

Rotokauri School Newsletter



Issue No: 9

21 June 2016

Wig Wednesday (tomorrow)



On 22nd June, Rotokauri School is having a wig Wednesday to fundraise for the Child Cancer Foundation. So tomorrow, make sure you bring a crazy wig and a gold coin donation. You will be helping to raise vital funds to support kiwi children with cancer and their families. We hope to see everybody having fun with this and heaps of bright and colourful wigs!

Senior Council

ROKOKAURI SCHOOL
462 Rotokauri Road
R D 9
HAMILTON 3289

Telephone (07) 849 5068
Fax (07) 849 4371
Email: office@rotokauri.school.nz
www.rotokauri.school.nz

Dear Parents
Nga mihi o te wa kia koe me to whanau.

ROKOKAURI SCHOOL MISSION STATEMENT

Our positive environment will actively engage our students in learning.

ROKOKAURI SCHOOL VISION

We are responsible, confident learners and communicators.

ROKOKAURI SCHOOL VALUES

Respect, Responsibility, Honesty, Persistence and Excellence.

BOARD UPDATE

Thank you to all the people that took the opportunity to vote for the Board candidates recently. Since the election the Board have attended a Governance meeting and we have had our first Board meeting. Each Board member is now responsible for a specific portfolio as shown below:

Jarrold Teale	Chairperson
Isaac Warbrick	Personnel
Marie Carlson	Secretary
Mike Keightley	Property
Aaron Cornelissen	Finance

While Board members are responsible for Governance issues e.g. the development of policy - the day to day operation of the school is undertaken by staff and school management. If you need any information regarding day to day school activities, please feel free to ask a staff member.

PARENT DONATIONS

Earlier this year I showed our 2016 budget for our school and some people seemed rather surprised at the amount of money the government supplies to keep a school of 220 students going for a year. As a school we try and make every cent count but in reality high decile schools are disadvantaged financially.

It therefore falls on the parent community and PTA to help support the shortfall and provide the things our students rightly deserve.

Parents are asked to make a financial donation of \$100 per pupil with no parent paying more than \$250 for 3 or more children. As a parent myself I understand the cost of raising three children and we have been very careful in not increasing donations in over 8 years.

We'd like to offer an incentive. Any parent who has paid the full donation by Thursday, 8th July will go into a draw for \$100 voucher from Lola's Café.

ADVENTURE TRAIL

We had 11 people turn up to our Adventure Trail meeting. Our Senior Student Council gave an overview of what the students wanted. The Adventure Trail Committee is now checking various council rules and regulations and Ministry requirements for Adventure Trails. Our next meeting will be held on Wednesday, 29th June. All welcome.

SPELLATHON

It's getting closer to the day of the big test and there is no doubt that many of our students are improving their spelling skills. Can we please make sure that money comes to school after the 30th June in a sealed envelope with the students name on the front and the sponsorship form enclosed. We would like all money in from the Spellathon by Wednesday 7th July so we can bank it before the school holidays. Our students are aware of the prizes that will be announced when all money is returned.

All money raised will go towards the Adventure Playground.

Prizes:

Years 1 - 4

\$100 Smiggles voucher for most sponsors

\$100 Smiggles voucher for most money raised

Years 5 - 8

\$100 Smiggles voucher for most sponsors

\$100 Smiggles voucher for most money raised

SCHOOL OFFICE CLOSED – 22, 23 AND 24 JUNE

The school office will be closed from tomorrow and reopening on Monday, 27 June as Sharon will not be at school. Sorry for any inconvenience.

ROTOKAURI SCHOOL TALENT SHOW

Thursday, 7th July starting at 1.45 p.m.

The talent show is about showcasing and celebrating students' growing talent by performing to an audience.

The talent show will begin on the grass area between Room 3 and Room 6 for one performance (weather permitting) and we will move up into the Multipurpose Room for the remaining show.

All are welcome to come, view and celebrate the talent that we have at Rotokauri School.

STUDENT WELLBEING SURVEY

All students at our school have been involved in a well-being survey. The seniors have completed the following student survey. It's only when students feel happy and valued at school that they actually start to achieve academically.

Below is the senior school survey.



Wellbeing@School

Student Survey

Primary



About me...

I am a...	Boy <input type="radio"/>	Girl <input type="radio"/>			
At school I am in...	Year 4 <input type="radio"/>	Year 5 <input type="radio"/>	Year 6 <input type="radio"/>	Year 7 <input type="radio"/>	Year 8 <input type="radio"/>
I am...	NZ European <input type="radio"/> Māori <input type="radio"/> Pacific <input type="radio"/> Asian <input type="radio"/> Other <input type="radio"/>				
<small>(You can pick more than one)</small>					



Instructions

This survey will help your teachers understand how students feel about school. You need to colour in **one circle** to show your answer to each question. There are **two** sets of questions.

1) The first set ask how much you **agree or disagree** with a sentence. You can choose "Strongly disagree", "Disagree", "Agree", or "Strongly agree". Here is an example.

