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**Principal:** Richard McMillan



*Lead Me to Lead My Learning*

# Taihape Area School

**Monday 15th June, 2020**

**Term 2 – Number 10**

## Important Dates

<b>This Week</b>		<b>Next Week</b>	
Thursday 18 <sup>th</sup>	BOT Meeting	Tuesday 23 <sup>rd</sup>	Year 1-8 Whanau Conferences
Friday 19 <sup>th</sup> June	Year 9-13 Reports issued	Thursday 25 <sup>th</sup>	<b>SCHOOL PHOTOS</b>
		Friday 26 <sup>th</sup>	Year 9-13 Reports issued

*Tena koutou katoa*

Welcome back after the weekend. This is Week 10, and in the normal course of events this would be the last week of term. But of course not a great deal about 2020 has been normal. The good news for all Kiwis is that we are now on Alert Level One, and most things will be as usual. The concern is that as borders are slowly reopened, we will be vulnerable to a second wave from overseas. We trust that the precautions put in place will safeguard against this.

Since Lockdown ended, our Students have been tremendous complying with all recommended health precautions. We will continue to remind them about this, as well as ensure hand sanitizer is available, and that the School is kept as clean and safe as possible. And for parents and visitors, the **QR Code** for the New Zealand **COVID19 Tracer App** can be uploaded from posters at School.

A great deal of work has gone into the development of the Farm over the past few years. The Taihape Area School Farm



consists of 35 acres of prime land sited on the hill between the Old Taihape College and the Town. It is so amazing, and relatively unique, for a School to own a functioning farm, a resource that complements and scaffolds the theoretical Classroom work of our Students.



Until 2 years ago the Farm ran predominantly sheep, but this has since been expanded to raise cattle. At the end of last year a Horticultural component was added as well, with corn, pumpkins, and potatoes planted in the Spring. While Agriculture Students fenced off the cropped area, Junior School Students did the planting.

It is now harvest time on the Farm. While the corn has long gone, pumpkins (see item below) and potatoes are available from the School for a gold coin donation.

Many of our Students leave School and take up careers in farming related occupations. As part of the School Agr Courses they get the opportunity to learn about and turn their hands to stock management, cropping, shearing, fencing, and the huge range of tasks that occupy the day to day running of a Farm.



Board Member Andy Law, has invested a huge amount of time and energy into the redevelopment of the Farm, assisting Caretaker Ian Somerville. New Science and Agr Teacher Jenae Millen, is also heavily involved in this aspect of School Life, and has brought a new vitality to proceedings.

With the Farm being a working entity, plans are afoot to further develop a number of aspects of its operation, including making much needed improvements to the Woolshed.

Have a great week!!

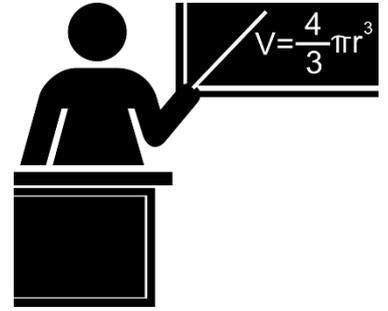
*Nga mihi nui*

Richard McMillan



# New Maths Teacher

We have some very exciting news last week as we were finally able to secure the services of a new Maths Teacher. The New Teacher is Byron Greaves, and he will be starting next Term.



While a relatively inexperienced Teacher he has a huge background in Mathematics, particularly at the higher level (Calculus, Statistics). As well he enjoys tramping, skiing, gardening, Computer Science and building computers, Amateur Radio, and plays Rugby - quite a diverse range of interests.

Byron is from a rural Australian background, but has completed his teacher Training in New Zealand.

Byron and his partner will be joining us in Taihape in time for a Term 3 start.

We are truly indebted to the contributions of Jeff Wong and Bridget Harvey, who have stepped in this year, at very short notice, and taught our Maths Classes. Without their contribution we would have really struggled.

