



## IMPORTANT DATES

- Assembly – Friday 9 am
  - Room 5 – 19 June
  - Room 3 – 3 July
- Room 5 Technology – Mondays
- End of Term 2 – Fri 3 July
- Start Term 3 – Mon 20 July
- YCC Day & Matariki Celebration – Fri 3 July
- Room 6 Technology - Tuesdays
- Powhiri – Fri 24 July
- School Mass – Sunday 2 August

## ATTENDANCE

73% ↓ 5%

of our students are currently attending more than 90%, an average of 9 days a fortnight, for this term.

St Joseph's target aligns with the Government's, 80% of students to attend regularly, that is to attend school more than 90% of the time.

**Reminder that school starts at 8.55am. Please get your children here before the bell goes to ensure a smooth start to the day for everyone.**



## PRINCIPALS NOTE

Kia Ora

Refurbishment update

Stage 2 of the project is now underway. The wall linings have been removed, and work is progressing on framing the new walls and ceilings. The canopy for the deck is currently being constructed offsite, and the existing roof will soon be removed and replaced.

All windows and doors from the building are also being replaced. If you are interested in taking any of these items, please see me in the office. I can put your name on it, literally.



New library space on the right.



Old Room 3

Mā te Atua koutou e manaaki i ngā wā katoa  
May God always bless you.

*Megan*

## 'SAINT' WAY FOCUS

We do what is right.  
We act with...



Mahi tatou i te mea tika.

We will continue with our current SAINT Way focus for the rest of the term: **"We do what is right – we act with integrity."**

For some, acting with integrity comes naturally, while for others it takes practice and perseverance. We are encouraging all students to always make positive choices – whether an adult is present or not – and to demonstrate our SAINT values in the way they treat others every day.

**Reminder to put cutlery in your child's lunchbox for their school lunches. One way we can help save money.**

## CATHOLIC CHARACTER

### Why We Do The Things We Do Why Pray?

Prayer is simply spending time with God. Just as strong relationships grow through regular communication, our relationship with God grows when we make time to pray. Prayer can take many forms – we can give thanks, ask for help, celebrate joys, share our worries, or sit quietly and listen. There is no one right way to pray; what matters is opening our hearts to God. As Christians, we pray through Jesus Christ and as part of the Church community, knowing that we are never alone in our faith journey. Through prayer, we deepen our relationship with God and learn to recognise His presence in our everyday lives.



*Helen Collier*  
DRS



## UNIFORM

Our school uniform is supplied by NZ Uniforms. Uniforms can be purchased online by visiting the NZ Uniforms website, selecting **Find Your School**, and searching for **St Joseph's Catholic School Dannevirke**.

Images of all uniform items are available on the website under the **Girls**, **Boys**, and **Accessories** tabs.

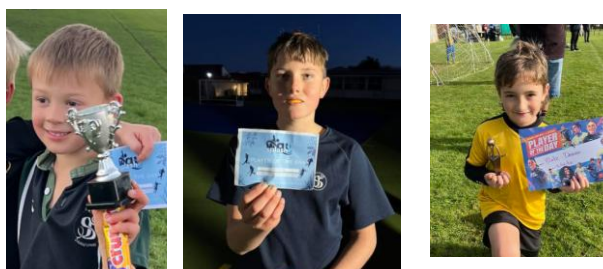
Alternatively, uniforms can be purchased in-store at **NZ Uniforms, 589B Tremaine Avenue, Palmerston North**. The store is open **Monday to Friday, 9.00am – 5.00pm**, and **Saturday, 9.00am – 4.00pm**. For enquiries, please phone **06 241 8017**.

If you are unsure of your child's size, we have a range of sample sizes available at the school office for fitting.

Please note that our **school jersey**, **sports top**, and **optional school jacket** continue to be available for purchase directly from the school office.

## SPORT REPORT

### Player of the Day



Congratulations  
Lusia, Libby, Betty, Lani, Charlie, Alex and Blake

### Sporting Achievements



Motor Cross  
Porter – 1<sup>st</sup> Year 7 – 11  
Trail  
Amilah – Most improved  
female rider.