		Strongly disagree	Disagree	Agree	Strongly agree
E1	I like being at school.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

For E1 the person **Agrees** that they like being at school.

2) The second set of questions ask **how often things happen**. You can choose "Never or hardly ever", "1 or 2 times a year", "1 or 2 times a month", "1 or 2 times a week", or "Almost every day". Here is an example.

		Never or hardly ever	1 or 2 times a year	1 or 2 times a month	1 or 2 times a week	Almost every day
E2	I get bored at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

For E2 the person thinks that they get bored at school **1 or 2 times a week**.

This survey is not a test. There are **no right or wrong answers**. Choose the answer that is best for you. If you are not sure, choose the answer **closest** to how you feel.

Think about what school is like **this term** when you are answering the questions.

Please use a pen to colour in the circles. If you want to change your answer, put a cross through the circle you want to change (X) and fill in another circle.

Confidentiality

You do not need to write your name on this form. No one else will know your answers.



NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH
TE RŪNANGA O AOTEAROA MŌ TE RANGAHAU I TE MĀTAURANGA

This section is about you and school.

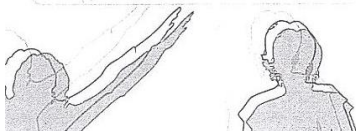
How much do you agree?
(choose one answer for each sentence)
Strongly Disagree Agree Strongly agree

		Strongly disagree	Disagree	Agree	Strongly agree
1	I feel I belong at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Everyone knows the school rules about behaviour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	At school, we celebrate the good things students do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Teachers and students care about each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Teachers are interested in my culture or family background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	I feel safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	I always feel safe when I am going to or from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Everyone thinks our school values are important (like respect for others).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Behaviours like hitting or bullying are not OK at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	At school, everyone knows what to do if someone is being hurt or bullied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Students have a say in what happens at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Our school wants us to get on with students from different cultures or backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	The buildings and play areas are looked after at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This section is about teachers and things that happen in your classes.

How much do you agree?
Strongly disagree Disagree Agree Strongly agree

		Strongly disagree	Disagree	Agree	Strongly agree
14	Teachers think all students can do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Teachers treat students fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Teachers often notice when students help each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Teachers always behave how they would like us to behave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Teachers make learning interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Teachers always take action if someone is being hit or bullied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Teachers care about how I feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Teachers always treat each other with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Teachers get on well with students from different cultures and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Teachers ask for our ideas about how students can get on better with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Don't tell teacher

The Government's new funding system for schools would be good, as far as it goes, if only it did what it says on the tin.

Last week's Budget sales pitch was that the only new operational funding for schools would be targeted at children most at risk of failing. Within an hour of the announcement, Education Minister Hekia Parata's office was having to correct the reportage of the new measure. The simple and rather bizarre fact is the new funding need not go anywhere near the 150,000 children who have been identified as needing extra help at school. On the contrary, it is quite possible many of those children will get no extra attention.

The Government says it expects the money to be spent on struggling learners, but on privacy grounds will not tell schools for whom on their rolls the money is intended. And though most schools could have a fair guess at who they are, there's nothing to stop them using the extra money across the whole school roll. The Government will not be checking on how the money is spent, and the temptation is there for schools to use it just to keep up with ongoing costs, because operational budgets are to be frozen.

Even were the money to be used exclusively for struggling learners, it would pay for only a few hours of specialist attention, such as reading recovery, per vulnerable student, per year. By another infamous Budget measure, the \$43.2 million targeted funding over four years is worth less than a packet of chewing gum a day to each targeted learner. Again, that's only assuming it is indeed spent for their benefit.

The measure is obviously only a staging post for the long-awaited overhaul of the school decile system. The Government believes the current 1-10 classification based on household incomes and other socio-economic data from each school's catchment district is too blunt a measure and widely misused as a branding tool. Parata remains unhappy that low-decile is equated with poor achievement, wrongly stigmatising schools in low-income areas, some of which do exceptional work. The system may also inadvertently penalise mid-decile schools

unable to count on parent donations for extra funding, but that still have a high proportion of disadvantaged students who government funding may not adequately cover.

Parata has controversially floated a carrot and stick model of tying future funding to student achievement, so this new pro-targeting will be welcome in the sector. But so far it is only rhetoric – and a curiously disinterested Budget gesture when measured against the intense data-based social targeting programme Finance Minister Bill English has been

implementing for the past couple of years. Data sharing among departments is designed to ensure funding and support is channelled directly and even pre-emptively to those most at risk of failure in education, health, employment and justice. English is insisting on stringent follow-ups to check outcomes.

