

Newsletter

Ponsonby
Intermediate School

Articulate, energised achievers, ready for the future

22 July 2020

Important Dates

23 July

School Photos

28 July

Open Morning
CZ Boys Netball
BoT Meeting

29 July

Roadshow Practise Day

31 July

School Speeches in
Assembly
CZ Chess Competition

3-7 August

CULTURE WEEK
Roadshow on tour

7 August

CZ Girls Netball

12 August

Ponsonby Cross Country

Open Evening – 6pm

Performance Evening
7pm

14 August

Ponsonby Cross Country
Save Day

25 August

Camp Parents Meeting
@ 6pm in hall

27 August

Central Zone Speech
Finalists @ Ponsonby
Intermediate

Principal's Message

While school camp is still a term away our lead teachers are busy in their preparations. School camp is a valuable learning experience for 11-13 year old students. It is amazing how we see students thrive in these different settings. Do you remember your intermediate school camp?

I am also mentioning school camp early this year as it does come at a cost of \$290 per student. There is more information below about payment. Equally important, is the fact we need parents to attend and help run activities – so please look into your calendars now and make a note of the dates: **Term 4, Week 1 – Tuesday 13 - 16 October.**

The Term 3 Ponsonby Experience is action packed, with sports, arts, performances and loads of academic activities. We aim to have all students engaged... the Cross Country map is in this newsletter, out of school training is encouraged.

Regards,

Nick Wilson
Principal

In this week's Issue...

- School Photos
- Camp Information
- Cross Country
- Wet Day Traffic Safety
- Culture Week
- Sports Update
- Roadshow and Performance Evening
- Social Sciences
- ICAS Exams
- Library

School Photos

School photos will be happening this Thursday 23rd July. The students will be getting class photos and individual portraits taken on this day. If you would like your children to have sibling photos taken please get a form from the school office. The students are to be in full school uniform for their photos.

A couple of weeks after the photos have been taken the students will bring home a unique Keycode which you can use to view and order your child's photos.

Camp Information 2020

The whole school will attend camp in **Term 4 Week 1 (Tuesday 13th to Friday 16th October)**. Today, your child was informed of where they are going for camp and which classes they are attending camp with, as stated below. More information regarding camp such as parent help and medical forms will be sent home later this term on **Wednesday 29th July, Week 2**.

Until then, if you would like to help out on camp, save the dates above and let the form teacher know as soon as possible that you are available. You will receive confirmation if you are needed once all forms are in and numbers are confirmed.

There will be a Parent/Cargiver Camp Meeting on Tuesday 25th August at 6pm. All parents are welcome to come along and hear more about the camp your child will be attending. This meeting is particularly helpful for those Parents/Caregivers who are keen to help out with camp.

Camp fees this year are \$290.00 which covers all costs. This amount is not due until Friday 11th September. However, if you would like to pay now or pay in instalments, our bank account details are on our website (<http://www.ponsonbyintermediate.school.nz/pay-online.html>).

Alternatively, you can pay at the front office.

If you have any questions regarding camp or the fees, your first point of contact is your child's form teacher.

Cross Country 2020

Date: Wednesday 12th August Week 4

House meetings: Assemble at 1.25pm sharp in Houses on Basketball court.

Event Start Times:	Year 7 Girls	-	1.40pm
	Year 7 Boys	-	1.55pm
	Year 8 Girls	-	2.10pm
	Year 8 Boys	-	2.20pm

Information regarding race protocol and organisation will be given to the students at our Friday Assemblies and in our daily notices. Parents and Caregivers are welcome to come along and watch from the road wall along Clarence Street, where you will get a great view of the races. Students have already started training during their Kori time and maps of the course are available from the form teacher. You can also find a map at the end of this newsletter.

We encourage all students to participate and those students who are unable to compete due to sickness or injury, must bring a note to their form teacher on the day. If your child is sick we ask that they are kept home as per the Ministry of Health guidelines.

