

Junior School Newsletter

Term 1 2025



Dear Parents and Whānau,

Welcome back to the start of the new school year! We hope you had a wonderful holiday break, enjoying the summer weather and spending quality time with your loved ones.

It has been a joy to see our tamariki return to school today. Our students are happily settling into their new classes, building relationships with their teachers, and reconnecting with friends, sharing with us their many holiday stories!

We would also like to extend a warm welcome to all our new students, their families and staff.

This morning, we had the pleasure of formally welcoming both new students and staff into the Hautapu School community during our Mihi Whakatau. This special welcoming is particularly meaningful for our youngest learners as they begin their educational journey with us, as well as for all new students joining throughout the school.

We also have two new teaching staff joining us at Hautapu school. A very warm welcome to Aaron Kavanagh, our newly appointed Deputy Principal and Renae Townsend, who will be teaching in Tawa class. We are really looking forward to working alongside Aaron and Renae and are very fortunate to have two highly skilled educators joining our team.

We are excited to get to know our students and their whānau over the course of the year. Families are always welcome to visit our junior classes. Feel free to drop in to meet your child's teacher, explore the learning environment, and catch up on the work your child has been doing.

This year, our junior team includes Belinda Hoebergen, Jana Gaigher, Debbie Readhead, Renae Townsend and Brooke Phelan.

As always, we will keep you informed about important information regarding learning and events through email and Seesaw. You can find key dates for upcoming events on our school website: <https://www.hautapu.school.nz/>.

If you have any questions or concerns during the term, please don't hesitate to contact your child's teacher.

Ngā mihi nui,

Belinda, Jana, Debbie, Renae and Brooke

Junior School Teachers



Belinda Hoebergen
Junior Team Leader and
Specialist Literacy Teacher
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Jana Gaigher
Kōwhai Class - New Entrant
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Debbie Readhead
Rimu Class - Year 1/2
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Renae Townsend
Tawa Class - Year 2/3
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Brooke Phelan
Nikau Class - Year 2/3
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Hautapu Values

At Hautapu School, our values of Challenge, Courage, Explore, Community, and Growth serve as the foundation for all our learning and actions. Whether within the classroom or out on the playground, these values guide our behaviour and decisions.



Throughout the year, we will take the time to understand the Hautapu Values with our students and how these link to learning and help contribute to a positive and supportive learning environment for all.

Curriculum Focus Term 1

Social Sciences: Aotearoa New Zealand Histories Curriculum

To start the term we will learn about Waitangi Day as it marks the significance of the initial signing of Te Tiriti o Waitangi | The Treaty of Waitangi.

During the term we will be exploring from the Aotearoa New Zealand Histories Curriculum exploring the topic of A Sense of Place; Tūrangawaewae me ti kaitiakitanga. We will learn the stories based around our local area and our own origins and connections.

Te Reo Māori

This term we will be focusing on how to greet, farewell and thank people in te reo Māori. Students will also learn how to introduce themselves and others and respond to introductions.

We will work towards writing and presenting a pepeha. This is a formal way for the tamariki to introduce and communicate information about themselves to others. Their pepeha may include information such as their name, parents names, iwi, hapū, mountain, and river, or home town and place of family origin.

Physical Education

Swimming

This term our Physical Education focus will be on swimming, in particular developing water confidence, skill development and safety in and around the water.

Your child's teacher will email the details of the days in which their class will be swimming.

Please bring named togs and a towel everyday in a bag. Goggles are not compulsory but are recommended, especially for those children who are beginning to put their face and head in the

water.

When getting dressed after swimming, please ensure that your child can dry themselves and get changed independently.

To showcase our learning in the pool we will have our **Junior School Swimming Display on the morning of Wednesday 12th March**. More information will follow nearer to this date.

Fitness

This term our daily fitness focus will be based on the needs of each individual class and we will be incorporating the MoveWell programme which uses an enjoyable, games-centred approach to develop children's knowledge, attitudes and movement skills.

