

Newsletter



"Growing Great People"
Te Whakatipu Tangata Nui

45 Whitmore Road, RD1, Gisborne 4071

Phone/Fax: 06 862 5725 • Email: office@ormond.school.nz

www.ormond.school.nz



Kia ora Parents, Caregivers and Whānau,

At this stage of the term it is timely to revisit our school values of Respect, Responsibility, Resilience and Reflection. These values are the catalyst for the expected behaviour that we as a school and community expect from our learners. It is also important to note that these values are not limited to our school environment, but extend beyond the school gate - we expect our learners to be using these as part of their personality and everyday interactions with others. This week the value of Reflection has been at the forefront of our learning and minds. At Ormond School we value REFLECTION because it allows us to think deeply about our learning and behaviour to make changes or improvements.

Reflection serves as a bridge between experience and understanding. It's the process through which we make sense of our encounters, extracting valuable insights that shape our future actions. Whether we're celebrating victories or dissecting challenges, reflection allows us to internalise lessons learned and apply them with intention in future learning opportunities.

By taking the time to reflect, we develop self-awareness, growth and personal development. It's through reflection that we uncover valuable lessons from both successes and setbacks, paving the way for informed decisions and progress. Reflection fosters a sense of gratitude and appreciation for the journey we're on. It reminds us to celebrate our achievements, no matter how small and acknowledge the resilience it took to overcome challenges, while building a desire to be better than before.

All the best to our rising sports stars this weekend with their respective codes, touch and cricket. Play hard and play fair. Thank you to all of our parents who have offered to support our teams with their chosen sport. Our sporting stars are extremely lucky to have your support to enable them to participate and grow their skills against other schools / teams to be better than before.

Noho ora mai rā, Stay safe and have a great weekend! Jonathan Poole - Tumuaki / Principal

Key Dates Term One

- 7th March - School Swimming Sports
- 12th March - School Triathlon
- 22nd March - Teacher Paid Union Meetings -
School closed at 1:00pm
- 25th March - BOT hui - 5:30pm
- 26th and 27th March - Whanau Aspiration hui
- 27th March - Inter School Triathlon
- 29th March - 2nd April - Easter Weekend
- 8th April - Snorkelling - Rimu & Pōhutukawa
- 10th April - Inter School Rippa Rugby
- 13th April - Last day of Term One

Note: Depending on circumstances we may not attend all events. Dates are subject to change.

Term Dates 2024

Term One: 31 January - 12 April
Term Two: 29 April - 5 July
Term Three: 22 July - 27 September
Term Four: 14 October - 16 December



GROWING GREAT PEOPLE
TE WHAKATIPU IWI NUI



ORMOND SCHOOL LEARNERS ARE GREAT PEOPLE WHO ARE:

Communicators, Collaborative,
Connected, Confident, Thinkers, Self
managers, Shows Perseverance

Don't forget:

OUR 4 R'S

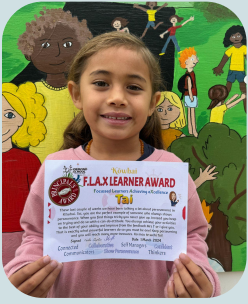
AT ORMOND SCHOOL ARE:

RESPECT
RESILIENCE
REFLECTION
RESPONSIBILITY

When we are using these 4 values, we are
BEING A GREAT PERSON!

F.L.A.X Award Recipients

TAI



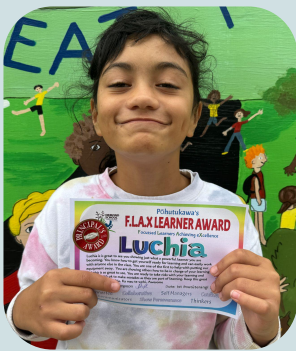
These last couple of weeks we have been talking a lot about perseverance in Kōwhai. Tai, you are the perfect example of someone who always shows perseverance. When you find things tricky you never give up. Instead you keep on trying and do so with a can-do attitude. You always achieve your activities to the best of your ability and improve from the feedback Mrs T or I give you. That is exactly what powerful learners do so you must be one! Keep persevering and you will reach many more treasures. Ka mau te wehi Tai!

