



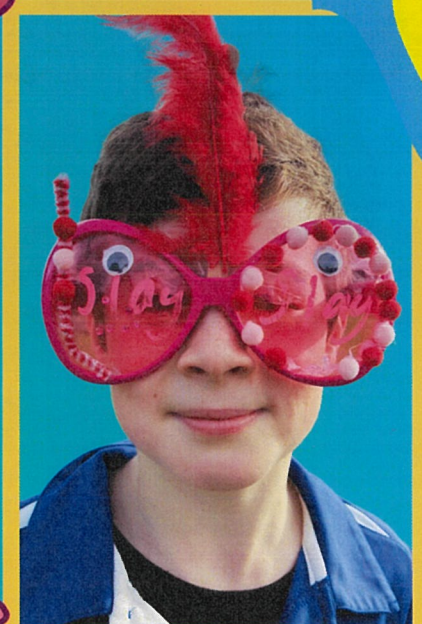
Term 2, Week 7, 2026

My future is so bright, I need to wear...



shades

Wow - we were impressed with our students and staff and their creativity, style, and bravery in wearing funky, silly, funny glasses for a wacky day as part of our senior school wellbeing team's initiative.



glasses



Principal Post

2nd June - 5th June

Kia ora e te whānau, kumusta, ayubowan,

We hope everyone enjoyed the longer weekend with King's Birthday.

Good Luck to our Year 5&6 and Year 7&8 **Young Einsteins** teams heading to the Southland Competition next week. This challenge involves eight categories or rounds - General Knowledge, Name the Face, Entertainment, Sport, Current Events, Science and Nature, New Zealand, and Music. It is a team effort, as each has a strength in an area to support the team's decision making of answers. A highlight is the joker, which they can play on one round to double their points.

Year 5&6 - Alex Ed, Della, Memphis, Eve, Dara, Lauren, Neilina, and Riley

Year 7&8 - Finley, Angus, Jake, Aydee, Carter, Caitlin, Isaac, and Mason

Congratulations to the following, who have qualified for **Southland Cross Country** at Western Southland on Friday, 12th June.

10 years - Ava

11 years - Lauren

12 years - Hadlee, Griffin

13 years - Lola, Angus, Finley, Carter, Flynn

We are excited to offer Social Sciences to our Year 5-8 students. This does require additional work at home. Thank you for supporting your child in completing projects. They were able to work to publish their information today and prepare their boards.

Wow - what exceptional responses to parent helpers volunteering your time, energy, and support of our Bannockburn Camp for our Year 5&6 students, and also the Hump Ridge Camp. We have 18 eager offers for the Year 7 & 8 Great Walk, and more than enough for Bannockburn. For Bannockburn, we have only 13 students attending, so we can accommodate most parents. However, with 30 students in Years 7 and 8 and two staff members (Alice & Sally), we are not able to accommodate 18 parents. This is entirely due to the ability to accommodate the numbers at Okaka Lodge and Port Craig, as per Hump Ridge guidelines. If anyone (as a few have indicated) is okay with not going on this year's Humpridge Track, please let Julia know. Alice, Sally, and I will work through this and let you know by the end of Term 2.

Bus Students

New Zealand school transport guidelines outline that parents and whānau are responsible for ensuring their children travel safely between the bus stop and home. This includes ensuring an adult is present when children board the bus service in the morning (Go Bus - Eastern Bush or South Bus - servicing Orawia, Lillburn, and Blackmount) and being present to meet and supervise their child/children when they disembark in the afternoon.

Following these expectations helps ensure the safety and well-being of all students traveling by bus and supports a smooth and secure journey to and from school.

Please also ensure you adhere to the bus company's scheduled pick-up and drop-off times, as delays can disrupt the route and affect other students and families. If you are unable to be present at any time, please arrange suitable alternative supervision and ensure that your child, the bus driver, and the school (where appropriate) are informed of these arrangements.

Thank you for your ongoing support in keeping all bus students safe.

