences);
- Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community (link to Communities – Social Sciences).
Resources used to deliver this programme include:

- **Pubertal Changes** – Sexuality Education Levels 1-4 (pg 10-11) and Positive Puberty
- **Cyberbullying** – www.netsafe.org.nz; DVD’s – At a Distance, Let’s fight It Together; www.digizen.org/cyberbullying/fullguidance (John Parsons Workshop)
- **Keeping Ourselves Safe** (modules 1 and 2 only)

Parents will be invited to a meeting later in the year where these resources will be shared and a discussion held.

**Year 8 Programme**

This is aimed at levels 4 and 5 of the New Zealand Curriculum. In this programme students will:

- Access and use information to make and action safe choices in the context of personal safety involving drugs and social interactions;
- Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth;
- Identify the effects of changing situations, roles and responsibilities on relationships and describe appropriate responses;
- Understand and describe constructive use of the internet and mobile technology;
- Understand and discuss the potential impact of cyberbullying and online activities, thus preventing them becoming victims or perpetrators;
- Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people (link to Human Rights – Social Sciences).

**Sexuality Education**

During previous consultation with parents, our parents overwhelmingly felt that secondary school was the appropriate time to cover topics such as contraception, sexually transmitted diseases and other sexuality topics. We do, however, cover self-image in both Year 7 and 8, especially around the influences of media on individuals.

Resources used to deliver this programme include:

- **Keeping Ourselves Safe** (modules 3, 4, 5 and 6)
- **Cyberbullying** – www.mylgp.org.nz (John Parsons Workshop)
- **Drug and Alcohol Education** – www.fade.org.nz (What Drug is That?); amped4life – Pat Buckley
- **Human Rights** (integrated with Social Sciences)
- **Nutrition** (integrated into Year 8 technology programme).

The school uses a presentation to cover a range of Keeping Ourselves Safe topics at Year 8. This is delivered by Pat Buckley in a one-hour presentation. The presentation is called “Destination by Design”, Life Education that is real and relevant. Pat will be delivering this as soon as restrictions are lifted and we are able to have him in our school.
The content is all about making positive choices in all situation’s adolescents could find themselves in. Students are told “your life is like a book and you are its author. All choices have consequences that ripple out and touch others.”

76 pictures are used to address the following topics:

- Drugs, including alcohol abuse;
- Cyberbullying;
- Responsible risk taking and not taking unsafe risks;
- Choosing the right friends to keep you safe;
- Staying involved in positive activities;
- Being a good influence;
- Learning from your mistakes;
- Do the best you can;
- Look after your family;
- Don’t let your past shape your future.

We also use John Parsons from Simulate2educate to present to all students around cyber safety. John was scheduled to speak to parents at a PTA sponsored Information Night on 14th May but this has not been possible. We are currently working with John to see how we can deliver his presentation with the current restrictions in place. You can access his videos at:

- www.Citizen21.co.nz

**John Parsons**

John Parsons is an Internet Safety and Risk Assessment Consultant to schools, the private sector and the health sector, providing specialist advice and direction on the safe use of Digital Communication Technology.

John is the co-developer of cutting-edge cyber safety Internet Health Safety education now being delivered in Schools and to adult learning groups.

He promotes the rights of children to be judged fairly recognising their rights to use communication technology safely and with respect for themselves and others.

John’s sessions have been widely acclaimed nationally and by our Intermediate parents in previous years. He is highly recommended and parents will come away better equipped to assist their children on the internet.
UNIFORMS AND GROOMING AFTER COVID-19 LOCKDOWN

It was great to see our students return to school this week after nearly eight weeks at home. The majority were kitted out correctly in their school uniform and met the school’s bylaws regarding grooming. We realise that for many families, the COVID-19 Lock down involved families participating in a wide variety of innovative and fun activities and challenges. As a result, some students came to school this week sporting coloured hair and a variety of clothing. We would like to give these students and their family the rest of this week to get back to normal and to meet the school’s uniform and grooming expectations.

We still have new uniform items available at no cost to families who could do with some help to clothe their child this term.

A reminder that students may wear the black winter sports pants as shown in the photograph during Terms 2 and 3. These must be plain, black, straight legged Asic/Brunner style pants with hidden zip on outside bottom legs as shown. They must be made from lined, black, windproof material. Trackpants with stripes or large logos will not be acceptable.

