

# Fordell Flyer

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Tēnā koutou, nau mai, harere mai. Last week there was a real 'medieval' feel around Fordell School with students arriving at school to castles, dungeons, dragons, knights and even a time machine. This term's learning inquiry teachers have linked to the upcoming Fordell School Production "What a Knight" which is set in medieval times. Students have been inquiring into what life was like in these times – housing, food, farming... Ask your fabulous Fordell learner what they have been learning.



## WORKING BEE

**Fordell School Fundraising Working Bee** – This is on tomorrow, **Saturday 12 June, 1 – 5pm at Fordell School**. We need help with splitting the firewood (which will be sold), spreading bark, filling up the sandpit, and garden tidy ups. The BBQ will be on from

4 to feed our hungry and amazing workers. We would love to see our community here supporting the Fundraising Committee.

**Fordell Production** – We are well underway with our 2021 Production with students practicing their parts. Please support your child by helping them to learn their lines and parts off by heart. It is much easier for students to really develop the acting side of their character when they know their lines. Last week we started sourcing costumes and props for the production. Soon a letter will come out asking for costumes, props and items that you may have available to help us. *At this stage we are looking for a fold out screen (the one you might have to section off an area/dress behind). If you have one can you please let us know.*



**Fordell School Restorative Practices (RP)** – At Fordell School we believe in the importance of maintaining positive, respectful relationships across our school community. This means that

we take a relational approach to issues/wrong doings. This relational approach aligns strongly with our Fordell Values of Compassion, Courage, Respect and Responsibility. We ensure that equality, dignity, mana and the potential of all our people are taken into account. When issues arise all staff are skilled in running the



## W.A.R.M Chat

"Right the Wrong"

- **WHAT** happened (what were you thinking at the time?)
- Who is **AFFECTED**, harmed or wronged?
- How will you **RIGHT**, repair or fix the wrong?
- What needs to be done to **MOVE** forward?

Get both sides of the story: Reflect... Repair... Reconnect

Fordell WARM Chat. The format for this is following our WARM Chat card. One thing to emphasize is that "both" sides are listened to and the wrong doer is supported to recognise where it went wrong, accepting responsibility and identifying who it has affected and how they can repair/make it right. In some cases, students may fill in a WARM chat sheet that includes an agreed outcome/action/consequence and this will be sent home. These questions enable students to learn from their mistakes and put strategies and support in place to help prevent this from happening again. If you would like to know more please feel free to talk to any of our Fordell staff about our Restorative Practices. You could cut out the above card and put it in a visible place at home to use when issues/conflict happens at home



Have a fantastic weekend – Yvette Moorhouse, Principal.

## OUR VALUES

These are our expectations

### Compassion/Aroha

- Show **empathy**.
- **Pride** for myself and school.
- Work as a **team**.

### Courage/Toa

- **Persevere**.
- Make **good** and **honest** choices.
- Show **confidence**.

### Respect/Whakaute

- **Speak** with and **show respect**.
- **Let others learn**.
- **Caring** for equipment and property.

### Responsibility/Kawenga

- **Ready to learn**.
- **Be committed**.
- Take **ownership** for my choices.

## THE 4Rs

Our Learning Muscles  
(How we do things around here)

- **Resilience**
- **Reciprocity**
- **Resourcefulness**
- **Reflectiveness**

# Student of the Week awards for Term 2 Week 5

## Senior Hub

**Annabel Dwyer** for demonstrating great leadership skills during our inquiry unit.

**Wyatt Alderton** for showing outstanding creativity during our development of the Room 4 Fortress.

**Pippa Beatson** for working collaboratively with others to create dragons for our classroom display.

## Junior Hub

**Keegan Spicer** for showing energy, enthusiasm, and skill in his math's group.

**Dallas Gibson** for showing resilience and a can-do attitude in literacy.

**Campbell Loader** for working hard to learn his letter sounds.

## Fordell Value Badges:

**VALUES BADGES** – Tristan Dunn

**BRONZE BADGE** – Annie Wright, Riley Walker

**SILVER BADGE** – Korbin Gabbott

## Fordell Value Awards:

*These students have received a certificate for displaying the school values on a consistent basis. Congratulations to the following Fordell School students:*