MoveWell is a resource to assist teachers, kaiako and others who may be involved with implementing activities to support and extend children's learning, confidence, ability, and enjoyment in movement.

MoveWell is the outcome of collaboration between Sport NZ, Physical Education New Zealand, the Accident Compensation Corporation of New Zealand, and is supported by the Ministry of Education.

Children love to move and MoveWell aims to build from their playful and creative nature, not by just 'teaching skills' but by creating environments that allow them to explore, problem solve and build their movement abilities, competence and confidence to play games with others and feel a sense of success.



Literacy and Numeracy

Your child will participate in daily numeracy and literacy lessons appropriate to their stage of learning. Please contact your child's class teacher if you have any questions or queries in regards to your child's learning.

Please remember to bring book bags to school in order to keep our books safe and in tidy condition.

Structured Literacy

For a number of years now, our junior school classes have followed a Structured Literacy approach when teaching reading, writing and spelling.

Structured Literacy is an evidence based, highly explicit and systematic way of teaching all important components of literacy. These components include both foundational skills (e.g. decoding, spelling, handwriting and letter formation) and higher-level literacy skills, (e.g. reading comprehension, written expression).

Structured Literacy also emphasises oral language abilities essential to literacy development, including phonemic awareness, sensitivity to speech sounds in oral language, and the ability to manipulate those sounds.

Within the junior team our learners in years 0-3 are taught using the Better Start Literacy Approach (BSLA). This programme ensures students have the knowledge, appropriate assessments, reporting systems and resources to explicitly teach foundation literacy skills.

<https://www.betterstartapproach.com/>



Mathematics

Oxford University Press - Mathematics

Hautapu School has chosen *Oxford University Press* as our new government-funded mathematics programme. We believe this programme will greatly benefit our students, as it aligns closely with the updated national curriculum and is designed to meet each child's individual needs.

Oxford University Press waited for the new Mathematics Curriculum to be confirmed, ensuring that their programme aligns directly with the latest learning expectations. This means that your child will be learning material that is consistent with the standards and skills required.

Key Benefits of Oxford University Press

1. Accessibility for All Students

The programme includes a *Read to Me* function, which enables students to listen to instructions, questions, and problems. This feature supports all students in accessing the mathematics content, regardless of their reading ability.

2. Personalised Learning and Grouping

Oxford University Press provides pre- and post-tests for each topic, helping teachers identify each student's strengths and areas for growth. This enables teachers to group students

according to their needs, ensuring that each child receives targeted support and challenge as needed.

3. Progress Tracking and Communication

Teachers receive detailed comparative reports that track the progress of each student. These reports help us see how each child is progressing and can easily be shared with parents to keep you updated on your child's growth and areas for focus.

4. Differentiated and Data-Driven Instruction

Oxford University Press uses data to tailor lessons, meaning that each child receives explicit teaching that meets their unique learning needs. This differentiation ensures that every student can advance at their own pace with guidance suited to their understanding.

5. Hands-On and Multi-Format Learning

The programme is delivered both digitally and with hard copy resources, which provides flexibility in learning. It goes beyond traditional bookwork, allowing for hands-on activities and interactive lessons, as we know that students learn best when they can actively engage with the material.

We believe that Oxford University Press will complement our existing strengths in teaching mathematics, allowing us to build upon the strong foundation we've already established. We are looking forward to seeing how this programme supports our students' learning and growth.



The Arts

Visual Arts

This term we will focus on the foundational skills within the Visual Arts, creating pieces using media such as pencils, charcoal, pastels, ink and markers and which cover the following techniques:

- **Line:** Contour drawing, cross-hatching, and implied line.
- **Shape and Form:** Using geometric and organic shapes to construct forms.
- **Perspective:** Basic one-point and two-point perspective to create depth.
- **Shading:** Blending, stippling, and hatching to add tone and texture.

Pause, Breathe, Smile Programme

Pause Breathe Smile is a mind health programme that helps tamariki regulate emotions, pay attention and build positive relationships. Students develop resilience, increase self-awareness and improve overall happiness.



