

NEWSLETTER

TO ENABLE OUR LEARNERS TO BE LIFELONG
ACHIEVERS WHO CAN THINK CREATIVELY
AND CRITICALLY AS PART OF A CARING
GLOBAL COMMUNITY.



TARADALE PRIMARY SCHOOL

10 Church Road

PO Box 7155

Taradale

Phone: 06 8442 626

Absences: 027 353 0514 (text only)

Email: office@taraprim.school.nz

Website: taraprim.school.nz

PTA Facebook: [facebook.com/
ptataradaleprimaryschool](https://facebook.com/ptataradaleprimaryschool)

PRINCIPAL'S PRATTLE

Kia ora koutou,

I recently asked the staff to complete a wee 5 minute survey for me in which the intention was to find out about how well and how consistently we were applying the Self-Management Matrix. We have seven concepts on that matrix, all of which we believe are quite vital in helping our learners be all that they can be. We have shared this with you, as whanau, a number of times and we hope that your tamariki are also using those concepts at home. We have included another e-version of the Self-Management matrix with this newsletter.

What we found from the teachers observations was the following....

- We think that the use of the matrix is making a positive difference to 96% of our learners
- We think that the use of the matrix is having a positive impact on 96% of our learners through helping them develop a sense of identity.

We also looked at the individual components of the concepts, except organisation and found that.....

- 91% are strong/good at 'knowing what I'm learning'
- 82% are strong/good at understanding/using 'feedback and feedforward'
- 87% are strong/good at 'problem solving'
- 82% are strong/good at 'risk taking'
- 100% are strong/good at 'cooperation and collaboration'
- 100% are strong/good at 'independent learning'

This now gives us some more school wide information about the areas/concepts that we might need to focus on a little more and hopefully this will give you a chance to think about how you can also add to those concepts at home too. The seven concepts are ones that we feel not only add to the ability to learn but they're also concepts and attitudes that we'd love to have in those we work with.

The 'risk taking' in particular is an area of great interest to us as we all know that to develop perseverance and a 'can do' attitude we often have to take risks. With risk comes failure and despite the fact that we encourage risk-taking and try our best to provide a safe environment to take those risks, some are still reluctant to 'fail'. It might be a little like standing on the edge of a diving board ... waiting to jump but not quite being able to do so. Yet, once we've made that leap we know we can do it over and over ... help encourage your tamariki to take those little risks when you can. You won't regret it!

"He toka ti moana

*As durable as a rock pounded by
the sea"*

MARTY HANTZ

Book Club



Wow! Thanks to everyone who supported our Book Fair! We sold close to \$4,500 worth of books. That's a huge number of new books floating around our community. It also means the school library gets **\$1,350 worth of free books!** Thanks to our special helpers Jemma M, Janine E, Emily F, Mary P, Nicky M, Sharon F, Jo B, Debbie R, Michelle M, Alison P, Kim H, Kate P, Derryn F, Francie M, Lisa O, Kirstin F, Claire S and Jo F. ***We couldn't have done it without you!***

DID YOU KNOW?

That in 2016 we had just under 50 of our tamariki in our Kapahaka group. This year, in 2017, under the expert tutelage of Kaiako Geemis, Lynley Taylor and Dan Madsen, we now have over 100 excited and keen participants! Tino Pai!

BUS PARKING ZONES

We would greatly appreciate it if people would not stay parked in the Bus Zone outside of school on Church Road. We realise that parking is at a premium however for the safety of all we cannot have buses parked in the middle of the road. Please note that we actively discourage you from parking across driveways too. Whether that be a neighbour's driveway or a school driveway these should be left clear.

Also note that our local police will often quietly pop in to check at peak traffic times and they, as they should, have little time for those that are in breach of the traffic laws. Final words? It's all about safety, and the safety of our tamariki should be sacrosanct.

SPORTS RESULTS

- Indoor Cricket – TPS played Arthur Miller (9 runs) and scored 56 runs themselves. Player of the day was Ethan Spencer.
- Wednesday Tackle Rugby Results – TPS played Henry hill with a loss by 2 tries.

TARADALE INTERMEDIATE ENROLMENTS

Just a friendly reminder to all parents of the Taradale Primary Year 6 students who will be enrolling their 'learners' at TIS for 2018. The closing date for those enrolments is 21st September 2017.

MUSIC ORCHESTRA DAY



Last Thursday 21 of our TPS top musicians went to Havelock North Intermediate to spend the day playing in a full orchestra which included all the usual classical instruments. This orchestra was made up of 200 children from Primary and Intermediate schools in Hawke's Bay. A full day's rehearsal culminated in a very impressive concert.

