



Ormond School Newsletter

27th March 2026
Week 7 / Term 1

Kia ora Ormond School Whānau,

As we move through the school year, I want to take a moment to share some reflections on how we are building a vibrant, successful learning environment for all our students.

At our school, we believe that positive behavior and strong habits are the foundation of learning. When students are respectful and ready, it creates a safe, comfortable space where our teachers can focus 100% on teaching, and our students can focus 100% on learning. We set high expectations because we believe in our students. We know what they are capable of, and setting the bar high is our way of setting them up for a lifetime of success.

BEHAVIOUR: CAN ENHANCE OR INHIBIT LEARNING.

Positive behaviour and habit that enables learning to thrive

Throughout Term One, our staff have been explicitly teaching and reinforcing the habits that make a classroom thrive. We use three interconnected systems to encourage and reward this positive behavior:

- Individual ClassDojo Points: Recognizing our school values, personal effort, kindness, and hard work.
- Desk Group Points: Encouraging teamwork, collaboration, and peer support.
- Whole-Class Culture System: Working together toward shared goals and a united classroom community.

When these three systems come together, the magic happens. It creates calm, composed, and highly engaged classrooms where learning is the priority. More than that, it builds a social context of respect, responsibility, and shared enjoyment. We are so proud of how our students have stepped up this term, and we thank you for your continued support from home!

Behaviour that inhibits learning and progress.

While teaching, encouraging and rewarding positive behavior as outlined above, we also hold a responsibility to address behaviour that inhibits learning and progress. This means setting high expectations, and holding our students to account, so that their behaviour choices do not stand in the way of their learning or others learning. A school that does this cares about their students and their future. They:

- Provide a clear system where behavior that inhibits learning is discussed, explored and clearly defined across the school.
- When it occurs they care enough to actively address it, work directly with students to discuss it, establish a consequence to instill responsibility and accountability, provide time for students to reflect and consider their behaviour, and if needed – inform families so all parties can work together to find a solution.

While, in the moment, this process may seem negative to some, overall, when you step back, it is a positive action to ensure students adhere to set behavior guidelines and expectations that are only there to ensure they learn to the best of their ability, grow as people with good values and thrive as individuals. If a school did the opposite – turned a blind eye, had no system to address poor behaviour, set very low standards, and failed to build a culture of responsibility and account – students learning would ultimately suffer, they would not achieve their potential, and poor values and social etiquette would be the norm.

If a student's behaviour is inhibiting learning, we have a clear system at Ormond:

- In the first instance, they first get a warning to re-direct their focus back to learning. Secondly, if it continues, they report to their teacher for a discussion at the next available breaktime. Thirdly, if it still continues, they attend a lunchtime reflection session.
- Each day is a fresh start and the warning, report, reflection system begins again each day.
- A student's first reflection session is directed to catching up lost learning, their second on writing a behaviour reflection to take home to share with their parents / caregivers, and their third results in us inviting the family in to discuss the student's learning and behavior.

For the large majority of students, they will rarely get a warning or report, let alone a reflection session. However, the system is in place because we care enough to ensure there is a process to redirect and modify behaviour when needed so that that specific student can take responsibility and learn and grow to their potential.

If you wish to discuss any of the behaviour / learning systems that are in place, please reach out and we can book a time for a korero.

Next week is our last week of term one! The time has flown by. As we reflect on the term that has been there is lots to be proud of – our students are amazing young people – and we are lucky to be part of their journey.

Have a great weekend,

Shane Hooks
Tumuaki / Principal



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Growing Great People – Te Whakatipu Tangata



Ormond School F.L.A.X Awards



BRIAR

Briar, you have continued to sail smoothly through the term. Every day, you arrive ready for learning and give your very best effort in everything we do – from Literacy to Kapa Haka and everything in between. Your excellent mat manners and kindness toward others haven't gone unnoticed! You consistently reach 'the treasure', thus earning Dojo points, and it is no wonder you have already enjoyed two morning teas with Mr. Hooks. Keep sailing strong, Briar, and you will find many more treasures. Ka mau te wehi!



MALI

Mali, you have had a great learning week – really focused and engaged in your learning, both in teaching groups and independently. We are super impressed with your reading! You have been working hard on your fluency to make your reading sound like talking – ka pai tō mahi! It has also been great to see you stepping up as a leader in our class – kind, caring, working well with others and keen to help out when people get stuck. Keep up your amazing attitude Mali, you are a Powerful Learner Superhero!



