



# Raglan Area School

## TE KURA A ROHE O WHAINGAROA

Kia ora and greetings to you all,

The new Board of Trustees and the retiring Board have met, and the new Board is considering the various positions to be filled including the chair, the specialist roles and responsibilities. They meet again next week to begin their term in office and we wish them very well.

As I was reviewing their roles and the issues that face them, I am reminded again that student literacy and numeracy are indicators of a community's health. These are not just the responsibility of schools, alone, they are of concern to the whole community. There are literacy and numeracy concerns in our adult community also. A good friend of mine cannot read nor write and, though he is very private about it, he will express the extreme limiting nature of his not being able to use and record text. He is not alone in this.

There are then many aspects of education that fall within the community to consider, deliberate on, and to action. Recent debates about the age for procuring alcohol, the level of alcohol in the driving community, access to drugs, the diets of our youth all remind me of the connectedness of our school with the wider community. Those that point accusingly at our youth and their issues point to themselves.

I finally heard an intelligent commentary that spoke of scaffolding youth into adulthood. The debate was focusing on alcohol consumption and the recent furor over 'after ball' functions. Included in this debate were

commentaries on the roles of schools; to be involved or not, to ignore and stand away from essentially illegal drinking and supply activities, or to be involved in the interests of students and student safety. This is a dilemma that this BOT will shortly face and one about which most of the community has an opinion.

The discussion of scaffolding placed the responsibility fairly and firmly where it belongs, with parents and community. It suggested that transitioning youth to adulthood ought to be the deliberate and thoughtful acts of responsible parents supported by community action, and that these actions should be discussed and agreed collectively, understood and articulated. Youth ought to also understand the rules.

Whether you are a parent of a five or fifteen year old, this is your community and these are your debates and issues and I would ask that you support our new board as they make decisions that affect our youth both within the school and outside of the school. A young man told me yesterday that what he does outside of school is not my business. I Disagree. It is mine as it affects his educational outcomes, it is yours as it affects the future of our community. We all need to be deliberate and thoughtful in considering the health indicators of our community. We all need to take responsibility for the children of our village.

With warm regards to all  
Malcolm

## Curriculum Update—Values at our school

Over recent years we have gradually identified, defined and promoted the values that have always been strong in our school. Brief definitions of these values are:

**Whakawhanaungatanga** – building strong relationships with peers and adults that show care and respect, and following our 'no violence' rule;  
**Manaakitanga** – Making all welcome by acknowledging and greeting them, offering a welcome and food to visitors, and treating our classrooms and other spaces with respect;  
**Kaitiakitanga** – respecting our environment, practicing sustainability and being 'green'.  
More recently we have added a fourth value of **Mana Tangata** that encompasses the idea of being all that you can be, of striving for

excellence. At our Teacher Only Day last week, among other sessions, we had an in-depth discussion of how our values sit alongside the ones in the New Zealand Curriculum. The NZ Curriculum values are: **excellence** (aiming high), **innovation, inquiry and curiosity** ((thinking critically and reflectively), **diversity** (valuing different cultures and values), equity (fairness and social justice), **community and participation** (for the common good), **ecological sustainability** (care for the environment) and **integrity** (honesty, accountability, acting ethically), and to **respect** themselves, others and human rights. Once you have had a chance to think about these two sets of values I would love to hear from you our parents/whanau. Do our school values encompass the NZC values?

Marlene (Smith)

## Art News

NCEA ART update: Senior Arts students are currently working on their folio boards. There are some very fresh and innovative ideas coming through this term. I would like to encourage families to support these students to make a working area at home, where they can paint and draw... Practice makes perfect! I will also be opening the Art Room Thursday afternoons from 3pm-6pm. This is not a catch up to me but a creative time. Students who are behind must return at intervals and lunchtimes. All family members are welcome to come and see what they are working on...Finally all senior students should be coming to class prepared with their own drawing pencils, work books and paint brushes!

Junior Art: Our Year 10 students are completing their posters for the road safety competition. This competition is for the back of the Raglan/Hamilton Bus. The winning student will win a \$200 prize and have their work displayed on the bus, sharing the message of Road safety within our community. Year 9 students are working towards an exhibition at Matapihi gallery, to be displayed in the next few weeks. These students have prints on display in the office foyer. Prints are for sale for \$5.00. Both these classes have been working with our Student teacher Whaea Holly, who has been doing a great job. Have a great weekend, Whaea Jeanette



## What's Coming Up

21 May—Western Cluster Cross Country, Waitetuna

10 June - Excel School of Performing Arts @ 11:10. All whanau invited – gold coin koha entry

14/15 June— Careers Expo, Hamilton

16 – 20 June—Field Days

May 2010

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

# Schoolgen News

2009 was a great year for Raglan Area School in the Schoolgen programme. We started a buddy school programme with Te Uku school, a group called the Bright Sparks. We were also awarded one of the nine top Schoolgen schools in terms of participation and contribution to the programme and we won a Centimeter for that. To top it all off we were the top energy producing school in 2009 (out of 42 schools)!