Year 7 Camps	Year 8 Camps
<p><u>Shakespeare</u> Cherie Bolesworth 26 Kellie Smith 21</p> <p><u>Peter Snell</u> Katie Fiddian Chrissie Cullen 6 Andrea Sherrock 11 Rahul Rodricks 3</p> <p><u>Hunua Falls</u> Penelope Dunn 23 Lorna Cooney 20 Andy Wilson</p> <p><u>Willow Park</u> Michelle Murray Angela Lane 22 Ian Wannamaker 1 Jaimi Athy-Timmins 30</p>	<p><u>Camp Bentzon</u> Sam Jardine 17 Jody Hart 16 Kristen Rees 12</p> <p><u>Carey Park</u> Margaret Marsick 15 Zoe Soppet 14 Sarah Valintine 18 Shelley Upchurch 8 Kim Edwards</p> <p><u>Marsden Bay</u> Katherine Busch 28 Sarah Howie 9 Jo McCullagh 25 Sophie Gibbins</p>

Wet Day Traffic Safety (repeat notice)

The wet day traffic chaos that is caused on Clarence St by parents picking up students needs all of our attention. If you can organize a alternative pick up spot with your child or delay your pick up that would help with safety. The rush only lasts about 5 minutes. Students are able to turn their phones back on from 3:05pm.

Culture Week

During Week 3, the normal timetable will stop and all students will be rotating around 10 different cultural based activities. The week is based around two of our school goals – Expressing Ourselves and Making Connections. The students will be learning new languages and traditions from different cultures as well as sports and dances. During this week the Year 7 and 8's will be mixed up in new classes. They will be receiving the new timetable next Friday when they meet their new class and teacher. It is always a fun week and we are all looking forward to it.

Sports Update

Squash

Beginning Term 3, Squash Auckland are delivering their Kiwisport Squash programme with the micro-court, for four weeks. PE classes are involved in team-based rotational activities and learning skills to serve, volley, rally and score. Students are highly motivated, having fun participating in this sport. As a follow-up to gain more hitting time students will be offered the opportunity to play at Herne Bay Ponsonby Rackets Club **FREE SQUASH HAVE-A-GO!** (dates tbc) and can also sign up to the Junior Squash Coaching Programme click link: <http://www.squashauckland.org.nz/> to find out more information or collect a flyer (pictured below) from the hall foyer.



**JUNIOR SQUASH
COACHING PROGRAMME**
TUESDAYS - TERM 3
28 July to 15 September 2020 *8 weeks
@ the National Squash Centre
Join in and learn this fast, fun, and exciting sport!
Racquets & balls provided

NATIONAL SQUASH CENTRE  **Ages 5-9: 4pm-4.45pm**
Ages 10-15: 4.45pm-5.30pm
Cost: \$80 for 8 weeks
(Payable on 1st session)
Email play@natsquash.co.nz – spaces limited

Contact: Robbie Yam
Phone: 09 815 8602
Email: play@natsquash.co.nz

Address: Bldg 201, UNITEC Mt Albert
139 Carrington Road
Mt Albert, Auckland

squashauckland.org.nz **TRY IT. PLAY IT. LOVE IT.**

Roadshow and Performance Evening

We are fast approaching our Roadshow Tour week and we are excited to showcase a range of our talented performers to our local primary schools. A cast of 75 students will travel around to 9 schools throughout Week 3 for this year's Roadshow Tour. Parents and Caregivers are invited to a Performance Evening on Wednesday Week 4 to see an extended version of this show. Information for parents will be coming home with Roadshow students at the end of this week.

Social Sciences

We are putting together a unit based on Ponsonby and its past. This is something that our students don't really know much about but is so significant to their lives. This includes our school, the local community, famous people, events and information about parks, statues and anything else that people are willing to share. If you have anything that you think might be helpful, could you please contact me - Jo McCullagh Rm25 jom@ponsint.school.nz and I am happy to collect materials. I will take full responsibility for the care and return of your material.

ICAS Exams – repeat notice

This year the following Australasian Schools' Competitions are available: Science, English, Digital Technologies, Spelling and Mathematics. Unfortunately Writing is not being offered this year.

The Australasian Schools' Competitions provide an opportunity for all students to gain a measure of their own achievement in an external assessment situation. They can also be used to monitor individual progress in a range of subject-related skills and to recognise and reward achievement at all levels. **If your child has strengths in any subject offered we encourage their participation.**

Students who participate will each receive a Certificate and a detailed results letter indicating which questions they answered correctly, identifying the skill tested in each question and indicating the percentage of students across New Zealand who answered each question correctly. The results letter is also useful for highlighting student strengths and weaknesses. The documents are suitable for inclusion in a portfolio.

The entry fees are outlined below. All fees are the same due to the fact that **this year all exams are completed online.**

We require the entry fee by **Friday 31st July 2020.** We are unable to take late entries.

