



SUNNYSOOK PRIMARY SCHOOL

"Learning for a Successful Future"

Ngā Kauri Term 1 Newsletter

Thursday 16th February 2023

Tēnā koutou,

Dear Parents/Caregivers

A warm welcome back to school everyone. We are eager to get underway with our engaging and exciting learning programmes.

A special mention to our new students and families to Sunnynook - we are welcoming Hoorad Etemad in Room 2, Eva Mehra in Room 3, Shaan Tailor in Room 4, Ouwayse Taha and Sione Ngaluafē in Room 5.

Take a look at our newsletter to see what we will be getting up to!

Welcome to the Ngā Kauri teaching team for 2023. We are Libby Brereton, Katrina Hosken, Roseanna Baker, Monica Duffield, Taelim Lee, Sei Tereora, Meeree Berghmans and Michael Welsh.



Welcome to the Kauri Team

*Amy Arlyn Ben Daniel David FeiFei Grace Hayden Illidan Isabella Jack James John Keira Leighton Luann Matthew
Noah Orlaith Phoebe Riley Sebastian Shaira Shiven Sunyu Thinsu Zayan Mrs Duffield*

*Advika Ahmed Ali Aly Ava Blake Eddie Fern Filip Franceska Gordana Hoorad Jack Kadya Kira Lavenia Matthew Mickayla
Nicholas Pena Riley Roxie Sophia Talei Vitas Vitang Mrs Berghmans*

*Adam Alex Aramis Ariel Aveyana BaoYan Charles Daniel Eva Guan Han Henry Imogen Isabella Lani Len Madi Maisam Mason B
Mason C Mohsin Olivia Omar Philip Rocio Theo Yemaya Zen Zoe Mr Welsh Ms Baker*

*Ari Ava Brooklyn Cameron Chloe Cooper Daniel Ethan Ibrahim Jake Jason Joshua Kingsley Leo McKenzie Mia Michael
Mikayla Mira Muhammad Neve Shaan Shonny Soane Suji Tanera Te Hamaroa Yewon Mrs Hosken Mrs Brereton*

*Aiden Alice Angel Caleb Chenxi Chloe David Emma Eunseo Ezra Fern Hayden Jenny Kyle Nate Olivia Ouwayse Qasim
Queenie Ryan C Ryan Y Sapphire Sherry Sione Willoughby Zaynah Zoe Miss Lee*

*Aria Chanute Cynthia Eileen Ethan Ezra Hannah Honour Hridika Indy Jaxx Jordan Nam Lucy Max Meila Oliver Oscar
Phi Monica Raffaella Rio Sara Siel Taremon Tayla Mr Tereora*