*William Aitken, Evie Mulford, Henry Beatson, Ella van Dalen, AJ Ngamu, Josiah Martin, Annie Wright, William Pendwarden, Deacon Williams, Kodi Richards, Miley Michie, Abi Glasgow, Eddie Wright, Janke Venter, Patrick McCartie, Savannah Cherrington, Tristan Dunn, Macey Spicer, Riley Walker, Caleb Houlahan.*

# Student of the Week awards for Term 2 Week 6

## Senior Hub

**Xavier Gardiner** for being a caring and compassionate classmate.

**Tristan Dunn** for showing responsibility by thinking about where he sits and who he can work well with.

**Emily Mackintosh** for being a role model when working with others on group projects.

## Junior Hub

**Anarca Torrance** for enjoyment and great effort in writing.

**Jackson Loader** for his awesome ideas and the reciprocity he showed when working with his group on their castle.

**Mason Gardiner** for showing resourcefulness and effort in our creative thinking challenges.

## Fordell Value Awards:

*These students have received a certificate for displaying the school values on a consistent basis. Congratulations to the following Fordell School students:*

*Quinn Whitehead, Kirra Price, Semi Kedrewaca, Marcus Smith, Axel Michie, Charlotte Wenn, Emma Hughes, Xavier Brotherton, Riley Walker, Sienna Rossiter, Abi Glasgow, Eddie Wright, Izrael Nahona-Osborne, Annabelle Spetch, Ellie Simpson, Samuel Macrae, Rhys Pullen.*

## Fordell School Book Fair

Books will be for sale in the office during 'Book Week' (W8). Please support the fair, all proceeds will go towards new books for our long awaited 'New Book Room'. Friday 25<sup>th</sup>: dress up as a book character or come dressed up in a medieval costume.

## Fordell Dates Coming Up

**Fordell School Production "What a Knight" Performance**  
dates: Wednesday 11 August and Thursday 12 August.  
(This is Term 3, week 3)

## Term 2

### Week 6

Saturday 12 June – Fundraising Working Bee at Fordell School 1 – 5pm

### Week 7

Tuesday 15 June – Interschool Hockey Tournament for Year 5&6

### Week 8

#### Fordell School Book Week

Book Fair in the Office

Book activities all week

Monday 21 June – BOT Meeting, 5.30pm

Friday 25 June – Medieval Dress Up Day

Friday 25 June – early finish 12.30. Teachers attending Paid Union Meetings

### Week 9

Monday 28 June – Teacher Only Day. Teachers attending Professional Learning.

### Week 10

Term 2 finishes on Friday 9 July

## Term 3

### Week 1

Monday 26 July – start of Term 3

### Week 2

Monday 2 August – Fordell School Board Meeting

Tuesday 3 August – Interschool Netball Tournament Year 5&6

### Week 3

Wednesday 11 August – 2 Production performances:  
Morning and evening shows

Thursday 12 August – 1 Production performance: evening show



**FORDELL YEAR 7 & 8's PRESENT**  
**BAKE SALE**  
**\$2 and under per item!**  
**HOT MILOS**  
**BYO Mugs - \$2 per mug**  
**AVAILABLE FROM WEEK FIVE**  
**TUESDAY MORNING TEAS AND LUNCH**  
**(If there is LEFTOVERS)**

**WHANGANUI HIGH SCHOOL TOURS:** Guided school tours will be running from Monday 21<sup>st</sup> June until Friday 9<sup>th</sup> July. Take a guided tour of our school site, where you will be taken through our classrooms, as well as our cultural and sporting areas and other points of interest. Book online at the following link to see our school in action: <https://forms.gle/iRUmUnVVhPbgfauG6>

## More Parenting Tips About Online Safety

As young people use more digital technology, it's important parents teach them about online safety. While there might be a gap between what your child knows and how much you now about technology, you don't have to be a tech expert to help. You can offer life skills, maturity and experience your child has not developed yet.

So how do you get started?

Netsafe has put these tips together to help parents and whānau to talk to their young people about online safety.

### SEVEN STEPS TO HELP YOU

The seven steps from Netsafe's Online Safety Parent Toolkit are designed to enhance your digital parenting knowledge and have been developed with parents in mind.