Congratulations to the following children who, after months of practising, got to enjoy this amazing orchestral experience. Jamie W, Tyee S, Jacob M, Ruby Chiang, Jo N, Maddy D, Georgia R, Holly W, Kiara P, Lisa D, Holly S, Maia D, Hannah Y, Ella B, Jayda O, Ellie M, Rory S, Charlotte W, Pilou S, Ava F and Paige M.

RIPPER RUGBY

As our school's Rippa Rugby team won the Napier tournament earlier in the year, we were invited to play as the curtain raiser for the Magpies game at McLean park.

We played the Hastings winners, Frimley School, and we won! That sets up a final against Sherwood Primary, the winners of the Central HB tournament. This game will be the curtain raiser for the Magpies' game against Otago this Sunday. What an amazing experience to play on McLean Park 2 weeks in a row. A great reward for an awesome team!! **Good luck for Sunday!**





LIBRARY NEWS....

Thank you for all the wonderful bookmarks that children handmade for our bookmark competition. The competition was tough and everyone did an amazing job being creative and imaginative. The winners were:

Team One:

Neve B
Lola G
Max S

Team Two:

Brooke C
Charlie V
Bella H

Team Three:

Briar S
Christine H
Tyee S

CREATIVE WRITING

On this day in the Future I am in my room, sitting at my desk. A piece of paper in front of me. A pencil in my hand. A cat on my lap. I'm finished I would think.

Suddenly a brown haired person walks through the door. You done? She asks. The book cover needs to be in by tomorrow. Done I say. She smiles and gives me a high-five. Knew you wouldn't let me down, the brown haired person says, grinning. Also, for collared. I've got the first chapter. Here take a look. She hands me the piece of freshly printed paper and I smile. Then I point to a drawing of a collar. Like it I ask? Yes she says grinning. Yes.

Maddie R7

It is my mum's birthday today. I made my mum five cards and my mum said "I love them!"

Javier R17



"Come along to "Redefine" THIS Saturday, Sept 9th, 10am-4pm onwards at the Taradale Town Hall. Only \$10 family pass entry, \$5 adults and gold coin for kids. Amazing redefined furniture, clothing, household items for sale along with refreshments and home baking. Designated kids area with activities plus we have for sale the best items that 3 charity stores have on offer, all under one roof! Great family day out!"

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TARADALE PRIMARY SCHOOL SELF-MANAGEMENT MATRIX

	Supported Learner	Monitored Learner	Independent Learner	Self-Directed Learner
Organisation	I organise myself with support from my teachers.	I organise myself and sometimes my teachers help me.	I take responsibility for organising myself.	I take full responsibility for organising myself and I help others to do the same.
Independent learning (time, quality, focus)	I manage my learning with support from my teachers.	I manage my learning and sometimes my teachers help me.	I manage my learning independently.	I fully manage my learning and help others to do the same.
Knowing what I am learning	I talk about the learning intentions and success criteria with support from my teachers. I self and peer assess with support from my teachers.	I know what the learning intentions are and use the success criteria with help from my teachers. I self and peer assess and my teachers help me.	I know the learning intentions and co-construct the success criteria. I independently self and peer assess.	I set my own learning goals based on self, peer and teachers' assessments.
Feedback and feed forward	I action my feedback and feed forward with support from my teachers.	I action feedback and feed forward and sometimes my teachers help me.	I action feedback and feed forward independently.	I actively co-construct feedback and feed forward.
Problem solving (within and outside of the classroom)	I ask for help to solve problems.	I am beginning to use strategies to solve problems and challenges.	I use strategies to solve problems and challenges.	I select appropriate strategies when faced with solving problems and challenges.
Risk taking (within and outside of the classroom)	I take risks with support from my teachers.	I take risks and sometimes my teachers help me.	I take responsible risks.	I take risks with a confident and enthusiastic attitude and encourage others to do the same.
Cooperation and Collaboration	I cooperate to help others to achieve their goals with support from teachers. I collaborate on shared tasks with the help of my teachers.	I cooperate to help others to achieve their goals and sometimes my teachers help me. I collaborate on shared tasks and sometimes my teachers help me.	I willingly cooperate with others to help them achieve their goals. I willingly collaborate on shared tasks.	I actively look for ways to cooperate with others to help them achieve their goals. I actively look for ways to collaborate with others on shared tasks.

It is important to understand that throughout this matrix you are expected to aim for your own Personal Excellence in each of the criteria.

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