Ruma Tahi



Ruma Rua



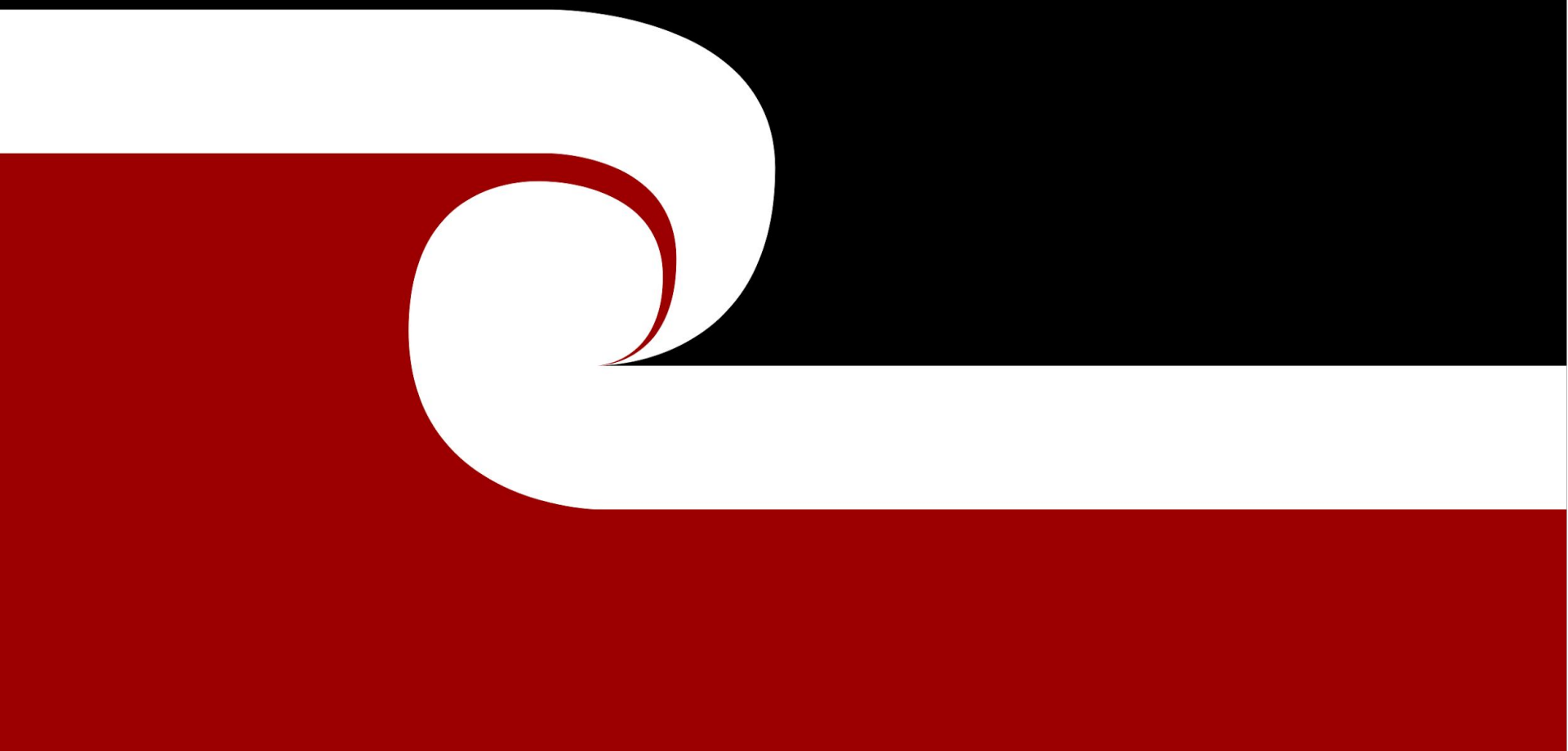
Plus



RUMA TORU



RUMA WHA



RUMA RIMA



Ruma Ono



Curriculum Learning Areas

Our focus for the first part of this term is on establishing routines and good work habits. As teachers we will facilitate teaching and learning.

Our **focal point** for this term is, **Wellbeing** - Designed by the Sir John Kirwan Foundation, for NZ children, Mitey supports schools to deliver an evidence based approach to mental health education

Contexts

Making a Difference; Rules and Laws; Being a “Good” Citizen; Treaty of Waitangi; Citizenship is about taking responsibility for ourselves, others and the Earth.

Key Understanding:

Mitey integrates the principles of the Mana Model with four topic areas, identifying that students will develop their capability to master the skills important for positive mental health.

Mana Model

Mana Whānau

Children need to believe they occupy a central and valued position in their whānau, including their school whānau, so they develop a sense of self and feel connected to others. Mana Whānau is critical and is the foundation for the development of the other four forms of mana.

Mana Ūkaipō

Children need to feel belonging and connection to the place where they live and learn and to the people in those places. By celebrating difference and knowing their knowledge and history is important and shared, children get the connection they need to thrive.

Mana Motuhake

Children need to believe they can be successful and that they can achieve at school by setting goals, being persistent, and taking responsibility. Supporting children involves providing positive role models they can aspire to together with setting high expectations and showing them how to succeed.

Mana Tū

Children need the skills to understand and deal with difference and adversity such as courage, resilience, self discipline, humility and tenacity.

Mana Tangatarua

Children have the skills, knowledge and confidence to navigate, with mental wellness, two or more worlds. They become open to learning different ways of doing things and make decisions using integrity, appreciating other people's values and needs.

IDENTITY

Identity is the starting point for exploring mental health and wellbeing. Although the study of identity begins with the self, it is not an individualistic concept but a relational one. Identities are expressed in social and cultural contexts; they can be different in different settings, and they change over time. Understanding identities requires exploring how gender, ethnicity, culture, whakapapa, religion, sexuality, ability and place (among other identities) intersect in the lives of individuals and communities. When children develop awareness about their identity, they can better understand their own and other's values, histories and cultural practices, and they develop a strong sense of belonging.

WELLBEING

Wellbeing encompasses mental, emotional, social, physical and spiritual aspects of health. The notion of hauora can be used to understand wellbeing. Tā Mason Durie's Te Whare Tapa Wha model is included in the New Zealand Curriculum as one expression of hauora, which encompasses taha hinengaro (mental and emotional), taha whānau (family/community), taha tinana (physical), and taha wairua (spiritual). When children study wellbeing they understand how social and cultural contexts impact health and they develop strategies for enhancing wellbeing for themselves, others and within communities.

COMMUNICATION AND RELATIONSHIPS

Healthy relationships are central to mental health and wellbeing and are essential for living and interacting with others. Making and maintaining friendships, learning how to solve relationship problems, how to cope with change, and how to distinguish between safe/supportive and unsafe/unsupportive relationships are all aspects of this learning. When children develop effective skills for communicating needs and feelings, as well as listening and assertiveness skills then they are better able to form and sustain positive and supportive relationships with others.

SOCIAL ACTION AND HEALTH PROMOTION

Mental health and wellbeing are inextricably interconnected with social, political and natural environments. Learning skills for social and environmental justice, as well as how to effect positive change is part of this learning. When children learn about the importance of positive and inclusive cultures, a healthy environment, and how to take action in relation to political issues, they develop a sense of personal agency and understandings about themselves as active and vital community members.

Curriculum Learning Areas

As an important part of our daily programme, we will be teaching **Maths**, **Reading** and **Writing** skills.

In **Maths**, our focus this term will be Number Knowledge and Mathematical Strategies and how we use these when solving number problems. Throughout the term, we will also be focusing on mathematics strands such as statistics.