HENRY

Henry you have had a great Term 1. Your cheeky smile brightens our day. You have shown you are able to be a self manager by getting ready each day and staying focused on your tasks until finished. You use all our KC's well and this week saw you shine at Participating and Contributing by being a valued member of our Year 4 Boys Triathlon team. You are a pocket rocket Henry. Watch out stars and moon! Tū Meke.



NINA

Nina, from crushing it on the triathlon course to putting in the hard yards to perfect a new skill, your work ethic is inspiring. The whole class appreciates your kindness and the way you make sure everyone feels heard. Your ability to reflect on your own growth shows a level of maturity that is truly next level. Mahi tika ana – Great work!

TIDY KIWI – WEEK 7
Pōhutukāwa

HOUSE POINTS:
To be continued...

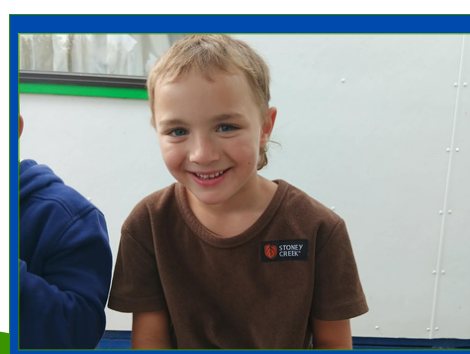


Te Ako Mahi

Learning in Action

MORNING TEA WITH MR HOOKS

As mentioned at the top of our newsletter, each class has a positive behaviour reward system. As part of that, for the individual dojo system, the two students who have the most points from each class get shouted morning tea each fortnight by Mr Hooks. Big smiles all round for these students who have been demonstrating our values and focusing on their learning!



Growing Great People – Te Whakatipu Tangata



Marautanga Taapiri

Extra-Curricular

Inter School Triathlon

We are incredibly proud of the students who represented our school at the inter-school triathlon. They put in a massive effort, showing determination, resilience, and excellent sportsmanship. Taking part in a triathlon is no small feat, and each student gave it their very best. Their hard work and commitment truly paid off, and they should be very proud of their achievements. Well done to all involved!





Te taenga atu Attendance

ATTENDANCE

The more students are absent from school, the less chance they have for success – especially within academic attainment.

With the MOE raising the bar with the new NZ curriculum – increasing what students should know and understand within each year group – it is especially important that children are at school as much as possible. Each week a report is generated which shows how our kura is doing in relation to the overall goal of having most students attend school at least 90% of the time. This has been attached below.

As part of the attendance initiative – when students move between the zones – green, yellow, orange and red – parents and caregivers will be contacted by their child's teacher to check in and have a korero. Some may also receive an email / letter outlining the worry about missed learning time, and the goal of improving attendance. These letters are templated via the MOE – but sent out by schools across the country (Please note that this response is aligned with students being Truant / or unexplained absence).

Each zone below initiates a different response – these responses are outlined in our AMP – which if you didn't see it a few weeks back – is linked here:

[Ormond school AMP](#)

If you receive call, email or letter about attendance – it is not us trying to make things difficult – but rather an attempt to work together to increase attendance of your child, so they can learn and grow to their full potential in our school setting.

