

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



A big thank you to all parents who made the time to talk with their child's teacher at our parent teacher zoom conferences. This contact establishes 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 talk 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 7th July 2022 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 2022.

Ngā Mihi Nui

Henk Popping
PRINCIPAL



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NAU MAI, HAERE MAI - FROM THE BOARD

The school Board of Trustees met on Thursday 24th February 2022, outlined below are some highlights from that meeting:

- Richard Smith, our Deputy Principal (Learning), shared the schools 2021 achievement results with the Board. These can be seen in the 2022 Charter which is available on our school website.
- The Board ratified the 2022 School Charter and confirmed our seven strategic goals.
- Our school property projects continue to meet deadlines and we anticipate Block A to be ready for Rooms 21-26 to occupy next term.
- The Board discussed the COVID-19 pandemic and the effect it is having on students, whānau and staff. Hauora is top of the schools' priorities and we continue to support everyone through these challenging times.

BOARD OF TRUSTEES School Trustee Election 2022

Our Board of Trustees School Trustee Elections have been moved to later in the year. The dates will be as follows and more information will come out closer to the time:

Call for nominations by:	Saturday 23 rd July 2022
Nominations close:	Saturday 13 th August 2022
Election Day:	Thursday 15 th September 2022
New Board Takes Office:	Thursday 22 nd September 2022

ABSENTEES OR LATE STUDENTS

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: absentees@otuinter.school.nz.
- Absentee phone line: 07-576 5105, then choose Option 1.
- Skool Loop app for your mobile -
- Find Us App for your mobile phone - www.findus.co.nz
- Text message to 027 291 4986

COVID-19 OMICRON RESPONSE PHASE 3

Frequently Asked Questions

What if my child tests COVID-19 positive?

- Please notify the school immediately at: admin@otuinterschool.nz.
- Let your child's close contacts know your child has tested COVID-19 positive.
- Your child will need to self isolate at home for 7 days from when they got tested or when their symptoms started.

What if my child is a close contact of a person in their household who has COVID-19?

- Your child needs to self isolate from the day your COVID-19 positive family member received their positive test result.
- Your child needs to self isolate until the COVID-19 positive family member completes their 7 day self isolation period.
- Your child needs to get a rapid antigen test (RAT) on DAY 3 and DAY 7 of the COVID-19 positive family member's self isolation period.
- Your child can end their self isolation on the same day as the (first) family member with COVID-19 in the household. This is provided all their tests were negative including the DAY 7 test.
- Your child can then return to school.
- If a household contact has finished their period of isolation, they do not need to return to isolation if a new case is identified in their household, however, this **only applies for seven days** following their self isolation.
- If a new person in your house gets COVID-19, but you have already had it yourself in the last 3 months (90 days), you are not required to isolate again as a household contact.

What if my child is a close contact of someone outside of the household?

- If your child has been in close contact with a person with COVID-19 that person may notify you directly. You may also hear about this close contact via the school.
- Your child does not need to self isolate.
- Your child does not need to get tested.
- Monitor your child for 10 days and watch for any COVID-19 symptoms.
- Have your child tested if they have COVID-19 symptoms.

What will the school do?

- We will reduce the risk of spreading COVID-19 by:
 - Keeping indoor spaces well ventilated.
 - Maintaining a culture where mask wearing is normal.
 - Maintaining physical distancing as much as possible.
 - Encouraging good hygiene practices eg: hand hygiene & cough and sneeze etiquette.
 - Maintaining appropriate and regular cleaning of all indoor areas.
- Follow Public Health advice for any COVID-19 cases in our school.
- Keep an up-to date register of active COVID-19 cases in our school.
- Notify the Ministry of Education of any COVID-19 cases in our school.
- Endeavour to keep our parents and caregivers updated on active COVID-19 cases throughout the school.
- Use rapid antigen tests (RAT) for testing staff once they become widely available.