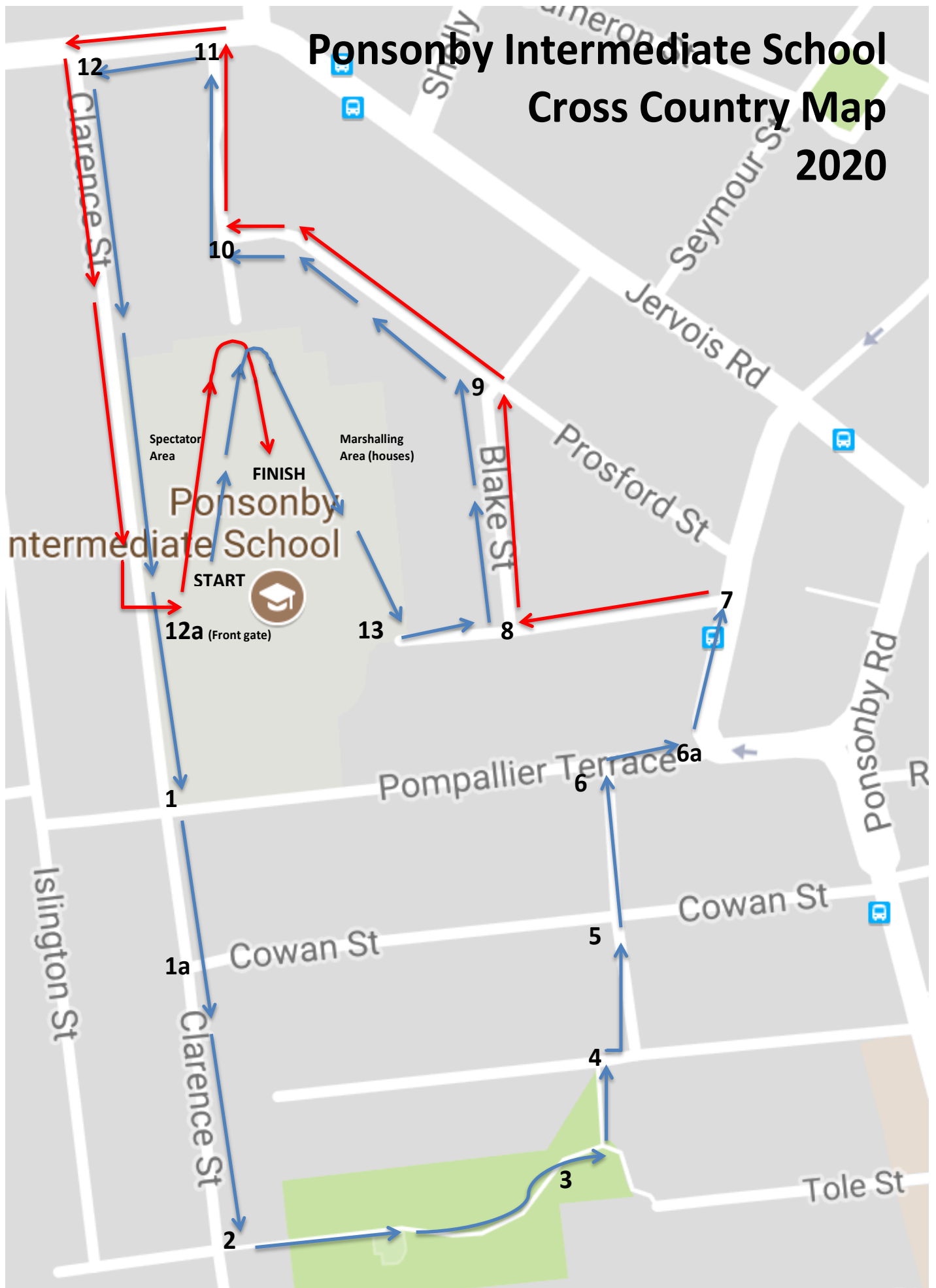
The actual test dates are as follows:

Subject	Price	Sitting Dates
Digital Technologies	\$17.00	Monday 24 August to Friday 28 August 2020
Science	\$17.00	Monday 17 August to Friday 21 August 2020
Spelling Bee	\$17.00	Monday 31 August to Friday 4 September 2020
English	\$17.00	Monday 24 August to Friday 28 August 2020
Mathematics	\$17.00	Monday 31 August to Friday 4 September 2020
Total	\$85.00	

Library

Just a gentle reminder to return any overdue library books. Thank you.