Excerpts below were taken from the Schoolgen Year book 2009

## *Top Schools for 2009*

*Nine schools that showed outstanding contribution and student involvement in the Schoolgen programme were selected as our top Schoolgen schools for 2009. The Schoolgen team was looking for schools that had appointed a Schoolgen lead teacher and established a lead Schoolgen student team, had linked the Schoolgen resources into the curriculum, and had created school wide initiatives which embrace solar energy and informed the wider community about solar energy through the school website, newsletters etc.*

*Raglan Area School has embraced the programme throughout all levels (0-13). Across the school there is a high level of understanding and awareness of the programme, with both teachers and students. The community is also made aware through newspaper articles and the school newsletter.*

*Raglan Area School is the pilot lead school for the Schoolgen Buddy School programme with Te Uku School. A group has been formed, called the Bright Sparks, consisting of Year 0-13 students, who take their expertise about solar energy to Te Uku School. It has been a very positive leadership experience.*

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*School that generated the most electricity in 2009*

*Congratulations to Raglan Area School for being the school that generated the most solar electricity in 2009. They generated 2,891kWh of electricity from their solar panels and saved 541.3kg of CO2!*

## ANZAC Essay - Raglan Club

Each year the Raglan Club invites Year 8 (Form Two) students from Waitetuna School, Te Mata School, Te Uku School and Raglan Area School to write an essay to commemorate ANZAC Day.

This year the essay was to be written about the Western Front of World War One. My class of Year 7/8 students and I now know a lot more than we wish about trench warfare and the terrible conditions New Zealanders suffered alongside the French, British and our other allies in that part of the war. "Man's inhumanity to man" indeed. Our class also worked hard to develop paragraph writing skills, and understand how a good essay is structured. On the day of the competition we walked to the Raglan Club and the students sat in silence for 90 minutes to write the essay (without any notes, books to help). I was very impressed with all of the twenty students I took. FANTASTIC essays!

Our warmest congratulations to Anjali Patel from RAS, who won the competition. The Raglan Club will award \$1000 to Anjali to support her in her education costs in Year 9.

Whaea Marlene

### **World War One—the Western Front by Anjali Patel**

Every year on the 25th of April there is ANZAC Day. ANZAC Day is a day of remembrance for the allies who fought in the war to defend our country. It stands for Australia, New Zealand Army Corps. On ANZAC Day, one of the main symbols are the Red Poppies because they grew where the allies died.

When World War One was declared, some of the allies celebrated and were very excited because they didn't expect it to be as bad as it was. A few of the reasons why the allies went to War were: for an overseas experience; to defend the mother country; they thought it was going to be a little fight; and for economic reasons. The people from New Zealand sold dairy products to Britain, and while the war was going on, Britain would be spending their money on new weapons and gear instead of on our dairy products. So the New Zealanders went to help Britain so the war would be over quicker. But when the allies got there, it was nothing like they had expected, and went from 1914 to 1918.

In World War One, more soldiers died than expected, mainly because of all the new weapons that were introduced into the war. A few of the new

weapons were: shells; gases; and machine guns. Before the "Great War" started, both sides of the war signed a treaty to not use gases, but both sides broke the treaty. Some of the gases caused blindness or coughing, but other ones were so bad they caused deaths. Shells were fired into the sky and once they landed on the other side, they blew up and killed a lot of soldiers. Machine Guns were also very deadly because they fired lots of bullets at once. They killed hundreds of soldiers. All the new weapons led to many casualties and deaths. During the war, one of their Battle Grounds was "The Western Front". The Western Front was a long, huge battle ground that started at Belgium, went through France, stretched out and ended at the border of Switzerland. It was a very famous Battle Ground and had trenches dug all through it. Sometimes the trenches were quite close to each other, and in other places they were more far away.

During "The Great War", there were many injuries. Some of the injuries were: Trench Foot, where they stayed in the trenches while it rained and their feet got soggy and rotted; Shell Shock, where they were afraid of random noises because of all the shells that were being fired; diseases like Dysentery or Typhoid; and some of the soldiers were in the trenches getting their body parts amputated because they were too bad to fight with. They also got really bad infections with rats and body lice going around. The dead bodies that laid on 'man's land' were sometimes getting eaten by the rats. Many soldiers got gas poisoning with all the horrible gases going around. Some gases also caused slow painful deaths.

In my opinion there is no point of risking people's lives in war. Governments should find another way of solving problems. I think having war is really sad. Rudyard Kipling also thought it was really sad, he wrote this poem.

### *My Son*

*My son was killed while laughing at some jest. I would  
I knew*

*What it was, and it might serve me in a time when jests are few.*

Killing all those people is really sad.

## The Unicorn Programme

The Unicorn Programme is a peer support programme for children who are missing someone significant from their daily life, perhaps through separation of their parents or the death of a loved one. It provides children with a safe time and place of their own, where they can explore their feelings about how the loss and changes in their lives are affecting them.

The health team - Allan, Sarah (counsellors), Sue (Social Worker in Schools), are currently running this programme at Raglan Area School, and have spaces available. If you are interested in your child attending a group, or would like more information about the programme please contact Sue – at school or on 0272494197.

## Raglan Area School Presents



### **STRAIGHT OUTTA RAG-TOWN**

**Matapihi Gallery Raglan**

**Opening 2 pm**

**26th May — 9th of June 2010**

## Bit's and Bob's

### **From the Office**

If you have moved houses recently or changed phone numbers, please let us know. The accounts will be sent out sometime within the next two weeks. If you would like to set up an automatic payment please pop into the office and pick up a form.