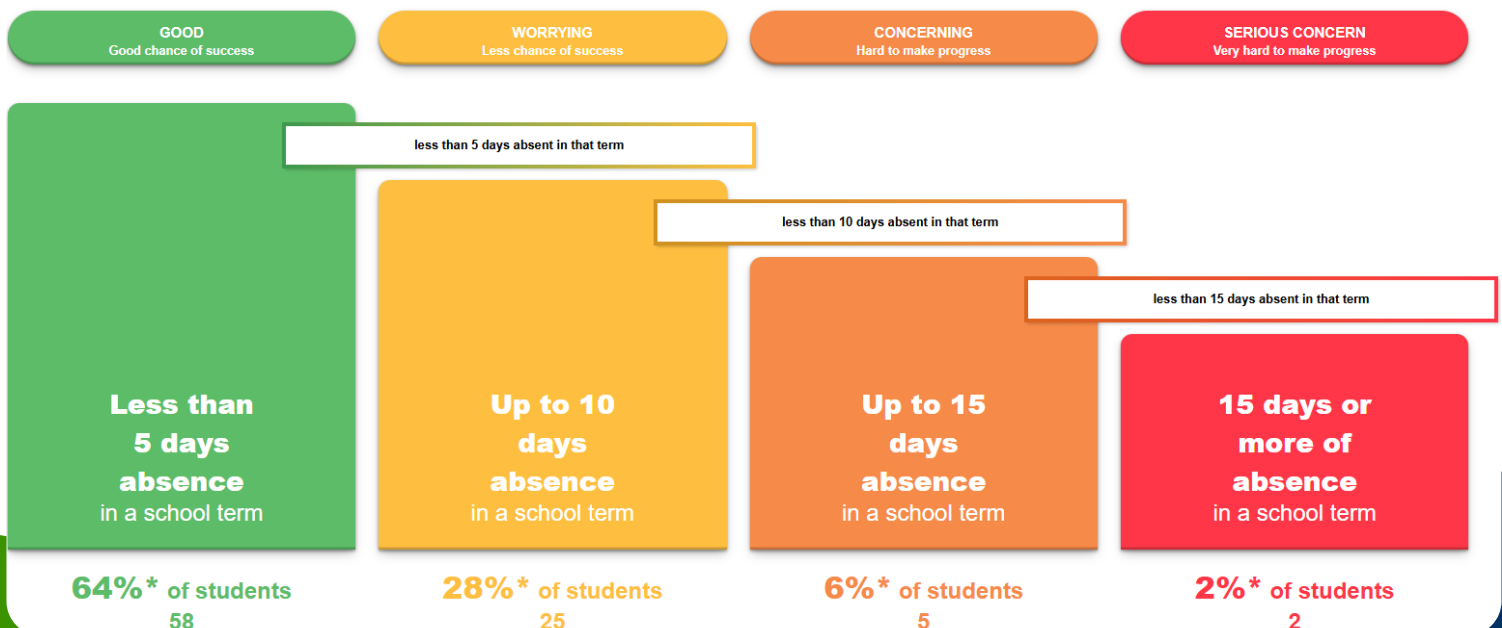
Let's get our kids to school and get them learning!

ATTENDANCE TO DATE FOR TERM 1 2026

Stepped Attendance Response - STAR

Responding to all absences

The Government's target is for **80% of students to attend regularly**, that is to attend school more than **90% of the time**.





Nga Panui Nui

Notices & Updates

KEY DATES TERM 1

- Monday 30th March – School Board meeting.
- Friday 27th March – Student Goals / Aspirations form sent home to discuss and add to as a family. Please return these to school the week after.

Note: Depending on circumstances we may not attend all events. Dates are subject to change.

STARTING AT ORMOND

If you have a child ready to start school, or know someone that does – we would love the opportunity to sit down and have a chat about what our amazing kura has to offer and how we dedicated to achieving our vision of "Growing Great People".

Please contact our office to make an appointment, or pop in when you can.

IMPORTANT NOTICES / EVENTS

STUDENT GOAL SETTING AND ASPIRATION KAUPAPA.

Due to community feedback, we are running this important process a bit differently this year. Students will be working in their classes next week – on setting goals for the year, and identifying what they need to do to achieve them. This self awareness is a vital part of learning. This year, they will take this documentation home on Friday the 27th of March, to share and discuss with their family. Please take the time to sit alongside them and listen to their goals and aspirations as learners. Included in the documentation will be ways you can support learning at home, and a section that you as a family need to fill out, so your voice is included in your child's education. Once this process has been completed, please send the form back to school with your child, during the last week of term.

Teacher / family meeting:

If you wish to schedule a meeting with your child's teacher to discuss their learning or development, please reach out to them in person or via email to confirm a date / time.

Rimu: Angela Scott – angela@ormond.school.nz

Pohutukawa: Lynne Thompson – lynne@ormond.school.nz

Karaka: Raquel Parsons – raquel@ormond.school.nz

Kowhai: Sophie Garbett – sophie@ormond.school.nz



Nga Panui Nui

Notices & Updates

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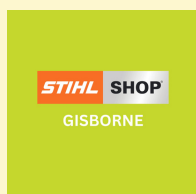
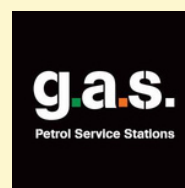
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ORMOND SCHOOL FUNDRAISING

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GAS RANGATIRA



A HUGE THANK YOU TO OUR AMAZING SUPER RAFFLE SPONSORS — WE WOULDN'T HAVE THE INCREDIBLE PRIZES WE DO WITHOUT YOUR GENEROSITY.



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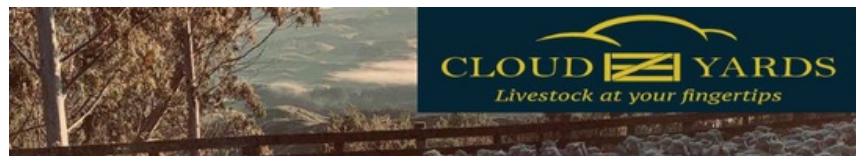
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