Have a great weekend, and all the best to students involved in Winter Sports.

Rātā have been unlocking their imaginations to create pieces of writing that demonstrate 'personification' of an object.

Learners have been successful using this figurative language technique. I've been impressed by their use of sensory details, topic-specific vocabulary, descriptive language, dialogue to develop character, engaging and original ideas, vivid imagery, and the organization of events. Our next learning steps include revising and editing, grammar, punctuation, and spelling, and using a variety of sentence styles to add tension or impact.

Here are the first seven finished; we look forward to sharing more.

ALWAYS OUR BEST

Mid-Year Reporting

Teachers are currently preparing mid-year reports to share each child's progress, achievements, and next learning steps. This year's report includes information about your child's learning in Literacy (Reading, Writing, Handwriting, and Structured Literacy/Spelling) and Mathematics (including strands where appropriate). The report also contains a General Comment that may include learning and achievement in Inquiry (Science, Social Sciences, and Technology), The Arts (Music, Drama, Dance, and Visual Art), Health and Physical Education, Te Reo Māori, the New Zealand Curriculum Key Capabilities, and our School Values.

You will notice some significant changes to our reporting format this year as we continue to implement the Refreshed New Zealand Curriculum. The pace and depth of curriculum change, particularly in planning, teaching, and assessment, have been considerable. We have carefully introduced changes at a pace that we believe is appropriate for our school community and will best support student learning.

Please take time to read the information provided about the Progress Descriptors and the structure of the report. The Reading, Writing, Mathematics, and General Comment sections each include a narrative that highlights what your child can do and the progress they have made. In Reading, Writing, and Mathematics, you will also find Next Learning Steps that teachers will be focusing on in the classroom, along with a How to Help at Home section. These provide practical ways for families to support learning and strengthen our home-school partnership.

We strongly encourage all families to attend the parent-teacher conferences in Week 10 of this term. These meetings will provide an opportunity to discuss the new reporting format, clarify any questions, and talk about your child's progress and achievement.

While the reporting format has changed, one thing remains the same: expectations continue to grow as students move through the year levels. There are different curriculum expectations across Years 0-2, Years 3-4, Years 5-6, and Years 7-8. As students move into a new year level, they are expected to demonstrate increasing knowledge, skills, and independence in Reading, Writing, Mathematics, and across the wider curriculum.

This also includes each child's ongoing development of the New Zealand Curriculum Key Capabilities, reflecting their growing maturity and ability to manage themselves, relate to others, think critically, participate and contribute, and use language, symbols, and texts effectively. Alongside this, we continue to have high expectations for all learners to demonstrate our School Values in their everyday learning and interactions.

Year 5 Example - Reading

Literacy - Reading

Word Recognition & Reading Enrichment - Fluency, Developing confident readers

Emerging	Developing	Consolidating	Proficient	Exceeding
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Comprehension - Show understanding by answering questions - Literal, Background Knowledge, Inferential, Applied Knowledge

Emerging	Developing	Consolidating	Proficient	Exceeding
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Critical Analysis - Think about, share or explain through discussion. Compare texts. Make connections with and between texts and to experiences.

Emerging	Developing	Consolidating	Proficient	Exceeding
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Comment: Joshua is on track to meet mid-year expectations. He is progressing steadily through Stage 3 (Year 5-6) iDeal Scope and Sequence for spelling. He is a fluent and expressive reader, using tone and pace effectively to reflect the meaning of both fiction and non-fiction texts. His strength in answering reading comprehension questions is literal (right there) and reaction reading comprehension questions, where he gives his opinion based on the information provided in the text. Joshua is further developing the knowledge and skills needed to answer vocabulary questions accurately. This involves determining the meaning of unknown words from context by providing a synonym or similar word.

Next Learning Steps

- Reread the text to source a deeper understanding to answer a range of comprehension questions with accuracy.
- Find the main ideas in a text and explain how the key ideas support them.

