



Tuesday 9 March 2021

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Dear Parents and Caregivers,

from the Principal

Many thanks to the large number of our families who came along to our combined school and parish Mass on Sunday. What a joyful celebration it was too, with the contribution of the junior choir being a particular highlight. I'm sure the students preparing for their First Reconciliation, all seated together at the front of the church, felt the support of the community as they continue their sacramental journey. Many thanks to all students and staff who were involved in the preparation of the Mass and to those who had a ministry role on the day.

House Leaders

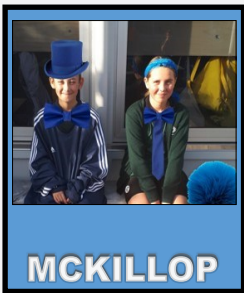
I met with our new House Leaders last week to prepare a plan of events for the term. They are going to be a great group to work with and have shared plenty of innovative ideas already. The first one will take place on Wednesday 31 March when they invite all students to come along with some coloured item/s that identify which house they belong to. The House Leaders hope that their photo gives you some ideas.

For anyone feeling a bit confused by now can I help out with the following points:

- McKillop House is **Blue**
- Mission House is **Yellow**
- Redwood House is **Red**
- Williams House is **Green**

Our plans are that all students will know what House they belong to by the end of this week. Please let us know if this does not prove to be the case!

Between 11 and 12.30 on Wednesday 31 March the House Leaders will gather up all their members (including the teachers allocated to the House) and spend some time together learning about the history behind their House name, making up some House chants and joining together for a fun House activity.



MCKILLOP



MISSION



REDWOOD



WILLIAMS

FOR MORE INFORMATION

Our Website

[Click here](#)

Report an Absence

[Click here](#)

Parish website

[Click here](#)



Sacramental Dates

Reconciliation Preparation

Second session
21 March
9am Mass

First Reconciliation

28 March
3pm



Special Character

Caritas Challenge



Here is another opportunity to donate to a very worthy Caritas cause. **On Thurs 1 April students are asked to be dressed in something purple or a colour close to it, to support the Caritas Challenge Ss Peter and Paul will be doing.** We are undergoing the challenge of MOVE IT by keeping the school moving for the day. We ask that they bring a **gold coin donation for Caritas.** The Christian Service leaders will be visiting your child's classroom over the next few weeks to prepare for this event.

Following the **Footsteps** of **Jesus**



SCHOOL UPDATES

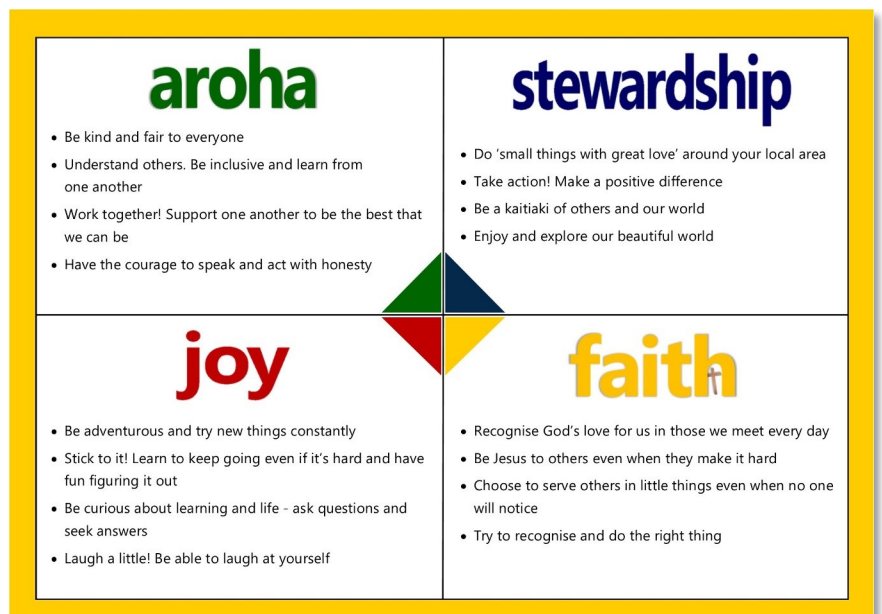
Social problem solving approaches - helping our students to manage their behaviour and their relationships with others

In New Zealand, restorative practices are a common adult-led problem solving approach that is used to address incidents of conflict including bullying behaviour. The underlying philosophy of restorative practices is that wrong-doing is perceived as damage done to a relationship that can best be repaired by those most directly involved, working together to find solutions. This contrasts with the traditional approach which sees wrongdoing as being about rule breaking which needs to be punished.