The black sports pants shown in the photograph are available from NZ Uniforms. Just like other top schools with a uniform, it is important to us that our uniform looks smart at all times. We have gone through a careful process of quality control and these sports pants have been given approval as Ōtūmoetai Intermediate apparel that will stay in top condition.

NZ Uniforms is an authorised supplier of our school uniform during 2020 and if people don’t wish to buy these particular sports pants, then they should stay with the regular school uniform. Girls are able to wear black stockings or pantyhose with their skirts and scarves in school colours are also acceptable. Students may wear thermals under their polo tops. Grey for boys and white for girls.

We will not accept incorrect jerseys, hoodies, sweatshirts or jackets. We have some donated jerseys and jackets at school for families who need assistance with these. Please note: Ōtūmoetai College apparel is not acceptable at our school.

The school’s footwear requirements are able to be viewed on our website. Parents are reminded plain black leather shoes are recommended for winter. Boots, sports shoes and skate shoes with logos will not be accepted. Girls are to wear white ankle socks and boys have the choice of our grey uniform sock or black ankle socks.

Grooming

All students are expected to look natural in appearance. Hair must be natural in colour and appearance. (This means no unnatural colouring or hair dye). Long hair must be tied back during technology classes. No makeup or fingernail polish is permitted.
Jewellery allowed at school
One plain stud in each ear, Watch, Medic Alert bracelet, Taonga such as a religious pendant, greenstone pendant or one carving. These must be tucked out of view under the polo top.

Jewellery not allowed at school
Bracelets, Other body piercing of any kind, Trinkets, Necklaces and neckbands.

TE AO MĀORI

This pānui is to update and inform you of the changes that will need to occur during Level 2, for our Māori programmes that take place on Fridays.

Manukura - Māori Leadership
The final “appraisals” for Manukura will take place this Friday. From our finalists, 20 rangatahi will be selected. If a tauira (student) is in another academy they will still be considered for the leadership programme as some trips, sessions and leadership responsibilities will occur on days other than Friday.

Te Ara Poutama
There will be two separate sessions of Te Ara Poutama, our enrichment Māori sessions that take place on Friday, Block 2. Year 7 students will come from 11.00 am – 11.40 am and Year 8 students from 11.50 am – 12.30 pm. We will continue to focus on building and extending students capabilities in Te Reo and looking at Te Ao (the world) from a Māori perspective, eg. history, tikanga and current events.

Kapa Haka
Kapahaka will be held in two different time slots on Friday, Block 3. Year 7 tauira will attend kapa haka first from 1.30 pm – 2.10 pm and Year 8 tauira will attend from 2.15 pm – 3.00 pm. Year 8 students will bring their bags and be dismissed from the hall.

Tuākana/Tēina
Our partnership programme with Ōtūmoetai College will not be happening during Term 2 and we will be consulting with the college to decide whether this programme is a viable option for us this year.

TERM 2 BUS PASSES

Please note that Term 2 rural bus passes are now due for payment. Due to the shortened term, bus passes will be $50.00 for Term 2.
MID-YEAR PARENT-TEACHER CONFERENCES
AND WRITTEN REPORTS

When:    Thursday 2nd July 2020
Time:    8.00 am to 8.00 pm

On Thursday 2nd July 2020, Parent-Teacher conferences will run throughout the whole day and will be of 15-minute duration. This is to allow parents to have quality discussions with the teacher around their child’s learning and progress at school. We ask all parents to keep their child at home for the day except to accompany you to school for your meeting with the teacher.

The school will be open to supervise any students who do not have alternative care arrangements.

Interviews will be booked through www.parentinterviews.co.nz. Students will be given information on 24th June 2020 with detailed instructions on how to book your interview. This will include a unique booking code.

PTA NEWS

Our next meeting is on Thursday 16th June in the Library at 7.30 pm

The PTA also held their annual meeting at the beginning of the year and the following executive members were elected:

Chairperson:            Lucy Holden
Secretary:              Angela Edwards
Treasurer:              Kathleen Williamson

Committee Members:      Jill Astill, Barbara Cook, Donna Dance, Emma Downard, Marilyn Evans, Sophie Evans, Troy Evans, Alice Finau, Tracey Finch, Leaine Fitzgerald, Janet Foot, Mandy Forster, Jo Gasteen, Natasha Hickman, Marlene Joubert, Lucy Laurentino, Charl Louw, Elizabeth MacLean, Jade Meiklehjohn, Melissa Miles, Dennis Playford, Chintamani Rath, Sian Reinsfield, Morven Smith, Abha Tandon, Sonja van de Pol, Henk Popping (Principal) and John Stanley (Deputy Principal).

