



# NEWSLETTER 29th September 2021



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## Our Vision

Waitaria Bay School has a learning culture which challenges its students to be successful learners who strive for personal excellence. We achieve this by encouraging student agency, individualized learning pathways, rich and inspiring tasks. Waitaria Bay School fosters positive relations between home, school and community. Our students will become global citizens equipped to embrace the ever-changing future.

*Principal's message* – Kia ora Waitaria Bay Whānau!

## Celebrating our Students - Speech Competition



A huge congratulations to Rydah, Amelia, Sky, Olivia, Jaxon and Millen who participated in our Cluster Speech competition. They all showed courage and kindness as they bravely took to the stage and supported each other through the feelings of nervousness as they waited for their turn to compete! You can read some of the speeches later in the newsletter.



## End of term

What a turbulent term both literally and figuratively! This term has shown how resilient all of our families and students are, with many of our children learning at home for 7 weeks, coming back to school to new students and coping with the new reality of our closed road. This term has had an impact on children's wellbeing and we have worked hard to counteract this by continuing with a structured school routine with increased opportunities for play and social interaction.



## Thank you!

This week we have received some wonderful gifts from the wider community. The Cancer Society Marlborough and REAP teamed up to send us a wonderful care package with teddy bears, pens, stickers and sweet treats! Barbara Fauls - our Sounds council member has also sent us 5 huge boxes of children's books for our school library. These parcels have brought a wonderful boost in morale for our children and we have really appreciated these wonderful gifts.



## Level 2 @ Waitaria Bay School

- Stay home if you have any cold or flu symptoms and get a test. We are also required to ask you to collect your child immediately if they develop any symptoms at school.
- Make sure your child is familiar with hand washing 'technique' (counting to 20 or singing the happy birthday song as they wash their hands) and sneezing etiquette. Sanitiser will be widely available.
- Children will need their own water bottle, as drinking fountains will be out of use
- Wearing of masks- the latest guidance "strongly encourages staff and students aged 12 and above to wear face coverings in secondary school settings.. It remains an option for individuals and a decision for the individuals and whānau. Whatever decisions students and teachers make, it is their own to make and needs



to be respected. Where an individual chooses to use a face covering they should supply and wear their own, and to do so safely. This option applies to younger children too.” MOE

- Whilst we love the informal catch-ups with parents at the end of the day, we ask that you make an appointment with your child’s teacher if you need to meet.
- Under level 1 lots of children and whānau play and congregate on playgrounds after school. We ask that you collect your child and do not use playgrounds (or allow younger siblings on playgrounds).

Kia kaha me manaaki  
Take care, and be kind.  
Laura



## School Calendar

***Thank you for the pre-orders! We will send you the calendars asap we received them from the printers.***

This is one of our main fundraisers for our small school and we would really appreciate your help to spread the word about our calendars which make superb, and easy to post Christmas presents!

You can find the Calendar Order form on the last page of the newsletter.

## *What has been happening in the classroom?*



Creating keyrings in Technology



Time Visiting Havelock Museum

## **School Term Dates for 2021**

Term Three: 26 July 2021 to 1st October 2021

Term Four: 18th October 202 to 17th December 2021

**All depend on the Covid-19 Levels**

Week	Date	What	Where	Who
<b>Week 10</b>	Wed, 29 Sept	Newsletter	School	
	Fri, 1 Oct	End of Term Three		

## TERM 4

Week	Date	What	Where	Who
<b>Week 1</b>	Mon, 18 Oct	Term 4 School starts	School	Whole School
	Fri, 22 Oct	Teacher only day	<b>SCHOOL CLOSED</b>	
<b>Week 2</b>	Mon, 25 Oct	Labour day	<b>SCHOOL CLOSED</b>	
	Wed, 27 Oct	Newsletter	School	
<b>Week 3</b>	Mon, 1 Nov	Marlborough Anniversary Day	<b>SCHOOL CLOSED</b>	
	Fri, 5 Nov	Pet Day TBC Gay Fawkes Social Friday	School Hall	
<b>Week 4</b>	Wed, 10 Nov	Newsletter	School	
	Fri, 12 Nov	Pelorus Clusters Athletics	Havelock	Whole School
<b>Week 5</b>	Mon, 15 Nov	BoT meeting	School	BoT
<b>Week 6</b>	Wed, 24 Nov	Newsletter	School	
	Fri, 26 Nov	Pelorus Cluster Teacher Only Day	<b>SCHOOL CLOSED</b>	
<b>Week 7</b>	Tue, 30 Nov	Pelorus Cluster - Top Team	Rai Valley	Whole School
<b>Week 8</b>	Wed, 8 Dec	Newsletter	School	
<b>Week 9</b>	Mon, 13 Dec	BoT meeting	School	BoT
	Fri, 17 Dec	Last Day of Term 4		



## ENVIRO SCHOOLS / SUSTAINABILITY KEG - KIDS EDIBLE GARDEN



Planting Radishes and Carrots in the Kids Edible Garden

We have been clearing out our 'Community Plant Shop' ready for Level 1. Sweeping out mud! Repotting plants and organising the space for easier shopping.