1. **Understand:** Read about the potential online risks, challenges and sometimes illegal behaviour young people face to understand what may happen.
2. **Learn:** Ask your child about what they do, how they use devices and who they talk to learn about their activities. Check in regularly to see what has changed.
3. **Explore:** Take the time yourself to explore the sites, apps and technologies your child uses to improve your knowledge and understand their experience.
4. **Agree:** Create a family code with your child to agree on what they can do online including sites to visit, appropriate behaviours, privacy settings and limits (time limits).
5. **Teach:** Recognise each child has unique needs, but some online safety concepts are universal. Start by teaching yours the Five tips to help your child thrive.
6. **Model:** Be a good example to your child. Make sure you role model the sort of behaviours you want to see your child use online and offline.
7. **Plan:** Make a plan so everybody knows what to do if something goes wrong and where you will be able to get advice and support in challenging times.



*We warmly wish the following students a very happy birthday.*

Thursday 3 June – Anarca Torrance

Sunday 6 June – Marcus Smith

Wednesday 9 June – Anthony Rowe

## Fordell Fundraising Committee Needs Your HELP

Working Bee at Fordell School – splitting wood, bark for playground, sand in sand pit, library set up, and gardening around the school.

**Saturday 12<sup>th</sup> June 1-5pm followed by a BBQ from 4pm.**

Please feel free to turn up on the day.





# Room 4



Room 4 have been learning about mythical creatures and have created their own. Check out their descriptive writing.

## The Horsn

I rubbed my eyes in disbelief. What was I looking at? What was I supposed to do? Should I run? Should I back away slowly? Was it friendly? Suddenly my mind flashed a name. 'The Horsn'. Was that really what it was called?

The Horsn was gazing over the sunset that fell through the sky. His gentle eyes glistened in the light, his soft silky chestnut mane flowed down his neck. The bottom of the body was a skinny human body. I slowly walked forward.

Suddenly, the horsn turned to look at me. I quickly ran behind a tree. The Horsn seemed threatened and with that go up and ran away probably never to be seen again.

By Annabelle

## The Ent

Have you ever been in a forest and heard the trees creak and sway? If so the trees would be talking to the ents. The ents are an old tree species. They are the guardians of the forest. All ents are extremely old, most of them have big eyebrows and a long viney beard.

They are very wise but for a big guardian they are quite leisurely. The ents have big spotlight eyes that see right through you. They are very shy but if you are kind to the trees the ents will help you. The job that ents have are herding trees because there would be no forests everywhere if the ents did not exist.

By Wyatt

## The Osherina

I gasped. I saw it. The osherina had aquamarine scales shimmering in the watery sunlight. It was obviously a sea creature. Its elegant body darted around in the shallow water. Its yellow eyes gleamed, brighter than the sun. It had two flippers, the same colour as the rest of its body. The osherina glared at me. It had a light blue long horn. Two long perfectly curved fangs stuck out from its mouth. It had a light blue fin on its back and one on the very end of its tail. It was as graceful as a dolphin. It clicked and swirled around me. I gulped. What if it's hungry! I thought, panicked. I saw its smaller teeth stick out its mouth.

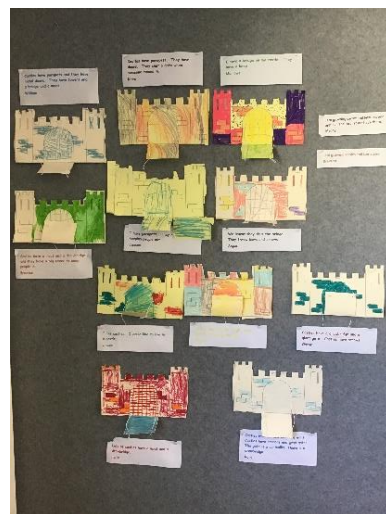
I tried to swim away but it had me surrounded. Suddenly it whirled away. I grabbed its tail. It squealed. Its tail was like an eel. It was shaking me off with graceful splashes with its tail. I was running out of air. Suddenly it grabbed my swimsuit with its small razor sharp teeth. It set me on the beach before jumping into the ocean once more. It started leaping like a dolphin. It whistled and dived into the water without a trace.

By Ellie



## Room 3's Medieval Tale...

**Once upon a time there was a medieval village, surrounded by strip farms, with the medieval castle up on a nearby hill.....**



**There were many happy people in that village, who kept themselves warm in winter with quilts made from old clothes and stuffed with straw. These people did many different, interesting jobs...**



**Our story continues in Room 3 as we have fun learning about the Middle Ages. We have learned about the setting and now we are looking at characters and then plot and action. Watch our story unfold in Room 3.**