



Taihape Area School

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Term 2 Newsletter Number 4

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Tena koutou katoa

Week 4 already, and the mid-way point of the term fast approaching.

Last week we had a visit from Elizabeth Mortland and Brian Sage who have over the years been enthusiastic and dynamic advocates for all things Taihape. Elizabeth and Brian met with members of the Student Leadership Team (SLT) to discuss a number of matters. One issue they discussed at some length was the lack of community input from younger members of our society, and the need to engage the under 40's, down to under 20's, in the civic affairs of our town.

This is a universal problem and a major reason why many clubs and social organizations are struggling, and in some cases dying a slow death. In years gone by, it was simply expected that when you left school you would serve your time on the committee of your rugby, cricket, netball,

golf, or football club, or join Rotary, Lions, or one of the many service groups that were the life blood of small town New Zealand.

Unfortunately the fabric of our society has changed, and the concept of social service is now generally foreign to the modern generation. This has massive repercussions, particularly in terms of developing a sense of community and community spirit, as well as enabling access to these organizations an option for people.

Encouragingly both Brian and Elizabeth were both very impressed with the service ethic demonstrated by our young leaders. In their Leadership Role at TAS they are expected to serve their school in a variety of ways, and in so doing, experience many of the frustrations faced by adults actively involved in the administration of community groups - citing the lack of support they get, the criticism they must (stoically) endure, the lack of appreciation they receive, and simply the hard work and sheer time required to get things done. Nevertheless they prevail and in so doing fulfill an essential role in the day to day life of TAS.

The hope is that they will embrace this concept of service to the community, and continue to accept a leadership role in the adult world. Either that, or they will be burnt out!!

As the saying goes however, "*if you want something done, ask a busy person*". One thing they will definitely need to learn is how to achieve a balance between their commitments and responsibilities, and their personal life – this is an important skill if

they are to thrive in the world beyond school.

As a school we hope to further enhance our relationship with our Community – our students have much to offer Taihape, and it is important their voice is heard.

Richard McMillan
Principal

The Week Ahead

Tuesday 24th Year 5-8 Young Leaders
to Palmerston North
Wednesday 25th Year 9-13 Interschool
Cross Country (Wanganui)

What's on this Term

June

Monday 6th Queen's Birthday
Thursday 9th Celebration Assembly
Monday 27th Science Fair
Tuesday 28th Science Fair

July

Thursday 7th School Photos
Wednesday 13th Celebration Assembly
Friday 15th End of Term

August

Monday 1st Beginning of Term 3

2011 Term Dates

Term	Start Date	End Date
3	1 st August	7 th October
4	25 th October	13 th December

Welcome

We are delighted to welcome to Taihape Area School.

We wish them a very happy and successful time here with us.

Walking School Bus

The Maori Wardens (dressed in their uniforms) are assisting with the walking school bus. The routes they will take will be finalized soon but if you see them out walking then your children can join with them to walk safely to school.

Remember Nanny Pura leaves from the Kohanga Reo in Goldfinch Street at 8.15am, and walks to Moa Street and up Hautapu Street to the Triangle and down to school. Either meet Nanny Pura at the Kohanga or join her along the way,



Hockey

After a long and concentrated build-up the hockey season proper began last week when we played PNBHS 10. The first half wasn't our best work, as we struggled to get into the game and play with any sort of control. Poor passing and linking, as well as too much lost ball, contributed to a muddled effort.

Despite that however, a number of clear scoring chances were created, but squandered. PNBHS scored towards the end of the half and took a 1-0 lead into halftime.

The second half was much better although it appeared for some time this was to be one of those frustrating days when the ball simply wouldn't go in the goal. However perseverance prevailed and the first goal arrived, followed by 2 more, all scored by Nathan. The third goal was a classic team effort with a number of players involved, a big run from Ryan, and a clinical finish in the circle from Nathan.

The standard of the passing and support play in the second half was much better. Kayla, Hema, Rowan, Ryan, Zoe, Nathan, Kerry, and Eden all played well, particularly after half-time.

In summary, a winning start to the season, some bright moments, but plenty of room for improvement.

Player of the Day: Kayla (her best performance so far for TAS).

Draw – Tomorrow

TAS v Dannevirke, at Paihatua., beginning @ 4.30pm.

We will be leaving from school @ 2.00pm.

Next week we are playing Fielding Agricultural High School @4.45, in Fielding. We will be leaving from here at 3.15pm.

Year 9-13 Interschool Cross Country

Last Thursday trials were held to select a team to compete in the Year 9-13 Interschool Cross Country Championships to be held at Nga Tawa this Thursday. The results were:

JUNIOR BOYS - 2 laps		Place					
Max Sage	1						
Beau Walker	2						
Kerran Clark	3						
INTERMEDIATE GIRLS - 2 laps		Place		INTERMEDIATE BOYS - 2.5 laps		Place	
Ella Law	1	Joshua Fellingham	1	Nathan Chaney	2	Adrian Stratton	3
SENIOR GIRLS - 2.5 laps		Place		SENIOR BOYS - 3 laps		Place	
Zoe Whatarau	1	Boyd Mower	1	Ryan Donne-Gregory	3		
Tessa Anderson	2	Jessie King	2				

Football

Netball

Rugby

Awesome Colgate Carton Race

We need your empty **Colgate**

Toothpaste Cartons!!

Only **6 weeks** to go in the Awesome Colgate Carton Race, our chance to win a share of \$60,000 worth of new **sports gear**. Please save those Colgate Cartons and bring them along to school.