How To Help At Home

- Encourage Joshua to read books aloud to family members to continue to demonstrate use of fluency - accuracy, pace, and expression.
- After reading, ask Joshua a variety of questions that require thinking beyond the text or searching within for answers.

6 months

Year 1

Year 2

Year 3

Year 4

Year 5




Year 6

Year 7

Year 8

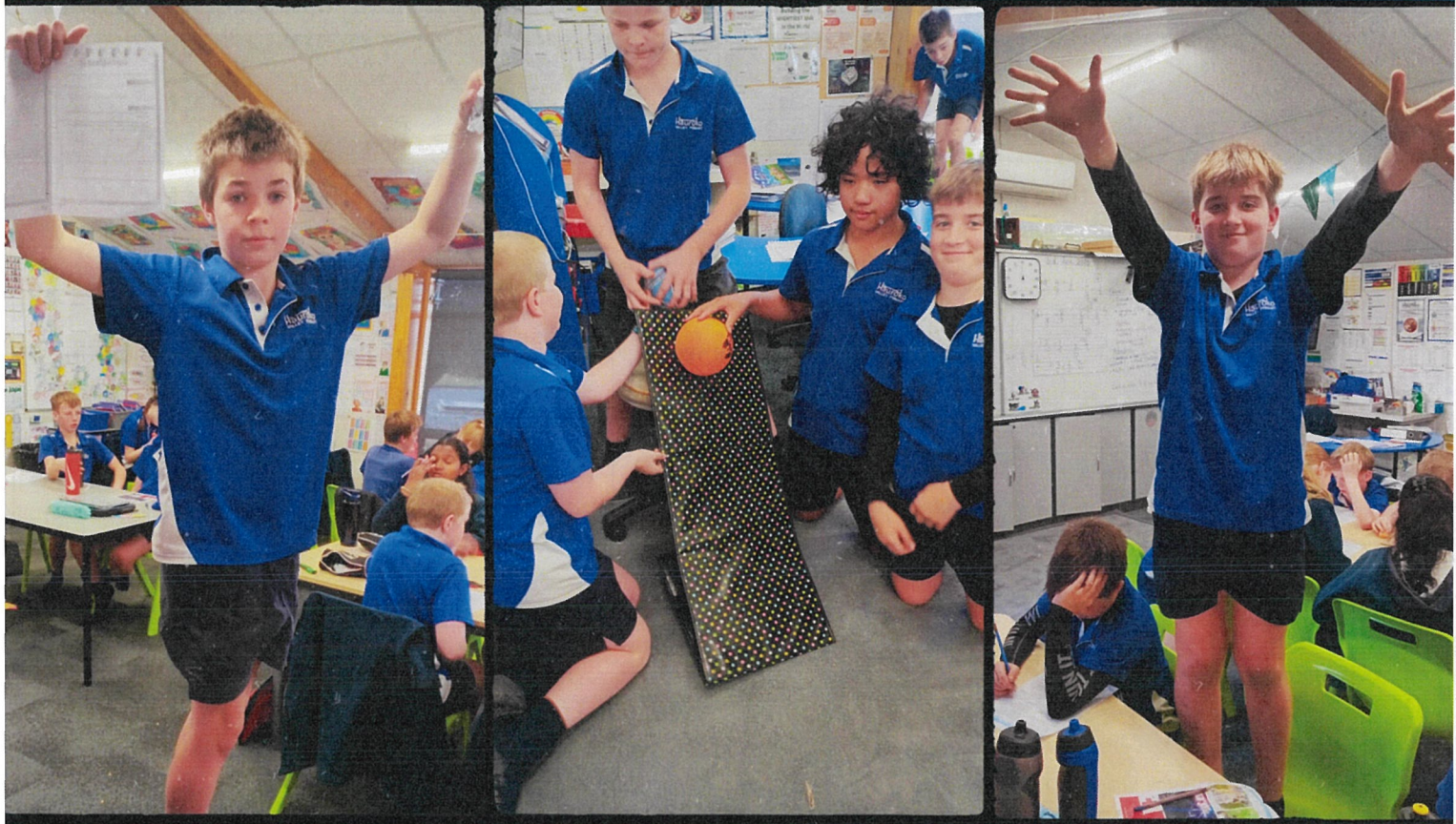
Describing Progress

The progress descriptors outline student progress during the school year; the aim is for students to be Proficient by the end of the school year. A student who has achieved Proficiency is prepared for the next year of learning; if not, they will need more support and scaffolding to engage with year-level content.