The overall aim of restorative practices is to create a 'culture of care'. This fits perfectly with our Catholic worldview with the essential goal that "First and foremost every Catholic Educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth." Pope Benedict XVI

For some time now we have been developing a consistent school-wide approach that seeks to include students in developing social and conflict resolution skills. The main aim is to help them to repair relationships and well-being, and to increase their empathy and ability to solve social problems that arise both inside and outside the classroom.

The diagram below shows how our school values have formed the basis for identifying behaviours, attitudes and dispositions that will support both student learning and social and emotional development. This diagram features prominently in every classroom in the school and teachers have been working with their classes to unpack what these would look like in the classroom and playground.



When a conflict situation arises teachers use the structure of a restorative conversation with the students involved. The essence of a restorative conversation involves four big questions which a teacher will lead students through:

- **Tell the story** (What happened?)
- **Explore the harm** (Who has been affected and how?)
- **Repair the harm** (What do we need to do to put things right?)
- **Move forward** (How can we make sure this doesn't happen again?)

Some children find it quite difficult to be part of a process that considers a viewpoint other than their own. Some students want to tell the story but don't want to spend their time on the other questions and actually reaching a solution.

Our aim is to help all students to understand that working through a consistent process that prioritises respectful relationships and dialogue is valuable learning for everyone.

We appreciate you taking the time to read and consider our work in this area and your support of our restorative practices. One important way to do this is should your child ever come home from school, upset about a conflict situation, please ask them if they have raised this with a teacher and if not, reassure them that teachers all follow a plan that involves everyone being heard and working together to 'put things right'.

Kay Tester

SCHOOL UPDATES

SWIMMING LESSONS



REMINDER

Swimming lessons start **Monday 15 March** so please don't forget swimming gear and check their class swim time with your child's class teacher.



Tissues

While not a specific stationery requirement this year, teachers do find that boxes of tissues are very useful to have in the classroom, particularly for our younger students who might not be so easily able to manage their own pack of tissues. If you are happy to send a box along to your child's classroom for general use, that would be most appreciated. Alternatively should your child be in need of tissues please ensure they have a good supply of tissues sent along to school with them.



aroha
stewardship
St Peter & Paul School
joy faith

SPORT *updates*

NETBALL

Year 7,8 trials are being held on Wednesday 10th from 3.30pm to 5.00pm at Sacred Heart Courts. Thanks to all those who completed registrations.

Years 3 to 6- a reminder that registrations close Monday 15th March at 3pm.

OTHER SPORTS - TERM 2,3

We have yet to receive any information about Basketball and Waterpolo.

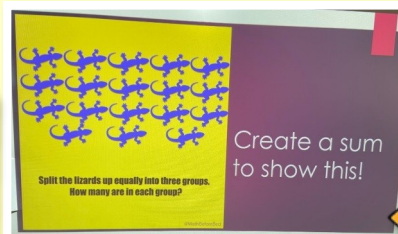
THE BOOK CORNER ●●● **LIBRARY**

Pop-up Library

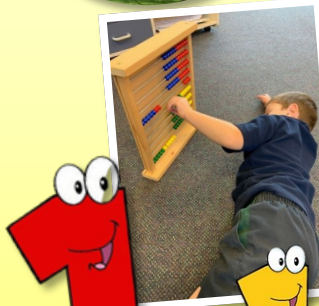
The new lunchtime pop-up library in the Pohutukawa tech space has proven to be a hit with a large number of students taking the opportunity to visit and borrow books. Students are able to issue two books for two weeks and, to cope with demand, the assigned library days are:

