



Te One School Pānui

Strong Roots, Wide Horizons

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Week 7, Term 2, 2026

Kia ora whānau,

Having been away on sick leave and then attending the Rural Principals' Conference, it has been great to be back on site. I've enjoyed getting back into classrooms, seeing our busy tamariki around the kura, and hearing from them about what they have been learning.

New School Reports Coming in Week 9

Our new school reports will be sent home in Week 9.

Each report will include a general comment about how your child is going at kura. This will cover key areas such as social skills, work habits, interests, challenges, and attendance.

There will also be a brief comment for Reading, Writing, and Mathematics. These comments will focus on how your child is working in each learning area, including their effort, attitude, and recent successes. They will also include a bullet-point list of next learning steps and practical suggestions for supporting learning at home. Reading, Writing, and Mathematics achievement will be reported using the new Ministry of Education reporting terminology outlined in a previous newsletter.

After reports are sent home, there will be an opportunity for whānau to meet with teachers to discuss the report. These conversations are available for anyone who would like support in understanding the new reporting language and format, or who would like to discuss any aspect of their child's progress in more detail.

As always, there is plenty happening around the kura. Please take some time over a coffee to read through this newsletter so you don't miss any important information, upcoming events, or opportunities to be involved in school life.

Ngā mihi

Mel



Classroom Spotlight - Seniors

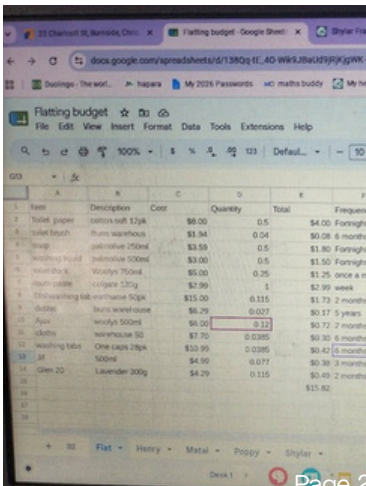
Our class has been busy with lots of exciting learning over the past few weeks. We have begun a Financial Literacy unit using Banquer, an interactive online platform that simulates a real-world economy. Through earning, spending, saving, and making financial decisions, students are developing important money-management skills and gaining hands-on experience with financial concepts.

We have also started learning about Matariki. As part of this, Mr Green has been teaching students how to create artwork inspired by the style of Vincent van Gogh. The students have enjoyed exploring colour, texture, and creative expression while connecting their learning to Matariki.

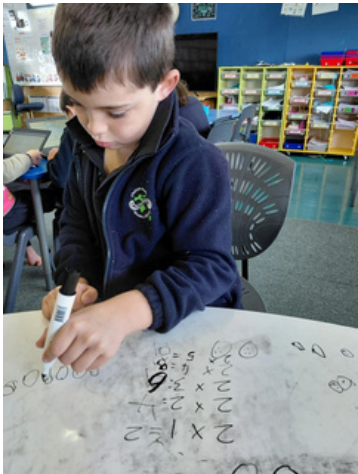
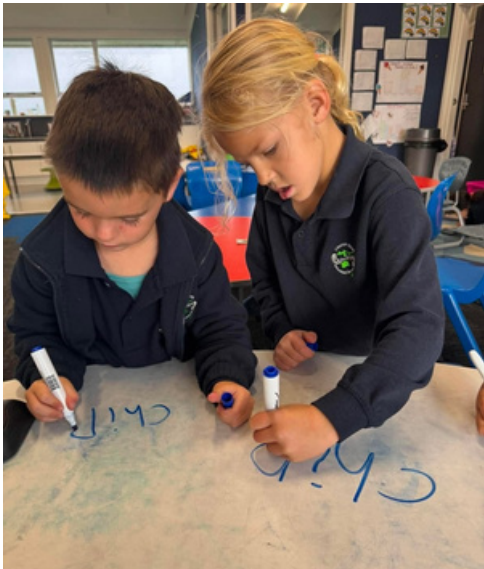
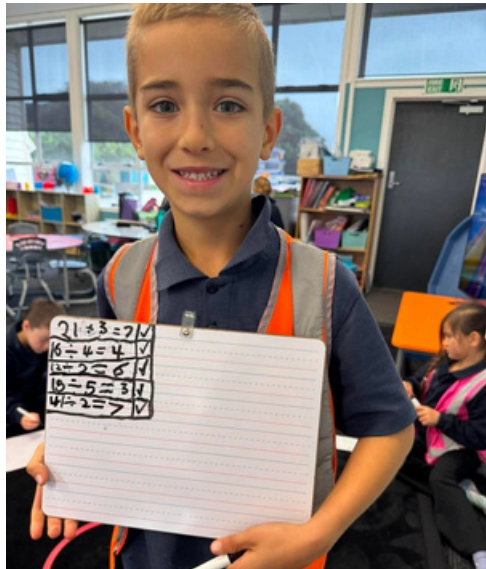
This week was Samoan Language Week. Although our schedule has been very full, we have begun our learning by exploring the Samoan alphabet and creating beautiful Siapo (tapa cloth) patterns using paper. We look forward to continuing our Samoan Language Week activities next week.