In **Literacy**, we will be looking at biographies, giving students an insight into how people lived their life and how they felt about the world around them. Biography also helps students to understand how their own lives have changed over time and what experiences have shaped them as a person. It helps them to empathize with the struggles of other people and their accomplishments.

Both Literacy and Maths will be integrated with our focus on wellbeing, particularly where it is possible to forge authentic links.

In **Sport**, students will develop their small ball skills during class/team games and as part of our fitness programme. Our team sport will be on Fridays at 11.45am (after our team assembly). Please ensure that your child has the appropriate gear, including sunblock and a school hat on Fridays. Hats and sunblock should of course be worn every day at school in terms 1 and 4.

In Week 4, students will be involved in EOTC (Education Outside the Classroom). Information about these three days has been posted on Hero.

SUNNYNOOK

Manaakitanga

VALUES

Kaitiakitanga

Whanaungatanga

SUNNYNOOK



Collaboration

CAPABILITIES

Thinking

Self Management

Term 1 Important Dates

3 Feb - First day of Term 1

6 Feb - Waitangi Day

9 Feb - Peer Mediator Training

16 Feb - Road Patrol Training

18-19 Feb - PTA Campout

20, 22, 23 Feb - Ngā Kauri EOTC

27 Feb - Progress and Achievement Testing begins

8 Mar - Y5/6 Netball Trials

21 Mar - Weetbix Tryathlon Challenge Event

30 Mar - Student Learning Conversations

6 Apr - Mufti Day (Gold coin donation)

Y6 Responsibilities

We encourage all Y6 students to undertake leadership roles in the school.

Our Year 6 students have been assigned school jobs and roles of responsibility that they have shown interest in committing to over the school year. They are very enthusiastic and have already started carrying out their duties. Term 1 Timetables have been posted in classrooms and on our Team Noticeboard in the cloak-bay of Rooms 2 and 3.

A letter has been sent home for those Y6 students interested in applying for the role of Student Leader.



Y6 Responsibilities

We are currently seeking the support of parent volunteers to help supervise the crossing on Tonkin Drive. We need volunteers both before and after school Monday through to Friday. Morning supervision is from 8:15 – 8:50 am and afternoon supervision is from 2:45 – 3:15 pm.

Without parent volunteers we will be unable to supervise this crossing on a daily basis. If you are available to volunteer, please contact Mrs Bassett-Smith rebecca@sunbrynooknschool.nz
Your support as always will be appreciated.



General Reminders

- Please check for **Newsletters** that are emailed home. They are also displayed on class and team notice boards. Our team noticeboard is located in the entrance corridor to Rooms 2 and 3.
- **Home Learning** tasks will begin in Week 4. Tasks will be discussed in class and given out each Monday. All Home Learning needs to be returned to school on Friday. We welcome your comments and ask that you sign and check your child's Home Learning tasks when they are completed. To help students learn basic facts and times tables at home: A great website for this is <http://maths.prototec.co.nz/>
- Please ensure your child is punctual and attends school every day. Unless of course when they are sick and should be kept at home. **The School Day starts at 8:50am. Classrooms will be open at 8:30am and not before.** The time before 8:30am is important to classroom teachers to prepare for the day, so we ask that students do not arrive at school before then. We encourage the use of Skids before school care, if you require supervision of your child before 8:30am.
- **School hats** are compulsory for **Term 1**. Students are also encouraged to bring sunblock and water bottles.
- We also appreciate your support with the payment of all **activity donations** which will be due on receipt of your invoice early in the term. Please pay these promptly so that all students can participate in scheduled activities.
- Students are encouraged to bring an appropriate change of clothes for P.E. e.g. shorts, leggings, T-shirt and running shoes (no thin strap tops, sandals or dresses please).
- Please supply an old large shirt (such as an old business shirt or t-shirt) for your child to wear during art sessions, to protect their school uniform.

If you wish to contact us, please use the email addresses provided below:

- Mrs. Monica Duffield- Year 5/6 - Room 1
monicad@sunnynookschool.nz
- Mrs. Meeree Berghmans - Year 4/5 - Room 2
meereeb@sunnynookschool.nz
- Mr. Michael Welsh - Year 5/6 - Room 3
michaelw@sunnynookschool.nz
Ms. Roseanna Baker - Year 5/6 - Room 3
roseannab@sunnynookschool.nz
- Mrs. Katrina Hosken - Year 5/6 - Room 4
katrinah@sunnynookschool.nz
Mrs. Libby Brereton - Year 5/6 - Room 4
libbyb@sunnynookschool.nz
- Miss. Taelim Lee - Year 5/6 - Room 5
taeliml@sunnynookschool.nz
- Mr. Sei Tereora - Year 5/6 - Room 6
seit@sunnynookschool.nz

Kind Regards,

M. Duffield

Monica Duffield

Ngā Kauri Team Leader on behalf of Ngā Kauri Teachers: Meeree Berghmans, Michael Welsh, Roseanna Baker, Katrina Hosken, Libby Brereton, Taelim Lee and Sei Tereora.