



WAIMATE CENTENNIAL SCHOOL



24th September 2020

Tena Koutou Katoa
Nga Mihi Mahana- (Warm greetings)

COVID19 - LEVEL ONE

- * Please continue to stay home if you are sick and ensure you are tested if recommended to do so.
- * Continue to observe the great handwashing practices we have had.
- * Scan into places through the NZ COVID Tracer app.
- * Cough and sneeze into your elbow
- * Regular cleaning and disinfecting of all high touch surfaces.
- * All children are required to be at school. The only people who will need to stay away are:
 - those required to self-isolate
 - individuals who health authorities have asked to stay away while waiting for a test result
 - children, students and staff who are unwell.
- * Schools, like workplaces are not considered to be gatherings.
- * Physical activities including cultural and sporting activities, practices and events can go ahead.
- * We can begin to hold our whole school assemblies again. (We will update this in Term 4)

END OF TERM 3 - START OF TERM 4

The last day of Term 3 is Thursday, September 24th. Term 4 begins on Monday, October 12th.

TEACHER ONLY DAY

We are holding a Teacher Only Day tomorrow, **Friday, September 25th**. The school will be closed for student instruction.

ROAD PATROL TRAINING

A perfect day for "Road Patrol Training" as we welcomed our Police Education Officer Maire Froud who worked with our 2021 road patrollers. All the children were awesome and I can see we will be in safe hands next year!



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UPCOMING EVENTS

- Teacher Only Days -
,September 25th and
October 23rd
- South Canterbury
Swimming Sports, Friday,
September 11th
- End of term 3 -
September 24th

END OF TERM

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SUBWAY

Subway will continue during
Term 4. The first day for
Subway orders next term will
be Tuesday, October 20th
(Week 2) Orders to
classroom teachers on the
Tuesday as usual please.

NEW WORLD DONATES "LITTLE GARDEN" TO CENTENNIAL SCHOOL.

Thank you to Stuart and the team at New World Waimate for supplying the materials for Centennial to build a little garden. Kathryn from the Produce department arrived with a wooden garden box, special garden soil mix and seedlings. These were presented to the very excited student gardeners from Centennial school.

This is the second year that New World has provided Centennial with mini seedlings. The first time the seedlings were taken home to be grown away from school. We are excited to see how the students come together to do the gardening at school this year.

Students in the middle school are very keen on gardening and have already worked hard on their orchard and window garden. We are enthusiastic about this opportunity to expand our gardening experience for students. In today's busy world there are children who don't see vegetables being grown. They identify the supermarket as the place where food comes from. I see this initiative opening students' eyes and developing an appetite for growing our own food.

The materials include a colouring in competition with three very good gardening prizes. Our whole school will participate in this early next term. I am looking forward to hanging the prize winners entries in the New World window for the fourth term.

We are looking forward to inviting the New World team back to school next term to see the progress we have made with the garden. We will also have a celebration of the produce we have grown ourselves in the autumn. Last year we did this by creating dishes of the food we had grown and sharing those with people across the school.

If you are a New World Customer and you don't want your seedlings, be sure to donate them into the donations stand in store so they can be distributed to all the keen gardeners in the many schools and Early Childhood Centres around the district.



STANDING TALL

- Respect for self** - Jason Waugh, Harry Luckman, Stella McFarlane, Lucas Ali, Jason Waugh, Indi McKenzie
- Respect for Others** - Olivia Carline
- Respect in All Areas** - Sophie Wilson

CLASSROOM AWARDS

- Effort & Progress in Writing** - Zoe Smith, Nikita Sanders - Gu
- Effort & Progress in Reading** - Jackson Burgess, Colbie Lane
- Effort & Progress in Arts** - Genna Hargreaves, Santi Zimmermann
- Presentation Skills** - Scott Brown
- Increased Independence** - Connie Cousau
- Looking after Others** - Ace Binnie
- Works and Plays well with Others** - Charlotte Donaldson

GOLD BAND WINNERS

- Weka - Cody Swatridge, Genna Hargreaves, Kelly Carter, Blake Dyer, Callum Rempala, Olivia Carline, Pat Huwes, Leah Finn, Milla McKenzie
- Kea - Zaylee Davis, Mythili Khangarot, Tiffany Milne, Madisyn Smith, William Nichol, Briar Craig, Sammy Hill, Brooke Proudfoot, Lachie Patterson Tui - Amelia Buckingham, Lucas Cook, Sophia Davidson, Eden Grieve
- Pukeko - Suri Apafi, Callan Harrington, Abbie Sew Hoy, Pippa Smith, Indy Stowell, James Fraser, Harry Luckman, Ricky Savage, Charlotte Knightly, Andrea Jordanovska, Tahlia Ainsworth, Korbyn Oughton, Ryder Hall
- Takahe - Harper Davis, Zayden Binnie, Mollie Peters

Please Return: I have received and read this newsletter () (tick)

Family name _____

EXPLICIT TEACHING CONTENT FOR PB4L.

During the year our PB4L team has met regularly to focus on managing inappropriate behaviour effectively. Part of the solutions we have developed have been supporting each other with students who are not managing themselves well. This has taken the form of a specific teachers meeting with students before issues arise and having positive influences on them. We call one of these interventions "Check in and "Check out". The student brings a sheet that the teacher can sign indicating the success the student is having today. This meeting provides an opportunity for the teacher and students to chat about what might be happening. If the student has not met the criteria, what can they do differently next time?

The other outcome/solution of the team meeting has been to identify the teaching all students require to be behaving appropriately. We call this an explicit teaching focus. One of these has been about maintaining a clean school environment if the behaviour issues are about litter being left on the ground. Another is how to play by the rules in a game when students are not handling the conflict that arises from everyday games in the playground. A third has been about treating others with respect.

We believe that pre teaching skills gives our students the skills to make better decisions in the playground and with the people they have to work and play with each day.

DIGITAL TECHNOLOGY AT WAIMATE CENTENNIAL

All New Zealand teachers are now required to deliver the two new Digital Technologies areas of the technology curriculum to their students by 2020. These are Computational Thinking for Digital Technologies and Designing and Developing Digital Outcomes.

Instead of achievement objectives we have progress outcomes in this new area. These relate to the New Zealand Curriculum levels and cover students from year 1 to 13. The first progress outcome is aligned to students up to as high as year 5. As the student moves up the school the progress outcomes are smaller and achieved over less time. Progress Outcomes clearly describe the significant steps learners take as they progress in Digital Technologies from school entry to the end of Year 13.

When learning about programming, Progress Outcomes identify that students start learning these skills first through giving simple instructions. Later Progress Outcomes describe how this learning increases over time. As a students' learning progresses, they would then display the skills needed to develop software to program robots.

One thrust of the new Technology area is to have students thinking in ways that encourage problem solving and solutions-based outcomes.

Another thrust is to have students create digital content and solutions rather than just be users of digital content.

Waimate Kahui ako and Centennial professional development this year has resulted in a plan for how we will teach digital technologies and resource the equipment we will need. All our schools will use this plan to make sure they are managing the introduction of this important learning area appropriately.