Involving parents and families in children’s education has been a priority for New Zealand PTA’s since they were founded over 50 years ago. Parent Teacher Associations or friends of the school groups are based on the philosophy:

Parent and family involvement increases student success. There are six recognised types of effective parent involvement in schools world-wide.
They are:

- Communicating – Communication between home and school is regular, two-way and meaningful.
- Parenting – Parenting skills are promoted and supported.
- Student Learning – Parents play an integral role in assisting student learning.
- Volunteering – Parents are welcome in the school and their support and assistance are sought.
- School Decision-Making and Advocacy - Parents are full partners in the decisions that affect children and families.
- Collaborating with the Community - Community resources are used to strengthen schools, families and student learning.

Our children today face a world where the shape of the future is not clear; a world where values, lifestyles, concepts and attitudes are rapidly changing. Therefore, it is essential that parents and teachers work together to help our children grow into adults who can cope with the ever-changing world.

Our Board and Community recognise this and have developed seven strategic goals for the school.

The second school strategic goal “The school will foster the partnership between whanau (families) and school” is the one where the Ōtūmoetai Intermediate School Parent Teacher Association plays an important role.

The Parent Teacher Association at our school is made up of a committee comprising parents and members of staff whose focus is the achievement of this second school goal. This committee is supported by parents and caregivers who make themselves available to assist in the school when they can as the PTA Support Group.

We would like to thank all those parents who have offered to assist in some way this year.

Our next meeting is on Thursday 16th June 2020 in the Library at 7.30 pm. The focus for this meeting will be a feedback session on school programmes and future developments.

Other meetings this year are planned for:

- Tuesday 1st September 2020
- Tuesday 10th November 2020.
FRIDAY RUBBISH PICK UP

Calling themselves ‘Rubbish Ninjas”, Student Leaders Noah, Ben, Caitlin, Diana, Isabella, Dominik, Finn and Lucy went in search of rubbish one day last term. Armed with bags and gloves, they did a great job all through the conservation area, playing fields and around the school buildings. There was a load of rubbish collected and thankfully, kept out of our ocean! Great job team!

Student Leaders are doing a fantastic job this term. They are involved across school in so many areas. Recently, they wrote to various people in our community asking them if they would like to be guests at our assemblies and address the student body. Unfortunately, we had to cancel Simon Bridges and Katie Duncan, Soccer Fern because of the COVID-19 virus lockdown.

We have had some really interesting people say yes and we hope to schedule them in when things settle down. We really appreciate all your hard work and help across the school team.

Ali McPike

JUNIOR LIFEGUARDS SAVE LIVES

Two of our Ōtūmoetai Intermediate students were part of three Junior Mount Maunganui Lifeguard Service members who rescued three people at Mt Maunganui beach last term. Liam Good, George Wylie and Marley Igasan were warming up for the NZ National Under 14 champs when they noticed three people in a rip. They quickly paddled over to them and helped all three back into shore safety.

Awesome work boys!
2020 TERM DATES AND HOLIDAYS

- Term 2: Wednesday 15th April to Friday 15th May 2020 - Distance Learning
  Monday 18th May to Friday 3rd July 2020 – In School Learning
- Term 3: Monday 20th July to Friday 25th September 2020
- Term 4: Monday 12th October to Wednesday 16th December 2020

Accord Teacher Only Days
- Tuesday 2nd June 2020: No longer happening, Postponed to 2021
- Monday 17th August 2020
- Tuesday 27th October 2020: Attached to Labour Weekend

Public Holidays
- Queen's Birthday: Monday 1st June 2020
- Labour Day: Monday 26th October 2020

2021 TERM DATES AND HOLIDAYS

- Term 1: Tuesday 2nd February to Friday 16th April 2021
- Term 2: Monday 3rd May to Friday 9th July 2021
- Term 3: Monday 26th July to Friday 1st October 2021
- Term 4: Monday 18th October to Thursday 16th December 2021

Kāhui Ako Teacher Only Day
- Friday 12th March 2021

Accord Teacher Only Days
- Tuesday 8th June 2021: Attached to Queens Birthday Weekend
- Monday 23rd August 2021
- Tuesday 28th October 2021: Attached to Labour Weekend

Public Holidays
- Waitangi Day (Observed): Monday 8th February 2021
- Easter: Friday 2nd April to Tuesday 6th April 2021
- Anzac Day: Sunday 25th April 2021 (falls in school holidays)
- Queen's Birthday: Monday 7th June 2021
- Labour Day: Monday 25th October 2021
TIKTOK AND MUSICAL.LY – THE NEW POPULAR VIDEO SHARING NETWORK

Musical.ly emerged in 2014 and quickly garnered hundreds of millions of users from all around the world. The idea behind the app was simple: users – often young children and ‘tweens’ – would film themselves lip-syncing their favourite new songs, and then share the footage with the world. After enormous success, Musical.ly has been bought by the Chinese development company Bytedance, who have now moved all users over to a similar platform of their own: TikTok.