Ponsonby Intermediate School Cross Country Map 2020



Sport Auckland

This term, Sport Auckland are delivering programmes for the Pt Chev Inclusive After School Club that children. This programme is for those kids with both physical and intellectual disabilities, and encourages their wider whānau to come along and join in as well. See poster below for the planned activities for Term 3.



PT CHEV. INCLUSIVE AFTERSCHOOL CLUB

TERM 3
Tuesday 28th July



PLAN FOR TERM 3

Week 1: Wheel Chair Fun
Week 2: On The Ball Fun
Week 3: Football Fun
Week 4: Point Break
Week 5: Rugby
Week 6: Team Games
Week 7: Wheel Chair Fun
Week 8: Balance or Bust

WHERE: 7 Te Ra
Road, Point Chevalier.

WHEN: Tuesdays
Afternoons, 28th July-
15th September



Registrations on our website:

<https://www.parafedauckland.co.nz/inclusive-afterschool-clubs>



OPEN WEEK

School tours with the principal will take place from Monday 27 July to Friday 31 July 2020.

Please register for a tour on our website www.westernsprings.school.nz, or alternatively if you prefer, contact the school office and we will be only too happy to book a place for you and your family. Phone 815 6730. There is a limit of 40 families per tour.

The tours will take approximately 1 hour and 30 minutes, and there will be time for a Q&A session at the conclusion of the tour over tea and coffee in the Hall foyer.

Time: 9.15am to 10.30am.

Where to meet? School Hall foyer (Administration block) just prior to 9.15am.

The tours will include both Western Springs College and the Māori immersion kura Ngā Puna O Waiōrea and showcase normal operating school days in a 21st Century learning environment.

Join us for this special opportunity.

Ivan Davis
Principal

Ponsonby Learning Pathway

Our Vision

Articulate,
energised achievers;
ready for the future

New Zealand
Curriculum

Ponsonby
Community

At Ponsonby Intermediate we value:

Growth Through Learning

We are open to change, treating each challenge as an opportunity to learn. As life long learners we strive to be the best we can be.

Expressing Ourselves

We explore and share our thoughts, talents, feelings and beliefs because these make us who we are. We get the most out of life when we are true to ourselves.

Making Connections:

As a member of a class, a school and a community, we are part of a whole. We come together from many different cultures to learn from each other.

Showing Respect for other People

Because we have confidence in who we are, we are able to appreciate and let others be themselves. We care for, and support each other, inside and outside the classroom.

Personalising Our Path

Habits of Mind • Quality Learning Circle • Te Reo • Gifted and Talented • SMART Target
Learning Journals • Positively Ponsonby • Inquiry Model • Specialist Teaching
Ponsonby Passports • Student Council • Art/Culture Weeks • Direct Vocab
Information Landscape • R.E.E.P. • E.O.T.C. • ESOL • S.S.R. • Options • Camps
B-Cool • Reporting to Parents • Professional Development • Appraisal
Tools for Learning • Planning • Overviews • Curriculum Reviews • Mentoring
Keys to Success • Critical Thinking • Kori • Habits of Mind • SMART Targets

Key Competencies

Mathematics

- Thinking
- Using language symbols and text
- Managing Self

Humanities

- Thinking
- Relating to others
- Managing Self

English

- Thinking
- Using language symbols and text
- Managing Self

The Arts

- Thinking
- Managing Self
- Relating to Others

Technology

- Thinking
- Relating to Others
- Managing Self
- Participating and Contributing

Ponsonby Intermediate Curriculum Pathway

What does the 'Ponsonby Experience' look like in Term 3?

“Articulate, energised achievers; ready for the future”

SMART Goal for Term 3: Get Organised and give it a go!