## Tall Poppies – Week 9

Last week the following Taihape Area School Students rose above the Crowd as outstanding achievers, and members of our Learning Community: -



**Kyron Herewini-Dygas** (Room 1) - for a great start to School;

**Jordyn Thompson** (Room 1) - for progress with reading and helping new students to Room 1;

**Awakirangi Eparaima** (Room 2) - for demonstrating the TAS Values at all times;

**Zyden Gilbert** (Room 2) - for being a helpful student for the Teacher;

**Everson Haitana** and **Cyrus Wallace** (Room 3) - for a fantastic effort with reading;

**Kahaia Sue** (Room 4) - for being such a Superstar Student and always giving 100% in everything you do;

**Chloe Jensen** (Room 4) - for your excellent progress and improvement in Reading. Keep up the great work;

**Miles Maata** (Room 5) - for his awesome Learning in Multiplication. Well Done!!

**Louise Collings** (Room 5) - for her amazing commitment to reading 68 Books since the beginning of the School Year. Excellent Effort and Well Deserved!!

**Caspian Jansen** (Room 6) - for Excellence in Self-Directed Learning and Fitness Training, and for always demonstrating TAS Values and making good choices;

**Hae'zjahn Rameka** (Room 6) - for managing her own Learning, giving 100% effort in Fitness Training, and always demonstrating TAS Values;

**Dayja Harris and Ngapera Aukett-Hartley** (Room 7) - for working extremely hard to get your work completed this week;

**Emma Abernethy** - for a random act of kindness. Thank you Emma you have made a little boy very happy.



### Tall Poppies from Learning Street - Week 9

### PB4L Draw – Week 9

Prize winners from the Weekly PB4L Draw (for last week) were: -

#### Year 1-5

Riley Hart  
Rigby Haitana  
Tremaine Temara

#### Year 6-8

Poppy Fannin  
Katie Williams  
Cruz Wirori

#### Senior School

Harrison Morgan  
Jack Squires  
Buddy Wirori

# Supporting Your Child's Learning – Literacy

Parental involvement in their child's learning has been shown to have an enormous impact on their progress and motivation. Indeed, Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of achievement at age 16. This article provides more information about the research supporting the need for parental involvement in their child's learning.

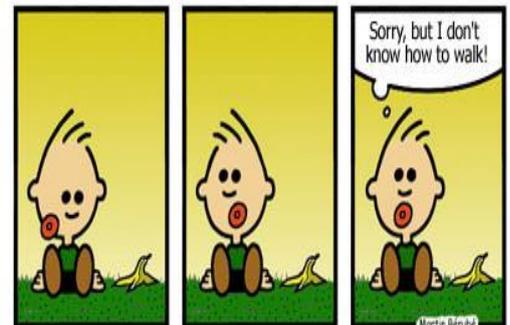


Ideas of **literacy activities** you can do with your kids: -

1. **Read aloud regularly.** Choose books that are enjoyable and of interest to your child. Your child's teacher can help with choosing an appropriate book. The local library is also a fantastic source of ideas if you are unsure of where to start.
2. With **reluctant readers**, try strategies such as reading one paragraph or page each then swapping. Reread books, or read the book of a favourite movie.
3. **Read on a digital device**, e.g. kindle, tablet, 6251, or even a smart phone. Often these devices can play audiobooks too, many of which are free or very cheap on iTunes.
4. **Don't feel limited to reading only novels!** Try comics, or picture books, or online articles, or nonfiction, or magazines, or graphic novels...the opportunities are endless!

For **other ideas** check out this website:

<http://www.literacyconnections.com/index.php>



## Virtual Careers Expo for Senior Secondary Students

From the comfort of their Home or School, Senior Secondary Students can explore some of the country's best Tertiary Education and pathway providers through a Virtual Careers Expo that will be held:-

18 June from 12pm to 8pm

19 June from 9am to 5pm

Students can

- explore the Virtual Careers Expo Hall
- visit more than 30 stands hosted by exhibitors from across New Zealand
- chat live to staff and student ambassadors
- watch on-demand video presentations
- explore the virtual campus



Over 40 tertiary education providers, including all eight New Zealand universities, plus a range of polytechnics, wananga and private tertiary providers will take part in the Virtual Careers Expo run by Media Design School in Auckland and Torrens University Australia. Interested students can register at: <https://www.mediadesignschool.com/virtual-careers-expo#register-now>.

