



Bathgate Park School

He kākano ahau i ruia mai i a Rakiātea - A seed born of greatness.

Term 3 Week 2 Kia ora koutou, Mālō e lelei, Talofa, Bula, Ola, Namaste, Kamusta, Bonjour, Ni hau, Ahlan, Salam, Greetings to you all.

A warm winter's welcome back to Term 3. As you will have noticed upon your return, we are a hive of activity as the Tāwhaki wing (the building closest to the tennis court) has been turned into an active construction zone. For Term 3, this side will be out of bounds. This includes the tennis court area, the dodge ball area and the grass area around the big tree. The exception to this is arrival and drop off times. Cooks Brothers Construction have kindly set us up a passage way through from the drop off bay to the outside entrances of classes. A huge thank you to the children who have been following these rules, and an extra thumbs up for listening when asked to stay in the classroom side of the school once you have arrived at school and not to go back to the tennis courts. As part of this construction the junior playground has been fenced off while some work on the high windows takes place. The duty roster has been altered to support overseeing this area during this time. Currently this wing is being transformed into the work hub for the Resource Teachers of Learning and Behaviour. We anticipate, with everything going to plan, that they will arrive into the premises sometime in Term 4. Concurrently, the old Technology Block is being prepared for demolition and removal. Again, this is an area that is out of bounds.

2026 School Reports: A New Way of Seeing Progress

From the start of 2026, parents and whānau across New Zealand will notice significant changes in how primary and intermediate schools report on student learning. The aim is to provide "nationally consistent" information, ensuring that no matter which school your child attends, you receive a clear and comparable picture of their progress. Assessment and reporting in New Zealand primary schools is changing as part of the introduction of the refreshed curriculum, *Te Mātaiaho*.

From 2026, schools will use a common set of five progress descriptors when reporting student progress in Reading, Writing and Maths: Emerging, Developing, Consolidating, Proficient, Exceeding.

These descriptors are designed to show how your child is progressing in relation to curriculum expectations for their year level. It also indicated the level of support they need to access their learning. They replace older approaches such as curriculum sub-levels (e.g. 3B, 3P, 3A) and are intended to provide clearer, more consistent information for parents and whānau.

It is important to understand that the refreshed curriculum has introduced clearer and, in many areas, more demanding year-level expectations. The new Progress Markers describe the level of proficiency expected by the end of each year of learning.

Because these expectations have changed, some students may appear to be achieving at a lower level than they may have under previous reporting systems. This does not necessarily mean that less progress is being made. Rather, students are now being assessed against updated curriculum expectations. They are being

Governance Meeting

The next Governance meeting will be Thursday 27 August 6.30 pm in the staffroom. We would love to have you attend.

Lucky Book Club



Orders, with money into the office by Friday 21 August.

measured against a new, more specific set of "Progress Markers" for their exact year level.

Five progress descriptors	
Progress Descriptor	Descriptions for Parents and Whānau
1 Emerging Students require support to meet curriculum expectations for their year level and/or goals as described in their personalised learning plan.	Your child: - Is beginning to understand some learning ideas for their year level with a lot of support. - Can sometimes use knowledge they've learned, but usually needs help to do so. - Is making some progress in ways that are meaningful and aligned to their strengths and needs, with significant support.
2 Developing Students are making some progress towards curriculum expectations for their year level.	Your child: - Is starting to understand key ideas, often with some support. - Can remember facts and use what they've learned in familiar situations, with a bit of help. - With the right support, your child is making progress towards the expectation for their year level.
3 Consolidating Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.	Your child: - Is learning to use helpful techniques on their own to support their learning. - Is getting better at remembering and using what they have learned. - Is starting to use what they know in new and different situations. - Can share their ideas and is beginning to talk about what they would do better.
4 Proficient Students are meeting curriculum expectations for their year level.	Your child: - Can use helpful learning techniques on their own and knows how to use them well. - Can use what they've learned in different situations without help. - Can often use what they know in new situations. - Can share their thoughts clearly and explain their reasoning. - Often shares their ideas to build knowledge.
5 Exceeding Students are exceeding curriculum expectations for their year level.	Your child: - Shows advanced thinking by understanding tricky ideas, solving problems, making connections, and explaining their thinking clearly. - Can link what they've learned in one area or situation to another. - Can build on their ideas and show deeper understanding. - Can use what they've learned in thoughtful and creative ways to understand more challenging ideas. - Tests and challenges ideas to create deeper knowledge.