Our Weka Walkers have been exploring how AI can turn their ideas and sketches into masterful works of art as they design their uniform. It's been a real challenge to ensure the information we give is specific enough to get the changes we want, and if it's not what we expected, then how can we improve on our prompts.

Today we started our new technology projects. Our 5/6 team are working on prototypes for some games for Market Day. Our 7/8 team have begun a woodwork project alongside Mr Green and Robbie, upcycling beer crates into toyboxes.



Learning across the school



Message from the Board

Building update

You may not notice from the roadside, but our new building went from the foundation to a full building shell in just 3 days! The tamariki loved watching it being put together. Massive thanks to the team for their awesome mahi on this.



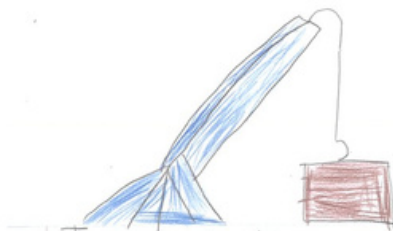
Junior Writing - Our New Building

Enjoy these stories inspired by the current building project.



- I saw a big.
- Crane.

By Alayah



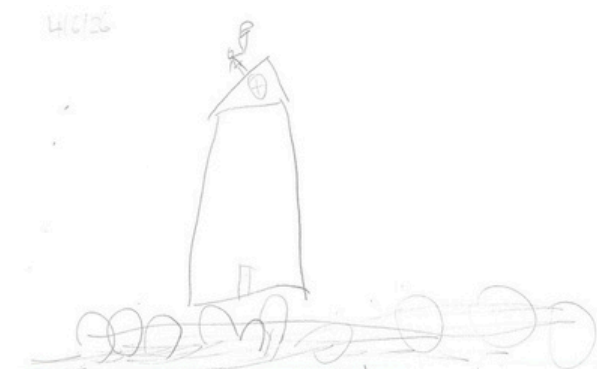
- I am at the
- big building and it
- was fun to watch
- the crane

By Mila



- The person was controlling
- the crane.

By Scarlett



- I am so excited
- for the new building
- to happen.

By Ellen



- The builders are
- building a school. The
- school is big. The
- crane was helping
- build.

By Harry



- The building is ready
- and the building is
- green.

By Niko
By Niko



- GIBT saw the crane.
- I saw the crane.

By Manu



- The crane is lifting
- away on the building.

By Lily

Food for Thought

- Learnings from the Rural Principals Conference

Recently, I had the privilege of attending the NZ Rural Principals and Small Schools Conference in Auckland. This conference is particularly valuable because it brings together principals from schools that share many of the same opportunities and challenges as our own. It provides an excellent chance to learn from others, share ideas, and explore research and practices that can make a positive difference for our students. Below are my four key takeaways.

Building Resilience in Our Tamariki

One of the most inspiring presentations was from Jake Bailey, who spoke about developing resilience in young people. His message was that resilience is not something we are born with; it is something we build through experience and practice. An important takeaway was that children benefit from experiencing age-appropriate challenges, setbacks, and disappointments, as these opportunities help them develop the skills and confidence needed to navigate difficulties independently. While our natural instinct as adults is often to step in and solve problems for children, doing so too quickly can limit opportunities for them to build resilience. Supporting children to work through challenges, while knowing they have trusted adults alongside them, helps prepare them for the more significant challenges they may encounter later in life.

Jake shared the "4 S's" of resilience:

Slowing Down (taking challenges one step at a time),
Salvaging (finding positives in difficult situations),
Streamlining (making time to reset and reduce stress),
Standing Alongside (building strong support networks).

These are valuable skills that we can nurture both at school and at home.

Understanding Behaviour Through a Neuroscience Lens

Another key area of learning explored neuroscience-informed practice and how the brain responds to stress. We learned that when children feel overwhelmed, anxious, or unable to communicate their needs, they may react through fight, flight, freeze, or withdrawal responses. These behaviours are often driven by the brain's survival systems rather than deliberate choices.