HANNAH

Hannah, what an exceptional start you have made to your learning journey in Karaka! You are focussed on your learning, doing extra over and above what is expected. You are ready to tackle any challenge and go into the learning pit. You are kind to others and you are keen to help when someone is stuck. You are a great role model for others in our class. Rawe tō mahi Hannah, you are a Powerful Learner Superhero!



LUCHIA



Luchia is is great to see you showing just what a powerful learner you are becoming. You know how to get yourself ready for learning and can easily work with anyone else in the class. You are one of the first to help with putting our equipment away. You are showing others how to be in charge of your learning and this is so great to see. You are ready to take risks with your learning and know that it's ok to make mistakes as they are part of learning. Keep this great attitude going Luchia. Ka mau te wehi. Awesome

TED

Ted has had a fabulous week in Rimu. He always has a smile and lights up the room with his cheeky grin. He is fun but knows when to be serious and focus on his learning. He has been doing lots of big maths thinking during our learning this week. He really impressed me when he was asked very last minute to do a speech for Neralies farewell, he stood up there with such pride and confidence it blew me away. Keep it up terrific, Ted !



KEEP
NEW ZEALAND
BEAUTIFUL



TIDY KIWI AWARD - WEEK 5

Pōhutukawa

BE A
TIDY
KIWI



SPORTS DRAWS

TOUCH

Ormond Hurricanes (Year 1-2)
VS

Mangapapa Kowhai Field J2 10.30am

Ormond Chiefs (Year 3-4)
VS

Mangapapa Kahurangi Field 8
10.30am

Ormond Blues (Year 5-6)
VS

Te Hapara Manu Kahu Tahī Field 3
10.30am

CRICKET

West Gisborne Rural Schools
VS

Wainui Beach School Blue
3.30pm Friday 1st March
Nelson Park 5A

Fundraising Suggestion Box

There is a suggestion box on the wall in the office foyer please place any fundraising suggestions in there we would love your ideas!