Home

Professional training in New Zealand's only evidence-based mindfulness programme. Learn Mindfulness with our expertly-taught online course.

pausebreathesmile.nz

Evidence-based with an ongoing commitment to research

Research studies were conducted during the development of Pause Breathe Smile, in collaboration with research teams from AUT and The University of Auckland. Results were published in peer-reviewed academic journals^{1,2,3}. Since then, further evaluations of the programme have been regularly conducted⁴.

Since the start of Southern Cross funding, all schools taking part in Pause Breathe Smile have been surveyed by the New Zealand Institute of Resilience and Wellbeing & Mindquip. Data is collected at three time points: prior to the start of the programme, at four months follow-up, and at one year follow-up.

The first independent analysis of this wellbeing survey data at 18 months showed positive impacts⁵ on children and teachers following implementation of Pause Breathe Smile.

Research findings

- Increases calmness
- Improves focus & attention
- Enhances self-awareness
- Improves conflict resolution skills
- Develops positive relationships
- Reduces teacher stress
- Statistically significant increases in childhood wellbeing
- Improves focus, perseverance, helpfulness and selfmotivation
- Reduces apprehension, anxiety and pessimism



"I have seen kids using the Pause Breathe Smile Programme first hand, and it was amazing. It gave me hope that maybe we really could do something to turn the tide."

- Nigel Latta

1. Rix, G. & Bernay, R. (2014). A study of the effects of mindfulness in five primary schools in New Zealand. *New Zealand Journal of Teachers' Work*, 11(2), 201-220.
2. Bernay, R., Graham, E., Devcich, D. A., Rix, G., & Rubie-Davies, C. M. (2016). Pause, breathe, smile: A mixed-methods study of student wellbeing following participation in an eight-week, locally-developed mindfulness program in three New Zealand schools. *Advances in School Mental Health Promotion*, 9(2), 90-106.
3. Devcich, D. A., Rix, G., Bernay, R., & Graham, E. (2017). Effectiveness of a mindfulness-based program on school children's self-reported well-being: A pilot study comparing effects with an emotional literacy program. *Journal of Applied School Psychology*, 33(4), 309-330.
4. Hynds, A., Hindle, R., Kus-Harbord, L., & Savage, C. (2020). Impact evaluation for the Pause, Breathe, Smile programme. Christchurch: iH Research.
5. Rusk, R. (2022). Impact evaluation for the Pause Breathe Smile programme. Mindquip & New Zealand Institute of Resilience and Wellbeing.

Contact coordinator@pausebreathesmile.nz to book!



pausebreathesmile.nz



[/pausebreathesmile](https://www.facebook.com/pausebreathesmile)



coordinator@pausebreathesmile.nz

Navigating the Journey

The Navigating the Journey programme is a series of lessons that are based around establishing a positive learning environment, who we are (individual identity), relationships, growing and changing and keeping safe.

Below is an outline of the learning themes and activities which we will be covering this term.

Please don't hesitate to contact your child's teacher if you have any questions.

| Theme | Learning intentions from the Sexuality Education Guidelines | Key concepts | Activities and learning outcomes |
|--|---|--|--|
| 1. Establishing a positive learning environment Te whakarite i tētahi ao ako huapai | Personal and interpersonal skills and related attitudes D1 and 2: Setting classroom rules A4: Respecting self and others C1: Relating to friends and classmates C3: Listening to others | Care for others Cooperative skills Listening skills | <i>Understanding the learning journey and the landscape p. 8</i> Students will identify that they are on a learning journey to learn about themselves, their relationships with others, their changing bodies, and staying safe. <i>Caring for others p. 11</i> Students will identify ways to be a kind and helpful classmate. <i>What is cooperation? p. 13</i> Students will identify and practise cooperative skills. <i>Being a good listener p. 15</i> Students will identify and practise listening skills. |
| 2. Who am I? Ko wai au? | Personal and interpersonal skills and related attitudes A4: Respecting self and others C3: Expressing ideas and feelings C3: Listening to others Understandings and skills to enhance relationships; think critically about sexuality in society A4: Describing different types of families A4: Describing themselves and their family | Personal identity Personal strengths Similarities and differences Diverse family structures Gender roles | <i>My name p. 18</i> Students will explore and share the origins of their name. <i>My pepeha p. 20</i> Students will introduce themselves through a pepeha. <i>Tell me what I do well p. 22</i> Students will describe their personal strengths and the strengths of others. <i>How am I the same? How am I different? p. 24</i> Students will describe their similarities and differences to others. <i>My whānau p. 26</i> Students will describe themselves and their place in their whānau. Students will explore diverse family structures. <i>Gender roles p. 28</i> Students will describe themselves in relation to their gender. Students will explore diverse gender roles. |