Progress Descriptors		Emerging	Developing	Consolidating	Proficient	Exceeding	
Mid-Year Reporting		Not on track to meet expectations			On track to meet expectations		
End of Year Reporting		Has not met expectations				Has met expectations	

Progress Descriptors

	Progress Descriptor	Descriptor for Parents/Whanau
1	Emerging Students require support to meet the curriculum expectations for their year level and/or the goals described in their personalised learning plan.	Your child <ul style="list-style-type: none"> Is beginning to understand some learning ideas for their year level with a lot of support. Can sometimes use knowledge they've learned, but usually needs help to do so. Is making some progress in ways that are meaningful and aligned to their strengths and needs, with significant support.
2	Developing Students are making some progress towards curriculum expectations for their year level.	Your child <ul style="list-style-type: none"> Is starting to understand key ideas, often with some support. Can remember facts and use what they've learned in familiar situations, with a bit of help. With the right support, your child is making progress towards the expectations for their year level.
3	Consolidating Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.	Your child <ul style="list-style-type: none"> Is learning to use helpful techniques on their own to support their learning. Is getting better at remembering and using what they have learned. Is starting to use what they know in new and different situations. Can share their ideas and are beginning to talk about what they would do better.
4	Proficient Students are meeting curriculum expectations for their year level.	Your child <ul style="list-style-type: none"> Can use helpful learning techniques on their own and know how to use them well. Can use what they've learned in different situations without help. Can often use what they know in new situations.
5	Exceeding Students are exceeding curriculum expectations for their year level.	Your child <ul style="list-style-type: none"> Shows advanced thinking by understanding tricky ideas, solving problems, making connections, and explaining their thinking clearly. Can link what they've learned in one area or situation to another. Can build on their ideas and show a deeper understanding. Can use what they've learned in thoughtful and creative ways to



Adventures in Science

Crumpled Paper vs Flat Sheet

Our Year 7&8 learners recently took part in an engaging Science experiment investigating which paper would fall to the ground first - a crumpled piece of paper or a flat sheet.

Learners enthusiastically shared their predictions and eagerly observed the results. They were excited to discover that the crumpled paper fell faster due to less air resistance. The experiment encourages curiosity, discussion, and scientific thinking.

Learners worked collaboratively, made careful observations, and enjoyed learning through a hands-on experience. Well done, Rata.

How Does Ramp Height Affect Movement of an Object?

Curiosity and excitement filled the Rata classroom as our Year 7&8 learners investigated how the height of a ramp affects the movement of an object. Learners made predictions, tested different ramp heights, and carefully observed what happened. They discovered that objects rolled faster and travelled further when released from higher ramps. The investigation encouraged learners to think critically, work collaboratively, and discuss their findings. It was fantastic to see such enthusiasm and engagement as learners explored scientific concepts through hands-on learning.

INCREDIBLE INVENTIONS

As part of our Mitey learning (mental health education), Rātā Class has begun a unit called *The Incredible Invention*. This unit uses the idea of an invention as a creative springboard to explore important concepts such as self-image, bullying, and frustration.

Ākonga are encouraged to consider the impact of their own and others' words, how to manage feelings of overwhelm and frustration, and how to move forward in positive ways. The learning also supports students to think about what helps them during challenging times and who they can turn to for support.

Last week, we worked together as a class to create the most incredible invention ever—although what it actually does is still unknown. This invention will act as the foundation for our ongoing learning and discussions.

We also had fun creating inventions to deal with frustrating life moments.



