

Rāpare tekau mā rima o Piripi: Thursday 15 June 2017

<http://www.levinnorth.school.nz>

<https://www.facebook.com/levin.northschool>

Anniversary Reporting

As mentioned previously, we are changing the reporting cycle for our students **in the first three years of school** to be aligned with the requirements of **NATIONAL STANDARDS**. This is happening in many schools across New Zealand (and in Horowhenua).

This is not driven primarily by government requirements; we believe that it will also be a MUCH MORE ACCURATE 'assessment' of where your child is at and it is also much more aligned to our personalised approach to learning.

In the first three years at school, we are moving to reporting on students' **time at school**, rather than **calendar years** which have traditionally been in July and December. There will be **NO** change to reporting for students in Years 4 -6; the report format is the same, however there **will be a change to WHEN** you receive it.



Our rippa kids!

What will this mean for your child?

This is quite a big shift to get heads around (for teachers and leaders too!) but...

...if your child is in their **first three years** at school they will receive an interim report (half way through THEIR school year) and an anniversary report (for THEIR full school year). The reports will go home with the students at the end of the TERM that coincides with **their** half year or **their** BIRTHDAY at school.

When can you expect a 'written' report for your child if they are in the first three years of school?

All New Entrant children have a 'first month/ six weeks at school' report.

Birthday	Type of report
March or Early April birthdays or start dates	Interim report and conference – End of Term 3 Anniversary (Birthday) report – End of Term 1
Late April, May, June early July birthdays or start dates	Interim report and conference – End of Term 4 Anniversary (Birthday) report – End of Term 2
Late July, August, September birthdays or start dates	Interim report and conference – End of Term 1 Anniversary (Birthday) report – End of Term 3
October, November, December, January, February birthdays or start dates	Interim report and conference – End of Term 2 Anniversary (Birthday) report – End of Term 4

This year is our first year of anniversary reporting and because of this there will be hiccups!

Please keep asking questions if you are confused – it has taken time for us to come to grips with this...

Levin North School is a positive, caring community, which promotes lifelong learning, celebrates individuality and encourages participation and success for all.

Rippa Rugby 'Thank You'

Thank you everyone who helped our children get to the Rippa Rugby tournament and supported them while they were there. It was great to see our school enter so many teams and for so many children to 'have a go'. Despite a couple of hiccups (which we will all learn from) the day went REALLY well. Thanks Anna and Danny for your superb organisation!!!



Making Learning Tasks Authentic ...

Our new signs are here. These signs were designed by students in Room 3 with the help of Mr Bennet - I love the fact that they are all a little different.

Fundfinders - Disaster Plasters Fundraiser

A carton of plasters will be sent home with the oldest/only child in each family on Friday afternoon (tomorrow). Each carton contains 15 boxes of 50 plasters. We are asking you to do your best to sell as many boxes as you can, they are only \$5 each. When you have sold your carton, please return the money in the labelled bag to the office. If you would like to sell another carton, please ask.

Thank you for your support - from the Fundfinders team.

Te Takere Levin and Shannon Library

Register now for the Winter Warmers Reading Programme – 26 June to 4 August!

Asthma Research Study

Massey University is currently conducting an important health research study looking at the role of bacteria (that are naturally present in the airways) in the development of childhood asthma. One in four New Zealand children suffer from asthma. However, despite medication, 25% of these children still experience asthma symptoms and the reasons and underlying mechanisms are not clear. This study aims to investigate the possibility that airway bacteria are associated with causing childhood asthma in some New Zealand children.

The study seeks to recruit 600 children with asthma, aged 8 – 18. If your child has asthma the researchers would greatly appreciate it if you could take part in this important health study. If you want more information or would like to take part in the study, then please email or call Jean Feary Mckenzie at j.fearymckenzie@massey.ac.nz or 0800 080 078.

Jean Feary Mckenzie – Research Assistant
Centre for Public Health Research

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Dear Parents/Caregivers

At least once every two years the Board of Trustees is required to consult with the parent community about the school's Health and Physical Education programmes. The purpose of this consultation is to outline the programmes that we are delivering, and for us to hear your views about what is important in this area.