FREE



TE RĀ O NGĀ
TAMARIKI
CHILDREN'S DAY



Sunday 03 March

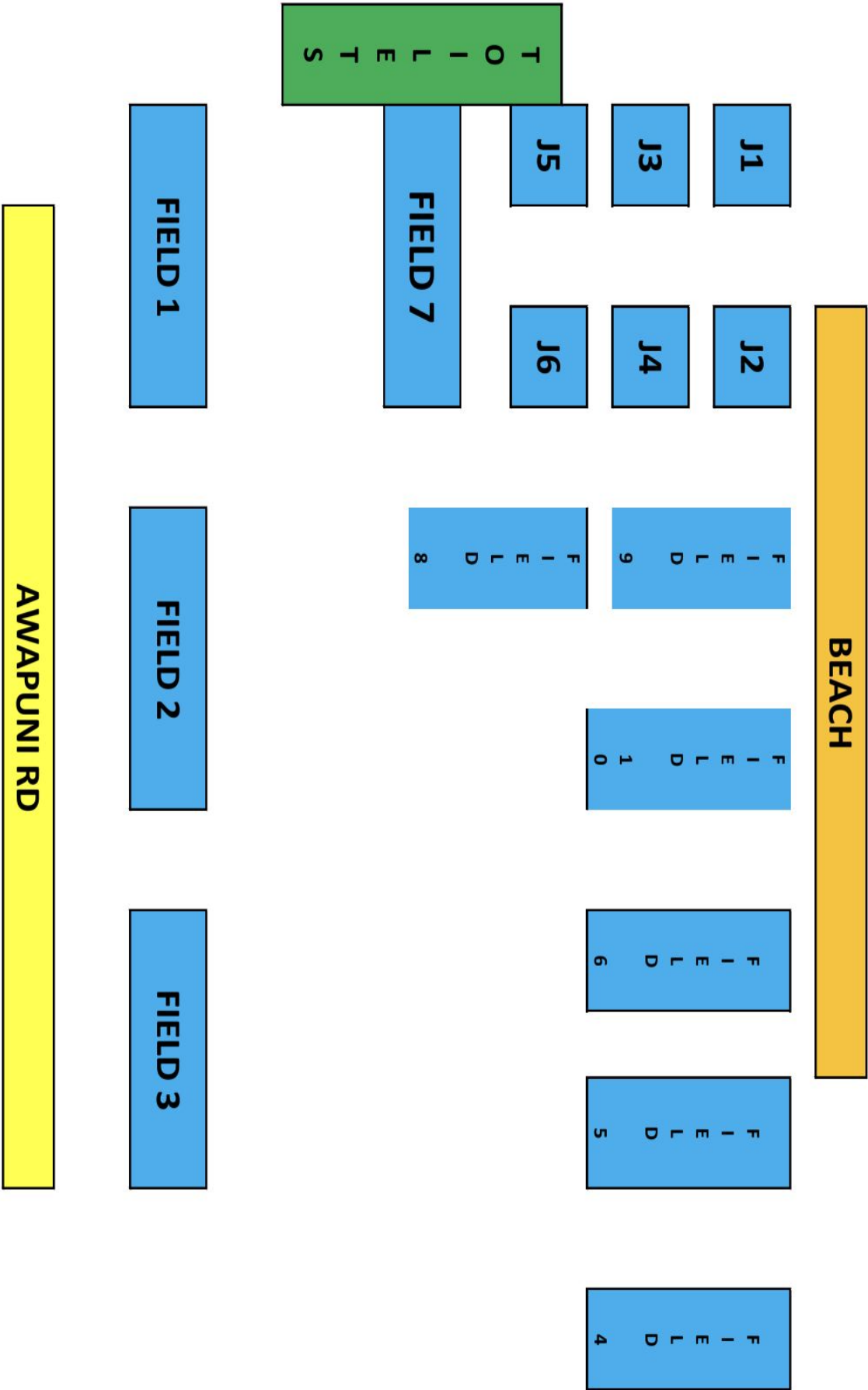
10 AM - 2 PM

At Stand Tū Māia,
49 Cochrane Street,
Elgin, Gisborne

BBQ - Entertainment - Face Paint - Bouncy Castles - Prizes - and MORE
Alcohol, drug & smokefree event



Touch Field Map Watson Park



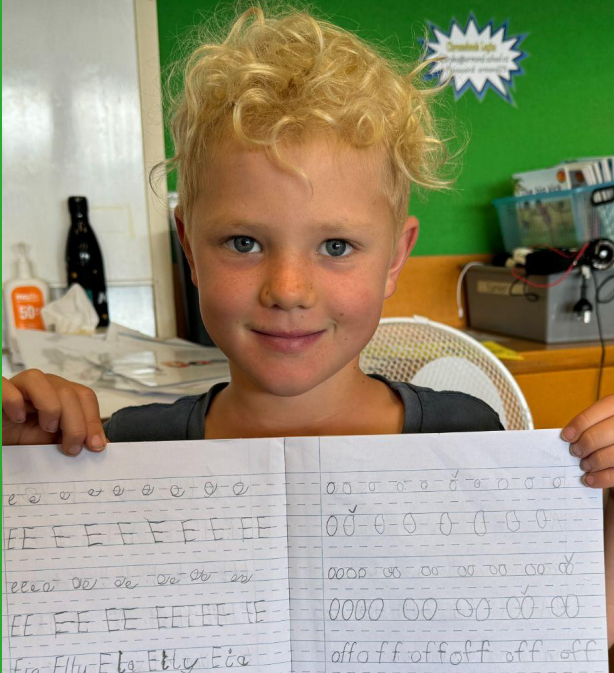
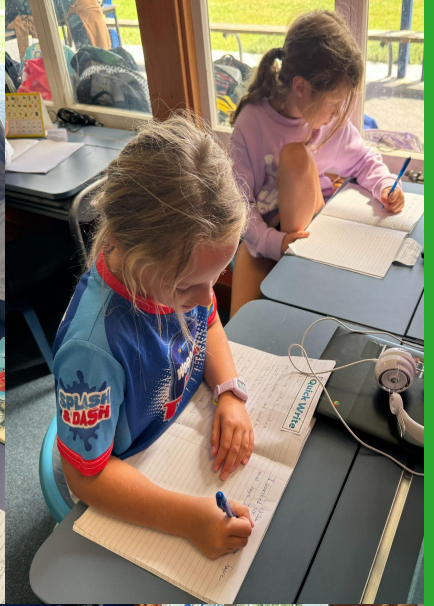
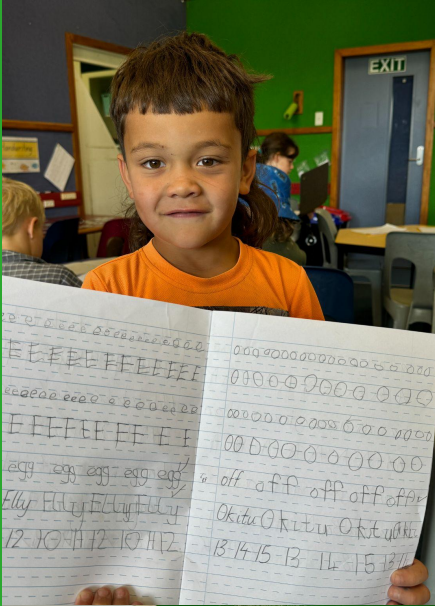
Stomp Bottle Rockets