Book helper 3000

How frustrating does it get when it's late at night and all you want to do is read your book but it's too dark and your hands are aching from holding your book. Never fear, the book helper 3000 is here! A simple invention created by Nethuki and Layla, it has a stand that holds your book up and when you don't need it, it neatly tucks away into your bedside table. It comes with a head piece that has a flashlight for reading in the dark and a helping hand for flipping pages. No more work needing to be done, all you need is the book helper 3000 call For more information.

Nuthuki and Layla

Spilt splat 500

Have you ever been baking and you need to pour some liquid into your bowl but it slops down the side of your cup? Wait no longer we have invented the spilt splat 500. It provides you with a no mess pour. So whip out your phones and give us a call at 027 567 768. Or visit our website at spiltsplat500.H.R.com only at a whopping price of 20 dollars.

Harper and Ruby

Dishwasher Loader 8000 2.0

Tired of loading and unloading the dishwasher, the Dishwasher Loader 8000 2.0 is for you. This great invention packs your dishes into the dishwasher for a wash and then unpacks them at the end. All you have to do is press a button and watch the magic happen. Best thing is, this lifesaving invention packs down to an extra small size so you can take it on your holidays. No more backbreaking work, more time to have fun. Get now at a heavily discounted price of \$99.99. Go to dishwasherloader80002.0.com

By Angus Dobson and Mason Waikato

The Audacity

In a rush, I am awoken from my beauty sleep. Once my eyes gradually adjust to the light, I begin to notice a slight crackling noise as the pencil case zipper opens. "GOLLY!" The brisk morning air nips my face, and I am astonished! "Come on, man! We talked about this. You must knock to see whether or not I am decent!" My owner hasn't even let me get ready for the day, my lead is blunt, and my house is not even cleaned up!

Finally, I got myself out of the house, and he is already sharpening me, what a poor way to start the day! As I spew out my insides, I look over at the whiteboard, "Oh no! We are writing an essay."

I feel the tight grip of sweaty palms, and I hear the writer's heart beating uncontrollably. As I dance across the page, I start to feel her chewing on my behind; the audacity! Speedily, I jump out of her grip and hide in the corner of the room, never to be used again!

Author - Layla

Another Day On The Job

As I slide along the hot, dry back of a thrashing ram, I think about how I've done this for so long and never been paid. Sliding from his unspoken place to his neck, over his tail, and up his back. I feel the two-legged thing grip me tighter, the harder he thrashes against my razor-sharp teeth. I swish down his four legs, cutting off the gross concoction of dirt, poo, and loose wool. Wool plummets to the ground, pooling around the feet of the shearer.

Dogs bark and sheep cry. The rousey then uses her long stick, with an odd-shaped end, to retrieve the wool and pull it to the ground. Then, all of a sudden, this weird warm liquid squirts over my face. As I hold my breath, my face smacks a hard sack of some description. The ram then runs through the shearer's legs, and I am coated in thick oil, just to start again.

Author - Lola

WORKING FOR WORDS

My day starts by getting sharpened with the pencil sharpener (which is torture), even though the pain is just getting started. My smooth, old, and long skin is getting shredded off by this big scary blade! "Aaaah," I scream before I get taken out of the big silver blade. Every day I just get shorter and shorter, I feel like my lead is about to fall out of my body.

After that, this white thing with lines is opened, and I know my work is about to begin for the day. I am going on and off the page, watching words just flow onto the book. I hear the nice, calm sound of writing, but can smell lots of sweat coming from a human writing - a lot.

Even though I get tortured every day, it still is my favourite thing in the world - to work for words! Think about it, I have the life of a retired dog in paradise. I can do what I love, get a fresh makeover every day, and literally break whenever I want! This is life; it's truly great, and I can't wait for another day of doing what I love!