Our juniors made the most of a rainy day making beautiful collages of their dream gardens.







## Playgroup & Pre School 2021

Playgroup/Pre School will be suspended until further notice. If there are any changes, we will inform you here and on the school's facebook page.

### Speeches

Kia Ora ko te Amelia toku ingoa, Ko Thompson Brown toku whanau, Ko Waitaria Bay toku kura.

I firmly believe that kids aged 10 and over should learn other skills, for example learning other languages, learning how to sew, learning how to cook and learning how to manufacture other goods.

Research has shown that demand for bilingual workers is quite high. Foreign language skills are associated with increased job opportunities.

When you have kids you could teach a language to them, so if they travelled they would be prepared to go to a different country. If you had heritage or family that spoke or speaks another language it is probably a necessity to learn it.

Learning to sew something useful and beautiful from scratch does wonders to your self-confidence. It also helps us manage our moods and boost wellbeing. Learning something new can be more beneficial than doing the same activity for more than 10 years. Learning to sew is a helpful life skill because you can make your own clothes and your kids clothes as well. Sewing could be a carer or a job opportunity. Sewing also saves you money and living out in Waitaria Bay, where the road is closed, we wouldn't have to go into town to buy new clothes.

Learning how to cook in my opinion it is a necessity. There are many reasons why you should learn. Food created at home tastes loads better than drive-through or take-out ever could. Because we can choose the ingredients we cook with.

In my opinion, it would be helpful to learn these skills for when we go to college, university and in life.

Haere rā tena koutou, tena koutou, tena koutou katoa.

### **We should have a fun day Fridays!!!** - by Sky

I strongly believe we should have a fun day on Fridays because we have had four days of hard school work and our brains need a rest.

We can all play together for a full day instead of just playing together at morning tea and lunchtime.

*We can make creative things like slingshots and paper planes. We can do challenges like tug-a-war and running races and other exciting games like that.*

*If we do challenges together we will learn how to work together and to be a team. I firmly believe that we will find each other's strength and we will learn leadership skills. We could have challenges like the egg drop. It could help us with problem solving with reading maths and writing.*

*All us kids will be tired of running around and playing so then when we come in at the end of the day we will be all tired and won't be annoying and loud to the teachers. When we go home we will be tired as well and not annoy our parents.*

*On monday we will be talking happily all about Friday and how fun it was. Maybe it could give the little kids a good task on their writing so they don't spend forever thinking about what they are going to write about.*

*We could do art and draw and I believe that will teach us how to be more creative and be able to draw better. We could make stuff to sell for the school like paintings. We could do baking such as chocolate cake and muffins and cupcakes. We can make things like mac and cheese so we can make them at home for our family.*



## **Why Should We Have a Bike track? - by Millen**

I'll tell you 5 reasons why.

I don't know many kids that don't like bikes and especially bike tracks.

At my old school we had a bike track. It was so cool my dad made it for the school and I think it was the best thing we did. And it would be so cool to have one here and plus no more boring morning teas we will keep on going on till were out of breath I reckon that's a good reason why we could have a bike track at are school and osw the school kids can lowern how to ride a bike if they do not no how and dad can build it for the school bike track for the school. Bike tracks are so fun. and if we build one we won't have to wait to go into town to go on the bike tracks so that's why I think that why we should have a bike track.

## **Red Deer - by Jaxon**

Red deer were released from europe to new zealand in the 1800s and early 1900s, the first deer were from scotland and england.when red deer came to new zealand they were protected this means that there were lots of deer Then hunting slowly opened up.in new zealand red are one of the most common farmed deer in new zealand.

Red deer live in north and south island and on offshore island.

In Marlborough we have fallow deer and red deer

In new zealand red deer have no predators except for hunters, that means that they are controlled by hunting.

Red deer numbers has been building over the last couple of decades across the country. This is because this is harvested at a lower level then there breeding rate.

Deer have looked in areas for food all over the marlborough sounds where i live now. Deer damage a lot of bush.

They start with native bush, they will move on to othr plants when they are finish with the plants they move on to the next. this does take food and shelter from other animals.