Junior School Information

Sun Safety

Please ensure your child brings a sunhat to school everyday, refer to our Sun Safety policy for further information:

Sun protection practices

- We ensure that sun protection is considered for all outdoor school events and activities, on-site and off-site, including sports and EOTC. We try to plan outdoor activities to minimise exposure to the sun (UVR) during the summer (i.e. we consider timing and use of shade).

- Students and staff are encouraged to make use of shaded areas when outside. Students eat lunch in the shade or inside, as appropriate.
 - We encourage students and staff to keep hydrated by drinking water. We require students to wear a hat (preferred option) or cap that shade the face, neck, and ears, whenever they are outside and involved in school activities. Students at school without a hat must remain in an allocated shaded area or inside at break times. Students are allowed to wear sunglasses, which we recommend meet the AS/NZS 1067 Standard to provide good UVR protection.
 - We encourage students and staff to protect themselves with broad-spectrum, water-resistant sunscreen of at least SPF30. The school provides sunscreen. Parents are expected to apply and provide SPF30 broad spectrum sunscreen for their children. Sunblock is available in classes for students to reapply themselves during the school day.
 - We encourage students to wear clothing that protects the skin (e.g. long sleeve tops, rash tops) when at risk of extended sun exposure (such as at sports days, school camps, and picnics), or when swimming outdoors.
 - Staff are encouraged to model appropriate sun protection practices.
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Reporting to Whānau

Our reporting of student progress will be in the form of Whānau Learning Conversations held later this term, further information will follow closer to the time.

Please contact your child's teacher and make a time, if you would like to discuss your child's progress throughout the term.

Lost Property

We encourage children to be independent and accountable for their belongings by ensuring they put clothing away in their bags. However items can become misplaced, so please name all clothing.

Gear left unclaimed at the end of the day is taken to the lost property area.

Any remaining clothing at the end of the term is donated to charity.

Shoes in the Classroom

Students remove their shoes before entering the classroom. Please ensure that your child is able to independently put on their shoes when they leave the classroom, by being able to tie their own

laces or they have shoes which they can manage to put on, e.g. velcro, elastic laces, slip on shoes etc.

Daily Routines

In the mornings, to encourage independence, please get your child to carry their own bag to the classroom and hang it up on the hook by themselves.

Please also get your child to take their own book bag out of their school bag and place it in the box in the classroom.

When the bell rings for the end of the day (2:30pm), teachers will take their classes to the front of the school. Whānau are welcome to collect their child from their classroom if they wish, this is a great opportunity for your child to share their learning with you.

Absences

If your child is going to be absent from school, please notify your child's teacher or the office on 07 8277466, admin@hautapu.school.nz or via our school app.

If your child should arrive late to school, please ensure they report to the office.

Kai

At lunchtimes we are encouraging the children to eat their sandwiches first. Children place any uneaten food back in their lunchboxes so that you are able to monitor what they are eating.

Please make sure your child brings a drink bottle filled with water to help them keep hydrated during the day. We have water fountains at school where students are able to access fresh drinking water, they are also able to fill up their drink bottles also.

Each Friday we have lunch orders available which can be ordered through Kindo. Items available are sausage rolls, mince pies and potato top pies.