Author - Oscar

A Day of Freedom

I open my eyes, the sun hits my face, I get up, stretch my legs, and walk through the house to get to the best thing in my life: my food. I start to munch on my food. It cracks and breaks as I bite it. Now I begin to push myself toward the front door. "Meow meow," I yell out. I hear the fat monkey coming to let me out. "Click, creak," went to the door. "I'm free!" I ran to the trees and bolted up. I bounce through the fence and into my hunting ground.

I get down low to the ground, and I crawl by a tree, "Rustle," mouse, I think. I see it, I bounce on it, and start to bite it. Then I bit as hard as I could on its neck, and blood went over on the leaves. I walk away with a smile on my face. I stop at a see-through door that moves side to side. A boy opened the door and saw me. "Open this door," I yelled as he opened it. I bolt to my food. "Munch, Munch." I stop. I turn my head; a buff dog looks with its evil eyes. "Time to die, little kitty cat," said the buff dog. I attacked it, biting its face. "Die, die, die, little kitty cat," said the buff dog. I hissed at him, and he backed away. I happily trot to a fluffy pillow, darkness covering my eyes.

Author - Griffin

THE CHASE

I feel a solid grip latch onto my handle as the leather case slowly gets pulled away from me. The birds were chirping, but they were soon blocked out by the ear-piercing squeals of a large boar. Adrenaline hits, and I feel excited, but also nervous. What if I chicken out and don't cut? Will he throw me in a bush? No, surely not!

Suddenly, I feel the beholder of me pick up speed as the fresh air smashes into my blade. The squeals get louder and louder when, all of a sudden, we slide into a hole. I start looking around desperately, trying to find the reason we stopped. My metal eyes catch a glimpse of a large, dark object, and I bolt off from the bush with two dogs following closely behind. My owner doesn't hesitate to follow on.

I look forward, a large clearing lies ahead with the dogs bailing up the beast of a boar. Our speed starts to decrease as we approach. He grabs one leg. This is it, the moment of truth. He brings my nose to the collarbone on the pig. I feel his grip tighten as my pointy nose pierces into the pig. A loud squeal echoes across valleys as blood drips down my nose, staining it red. After the noise dies down, I see a grin sweep across my beholder's face whilst he rewards the dogs with a scratch. I can finally relax as my job is done, but there will still be more in the future.

Author - Finley

Be Careful What You Wish For

I sit lonely on the cold Countdown shelf in the breakfast aisle, waiting eagerly to be picked by a shopper. I am the last one left. All my friends and neighbours have left me. I don't understand! I'm packed with a delicious chocolate flavour and heaps of energy. I'm delightfully chocolatey, full of nutrients, and free of artificial flavours. I take a deep breath and look around. People pass left and right, but still no one is interested.

My eyes light up as someone stops with a full cart packed full of all sorts of food and reaches out and grabs me. I get chucked onto the top of all the other items. I get scanned, tossed into another cart, and then into the back of a car. After a long, bumpy road, I arrive at a house and get thrown into the back of a pantry. I am surrounded by old stale crackers and empty abandoned cereal boxes. I watch the kids play tag around the table, and the parents are busy cooking dinner. Someone walks past and slams the pantry door closed. I get wedged between a tub of flour and a box of Weet-Bix. Maybe life at the Countdown shelves wasn't so bad after all.

Author - Ilyssa

The Waiting Game

The harsh light shone down on me, awakening me from my deep sleep. "Ow, come on!" I yelled. "You know I don't like early mornings!" It was exactly nine o'clock in the morning, the start of school. I lay on a huge desk that spread nearly as far as I could see, shivering in the fresh air. Huge shapes loomed above me, looking towards the whiteboard where the teacher stood. Looking at the tasty morsels sitting temptingly all around the classroom, I longed to taste their delicious flesh. The strong stench of hand sanitiser wafts off the freshly washed desk, filling the air. Beside me, the closest pencil has been picked up and is hovering over a sheet of crisp white paper. I'm so hungry, I could crawl over there and munch on that highlighter orange piece of deliciousness- that would be great, but I can only dream.