What deer do to the bush it can stop It's self renewing.

In Murchison mountains where I used to live, deer graze a lot over there up in the mountains.

Where deer graze is in the tussocks mountains. in the tussocks mountains theres food led to every where its also a competition against the indagede takahe to keep surviving.

## **Ice cream Friday - by Olivia**

I think it is extremely important that we should have ice cream on Fridays.

I love ice cream. Every Friday we have lunch and after playing we can have ice cream.

That would be great, because if it's a sunny day it would be even better!

If it's a sunny day and we have been playing football or soccer or running races or rugby and the bell rings, everyone will be puffing and they will be tired, so if we have ice cream they will be refreshed and we can focus on our work.

I like all kinds of ice cream, but the others might want a specific kind of ice cream.

I think we should make fruit ice cream because it has vitamin k in it. Vitamin k helps to keep away blood clotting and the building of bones.

If we get more ice cream we will work better and it will be faster to finish so we don't have spare work to do tomorrow then we can do the work that's meant to be the next day.

Ice cream makes you happier because ice cream has protein and fat in it, which helps us level our moods. That leaves us feeling calm, satisfied and happy! And the calcium in the ice cream makes it good for your bones.

And it gives lots of energy to you so we can work. Ice cream is filled with fats and proteins. Which helps your body produce energy.

If someone can't have ice cream we can make ice cream that has no milk. We can make natural vanilla ice cream that is 99% lactose free. These products are perfect for those who want the richness of dairy.

We will make our own ice cream so it will be easier to get and it will teach them to read better because they will have to read the recipe.

It will teach them cooking skills.

Maybe they can make it at home, or maybe we can sell ice cream at school.



## Kids should be able to drive when they are 12 - by Rydah

I strongly believe kids age 12 and over should be allowed to drive and in my opinion we are capable of driving.

Kids 12 and over should be given the responsibility to be able to drive a car, truck or any vehicle. If the kids drive the parents will not have to drive everywhere like town, school and work. Before they will be able to drive they need to take a driving test. If they fail they need to wait until they can do another driving test. Before they can really drive by themselves they need to have someone with them once they can drive they can do what they want.

Before they will be able to drive they need to take a driving test. If they fail they need to wait until they can do another driving test. Before they can really drive by themselves they need to have someone with them once they can drive they can do what they want. 57% say yes to kids being able to drive when 12 years old and 43% say that we should not. Here is what a person said on the yes side:

If a child can pass the drivers test with enough maturity at 16, Why not 12? There are certain exceptions, but the purpose of a license and test is to make sure these children are capable. Just because a 12 year old can take the test and possibly get their license doesn't mean all 12 year olds will automatically be given a license without any prior work. Maturity in children varies greatly, So it is simply incorrect to say that all 12 year olds do not possess the maturity to drive.

Here is a person that does not agree that all 12 year olds should be able to drive. 12 year old kids should be outside playing or worrying about school. They should not be worrying about how to park a car. They also don't have the right mindset for that and could cause a crash. It is just too much of a danger hazard. Stick too 16 and older.

The vehicles that they can drive can probably be an atv, side by side, boat ride on a lawnmower and a car.



## COMMUNITY NOTICES

If you would like to add any community-related notices to the school newsletter, please drop a note off at the school office (5668 Kenepuru Road) or email it to [office@waitariabay.school.nz](mailto:office@waitariabay.school.nz) **no later than Tuesday on the newsletter's week.**



Hello, I would like to inform you Rural Women NZ Kenepuru Branch would like to launch Operation: Isolation Assist to our isolated sounds community, due to road closures since the July weather event. It has come to our attention there is a huge cost for Sounds residents if they need to get to town for medical, dentist appointments etc. We are offering a list of Hosts from Blenheim, Renwick and Havelock areas who have offered to open their homes to free accommodation to Sounds residents. An agreement with these hosts has been set on behalf of our RWNZ. We also have a list of discounted accommodation offered by motels, and some transport options for those that do not have their own car.

If you can please pass this information around so isolated sounds residents are aware this is available. Contact either myself Ellen Orchard 5734203 or 0211413235 [gary@pelorustours.co.nz](mailto:gary@pelorustours.co.nz) or Melinda Price 9720045 [goprice@xtra.co.nz](mailto:goprice@xtra.co.nz) for more details. Regards, Ellen Orchard [www.pelorustours.co.nz](http://www.pelorustours.co.nz)





## Joy Cowley's Latest Newsletter

### *Writing History*

I am now 85 and hugely grateful for a story-telling gift that became useful as it developed, guided by love of reading. I'm aware that such a gift could have taken a darker path of lies, manipulation and ultimately, mental illness. I have seen this happen in others and never cease to be thankful to all the guardian angels in my life, friends, teachers, librarians, editors, who have been my guides.