Be kind

Unite
against
COVID-19
New Zealand Government

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/TIKTOK

We urge all parents to actively view what their son or daughter are doing on Instagram/TikTok. 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.

SCHOOL LUNCH ORDERS

A reminder that Lunch on Line is available from Pita Pit on Friday and Subway on Wednesdays. **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.



TRACKING YOUR CHILD'S ACADEMIC PROGRESS

The New Zealand Curriculum Reading Levels

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 Levels

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.</p> <p>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 Levels

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>	
In contexts that require them to solve problems or model situations, students will be able to: <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. 	In contexts that require them to solve problems or model situations, students will be able to: <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. 	In contexts that require them to solve problems or model situations, students will be able to: <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 continue to focus on our seven strategic goals as outlined in the school charter. The School Charter can be viewed on our website at the following link: <https://www.otuinter.school.nz/doc/2022-v2/Charter2022.pdf>.

Objective 2

The School Charter is aligned with the National Education Learning Priorities (NELP).

Objective 3

The school will focus particularly on inclusive education and student and staff hauora (well-being).

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.

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 2022 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.

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 are selected 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 as to whether or not they are committed to and able to manage the workload required.

This year, due to school renovations, our Academic classes will commence in Term 2.



Arts Academy



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

Selection is made through an audition process. Students are invited to apply in term one and auditions carried out over a three-week period. 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 will commence
In Term 2 2022**

OTHER EXTENSION OPPORTUNITIES

Students are also able to apply for the school Robotics, Science Badges Programmes, Minecraft 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.

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 <https://findus.nz/otumoetai-intermediate> 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.



TIME TO UPDATE!

Our school uses **The Skool Loop App** to communicate and send important information. **Please check** your app store to ensure your phone is running the **latest** version and receiving **all school news**.

The app undergoes regular maintenance and updates throughout the year. **Check your app store to ensure your phone is running the latest version!**

Available on the **App Store** | **Skool Loop** UPDATE | Get it on **Google play**

SEA WEEK 2022 – CARE FOR OUR OCEANS

Room 4 celebrated Sea Week by conducting research and writing into "Caring for our ocean". Below are two examples of students writing.

Caring for Our Ocean

Our Earth is covered with 71% water. Having so much water, there is not much of it left that is beautiful, fresh, and clean. I believe that everyone should help prevent rubbish from going into our oceans and keeping our oceans clean. By sustaining our fishing, reducing waste, and getting involved we are sure to help the ocean be cleaner.

Sustainable fishing means catching fish responsibly. By doing this, it will help keep more sea life alive and free. Every year, 170 billion pounds of fish get taken out of the water and are used for eating and other things. If you go online, you can find certain ways to sustain and reduce your fishing and find other alternatives. When you fish too many fish out of the ocean, it affects the underwater food chain leaving some sea life to starve. You can help to save sea life by simply lowering the amount you fish!

If you reduce the amount of waste that you use, it will really help the ocean and everything in it. Reducing your waste, means you should use things other than plastic and putting your things in the bin to help the ocean. Sadly, 260 million tons of plastic each year are found in landfills and in places they shouldn't be like the ocean which is creating gyres. Harmful chemicals come off of plastics that have been sitting in the ocean for a while which is killing fish. Purchasing cloth, glass/paper, and buying in bulk will prevent plastics floating into the water. Prevent and reduce your plastics.

Get involved in helping the ocean. Amazingly, by getting involved just a little bit it can save animals lives and you'll never know it. Go to a beach clean-up and pick up some rubbish. Going to beach clean-ups allow you to meet new people and friends, save some animals, and do a good deed. If you help with something simple like a beach clean-up, you are considered an advocate which is something you should aim to be. Getting involved, even just a little bit, can save many animals' lives and homes.

You can help save the ocean and the animals and coral in it by starting to do some of these things. Sustainable fishing, reducing your waste, and getting involved will definitely help. You can help!