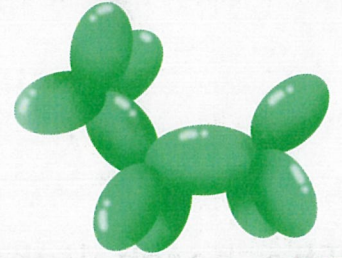
All I am is a small metal wedge, with two mouths for munching, no power of movement, or even speech. Hungrily, I stare at the orange stick, mesmerised by its movements as it scrawls across the paper. The tip is getting shorter and shorter with every moment. I am jumping up and down with excitement. Finally, the moment I have been waiting for arrives. Above me, the shape of a monstrous hand smothers me with darkness and carries me to a huge black crater littered with scraps of paper. With the pencil within reach, I sink my teeth into it hungrily. "Ah, pure bliss." The succulent orange flesh falls through my mouth, leaving the juicy insides undefended to my hungry teeth.

Author - Angus D

MANA MOTUHAKE

Mana Motuhake is about:

being proud of who you are, believing you can succeed, and showing independence, effort, and responsibility in your learning.



George demonstrates mana motuhake at school.

He set himself a goal to complete the monkey bars without falling off, and each day at playtime he made sure to put in time to practise. George also showed great initiative by watching other children who are confident on the monkey bars and using them as role models to pick up helpful tips and strategies.

It was an exciting day when his hard work paid off and he made it across the bars. What will be next George?



MANA MOTUHAKE AT HOME

Families can support developing Mana Motuhake at home by:

- Encouraging children to set goals and take steps to achieve them.
- Celebrating culture, language, and identity as strengths.
- Sharing stories of family or community role models.
- Supporting independence with daily routines and organisation.
- Encouraging responsibility for learning and tasks.
- Praising effort, persistence, and improvement.

HAUROKO ASSEMBLY AWARDS

Principal Awards

- Kōwhai - Liam for being focused on learning our school values and in Kowhai class.
- Kōwhai - Thiven for fabulous focused learning in literacy and maths.
- Mataī - Lucy for collaborating with others when working towards a common goal
- Mataī - Archie for showing reliable leader qualities and asking to learn more.
- Mataī - Bear for consistency in self and time management skills.
- Tōtara - Aoife for inclusion of others in teams, groups, class, and whole school, both within and out of the classroom.
- Tōtara - Bill for wonder writing using paragraphs to extend ideas.
- Tōtara - Ava for being an active class, school and team member and a super focused learner.
- Rātā - Oscar for excellent writing showing knowledge of spelling and punctuation and ideas.
- Rātā - Corbin for being a creative and focused learner and demonstrating flair in Writing, Digital Tech and Visual Arts.
- Rātā - Dusty for skillful writing ideas structured logically and to effect.
- Rātā - Tori for cleverly crafted writing using sophisticated phrases and paragraphs.
- Rātā - Harper for being a class, team, group member of Hauroko Valley always participating and contributing.

Hauroko Valley Students of the Week



Classroom Teachers Assembly Awards

Congratulations to the following learners for demonstrating a range of skills, knowledge, and understanding of HVP School Values, NZ Key Capabilities, or Literacy, Numeracy, Inquiry, The Arts (Dance, Drama, Music, Visual Art), Technology, Science, Aotearoa Histories, or Health and Physical Education learning. Well done on your progress and achievements!



TERM DATES



Term 2

Monday 20th April - Friday 3rd July

Public Holiday - Anzac Day - Monday 27th April
Public Holiday - King's Birthday - Monday 1st June