Now, in the last stages of life, I am losing my sight. I am also aware that my books are known in most countries, and that some people with the best of intention, are writing my literary history for me. It is time I wrote it for myself.

Contrary to expectation, I was slow to become a reader. The eldest of what would eventually be a family of five, my "story-telling" found expression in pictures. Drawing was a passion evoked by any clear surface, wallpaper, the end pages of my father's library books and my mother's Bible. With a piece of broken brick I could make huge pictures on the footpath outside our house.

These efforts didn't always please my parents or our neighbours.

I was told that when I started school, I would learn to read. That didn't happen. My parents had ill health and we moved house several times. By seven years of age, I'd been to five different schools and was convinced that I was a "bad reader."

Several factors contributed to this, the main one being I was a visual learner confronted with an old phonics reading system. We learned letters, then two letters together, short words, longer words, sentences. It was a long time before we got to story.

During this time, the world was at war. Young teachers were called to work on the land, and older teachers came out of retirement. Classrooms were crowded and children like me were left alone if we were quiet and well behaved.

Schools did not have libraries but when the, School Library Service van came, books were handed out.

I was eight, and the book put on my desk was the story of "Ping" the little duckling. Other children in that class were given novels like "Treasure Island" or "Alice in Wonderland" or "Tom Sawyer". But I was happy with my picture book. The few reading skills I had learned, came together in that simple text, and I had a "story." In the safety of my desk, I got lost with Ping on the Yangtze River, was rescued and came safely home. I didn't want the story to end, so I did what children usually do, went back to the beginning and read it again. The story was exactly the same! I had discovered the constancy of print!

It seemed that I became instantly, an avid reader. I know it didn't happen like that, but there had been some kind of breakthrough with Ping, some awareness that I could access story through print on paper.

My father took me to the town library. It didn't have a children's section, but a wise librarian guided me to the "Classics" in the adult section and I was soon reading books by Robert Louis Stevenson, Alexander Dumas, Mark Twain, Walter Scott. I expect I simply skipped over words I didn't understand. I lost myself in stories, reading a book as I walked to school, reading a book in my lap in class while answering the teacher's questions, reading at night under

the blankets with my father's torch. I also regurgitated aspects of my reading to create stories for my younger sisters. From the age of ten, a full blown reader was also becoming a writer. I had stories and poems published in the Children's Page of the Southern Cross newspaper, and at school was asked to read my poems in front of the class. The memories of failure soon faded.

Secondary education was at Palmerston North Girls High School, about 25 miles from my home in Foxton. I travelled by bus each day and found in that school a group of women who were caring and inspiring. My art and writing flourished,

At the beginning of the sixth form, my University Entrance year, my parents wanted me to leave school. They said I had school certificate which was enough to get me a job, and I needed to earn money to help support the family. I told my teachers I had to leave school.

I didn't know what communication the school had with my parents, but it was arranged that during the school week I would stay in Palmerston North with a family who lived near the school, and have an after-school job that would pay for my lodging and also provide money for my parents when I went home at the weekends.

And the job those teachers found for me? I became the editor of the Children's Page of the Manawatu Daily Times. This, at the age of 16! I was in heaven! In the newspaper office, I had a desk and typewriter in a small room I shared with the editor of the Women's Page.

I ran competitions, published children's writing and wrote editorials about my imaginary dog called Crackers who was always in trouble. Sometimes Crackers would get to the typewriter and write a story about me. It was all wonderful, and I managed to keep up with schoolwork, and earn University Entrance. At the end of the year I knew I would have to leave school. The Editor of the Manawatu Daily Times offered me a full time job as a cadet reporter.

In those days, it was boys who became cadet reporters, and I could not wait to tell my parents the great news. Mum and Dad were not impressed. They said that newspaper people were either Atheists or Communists and I had been too much under their influence already. I was to live at home. They had found me an apprenticeship to the local chemist.

I had no ambition to become a pharmacist, and had not done chemistry or maths at school. I worked in the dispensary, did papers by correspondence. The next two years were difficult but they gave me discipline, and that was an important gift to a creative imagination.

In the pharmacy years I had a motorbike and also learned to fly Tiger Moths at Middle Districts airport Palmerston North. I was there when I met a young farmer Ted Cowley and we were married in 1956.