If you have any queries in the meantime, you can email Leigh Gray at the Careers and Transition Education Association NZ Inc (CATE) on [kaiarahi@catenz.org](mailto:kaiarahi@catenz.org).

## Primary Hockey

Primary Practice is Wednesday, on the Turf, here at TAS.

Year 5/6 [3.00pm](#)

Year 7/8 [4.00pm](#)

Competition begins at the start of next Term. Games are on Fridays:

Year 5/6 @ Marton

Year 7/8 @ Fielding



Hockey sticks are provided - Children require mouth-guards and sneakers

## Pumpkins for Sale

A variety of pumpkins and squash grown on the School Farm are for sale - gold coin donation. These were planted by Children who were in Room 4 last Year.



# Careers Corner

Do you need a CV? If so try the **Careers NZ CV Builder Tool**:

<https://www.careers.govt.nz/tools/cv-builder/build-a-great-cv/>

**CV Builder** guides you through all the important sections every CV needs, with handy tips and advice throughout. Simply enter your details step by step and CV Builder will create an eye-catching CV ready to send to employers.



Once you are signed in to **My Career Portfolio** you can start your CV, and finish later if you need to. You can save, email, and download your CV straight from CV Builder.

The **Career NZ Advice Team** is also on hand if you need extra support. Call **Advice Line** on **0800 222 733**.

## Need to Talk?

**Need to Talk?** Free call, or text 1737, any time to speak to a trained Counsellor, for any reason.

- **Lifeline:** 0800 543 354;
- **Suicide Crisis Helpline:** 0508 828 865 / 0508 TAUTOKO (24/7). This is a service for people who may be thinking about suicide, or those who are concerned about family, or friends;
- **Depression Helpline:** 0800 111 757 (24/7);
- **Samaritans:** 0800 726 666 (24/7);
- **Youthline:** 0800 376 633 (24/7) or free text 234 (8am-12am), or email [talk@youthline.co.nz](mailto:talk@youthline.co.nz);
- What's Up: **online chat** (7pm-10pm) or 0800 WHATSUP/ 0800 9428 787 children's helpline (1pm-10pm weekdays, 3pm-10pm weekends);
- **Kidsline** (ages 5-18): 0800 543 754 (24/7);
- **Rural Support Trust Helpline:** 0800 787 254;
- **Healthline:** 0800 611 116;
- **Rainbow Youth:** (09) 376 4155.



*If it is an emergency and you feel like you, or someone else is at risk, call 111.*