Term 3

Monday 20th July - Friday 25th September

Term 4

Monday 12th October - Wednesday 16th December

Public Holiday - Labour Day - Monday 26th October



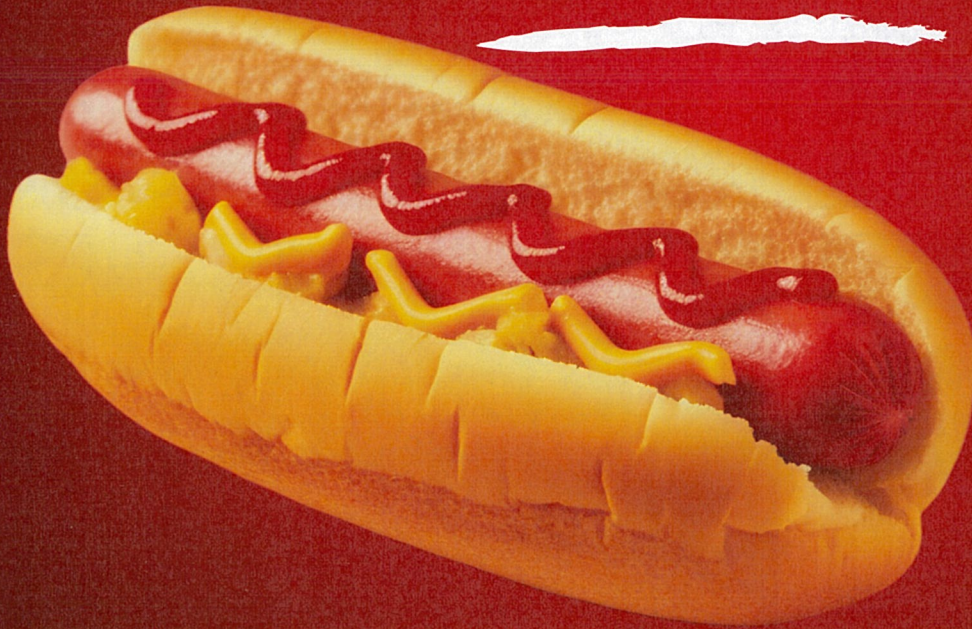
DIARY DATES

Term 2

- Wednesday 10th June - Discovery 1.30 pm - 3.00 pm
- Friday 12th June - Southland Cross Country at Waimumu
- Monday 15th June - Board Meeting 7.00 pm
- Wednesday 17th June - Discovery 1.30 pm - 3.00 pm
- Friday 19th June - Mid-Year Reports Go Home
- Tuesday 23rd June & Wednesday 24th June - EOTC Year 8 to Dunedin
- Tuesday 23rd June & Wednesday 24th June - Mid-Year Parent-Teacher Conversations
- Wednesday 24th June - Discovery 1.30 pm - 3.00 pm

NB: Year 8 EOTC to Dunedin will go ahead next Term. Unfortunately the dates became unavailable for June.

AMERICAN HOT DOG



\$4

**YEAR 5 & 6 CAMP
FUNDRAISER**

**PRE-ORDER
TUESDAYS**

For lunch on
Wednesdays
Term 2, 2026
(unless otherwise
advised)

*A fresh roll with
a frankfurter.*

Optional;

- cheese
- mustard
- tomato sauce

SCHOOL NOTICES

Attendance

If your child is sick and staying home or you have something on, e.g. a medical appointment, wedding, funeral, or other, then please let us know. You can contact us through the following ways;

1. Use our school student management system via the HERO Linc-Ed App.
2. Ring and speak with Karen, or leave a message on the school phone at 032266753.
3. Email Karen at office@haurokovalley.school.nz - she will enter the absence, and this advises classroom teachers.
4. Text Karen 0277777520.

Please do so by 9.30 am, as we are legally required to accurately record attendance, and this requires a follow-up with a phone call, email, or text to check in. Thanks!



To see your child's account, download the Hero App.

Register with your email address that we have for you in our records.



School Account

If paying accounts by internet banking, please do so to

Hauroko Valley Primary School

Westpac:

03 1748 0030028 000

Tui Base Camp

Friday Lunch Orders

- Sausage & Chips \$6
- Fish Bites & Chips \$5
- Pies \$7
- Chicken Nuggets & Chips \$5
- Chips \$3
- Bacon & Egg Sandwich \$7
- Dagwood \$7
- Muffin \$5
- Cheese Roll \$3
- Scone \$5
- Sausage Roll \$6