Daisie  
Tigers League –  
Under 6 Heart  
of the Team for  
2026

## FROM THE BOARD

With the installation of the new playground set to be completed during the holidays, the old playground will be removed over the weekend. It's a little sad, but we're so excited for what's ahead! There is lots happening at the moment, and more to come. Watch this space!

## REPORTING TO PARENTS

As mentioned in last week's newsletter, the language we use to describe your child's progress has changed to align with the updated curriculum. Below is a summary of the new descriptors and an explanation of what each stage looks like.

You will see these terms in your child's report at the beginning of next term, and there will be an opportunity to discuss them with your child's teacher early in the term. I encourage you to take a moment to read through the information below, and please don't hesitate to get in touch if you have any questions.

PROGRESS DESCRIPTORS	DESCRIPTIONS FOR PARENTS AND WHĀNAU	GRADUAL RELEASE MODEL
<b>Emerging</b> Supported Progress	<b>Your child:</b> <ul style="list-style-type: none"> <li>is beginning to understand new learning.</li> <li>needs lots of support and encouragement to complete tasks.</li> <li>can sometimes show what they know but usually needs help to explain or use it.</li> <li>is making progress at their own pace with support from teachers and whānau.</li> </ul>	I do I do I do I do We do (together)
<b>Developing</b> Some Support Needed	<b>Your child:</b> <ul style="list-style-type: none"> <li>is starting to understand key ideas and skills for their year level.</li> <li>can remember and use what they have learned in familiar situations.</li> <li>still needs support at times to apply their learning independently.</li> <li>is making progress towards meeting year-level expectations.</li> </ul>	I do I do We do (together) We do (I watch) You do (maybe)
<b>Consolidating</b> Growing Independence	<b>Your child:</b> <ul style="list-style-type: none"> <li>is meeting many of the expectations for their year level.</li> <li>is becoming more confident and independent in their learning.</li> <li>can use what they know in new situations with less support.</li> <li>can talk about their learning and identify ways they can improve.</li> </ul>	I do We do (together) We do (I watch) You do
<b>Proficient</b> Meeting Expectations	<b>Your child:</b> <ul style="list-style-type: none"> <li>is meeting the expectations for their year level.</li> <li>works independently and confidently in most learning situations.</li> <li>can apply their learning in different ways and solve problems on their own.</li> <li>can clearly explain their thinking and share ideas with others.</li> </ul>	I do We do (I watch) You do
<b>Exceeding</b> Exceeding Expectations. Applying Learning Independently	<b>Your child:</b> <ul style="list-style-type: none"> <li>is achieving above the expectations for their year level.</li> <li>thinks deeply and enjoys tackling challenging ideas and problems.</li> <li>can make connections between different areas of learning.</li> <li>uses their knowledge creatively and confidently in new situations.</li> <li>reflects on and extends their learning to develop an even deeper understanding.</li> </ul>	I do You do
<b>GRADUAL RELEASE OF RESPONSIBILITY MODEL</b>		<b>EXAMPLE: TEACHING TOOTHBRUSHING</b>
<p>We use a gradual release of responsibility model called "I Do, We Do, You Do."</p> <ul style="list-style-type: none"> <li><b>I Do</b> (Modelling): The teacher demonstrates and explains a new skill or concept while students watch and listen.</li> <li><b>We Do</b> (Guided Practice): The teacher and students work together, practising the skill with guidance and support.</li> <li><b>You Do</b> (Independent Practice): Students apply the skill independently to show their understanding and build confidence.</li> </ul> <p>This approach helps students learn new concepts step by step, moving from teacher support to independent learning.</p>		<p><b>I Do</b> (Modelling)</p> <ul style="list-style-type: none"> <li>I demonstrate how to brush teeth.</li> <li>Child watches and listens.</li> <li>I explain each step aloud.</li> </ul> <p><b>We Do</b> (Guided Practice)</p> <ul style="list-style-type: none"> <li>We brush together.</li> <li>I give prompts and reminders.</li> <li>I may guide the child's hand.</li> <li>We talk through the steps together:</li> </ul> <p><b>You Do</b> (Independent Practice)</p> <ul style="list-style-type: none"> <li>Child brushes their teeth independently.</li> <li>I observe and provide encouragement.</li> <li>I give reminders only if needed.</li> <li>Child takes responsibility for completing all the steps correctly and confidently.</li> </ul>