English	<p>Year 7 Big Question: What is Conflict and How Does it Drive the Narrative?</p> <p>Learning Intentions:</p> <p>Writing Write about conflict in texts Write an essay answering the Big Question (extension)</p> <p>Reading Read and understand at chronological age (AsTTle) Identify conflict in a text Read a group novel</p> <p>Speaking Participate in a presentation showcasing the conflict of a character</p> <p>Viewing (Presenting) Create a conflict chart</p> <p>Year 8 Big Question: Science Fiction: Why might it be worth reading?</p> <p>Learning Intentions:</p> <p>Writing Write a book review on a science fiction novel Use the correct language conventions</p>
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	<p>Extension: will write an original Science Fiction short story</p> <p>Reading Read and understand at chronological age (AsTTLe) Read a science fiction novel Identify features of Science Fiction texts</p> <p>Speaking Participate in a movie sales pitch (MSP) Answer questions based on MSP</p> <p>Viewing (Presenting) Create a science fiction poster based on a text</p>
Maths	<p>Big Question: What skills and strategies do I need in Mathematics to solve real life problems?</p> <p>At Ponsonby Intermediate we are teaching PR1ME Mathematics. This is a program based on the effective teaching and learning practices of Singapore, Republic of Korea and Hong Kong. Problem solving and real life Mathematics is at the heart of the programme.</p> <p>PR1ME Mathematics focuses on 5 areas:</p> <p>Metacognition, or "thinking about thinking", refers to the awareness of, and the ability to control one's thinking processes, in particular the selection and use of problem-solving strategies.</p> <p>Mathematical processes refer to the skills involved to acquire and apply mathematical knowledge. This includes reasoning, communication, thinking skills and heuristics, and application and modelling.</p> <p>Mathematical concepts cover numerical, algebraic, geometrical, statistical, probabilistic, and analytical concepts. Students should develop the mathematics ideas in depth and as an integrated whole.</p> <p>Attitudes refer to the affective aspects of mathematics learning such as:</p> <ul style="list-style-type: none"> - Appreciation of mathematics and its usefulness - Interest in learning mathematics - Confidence in using mathematics - Perseverance in solving a problem

	<p>Mathematical skills include procedural skills for numerical calculation, algebraic manipulation, spatial visualisation, data analysis, measurement, use of mathematical tools, and estimation.</p> <p>All students are working on their own learning pathway and are learning different concepts at different levels throughout the term.</p>
Science	<p>Material World Big Question: What matter makes up our world?</p> <p>Learning Intentions:</p> <p>Year 7 Group materials in different ways based on their physical and chemical properties. Identify why different materials have different natural processes and technological uses. Identify parts of an atom and the different states of matter.</p> <p>Year 8 Explain why materials are grouped in different ways, based on their physical and chemical properties. Describe the particle nature of matter and the atomic structure. Identify and explain why different materials have different natural processes and technological uses.</p> <p>Planet Earth Big Question: Why is climate change happening and how is it affecting life on Earth?</p> <p>Year 8 Students will learn to identify that climate change is a cyclic scientific phenomena, however, it has been exacerbated by human development. Students will learn to ask questions, find evidence and carry out appropriate investigations within the scientific study of Climate Change.</p> <p>Year 7 Students are developing to identify that climate change is a cyclic scientific phenomena, however, it has been exacerbated by human development. Students are developing an understanding of how to conduct scientific investigations and to ask pertinent questions in the scientific study of Climate Change.</p>

<p>Learning Languages</p>	<p>Year 7 and 8 Big Question: How can we make a sense of our own culture and identity through learning other languages.</p> <p>Learning Intentions: Students will be learning basic Japanese for communication, and gaining language and cultural knowledge about Japan and Japanese people.</p> <p>Students will be developing oral communication through learning greetings, numbers, classroom phrases, introductions and other everyday phrases. They will be striving towards accuracy in pronunciation using their language knowledge. Written communication and understanding will include recognising and identifying hiragana characters and writing simple sentences.</p> <p>Students will be demonstrating knowledge about Japan and Japanese people in a research project. They will be defining aspects of their own national and individual cultures to compare and contrast with aspects of Japanese culture to gain deeper understanding.</p>
<p>Social Sciences</p>	<p>Year 8 big Question: What were the cause and effects of the New Zealand Land Wars, and how have they helped shape New Zealand today?</p> <p>Learning Intentions To understand the effects of the Land Wars and their influence on New Zealand history Relate our school GEMS to understand the past and the present through the Land Wars To develop a personal viewpoint of the Land Wars and be able to share this knowledge with others effectively. Create open ended questions that require robust research and inquiry Research information using a range of sources Provide balanced reporting and awareness of purpose Be able to write a coherent and well-structured essay that answers research questions Read and respond to a range of topic related non-fiction texts through School Journals</p> <p>Year 7 Big Questions: How has the past shaped us as a nation and how does the past inform the present?</p> <p>Learning Intentions</p>