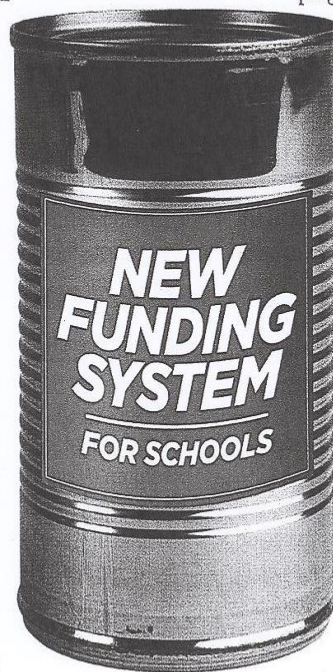
This new school funding is not merely a pale imitation of that strategy, but almost its antithesis. Schools have been told in effect that they cannot be trusted with the data as it applies to their students. There will be no monitoring of how, or even whether, the children concerned are helped by the funding. To all intents and purposes, the money is being thrown into a void. It may be used to fund new cricket nets or reading recovery. No one will be the wiser.

The privacy argument is the most puzzling part of this approach. There are well-established negative indicators for children's learning: coming from a long-term benefit-dependent household; having a parent who has been in prison; having experienced abuse, or having witnessed abuse of a family member; and having parents with no formal qualifications, especially the mother.

The more schools know about these negative precursors the better. It's extraordinary the Government thinks schools

would be careless or indiscreet with the information. On the contrary, they would surely be more responsive to and proactive with their students, having a rounded picture of their learning challenges.

There are, as English promotes, excellent reasons for more rigorous targeting of social assistance. This is simply not an example of targeting and, as such, hugely disappointing. ■



The funding is worth less than a packet of chewing gum a day to each targeted learner.

TEACHER ONLY AFTERNOON
Monday, 27th June
All students to be picked up by 12.35 pm please
NO STAFF WILL BE ON SITE
NO LUNCH ORDERS ON THIS DAY EITHER

Entertainment Book Update



Thank you to all those Families who purchased and also sold extra books for the school your efforts paid off and we reached our goal.

Total to date is \$1,537 raised for the Adventure Trail

We still have 7 Entertainment Books available if you know of anyone who would like one. These can be purchased at the school office or on the link below:

www.entertainmentbook.co.nz/orderbooks/15484g0

PTA - NEXT MEETING

Tomorrow night, 22 June 2016

School staffroom at 7.30 pm

Please come along – everyone welcome 😊

10 WAYS WITH BEANS,
LEGUMES AND LENTILS

CURRY

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Add chickpeas or lentils to tried and tested curry recipes. Add extra vegetables for a filling and nutritious meal.



Developed by Sport Waikato 2016

10 WAYS WITH BEANS,
LEGUMES AND LENTILS

BAKED BEANS

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fb.com/
ProjectEnergize

Baked beans on wholemeal toast are a quick and easy meal for breakfast, lunch or dinner. Try popping them on a baked potato with a sprinkle of grated cheese.



Developed by Sport Waikato 2016

10 WAYS WITH BEANS,
LEGUMES AND LENTILS

MAKE MEAT GO FOR MILES

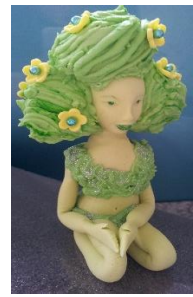
Find us on

fb.com/
ProjectEnergize

Make meat go further by adding a can of kidney beans to mince dishes – perfect for nachos.



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Students participate in a range of performing arts
classes, concluding the week with a performance!

Held at Southwell School
18 - 22 July, 9 am – 4 pm daily

*View our website; www.artzonshow.co.nz
or contact Hayley on either
artz@artzonshow.co.nz or 0800 667 469*



Adult Literacy Trust

Adult Literacy Services for Rural/Isolated Adults

Do you want to get better at reading and writing, or does someone you know have so much trouble they can't read this?

The Adult Literacy Trust has free one-to-one coaches who can help you for half an hour a day by phone or video conference. The Trust also have some easy and fun online practice software you can use from a library computer or from home.

The people who use the Trust's service have different things they are learning – for some writing is more important, for some reading is. Several still have problems with the alphabet, others can write a few sentences but want to improve. Others can read and write OK but want to spell better, to read harder words, to read meeting notes more quickly, or to write in a better style, maybe for letters to school, or job applications, or to write their life story for their children. It doesn't matter what level you are, The Adult Literacy Trust can help.

Contact Wendy
Tuesday – Friday 9.00am to 2.00pm
0800891339



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Our fantastic programme is full of exciting games, sports, art and craft activities that will guarantee your children have fun in a safe environment.

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7.40am – 6.00pm

Bankwood School
and Leamington School, Cambridge

8am – 6pm

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For more information or to **BOOK ONLINE**
go to www.kellysports.co.nz

Email: waikato@kellysports.co.nz Tel: 07 839 9017

SCHOOL HOLIDAY PROGRAMME

Monday 18 July until Friday 22 July

9am to 3pm

\$10 per family per day

Registrations Essential

AM & PM Tea provided

Please bring a packed lunch

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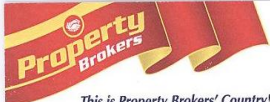


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