Opportunity to comment on our provision and programmes in these areas is provided and we welcome your feedback as this allows us to develop policies and practices that reflect the needs of students at our school.

You can complete the consultation survey by going to our **school website**, clicking on **school documentation** and following the prompts for the survey or through the link with **school stream app** OR the **paper copy** attached.

To help you to complete the survey, I have included the information below which is taken directly from our Levin North Curriculum document.

Health and Physical Education at Levin North School: Curriculum Statement

He Oranga ngākau, he pikinga waiora

The Arts, Sciences, Humanities, Physical Education, Languages and Maths all have equal and central contributions to make to a student's education.

Sir Ken Robinson

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.

Four concepts underpin our approach:

Hauora – taha wairua, taha hinegaro, taha tinana, taha whānau

Attitudes and Values

Socio Ecological Perspective

Health Promotion



We encourage students to take responsibility for themselves by accepting challenges in health and movement contexts and contribute to the wellbeing of those around them. Opportunities are also provided for them to contribute to the wellbeing of others in our community and our environment.

The seven key areas of learning that are covered are:

Mental health, sexuality education, food and nutrition, body care and physical safety, physical activity, sports studies and outdoor education.

We offer and create opportunities for students to participate in sports teams which cover a range of areas, develop the skills of various sporting codes with the help of outside professionals, attend school camps biannually and have aquatic education in our school pool and at the local aquatic centre.

We are also focussed on students developing their skills, knowledge and understanding about developing and caring for our school environment, recycling, growing fruit trees and vegetables.

Opportunities are also provided for the regular preparation of food and cooking experiences.

In each of the areas above, the following is covered through our approaches to learning and various specific classroom programmes (eg rock and water).

Key Area of Learning	Clarification and Possible Programme Content
Mental Health	<p>Opportunities to develop skills and understanding about:</p> <ul style="list-style-type: none"> Personal identity and self-worth Stereotyping and discrimination Effective interpersonal relationships Drug and alcohol use and misuse (Years 5-6)* Keeping ourselves safe
Sexuality Education	<p>Opportunities to develop skills and understanding about:</p> <ul style="list-style-type: none"> Interpersonal skills and attitudes to enhancing relationships
Food and Nutrition	<p>Opportunities to develop skills and understanding about:</p> <ul style="list-style-type: none"> Nutrition for growth and development across all ages The links between nutrition, exercise and well-being The cultural significance of food Food safety
Body Care and Physical Safety	<p>Opportunities to develop skills and understanding about:</p> <ul style="list-style-type: none"> Personal body care Prevention of illness, injury, infection, disease, common lifestyle disorders Identifying environmental hazards Self-responsibility

Physical Education Curriculum

Each key learning area has aspects that may be taught at all year levels.

Key Area of Learning	Clarification and Possible Programme Content
Physical Activity	<p>Opportunities to develop:</p> <ul style="list-style-type: none"> Movement skills in a range of areas Cultural practices in physical activity Their own attitudes and behaviours in physical activity settings
Sport Studies	<p>Opportunities to develop:</p> <ul style="list-style-type: none"> Skills for participating in diverse sporting roles Skills to manage competitive and cooperative environments
Outdoor Education	<p>Opportunities to experience:</p> <p>Adventure activities and outdoor pursuits that focus on physical skill development, fun and enjoyment</p>

Levin North School offers a range of programmes and activities, competitive and non-competitive, for students to develop their sports skills and team work such as:

Swimming, Cross Country, Athletics, Ripa Rugby, Teeball, Softball, Basketball, Waterpolo, Hockey, Inter-school Rugby, Soccer, Netball, Hockey, Year 5/6 Camp.

These activities are provided by staff and outside agencies.



13 June 2017

Health and Physical Education Consultation Survey

1. Which of the four key learning areas below in Health do you consider to be the most important for students to learn? (please write 1, 2, 3 or 4 next to an area).

- ☐ Mental Health,
- ☐ Sexuality,
- ☐ Food and Nutrition
- ☐ Body Care and Physical Activity

2. Why do you consider this area most important?

3. What does our school do really well in Health and Physical Education?

4. Are you concerned about any particular aspects of Health and Physical Education currently being taught?

5. Are there any other areas you think we should address?

Thank you for your time.
The Team at Levin North