Tuakana / Teina Buddy Reading



Learning at Ormond



NOTICES & UPDATES

School Bus: We are asking that if your child is eligible to catch the school bus that you please make use of this service. The Ministry of Education tracks the number of students using this service and if we don't have people using this, we will eventually lose this or have our bus route altered. For families who are travelling from outside of the bus zone, you can meet the bus at the Waihirere turn off (7:50am) or Lavenham Road (8:10am) for your child to use this service, these are the start points and endpoints of this service. It is advised that students using this service be at the designated points 10 minutes before pickup as times may vary. The after school drop offs will be in reverse order from the morning pickups. Parents need to meet the bus for pickups, if no parents are waiting your child will be returned to school.

Swimming: Please send your child to school with togs everyday.

Sun hats: Term One is wear your hat term. Students are required to wear a wide brimmed or bucket hat whilst in the playground and during outdoor activities. School hats are available in the office for \$25.00

School Uniforms: If you have any School Uniforms at home please bring these back as we need them for up and coming sports events

Ormond School Swimming Sports

Thursday 7th March, 9.30-11.30am

EVENTS - starting at 9.30am

Senior Swimming Events:

- Year 4-6: Length front and back flutterboard
- Year 4 - freestyle / backstroke / breaststroke / dolphin dive
- Year 5 - freestyle / backstroke / breaststroke / dolphin dive
- Year 6 - freestyle / backstroke / breaststroke / dolphin dive
- Champion Swimmer

Estimated time - 10.15am

Junior Swimming Events:

Year 1-3 Demonstration Events

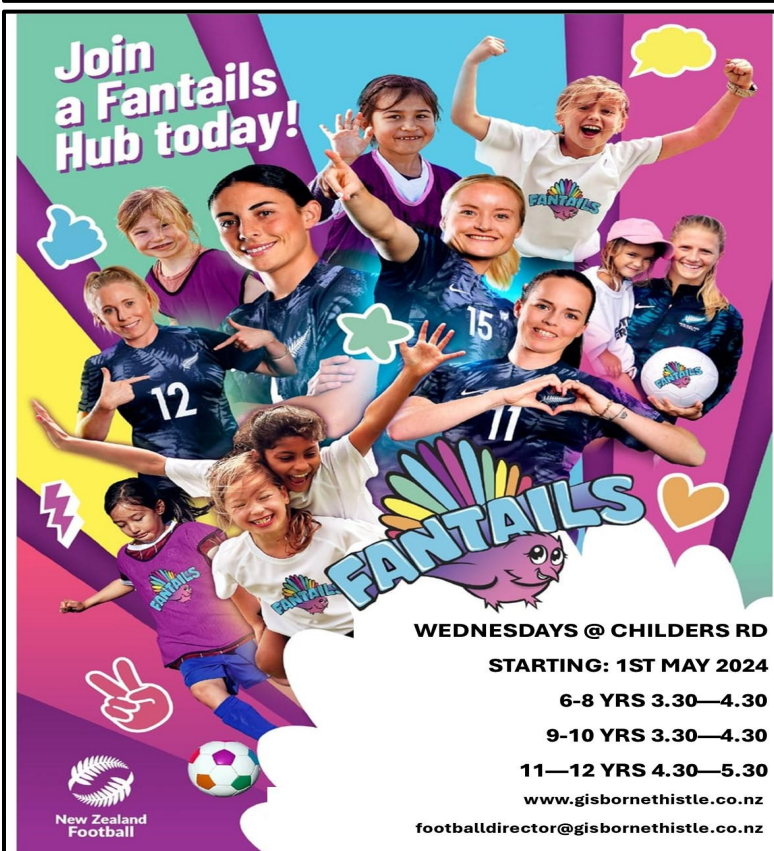
- Running race
- Noodle race
- Ball race

Year 2-4 Width Events

- 1 width running
- 1 width dolphin dive
- 1 width flutterboard
- 1 width back flutterboard
- 1 width freestyle

Note: Heats may be required for some year groups.
Top 3 in each heat through to semi/final.

Only children who can swim breaststroke correctly for a full length will enter.



Join a Fantails Hub today!

FANTAILS

WEDNESDAYS @ CHILDERS RD

STARTING: 1ST MAY 2024

6-8 YRS 3.30—4.30

9-10 YRS 3.30—4.30

11—12 YRS 4.30—5.30

www.gisbornethistle.co.nz

footballdirector@gisbornethistle.co.nz

New Zealand Football



**Kia pai
tō rā
whakatā**

**Have
a great
weekend!**

Jonathan, Lynne, Mrs T, Raquel, Sophie, Abby, Michelle, Ash, Neralie, & Mike



THE ROLE OF THE SCHOOL BOARD



What is the Role of a School Board?

A school board is a group of people working together to govern a school as set out in the

Education and Training Act 2020.

This legislation also sets out the laws that everyone involved in education in New Zealand must abide by.

The Education and Training Act 2020.

The purpose of this act is to establish and regulate an education system that:

- provides New Zealanders and those studying here with the skills, knowledge, and capabilities that they need to participate in the labour market fully, society, and their communities.
- supports their health, safety, and well-being.
- assures the quality of the education provided and the institutions and educators that offer and support it.
- honours Te Tiriti o Waitangi and supports Māori-Crown relationships.

The day to day **Management** of the school is the responsibility of the **Principal**.

What Does School Governance Look Like?

School governance involves **creating vision** and **setting direction**.

School boards provide leadership through the **strategic plan** and **policy framework** which give direction to guide all school activities and decisions and allocate funds to achieve these goals in a financially responsible way.

A School Board is accountable for the **achievement** and **wellbeing of its students**, the **maintenance of school property**, the **school's financial condition**, the **wellbeing of its staff** and **giving effect to Te Tiriti o Waitangi**.

Achievement

Student educational achievement, means developing the whole ākonga (learner) as a person. There is considerably more to it than just how much of the core learning areas they have learnt.

Achievement also embraces "soft skills" or as we call them at Ormond School, "**Learner Qualities**". These are things such as being **Confident** and **Connected**, showing **Perseverance** being a **Self Manager**, a **Thinker** and being able to **Communicate** as well as being able to work **Collaboratively**.

The vision of all state and state-integrated schools is for all ākonga to be "confident, connected, actively involved, lifelong learners."

Or as we say at Ormond School - **Growing Great People**.

Wellbeing of Students

S127 of the Education and Training Act 2020 states a board's key objective is to ensure the school is a...

"physically and emotionally safe place for all students and staff."

Inclusive education is about giving all the students at school an equitable opportunity to fully participate and achieve. It's about adapting to the needs of the learner rather than the learner adapting to the expectations of the school.

Property Maintenance

School boards are responsible for overseeing the maintenance of school property.

School property largely refers to "buildings such as classrooms, halls, libraries, and school houses".

To manage property at school, the board needs to:

- maintain the school property,
- upgrade and modernise school buildings
- plan for whether we need new buildings and/or services.

School's Financial Condition

A School Board has overall responsibility for the school's financial management but delegates the day-to-day management of the school's finances and budget to the principal.

Wellbeing of Staff

A School Board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board operates an employment policy that complies with the principle of being a good employer, and this is available to all employees.

Giving Effect to Te Tiriti o Waitangi

A school board gives effect to Te Tiriti o Waitangi by:

- working to ensure that plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.
- taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori.
- achieving equitable outcomes for Māori students.

Concerns and Complaints

What should I do if I have a concern or complaint?

Concerns tend to relate to what happens in the classroom and to relationships within the school.

These are best raised directly with the people involved, where they have the best chance of being resolved promptly. In most cases, this will be the school staff or the principal.

Concerns that the school cannot resolve will be directed to the board and become a "complaint".

Sometimes a concern or complaint might be sent directly to the board without being raised first within the school environment. When this happens, the board decides whether the principal and their team should resolve it. Again, this is because the people most involved with the issue are more likely to identify workable solutions.

If you have a concern or complaint please follow the steps set out in the **Concerns and Complaints Process flowchart.**

Concerns and Complaints Process

Most concerns can be resolved informally by discussions with the people involved.

STEP 1

Your concern is **GENERAL IN NATURE**

OR ...

Involves a particular **STUDENT OR STAFF MEMBER**.

Contact the person involved to arrange a time to discuss the matter privately.

Indicate what the concern is about and let them know if you'll bring a support person to the meeting. If the concern is about a student, contact the student's teacher (or principal).

Meet with the person involved to discuss the matter.

Be prepared to listen to different points of view and try to work towards a resolution.

This may require another meeting and/or involve senior management.

Is the matter resolved?

Provide feedback as to whether you were satisfied with the outcome, or if the matter is not resolved.

YES

NO FURTHER ACTION REQUIRED

STEP 2

Your concern has **NOT** been resolved by meeting with the person concerned

OR ... does NOT involve a particular student or staff member

OR ... you DO NOT wish to approach the person concerned

OR ... involves the principal or a trustee (board member).

Contact the principal, senior management, or board member (as appropriate) to arrange a time to discuss the matter privately.

Indicate what the concern is about, any steps taken to resolve the matter, and let them know if you'll bring a support person to the meeting.

Meet with the appropriate person (as above) and discuss the matter.

Be prepared to listen to different points of view and try to work towards a resolution.

The principal may involve other people to help resolve the concern.

Is the matter resolved?

Provide feedback as to whether you were satisfied with the outcome, or if the matter is not resolved.

YES

STEP 3

Your concern has **NOT** been resolved by previous steps

OR ... your concern is more serious

OR ... your concern is serious and it's not appropriate to contact the principal (senior management) about it.

You can make a formal complaint.

See the school's **Making a Formal Complaint or Serious Allegation** procedure (SchoolDocs).

Put the complaint in writing (email or letter), giving as many facts and details as possible, and any steps taken to resolve the matter.

Include your name, signature, and contact details.

Send to the principal, presiding member (board chair), or deputy board chair/ other board member, as appropriate.

Your complaint will be acknowledged.

The school will decide whether a formal investigation is necessary or appropriate. See the **Making a Formal Complaint or Serious Allegation** procedure (SchoolDocs).

If a formal investigation is required, subject to privacy, confidentiality, or other ethical and legal requirements, the school may keep you informed about the investigation process and timeframes, including confirmation of when the matter is concluded.

NOTE: Unless there are exceptional circumstances, **a complaint will not be considered unless the correct process has been followed.** You may be directed back to the staff member or principal to follow the process.

Once a formal complaint has been resolved, there are no further avenues to pursue the complaint with the school.

If you are not satisfied with the outcome of your complaint, you are encouraged to take advice and may wish to consider contacting other agencies. See the school's **Making a Formal Complaint or Serious Allegation** procedure (SchoolDocs).

Links



Raising
Concerns Policy



Concerns and
Complaints Process



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