You can find out more at: -

www.colgatecartonrace.co.nz



Quotes of the week:

"The first handshake in lie is the greatest of all: the clasp of an infant fist round a person's finger" - Mark Beltaire.

"Everybody wants to go back to nature - but not on foot" - Werner Mitsch in Stallgarter Zentung, Germany.

Why there's more to life than being successful at school.

The following article was written by Nicol Reed, and appeared in the Sunday-Star Times (22/05/2011), and makes interesting reading.

HOW IT hurts to eat your words.

I just want my kids to be happy, that's what I've always said. You know, well-adjusted, kind to small animals ... But at the first sign my son might be a

reluctant student, at kindergarten when the children were encouraged to sign themselves in and he refused to pick up a pen, I panicked. Blindly. I catastrophised. I imagined a future on the dole. Without gainful employment, who would want to marry him? Dear God, would he be 50 and still living at home?

At an interview with the principal before he started school, I voiced my fears. Dyslexia? Determined not to be one of those parents who decide, against all evidence, that their child is gifted, I threw it out there. Delusions of filial grandeur? Not me! The principal smiled kindly. "You know," she said, "often with new entrants, it's more the parents we have to worry about."

Recently a friend's six-month-old was showing an interest in the S-bend pipe under the kitchen sink, and his mother dropped into the conversation that she'd read somewhere that this could be an early indication of brilliance. Obviously Mensa was on the cards.

"He's probably going to be a plumber," muttered my husband.

We live in a society that sets increasing store by academic achievement – often at the expense of everything else. I was lucky enough to do well at school. I went on to university and then post-graduate study. I've got a good memory, I can follow instructions and I know how to get what I think down on paper fast. But that A for Bursary art history hasn't made me a better person.

I know plenty of people who bombed at school, but whose emotional intelligence way surpasses more scholarly types; people with the street smarts to get by in any situation life throws at them.

I shared my concerns with one mum about my son's aptitude – or lack of it – for school, and she told me how when her son's teacher continued to bring up his perceived weaknesses, she had to fight the urge to retort: "Well he's really good at sports, he could teach you a thing or two about how to dress, and you know what, maybe he's just thick. Somebody's got to be."

How fresh. How real. The relief. And yet ... and yet, still I find myself surreptitiously scrutinising the reading charts on the class wall when I'm doing parent help in my son's class, ever so casually grilling him as to how the other kids are going with skip counting in 10s. He couldn't care less. He's got

friends. Someone to eat his lunch with. Someone to chase a ball with. He's happy. It's me fretting. Not because I expect him to be an A student, but because I don't want him to feel a failure.

There's an extraordinary clip on YouTube in which the English-born writer and international adviser on education, Sir Ken Robinson, challenges the whole paradigm of our current education system. Unlike most other areas of the modern world, he says, schools are still based on 19th-century ideas. An institutionalised, standardised way of teaching and examining, he believes, makes no allowance for the different ways and time-frames by which people learn. Ultimately, he claims, classrooms are killing creativity.

National Standards play right into the anxieties of the modern hothouse parent. (Not to mention those old coots who harp on about the three Rs. How in their day you bloody well knew how to conjugate a subjunctive verb and if you didn't, you'd bloody well get the strap.)

My son's school, a decile 10, is one of those 240 branded a "rebel school". Our incredible principal doesn't disagree with the idea of a set of standards by which schools are guided, but she is disquieted by the haste and confusion with which the policy has been constructed and delivered. She writes with great heart on the subject. "Our children are a quirky lot – arty; oral; creative; sports fanatics; we have our academics, who thrive on traditional ways of learning; and we embrace our growing numbers of right-brain learners, who are often also twice exceptional, displaying some dyslexic tendencies, making physical writing a nightmare, but who may just have that Booker prize-winning novel in their hearts ready to be dictated as an electronic digital novel!

"We have children who are not yet reaching our achievement expectations for them – for some, it's because we haven't yet quite worked out how to light the fire within them; for others, it's a timing issue – we just have to keep on keeping on, and revisiting and revisiting and revisiting! And for some, we are still struggling to override the social, emotional or psychological barrier of attachment disorder, poverty, or social inequality that interferes like a wall in many aspects of their school lives."

My cousin is a teacher at a decile 1A primary school in South Auckland. Its decile rating means that in monetary terms the community in which it's located is as poor as it gets. Most of the kids start school at a massive disadvantage. Until a year ago there was no kindergarten in the area, so few had been pre-schooled. Many come from families where the parents don't speak English and are shift workers, so they're seldom around to put in the time with homework. There's no discretionary dollar for annual holidays or even a trip to the zoo, hence no breadth of experience to draw on.

"Under National Standards, we're supposed to be all the same," says my cousin. "So we're all apples, but if you take our kids and you take the kids at Remuera Primary – and I use Remuera because under National Standards we're all the same, right? – then our kids aren't even on the same playing field."

Despite this, however, both she and her deputy principal were at pains to make clear to me that their kids do achieve. "Their brains aren't smaller just because they grew up poorer. Within three years they've generally caught up. As teachers we just have to work that much harder to get them there."

I never considered teaching as a career. On paper it has neither the power nor the glamour of, say, law. And it definitely has none of the financial remuneration. Yet when I spend time in my son's class and I see those beautiful innocents, some bumbling along, some racing ahead, all learning in their own way, I wonder if any job could be more important.

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