Kyla Leat, Year 7



Caring for Our Ocean

Our ocean is vast, covering 71% of our earth. If we aren't careful, we could lose it. First, we need to do some sustainable fishing. This means leaving enough fish in the ocean so that they can reproduce. We take 170 billion pounds of seafood from the ocean every day.

It is estimated that over 2.7 trillion wild fish are caught annually. If we do not start to do sustainable fishing soon, then by the year 2048, oceans will be completely emptied of fish. The health of our oceans are decreasing rapidly; we need to get involved and start taking care of it. Another problem we must solve is the amount of plastic going into our oceans.

Every year, we dump more than 260 million tonnes of plastic into the ocean. Birds and sea life can easily mistake this for food and then die. Sometimes plastic can get caught in gyres and start to build up into large piles, creating a sort of plastic island. Sadly, some plastics can release deadly toxins into the water, which kill sea life. Turtles and other sea creatures can get stuck in things like abandoned fishing nets, plastic bags, and many more plastic products.

We need to get involved. Try cleaning up any plastic that you see. You can also donate to Team Seas. One dollar = 10 pounds of trash removed from the ocean. Try eating seafood that is only caught by sustainable fishermen. Hopefully, we can save our oceans and possibly come up with something less harmful than plastic.

When you can, use cloth, glass, or paper instead of plastic. The simple choices you make every day can affect the ocean and environment. Also, please remember to reduce, reuse, and recycle. The future of the ocean is in our hands.

Katya Alekseeva, Year 7



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. Bus passes can be purchased through the following website: <https://schooltransport.org.nz/about-bus-passes/order-a-bus-pass/>. Students can travel for free on schoolhopper buses during school terms.



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

A number of students come 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

Please make sure your child listens to the daily notices read out in class each morning as that is where a lot of sporting information goes. If away, you can access these on the school website and get in touch with the Sports Co-ordinator Leigh Gallagher at lgallagher@otuinter.school.nz if you have any queries.

Netball trials will be held all day this Friday 18th March at school. A google form has gone out to those that expressed interest in playing Netball this season. An additional girls **Hockey** trial for those Year 7 girls that have missed out will be on Wednesday 23rd March at the school turf from 3:30pm till 5:00pm. An email has gone out to those parents.

BMX

Daniel Mason attended the 2022 BMX NZ National Championships recently in Hamilton and came 3rd place in the Under 13's category.

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, Kim Royden-Watts 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.



Sharon's instinctive skills regarding property, her warm personality and genuine care for people will ensure you get the very best service in every aspect of your real estate transaction.

For a cuppa and a real estate chat, *call Sharon today.*

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VISION ACADEMY PROGRAM

Jr. Reading

- Comprehensive Reading club
- Extensive Reading Club



Adv. Writing

- Paraphrasing Writing
- Summarizing, Extending & Retelling




Jr. Writing

- Creative Writing
- Thinking Expansion



Adv. Total English

- Critical Writing & Speech/Debate
- Critical Thinking Expansion



Sr. English

- NCEA English
- SAT English
- IELTS / PTE



Math/Science

- NZ Math [Problem Solving]
- NCEA Math
- NCEA Science /Biology




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SETTING LIMITS	PAUSE TIME IN	ARE YOU DOING TOO MUCH
PERSONALITY TYPES	PRAISE VS ENCOURAGEMENT	QUALITY TIME



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This Friday 18th March at Fergusson Park we are hosting a Female only football fun day!

You don't have to have played football before, just turn up and have a go!

There will be Hungerball, Fun First Football Tauranga, a food truck and loads of giveaways!!

Where: Fergusson Park

When: Friday 18th March 2022

Time: 4:30-6:30pm

Who: All Females 5+

Cost: FREE!!

This is a perfect place to try football for the first time or just to come down with your friends and play some fun football games.



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Time:

4:30 pm – Under 6's, 7's, 8's and 9's

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