For our Term 2 interim reporting this year, which will be shared with you, teachers will provide:

- A short comment on Reading, Writing and Maths with next steps and how you can assist at home
- A general comment about your child's attitudes toward learning, engagement, effort and progress across other curriculum areas, as well as their following of A.R.O.H.A
- Progress indicators for Reading, Writing and Maths using the new progress descriptors
- Attendance information

All teachers will be using their professional knowledge of the refreshed curriculum to make informed decisions (overall judgements) about how children are progressing. I would like to thank our teachers for the diligence, professionalism and positive mindset they have shown as they work to become familiar with new curriculum expectations and reporting requirements.

Learn More The Ministry of Education has created a resource to help parents and whānau understand these changes. We encourage you to explore it here: [Parent Portal: Understanding your child's learning](#)

Duffy Caught Being Good & AROHA Certificates

Congratulations to the following people for the wonderful learning and AROHA they have been showing.



Player of the Day Senior Netball



Artist At Work



School Photos

We are having school photos on **Wednesday 5 August**. If you are wanting individual photos or sibling photos taken, please make sure you have returned the form that came home, to the office.

Ex-Students Visiting BGP

We love it when past students pop in to say hello — it's always a joy to see familiar faces and hear what they're up to. However, we've noticed that having ex-students stay during the school day causes disruptions and distractions with our BGP ākoka. They find it harder to stay focused on their learning. To help keep our learning environment calm and productive, we kindly ask that **past students visit outside of class time** (e.g. before or after school). **This means they won't be able to join BGP classrooms during the school day - including when they have ½ days or teacher only days.**

Thanks for your understanding and support.

New Zealand Sign Language @ BGP

At Bathgate Park School, we deeply value New Zealand Sign Language (NZSL)—not only as one of New Zealand's official languages, but as an invaluable alternative and support tool that unlocks communication for a wide range of our learners. While national NZSL Week gives us a special moment to celebrate, sign language learning and practice happen continuously at BGP all year round.

A very special thank you goes to our wonderful learning assistant and communications support worker, Christine. Beyond her dedicated support for our deaf and hard-of-hearing students, Christine actively upskills both our staff and students, building an ever inclusive, communicative, and connected school environment for everyone.

Last term, Christine organised a fantastic competition that put our students' problem-solving, logic, reasoning, and NZSL reading skills to the test! A range of sentences were displayed using only sign picture prompts. Using an NZSL key, students had to decode the images, work out the phrases, and submit their entries. We were super impressed by everyone's enthusiasm and sharp thinking! To the side are the winners of the competition.

Be sure to check out our dedicated Sign Language space on the staffroom glass windows by the AROHA area! A new display is up featuring a range of everyday signs you can use, which ties directly into the learning happening in our classrooms.

Cancer Society Daffodil Day



Located at the school office, these daffodil flowers are available for a donation.

Daffodil Day helps fund support services that can make the hardest moments a little less lonely, including accommodation during treatment, local check-ins, and access to counselling and practical support. Because cancer doesn't just affect one person. It affects partners, kids, parents, friends, the whole whānau.



Rehua's Persuasive Writing Term 2

Rehua has been learning about persuasive writing through our inquiry unit - growing, harvesting and composting. We explored the picture book *Tulip and Doug* by Emma Wood and Carla Martell. The children loved sharing their ideas as to why someone should not put their imaginary friend, the 'potato', in a compost bin.



Useful Sites to Check Out re Earthquakes

[National Emergency Monitoring Agency - Earthquake Information & Supports](#)

[Civil Defence Safety Quake Tips](#)

[Quake safety for young children](#)

Term 4 Earthquake Drill

We will have another drill for long, strong, GET GONE in term 4 as part of the national ShakeOut.

Snow Days

It is that time of the year again when the weather can be unpredictable. Our Snow Day procedure will be shared with you. It has information about how to find out if school openings are affected. Please be aware that all Dunedin Primary Schools follow the same procedure. Decisions for late starts or closure are not taken lightly and quite often staff do not live in the local area - safely getting to and from work in these conditions is a consideration.

If we need to have a late start or closure then a school txt will be sent; as well as it being posted on our Facebook page. Also, in the past we have had to send students home early because of snow - it is VITAL that we have your correct phone numbers and that there is also an emergency contact number. Thank you to all those that have updated these already. The Snow Day Policy /procedure can also be found on the school website.

Earthquake Drill - School Term 2 - your turn Term 3

In the last week of term 2, the whole school took part in an earthquake drill. For this scenario, it was a short shake.

It was a chance to see if the children recognised what it means when they hear the school bell go 3x in a row (a need to evacuate the building and go to the nearest assembly point), as well as how to protect themselves while in their class.

We always find it valuable to suggest families mirror this by having a discussion about what they should do if one happens when they are at home. [Get Ready - Evacuation Preparedness](#)

Step 1: Understand the hazards that may occur in your area

Learning about the potential hazards in your area will help you and your whānau be better prepared.