Monday - Kowhai
Tuesday - Nikau
Wednesday - Pohutukawa
Thursday - Rata
Friday - all areas

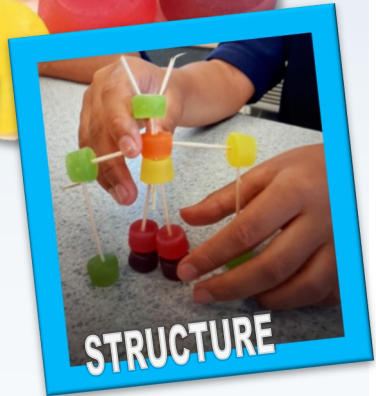
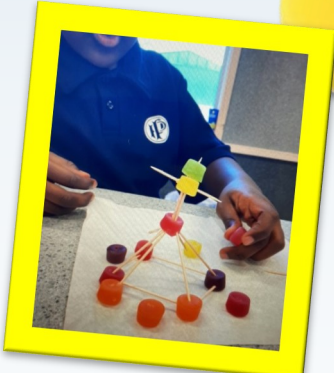
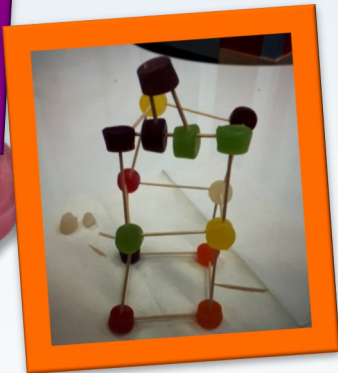
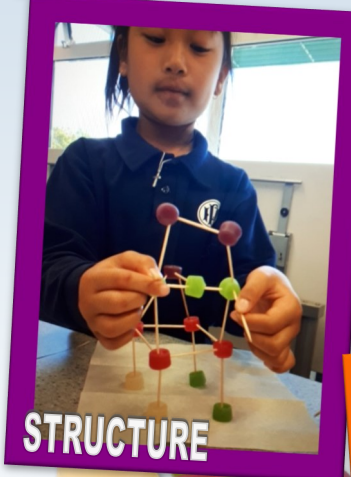




During our maths time, we have been working on our number knowledge. We have used all this new and prior knowledge to make connections and solve problems. As Mataya and Emily say; "it's not all about the answer, it's the journey you took to get there!"



This year we are learning about the universal concept of structure. In Room 10, we have been gaining an understanding of this concept in a variety of ways. One afternoon we took part in an activity that required us to think with our imaginations, plan and then build a robot that could balance by standing unaided. We were able to use toothpicks and winegums. We worked together in small groups. Sometimes we had to make adjustments and keep trying different approaches to be successful. We learnt that to have our robot stand up we needed to have a strong base or foundation otherwise it would topple over. We could see how this connected to the concept of structure and this is a generalisation we are beginning to understand. It was a lot of fun. Here are some of our robots.





Pōhutukawa

12-15

Pohutukawa is currently learning about the Wind linking this to our overall learning of our concept "Structure". We have made Anemometers in class, which measure Wind Speed, and have been taking measurements around the school at different places and at different times of the day. This has been a challenge as the weather has been so settled. We have had to observe our environment around us so when there is a breeze we can go out measure!

Unanswered Questions:

Rooms 12 and 15 have been having fun working together and as a result of our learning, we have been noticing a lot about the wind, its structure and the structure that measures it. This has resulted in Noticing's and Unanswered Questions. We look forward to investigating these further.

Does the climate and temperature affect the speed of the wind?



If you stand close to a tree, a building or shelter does it affect the wind speed?

Does the time of day affect the amount of wind?



If we are all in the same space, why did we have different measurements?

Why don't we complete our testing across the seasons? Does it make a difference to the speed and the amount of wind?