Research suggests that while rewards and consequences can sometimes influence behaviour in the short term, they do not always create lasting change if the underlying cause of the behaviour is not understood. For example, a child who hits is not necessarily being deliberately difficult or unkind; they may be communicating frustration, fear, worry, or a lack of emotional regulation skills through a "fight" response. This learning reinforced the importance of parents, whānau, and teachers working together to understand what behaviour may be communicating and to help children develop the skills and strategies they need to make positive choices and thrive.

The Importance of Play and Project-Based Learning

A further takeaway focused on the role of play and project-based learning within the refreshed curriculum, Te Mātaiaho. While these approaches are engaging for students, they also provide rich opportunities to develop important capabilities that will serve children throughout their lives.

Through meaningful learning experiences, students develop communication skills, learn to work effectively with others, strengthen self-management and self-regulation, become capable problem solvers, and grow their creativity and curiosity. These capabilities sit at the heart of successful learning and help prepare students for an increasingly complex and changing world.

Making the Revised Mathematics Curriculum Work in Small Schools with Multi-level Classes

Developing a stronger understanding of the revised Mathematics and Statistics Curriculum was also a significant area of learning. One recognisable takeaway was that mathematics teaching today often looks quite different from the way many adults experienced it at school. Rather than students sitting in rows, completing the same worksheet or working through a textbook independently, there is a greater emphasis on discussion, problem-solving, collaboration, and making mathematical thinking visible. Presenters highlighted the importance of using hands-on materials and equipment across all year levels, from Years 1–8, to help students develop a deeper understanding of mathematical concepts. This approach is particularly valuable in small schools, where students learn alongside peers of different ages and stages, allowing learning to be tailored to students' individual needs while still supporting strong progress and achievement in mathematics.

Calendar

Wednesday 10 June	Class visits to the museum
Thursday 11 June	Market Prep Day
Friday 12 June	Assembly Middles 2:15 pm
Monday 22 June	Mihi Whakatau at Whakamaharatanga Details TBC
Tuesday 23 June	Wananga at Whakamaharatanga Details TBC
Friday 26 June	Market Day
Sunday 27 June	Weka Walk Fundraiser - Quiz night - 6pm
Thursday 2 July	Assembly Juniors 2:15 pm
Friday 3 July	Hautapu Celebration TBC Term 2 ends
Monday 20 July	Term 3 starts
Thursday 10 September	Weka Walks starts
Thursday 24 September	Weka Walks ends
Friday 25 September	Term 3 ends
Monday 12 October	Term 4 starts
Monday 26 October	Labour Day
Monday 30 November	Chatham Islands Day
Thursday 17 December	Term 4 ends



Assembly hosted by Room 3

Come along at 2:15pm next Friday to share our learning celebration at assembly, this fortnight hosted by our Middle School Students.

Weka Walk Fundraiser

Saturday 27th June @ The Den
doors open 6pm

RAFFLE TABLE, FOOD TO PURCHASE, ADVANTAGE AUCTION, MEDALS FOR THE WINNERS

Teams of 4-6 People
\$15 pp or \$75 a team
Register and Pay via Erica

Key Links and Information



HERO

Essential for all whānau.

- For sharing absences, student reporting, class and school newsletters, and finance information.
- Use the QR link to download HERO and use the email address that you gave school during your child's enrolment to connect.



New Website (click the link to the left)

- For accessing an up-to-date calendar, newsletters, board information, and general school information.

<http://www.teone.school.nz>



Facebook (click the link to the left)

Facebook - <https://www.facebook.com/teoneschool>

- Newsletter posted online, some updates and other stories posted



Messenger (click the link to the left)

Messenger - m.me/796262743896162

School Phone Numbers

03 3050 023

- For all general enquires and to report absences if HERO isn't working

027 285 3023 - call or text

- For afternoon bus notices
- For any information all staff need access to

School Emails

teone@teone.school.nz

- accessed by all of our staff
- use for bus messages, and information all staff need to know

office@teone.school.nz

- accessed by our Office Manager only
- use for finance, lucky book and general enquires - not appropriate for bus notices

Andrew Brown: andrew@teone.school.nz

Ryan Green: ryan.green@teone.school.nz

Amy Kamo: amy.kamo@teone.school.nz

Mel Brine: mel.brine@teone.school.nz

Mel Sutton: principal@teone.school.nz

School Timetable

8:30am	Students can arrive at school
9:00am - 10:30am	Learning block 1
10:30am - 10:55am	Break 1 - including school kai
10:55am - 12:30pm	Learning block 2
12:30pm - 1:20pm	Break 2 - including own snacks
1:20pm - 3:00pm	Learning block 3

Library Days

Juniors: Friday

Middle and Seniors: Wednesday

Kōhanga: Thursday fortnightly

Pre-Schoolers: Tuesday 9:00 – 10:30