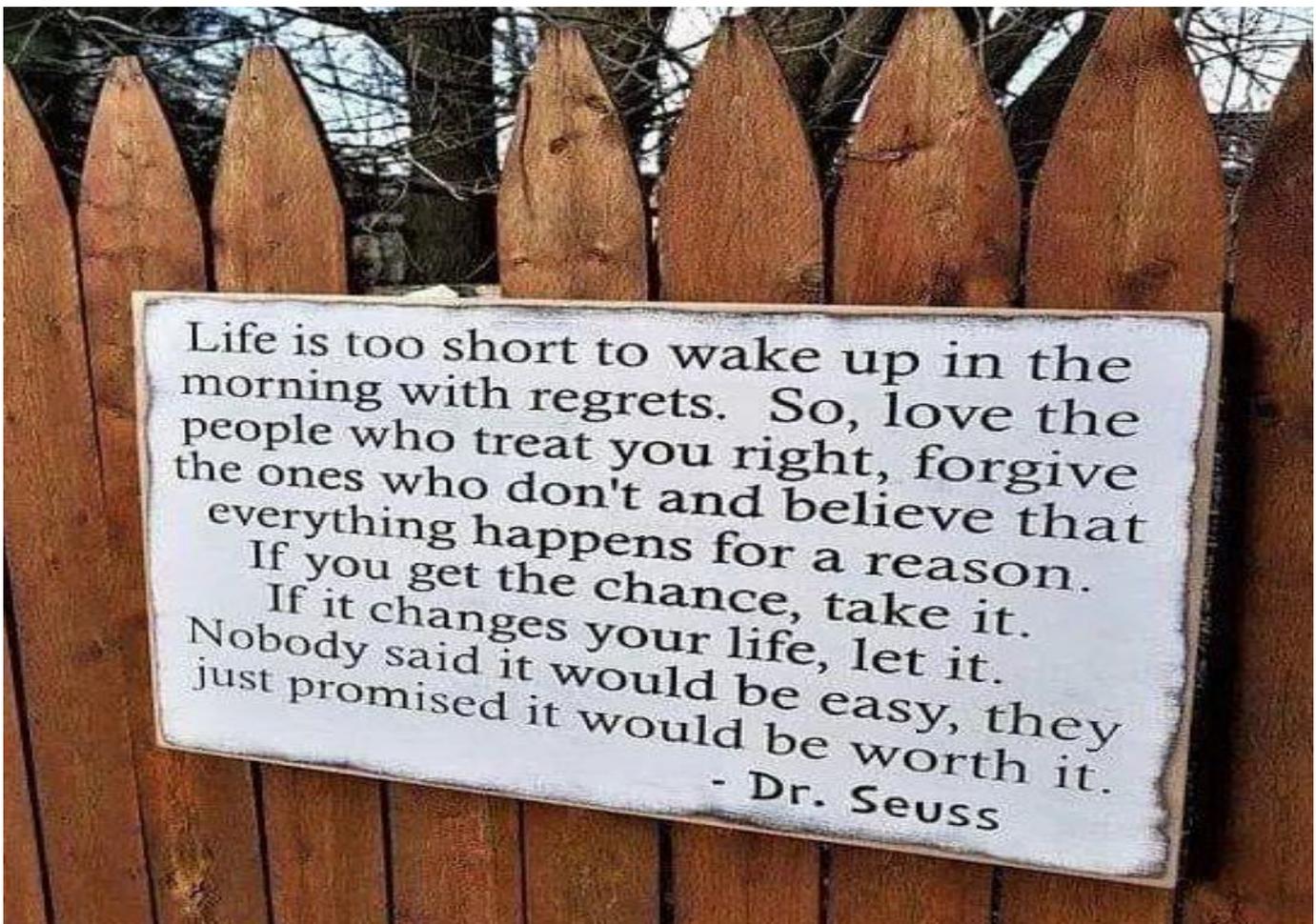
# TAS Radio

As is normal at times, we tend to take many things for granted. This is certainly the case with TAS Radio (88.1FM), which has now been operating for over 10 Years, providing a 24/7 service to the School, and Community. TAS Radio was the brain child of Harry Nichol who designed the Station, and begged, borrowed and by whatever means at his disposal, managed to acquire the necessary equipment, to create and sustain this Radio Service that is part of our daily existence, and often taken for granted.

Harry also works with Students who become script writers, and broadcasters, in their own right. This is a huge boost to their confidence and self-esteem, as well as developing their literacy and oracy skills.

Having a real live Radio Station on site is actually unique to literally only a handful of other Schools. This makes TAS Radio even more special.

Thanks Harry - long live 88.1FM (TAS Radio)!!





**WHATEVER'S GOING ON, WE'LL LISTEN**

0800 WHAT'S UP?

FREE COUNSELLING HELPLINE AND WEB CHAT SERVICE FOR KIDS AND TEENS

**CALL 0800 WHATSUP**  
0800 942 8787  
Monday to Friday: 12pm-11pm  
Weekends: 3pm-11pm

**CHAT WITH US**  
WHATSUP.CO.NZ  
Monday to Sunday: 3pm-10pm

Proudly brought to you by Barmecles

Posters printed by: OfficeMax

FOLLOW US ON INSTAGRAM @0800WHATSUP

## Supporting Your Child

### Gifted and Talented very young Children

Every parent thinks their child is special, and they're right. From an education perspective, children who are gifted or talented have exceptional ability in one or more areas. This may be obvious now, or may emerge as your child gets a bit older.

"What is air?" "How high does it go?" "Why doesn't it all float away?" Listening to questions, and working out what really interests your very young child, can lead to discovering some very special talents.