Noticing's:

Different days have different wind strengths and types



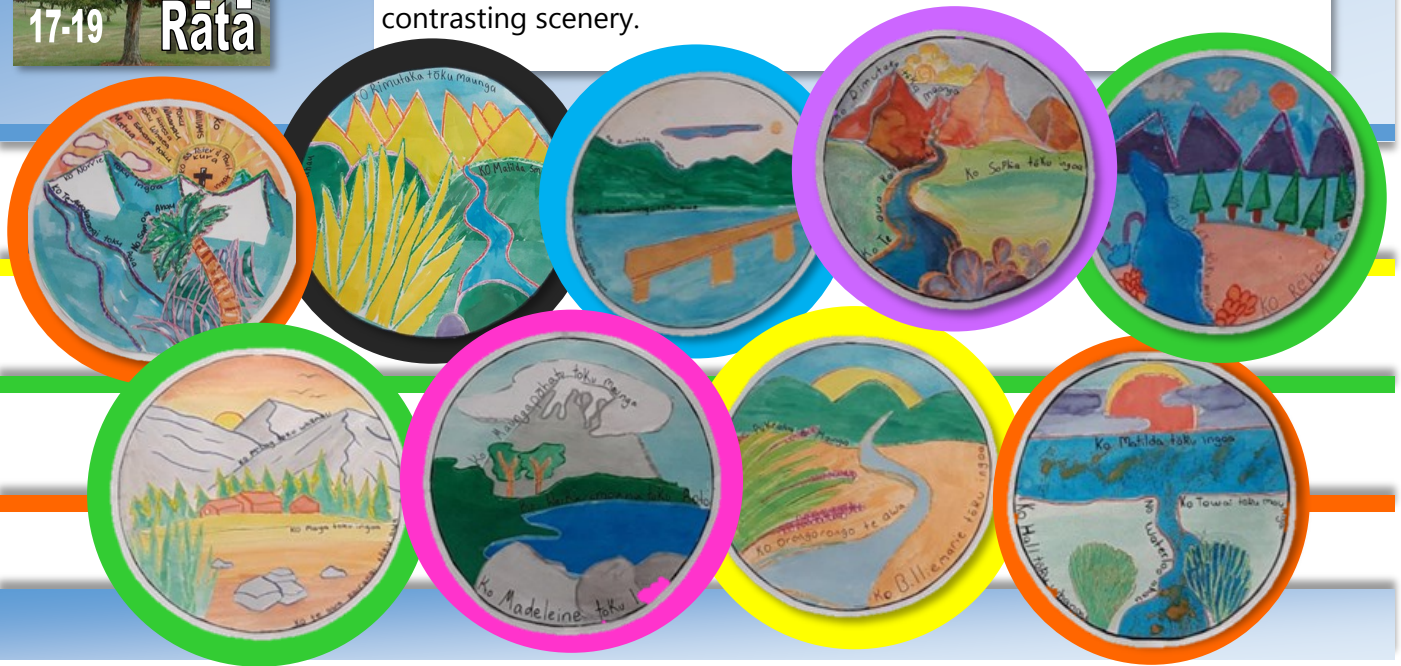
Where you are standing, how you hold, and how high you hold the anemometer makes a difference

When you stand near the tunnel the wind is stronger and it makes a funnel of wind



17-19 Rātā

Pepeha is a way of introducing yourself in Maori. It tells people who you are by sharing your connections with the people and places that are important to you. Rata Area have been writing and illustrating their Pepeha. The art work has been created using crayon and dye with layered paper to enhance the features of the mountains, rivers and contrasting scenery.



Purple/violet is the somber colour of the Lenten season which signifies humility, willingness to repent, mourning for the sins and suffering with Jesus. Rata area has made a collaborative art work composed of crosses with the symbols of Lent on them.

(These were used at the school mass on Sunday)



School Office

569 5759
www.stpeterpaul.school.nz

Absences

parents/caregivers call between
7.30-9.00am extn 1 if your child will
be absent or late

Information line

for up to date school activities and
cancellations use extn 2

Thank you for your ongoing support
Mā te Atua koutou e manaaki, e tiaki hoki
May God bless and care for you
Kind regards **Kay Tester - Principal**



Contact the School

School Policy & Procedures

Login details are on the Parent
Portal under About Us

Parent Portal

etap@school parent portal
etap@school app
(forgot your password contact Lisa in the school office)



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