	<p>Read and respond to a range of topic related non-fiction texts through School Journals</p> <p>Research information using a range of sources</p> <p>Create open ended questions that require robust research and inquiry</p> <p>Relate our school GEMS to understand the actions of navigators, explorers and ourselves</p> <p>Use the Social Sciences online inquiry and essay template to research and answer open ended questions.</p>
Visual Art	<p>Year 7 Big Question: How do artists incorporate cultural images and identity into their artwork?</p> <p>Learning Intentions: Explore the meanings behind chosen objects, symbols and motifs in New Zealand art Respond to a variety of visual ideas and apply these to their own work</p> <p>Year 8 Big Question: How and where do artists find inspiration?</p> <p>Learning Intentions: Explore the associations people have with different urban symbols and objects Apply the elements and principles of visual art using a variety of media</p>
Music	<p>Big Question: How do we use music to express ourselves?</p> <p>Learning Intentions: Year 7 Prepare, rehearse, present and evaluate music performances Year 8 Use musical elements, instruments and technologies to create and present original music compositions</p>
Performing Arts	<p>Big Question: What value does Performing Arts have to our lives?</p> <p>Learning Intentions: Year 7 Explore how improvisation and characterisation can be used to develop and express ideas Explore how the elements of dance can be used to create and present ideas in order to express ourselves Year 8</p>

	<p>Discover how dramatic elements, techniques and conventions can be used in creating a piece of drama</p> <p>Explore how the elements of dance can be used to create and present ideas in order to express ourselves</p>
Technology and Design	<p>Big Question: Where do our clothes come from and how can we use innovation and design to create our own textile projects?</p> <p>Learning Intentions:</p> <p>Year 7</p> <p>Technological Practice: Learn and understand the basic practices of textile design to create a simple project</p> <p>Technological Literacy: Understand the origin of our clothing and the reasons for this; learn about a variety of fabrics and fibres and how they turn into usable fabrics</p> <p>Year 8</p> <p>Technological Practice: Learn a range of textile design practices across a multitude of media to create a range of products</p> <p>Technological Literacy: Understand the process of textile design and how innovation leads to clothing developing over time</p>
Exploring Technology	<p>Year 7 and 8 Big Question: Where am I on the pathway in becoming a technology expert?</p> <p>Learning Intentions:</p> <p>Design and create using a range of digital technology programs</p> <p>Explain the procedures used in a range of digital technology programs</p>
Physical Education	<p>Year 7 and 8 Big Question: Can we develop an understanding of the rules, skills and strategies involved with Striking games?</p> <p>Learning Intentions:</p> <p>Demonstrate correct striking techniques in striking based skills and games.</p> <p>Understand and use various strategies during skills and game play.</p> <p>Identify, understand and implement similarities between sports.</p> <p>Students can work cooperatively within team situations.</p>

Health Education	<p>Year 7 and 8 Big Question: Can we communicate effectively about puberty - what's really happening in our body to cause all these changes and how does puberty affect our brain?</p> <p>Learning Intentions: Identify significant changes that affect young people during puberty. Consolidating knowledge about changes, recognise these can be emotional, physical and social. Understand how our body and brain work together to communicate Describe characteristics of pubertal change and discuss positive adjustment strategies</p>
Home Economics	<p>Year 7 Big Question: How do we acquire skills to ensure a healthy nutritional understanding of food and diet?</p> <p>Learning Intentions: Follow instructions to produce a range of nutritional meals Explain the functions of nutrients in relation to a healthy diet Improve their understanding of the importance of food hygiene and being safe in the kitchen</p> <p>Year 8 Big Question: How do we utilize and demonstrate our understanding of healthy nutritional skills about food and diet?</p> <p>Learning Intentions: Recognise the nutrition information panel on a food or drink item and identify the amount of fat and sugar in a food or drink item Understand the harmful health effects of eating unhealthy bought food frequently Select, cook and serve a range of nutritional meals and gain an understanding of the importance of eating as whānau</p>
ESOL	<p>Big Question: How can we learn and understand New Zealand culture?</p> <p>Learning Intentions: Develop confidence in using and speaking in English Write simple sentences that can be used in conversation Learning to decode and comprehend written texts and interpret visual images Developing vocabulary in a mathematical context</p>