First and foremost, parents and guardians of children who use this application should view this as a warning about the very nature of the companies behind some of our favourite online platforms. Users are a valuable commodity, and are now, as was proven by the acquisition of Musical.ly, being bought and sold in deals reportedly worth up to $1 billion USD. Secondly, now with over 100 million active users, it’s possible that the children in your care who could have been using Musical.ly, have now been migrated across to TikTok (or have simply downloaded TikTok to use since the acquisition a few months ago). It’s important to understand this new app, to ensure you know what is going on, and that your children or students are safe.

Musical.ly sounds harmless enough. A platform for kids to dub short videos of themselves with their favourite songs? What could be more harmless. Unfortunately, this was far from the case. Please make sure you are aware of what your child is viewing.

ABSENTEES

If your child is not attending school or arriving late, please let the school know via the following options (please include your name and your child’s room number and a brief reason for their absence in your message):

- Email: admin@otuinter.school.nz
- Phone: 07-576 5105, then dial 1
- Text: 027 291 4986
- Find Us App for your mobile phone - www.findus.co.nz

WET WEATHER AFTER SCHOOL ARRANGEMENTS

Please discuss with your child your plan for after school pick up if it is raining as the office phone is for emergency use only. We have many students who are requesting to use the office phone as they don’t know their after-school arrangements on wet days. Traffic is very busy on wet days and a good pick up point is at Carlton Reserve as there is plenty of car parking spaces available and students can walk to Carlton Reserve from behind Rooms 21 to 26.
SPORTS NEWS

The various winter sports clubs have indicated that, all going well, the winter season may start early June 2020. With this in mind, we have started sorting the various teams. These teams will be named over the next week or so. If you have any queries please contact Jo Dey, our Sports Co-ordinator, either by phone on 576 5105 or by email at jdey@otuinter.school.co.nz.

SCHOOL LUNCH ORDERS

Lunch on Line will be available this week from Friday 22nd May for Pita Pit and next Wednesday 27th May 2020. You will need to register online at www.lunchonline.co.nz to order and pay for your child’s lunch order. No orders or money will be accepted at school. Order cut off is 9.00 am on Wednesday and 9.00 am on Fridays.

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. To download this app: In Google Play & App Store search ‘Skool Loop’ and choose Ōtūmoetai Intermediate School once installed

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.
Thanks to the following businesses for sponsoring our school app:

- Need help finding the right loan? [Image]
- TYREMASTER 30 YEARS, STILL LOCAL, STILL INDEPENDENT
- TECTUM CONSULTING PROJECT MANAGEMENT
- Bay Physiotherapy Centre Limited [Image]
- Residential Property Management Tauranga, Mt Maunganui, Papamoa [Image]
- Focus Property Management
- Tauranga Hardware & Plumbing [Image]
- First Credit Union [Image]
- Be Alarmed COMPLETE SECURITY SOLUTIONS
- Smile Art Braces
- Plumbing Works
- Tauranga Ten Pin
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.
ENTERTAINMENT BOOKS

Support Ōtūmoetai Intermediate School by ordering your new Entertainment™ Book

Even in these difficult times, our school is still tasked with fundraising. We know many families will not be in a position to support us at this time…. But if you can, we would appreciate your support of the Entertainment fundraising initiative below. As New Zealand moves out of the Covid-19 Lockdown, there are fantastic savings to be made through the Waikato and Bay of Plenty leading restaurants, cafes and attractions. Your membership is a great way to find and support the local businesses that have been through some very challenging times over the past month or so. There are also great offers for online shopping and so much more. The New 2020 Entertainment Digital Memberships are now available.

Buy Now to receive a Bonus 2 months on your Membership .... And Activate post Lockdown to access 14 months of savings! Order through the Buy Now button or order securely online at:

https://www.entertainmentbook.co.nz/orderbooks/1548m32
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.