In the next five years we had four beautiful children, and I started writing again. I was back in heaven, working on the farm, enjoying motherhood and getting an occasional short story published in the New Zealand Listener. There were also stories for children, written for the NZ School Journal. and several stories for the Price Milburn early readers.

In the early 1960s, a NZ Listener story was reprinted in Short Story International. In New York, a Doubleday editor bought a copy in Grand Central station and was interested in my story. I don't know how she got my mailing address, but I received a Doubleday letter asking if I had a novel.

What do you say when an American publisher asks if you have a novel? I replied that I was thinking about it, which was true for the moment. But a week or so later, I decided a novel would be impossible.

Six months later, the editor Anne Hutchens sent another letter. "How is that novel coming along?"



I sat down, wrote a story I thought could be the first chapter of a novel, and sent it away. Back came a contract and the promise of half an advance royalty when the contract was signed.

With the money I was able to get live-in help in the house, while I wrote "Nest in a Falling Tree." When it was published, Roald Dahl bought the film rights to make a movie for his wife Patricia Neal who was recovering from a stroke. It was a lot of money that eventually bought the property in Kenepuru Sound.

I wrote five novels for Doubleday, but my heart was in writing early reading material for children. My son Edward wasn't as interested in reading as were his siblings. His teacher suggested I write to him, and she gave me a Dolsch word list. She held up the school reader Janet and John (which was the old American Dick and Jane). She said, "There is no reason why any child would want to read this."

I remembered my own struggles with words and the crippling fear of failure. I began working with children after school. Like my Edward, they had lost all interest in school books.

In our sessions, we did not have books. We started with story talk. What did they do last Friday? What do they want for Christmas? What is your favourite food? If you could have anything you wanted, what would it be?

This started conversation. Children told their own stories. As they spoke, I typed the story in the third person, with the child's name in the title and throughout the story. The child took the top story home to be read to them by a parent. I used the carbon copy to reduce the content, draw pictures, and make a little book.

No child was ever reluctant to read his or her book.

Those children taught me so much about writing for children:

1. Children are not tense when they are laughing.
2. Putting a surprise or a joke at the end of a story was like having dessert after vegetables.
3. The child was never wrong. The fault was always with the word. Some words are higgly-piggly tricky!

In the 1970s teachers were making big books for shared reading. Some used stories I had written, and they asked if I could get these stories published. I tried, but no publisher was interested. My husband thought we should publish them ourselves. To do this, I needed to work out pagination for the stories and I consulted June Melser, an ex teacher who was working as an editor for School Publications. Would she help with the layout? June was enthusiastic. I didn't know that she was having some retold folk tales published by an Auckland woman who wanted to become a publisher of children's early reading books. Nor did I know that June has sent this woman my stories. This was not what I had planned. But I did go to Auckland to meet this woman. She was a young Australian who had high energy and intelligence, and I was impressed. Her name was Wendy Pye.

Of course, Dame Wendy Pye is now known throughout the world, as are her books, but in the 1970s we all had small beginnings. We called the first twelve books "Story Box" and hoped they would fill a gap for NZ teachers. We didn't know they would go around the world and teachers would be calling, "More, more, more!"

So there you are. Those are the beginnings. In the next letter, I'll bring you up to date.

Blessings, dear Friends,  
Joy Cowley



## Waitaria Bay School's Fundraising Photo Wall Calendar 2022

# Order Form



A/4 Monthly calendar - Public holidays -  
School terms - Moon calendar - 2023 Yearly overview

Easy to post (A/4)

Plenty of **Space** for your own **Notes**

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**Stunning photos** from local photographers

**Get your calendar now and support  
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Each copy costs just **\$15.00** + \$4.00 postage. **Free postage for three or more.**

✂----- Order Form -----

Yes, I would like to order my **2022 Marlborough Sounds** Calendars:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Town: \_\_\_\_\_ Postcode: \_\_\_\_\_

Email: \_\_\_\_\_

**Payment:** ☐ - I will collect at school office

☐ - I will make a direct payment into the school bank account:

**Waitaria Bay School 03 0599 0307147 000**

**Please note, the bank account changed number!**

PLEASE remember to put your **'NAME'** and **'CALENDAR'** in the reference.

I would like to order \_\_\_\_\_ copies at \$15.00 each.

Postage \$4.00 order three or more for free delivery!

Subtotal: \$ \_\_\_\_\_

Postage: \$ \_\_\_\_\_

**Total:** \$ \_\_\_\_\_



Post this order form to Waitaria Bay School, 5668 Kenepuru Road, RD2, Picton 7282, or drop it into school office, or email to [office@waitariabay.school.nz](mailto:office@waitariabay.school.nz)