<https://shop.tgcl.co.nz/shop/index.html>

We also have the Your Lunchbox lunch delivery service which is available everyday. Go to the following link to order online: <https://www.yourlunchbox.co.nz/>

Stationery

Please Visit the OfficeMax website to obtain a list of your child's stationery requirements. Ordering and delivery is also available through this site.

Please ensure all stationery is named prior to bringing to school:

<https://www.myschool.co.nz/>

Library

Every class visits the library once a week and children can issue two books each during their visit. To take out new books they need to bring back their previous books and have their book bag with them.

Your child's teacher will let you know which day their class will visit the library.

Food Allergies

Due to food allergies which some children have and the potential number of cakes which we can possibly receive through the year, we kindly ask that birthday cakes for the class not be brought to school.

Arts and Crafts

We are always in need of craft materials such as buttons, wool, glitter, fabric, gift wrap, ribbons, timber off cuts, pvc pipes etc. We also welcome donations of egg cartons, cardboard tubes, cardboard boxes etc.

Spare Clothing

Please keep a spare set of clothing in your child's bag.

After School Care - Hautapu Kelly Club

We offer after school care through the Kelly Club which is held daily in the school hall. Please notify your child's teacher or the office if your child attends after school care, outlining dates and if they attend on a casual or regular basis. This helps us keep children safe.

If you would like further information or to enrol your child in after school care please refer to the Kelly Club website: <https://kellyclub.co.nz/hautapu>

Kindo

We use the Kindo online payment service for all payments within the school such as school donations, lunch orders, sports fees etc. <https://shop.tgcl.co.nz/shop/index.html>

Forms of Communication

We have various forms of communication throughout the school to keep you informed of your child's learning and upcoming school events.

As always your child's teacher is the first point of contact if you have any questions around your child's learning.

Please make an appointment time with the classroom teacher if you wish to discuss your child's learning. Teachers often have duties as well as meetings before and after school to fulfil. By making an appointment this gives quality time for the teacher and whānau to discuss any questions or queries.

Please update your phone or email details with your child's teacher and Geraldine at the office if these have changed.

Seesaw

If you are not connected to Seesaw please contact your child's teacher. This is a great way of keeping up to date with your child's learning.

School App

We have a school app where you can receive news, updates or reminders. You are also able to report absentees through the app. Search SchoolAppsNZ on your mobile app store to sign up.

Hautapu School Facebook Page

<https://www.facebook.com/hautapuschool/>

Hautapu Helping Hands (PTA)

Hautapu Helping Hands is a parent led group to support the Hautapu School community. It is a way for whānau to connect, celebrate and lend a helping hand for school events and fundraisers. More information can be found on the Hautapu Helping Hands Facebook page.

<https://www.facebook.com/groups/1194378357402208/>

Pānui/Newsletter

Pānui/Newsletter:

You can also find information and dates for upcoming school events in the Pānui/Newsletter which is emailed out to whānau fortnightly.

Dates for Term 1

All important dates regarding upcoming events can be found on our school calendar on the Hautapu School website.

https://www.hautapu.school.nz/1/embedded_items/1-school-calendar

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Monday 3rd February

First day of term 1.

Thursday, February 6

Waitangi Day - No School

Friday, February 7

School Closed

Monday, February 10

Meet the Teacher picnic evening 5.30pm.

Friday, February 14

Assembly 8:40am, all welcome.

Friday, February 28

Assembly 8:40am, all welcome.

Wednesday, March 12

Junior school swimming display, 9am.

Friday, March 14

Assembly 8:40am, all welcome.

Tuesday, March 25

- Japanese Visit.
 - School Photo Day.
-

Wednesday, March 26

- School Photo Day.
 - Whānau Learning Conversations 3pm-7pm.
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Friday, March 28

Assembly 8:40am, all welcome.

Thursday, April 3

Whānau Learning Conversations 3pm-7pm.

Friday, April 11

- Celebration Assembly 8:40am, all welcome.

- Last Day Term 1



Belinda Hoebergen

Belinda is using Smore to create beautiful newsletters