'Gifted and talented' is a term used to describe a wide range of exceptional abilities that children may display from a very young age. Giftedness and talent mean different things to different communities, and cultures, in New Zealand, and children with special gifts, or talents, can be found in any family, culture, ethnicity, or socioeconomic group.

### Is my Child Gifted, or Talented?

Signs of giftedness in your young child could include:

- an early interest in their surroundings
- super-sensitivity to stimuli
- extremely good observation skills

- an extensive vocabulary
- an exceptional memory
- talking early and fluently
- the ability to read early – often self-taught
- concentrating for long periods
- asking unusual or shrewd questions
- grasping ideas quickly
- being very inquisitive
- a ‘quirky’ or keen sense of humour
- requiring very little sleep.

### **What can I do to support my Child?**

If you think your child may have a special ability then you will find it easier if you have good support. This can come from friends, family, whānau, your early learning service if your child goes to one, and from gifted and talented groups.

### **At Home**

A young gifted child’s behaviour can be very demanding, wearying, and even disruptive at times. Some gifted children need less sleep than other children, and that can be stressful. Accepting your child’s giftedness, and staying positive, is essential for the happiness, and development, of your child, and ultimately good for the family.

To appreciate your young child’s gifts and talents, you could try:

- being flexible – like all young children, a gifted child may be interested in something one week, and interested in something completely different the following week
- helping your child make friends with children who are their age, as well as other ‘like-minded’ children, who may be older
- having a positive attitude toward your child – appreciate their gifts, talents, interests, and curiosity
- providing your child with lots of opportunities to explore and play – this is particularly important in these early years
- gathering resources – the library, toy library, galas, second-hand book stalls, markets, ‘for sale’ newspaper columns, and various trading websites can all be sources of reasonably priced resources
- finding places to visit – check out the local newspaper, or your early childhood centre, for public exhibitions, museums and art galleries, groups for young children with an art, music, cultural, language, or sport focus. Culture and interest clubs provide activities, and experiences, that can extend your child, and help them to develop generally
- asking for help from your friends, family and whānau - sometimes sharing the load, or having some time to yourself can make all the difference
- having fun – laugh together, and simply enjoy their company.

## **From Others**

Talk to your early childhood education, or kōhanga reo, if your child is attending one. If your child is attending an early childhood service, or kōhanga reo, talk to their educators. They will be interested in knowing all about your child's interests, and abilities, so that they can support them well.

They can also advise you about what to do next, and provide contact details of those who can help if more support, or information, is needed.

# **TAS Behaviour** **Expectation**

## **Whanaungatanga**

**We are inclusive. This looks like: -**

- . We actively participate in learning;**
- . We play fair;**
- . We are supported in our learning;**
- . We support others with their learning.**

# 6 STEPS TO STAMP OUT MATH ANXIETY



## JO BOALER'S ADVICE FOR PARENTS.

Encourage children to play maths puzzles and games. Puzzles and games—anything with dice, really—will help kids enjoy maths and develop number sense, which is critically important.

Always be encouraging and never tell kids they are wrong when they are working on maths problems. Instead, find the logic in their thinking. For example, if your child multiplies 3 by 4 and gets 7, say, “Oh, I see what you are thinking. You are using what you know about addition to add 3 and 4. When we multiply, we have 4 groups of 3...”

Never associate maths with speed. It is not important to work quickly, and we now know that forcing kids to work quickly on maths is the best way to start maths anxiety for children, especially girls.

Never share with your children the idea that you were bad at maths at school or you dislike it—especially if you are a mother. Researchers found that as soon as mothers shared that idea with their daughters, their daughters’ achievement went down.

Encourage number sense. What separates high and low achievers is having an idea of the size of numbers and being able to separate and combine numbers flexibly. For example, when solving  $29+56$ , if you take one from the 56 and make it  $30+55$ , it is much easier to work out.

Perhaps most important of all: Encourage a “growth mindset” to let students know that they have unlimited maths potential and that being good at maths is all about working hard. When they tell you something is hard for them or they have made a mistake, tell them, “That’s wonderful—your brain is growing!”