Step 2: Make a plan

A household emergency plan lets everyone in your household know what to do when an emergency or disaster happens. Understanding the impacts of an emergency can help you get ready.

Have a talk with your household to understand what might happen.

Identify safe spaces to [Drop, Cover and Hold](#) within your home, and other places you often visit.

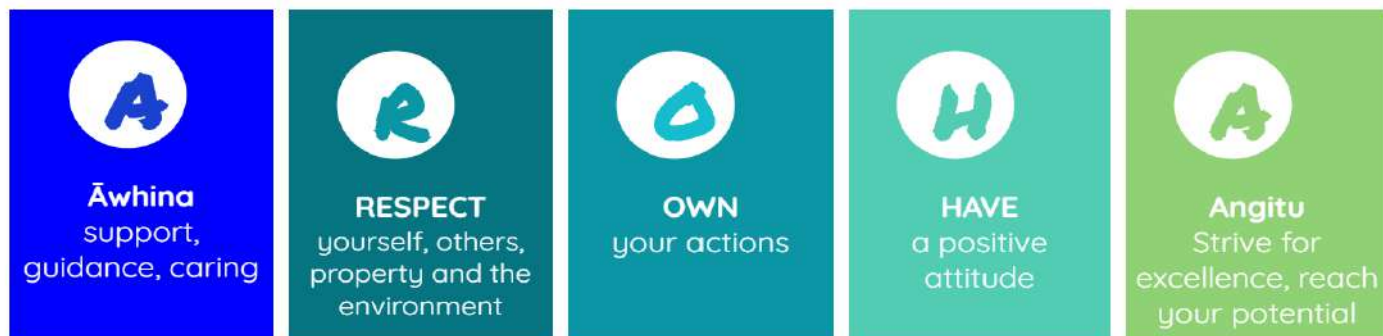
- Somewhere close to you, no more than a few steps away, to avoid injury from flying debris.
- Under a strong table. Hold on to the table legs to keep it from moving away from you.
- Away from windows that can shatter and cause injury. And from tall furniture that can fall on you. Protect your head and neck with your arms.
- Not in a doorway. In most homes, doorways are not stronger than any other part of a house and a swinging door can cause more injury.

As part of your conversation, can all members of the family answer the following:

- ? **If we are not together when the shaking stops**, in different parts of the property or a friend's house, **where is our family's official meeting spot?"**
- ? **Where is our emergency up and go kit kept?**
- ? **If mum and dad are not home, who else can you contact? How do you know their number? (often good to have a list of names and contacts in the emergency up and go kit).**
- ? **What is the plan for our pets? (if applicable)**
- ? **If you are home alone, or the adults are hurt, what should you do? What information is needed for 111? Do they know their address?**

Whichever questions you ask, always reinforce the golden rule of evacuation:

Once you are outside, you stay outside. No matter what was left behind (a toy, a phone, or a pet) only professional first responders should re-enter a dangerous building.



Tidiest Classroom Term 2 Results

Week 11: Tāwhirimātea

Tidiest Classroom Term 3 Results

Week 1: Rehua

Week 2: Tāne Mahuta



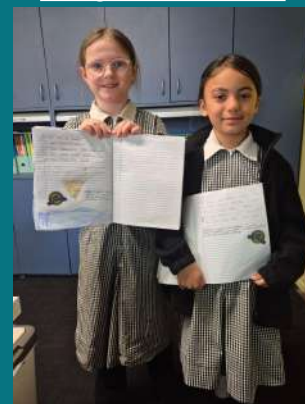
Tāne Mahuta Writers



Rongo Writer



Tangaroa Writers



Term 3 Calendar of Events

Week & Date	Event
TERM 3	
Week 3: Mon 3 - Fri 7 August	Cook Island Māori Language Week
Week 3: Wednesday 5 August	School Photos
Week 4: Mon 10 - Fri 14 August	Filipino Language Week
Week 4: Tuesday 11 August	Parent / Teacher / Child learner conversation based on report
Week 4: Wednesday 12 August	Parent / Teacher / Child learner conversation based on report
Week 5: Mon 17- Fri 21 August	Tongan Language Week
Week 9: Mon 14 - Fri 18 September	Māori Language Week
Week 9: Tuesday 15 September	Rūaumoko swimming - last session
Week 9: Wednesday 16 September	Tāne Mahuta swimming - last session
Week 9: Thursday 17 September	Tāwhirimātea swimming - last session
Week 10: Friday 25 September	Last day of term

Community Notices

SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE

MERCH SALE 40% OFF EVERYTHING



HIGHLANDERS HQ | ENTRY NEAR GATE D | FORSYTH BARR STADIUM
SATURDAY 8TH AUGUST: 9AM - 4PM | SUNDAY 9TH AUGUST: 10AM - 2PM

SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE