



# TE WHAREKURA O KIRIKIROA

33 Fifth Avenue, Enderley  
Hamilton  
P.O Box, 14-133  
Phone: 07 8556674  
Email: admin@kirikiriroa.school.nz

No. 13  
29 Hereturikōkā  
2025

TUIA TE RANGI E TŪ NEL, KO TE ATUA TŌ TĀTOU PIRINGA KA PUTA KA ORA. TUIA TE TE PAPA E TAKOTO NEL, KO KĪNGI TŪHEITIA KO TE WHARE KĀHUI ARIKI. KA RONGO TE PŌ, KO NGĀ MATE TĀRŪRŪ NUI, KA RONGO TE AO KO TĀTOU TE HUNGA ORA, TUIA TE MUKA HERENGA TANGATA, TIHĒ MAURIORA

## KAUPAPATAKA – CALENDAR OF EVENTS

Te Wiki me te Rā		Te Kaupapa	Te Wāhi
Wk8	2.9.25	Koroneihana Performance – Half day 12.30	Turangawaewae
Wk9	10-19.9.25	Haerenga ki Tahiti – Ako 15	Tahiti
Wk10	19.9.25	Rā whakamutunga o te wāhanga – Half Day 12.30pm	Te Wharekura o Kirikiriroa

## KORONEIHANA

He whakamaharatanga tēnei ki a tātou, ka hiki te kura ki Tūrangawaewae Marae a te 12.30pm, Tūrei te 2 o Mahuru.

Ka wātea ngā tamariki hei tiki mā ngā mātua i taua wā. Ka hari atu ngā mātua ngā tamariki ki te marae i mua mai o te 2pm.

A te 2pm, ka whakarite ake i a tātou a ka tū a te 3pm ki te marae ātea o Mahinaarangi whare.

Ka mutu te tū, ka wātea anō ngā tamariki ki ngā mātua.

*Another reminder that children will be released early next Tuesday, 12.30pm on the 2<sup>nd</sup> of September. Parents can collect their children at this time to bring them out to Tūrangawaewae Marae for their performance. Please ensure that all tamariki are in tidy school uniform, hair tidy and arrive before 2pm.*

*At 2pm, we will begin preparing lines, positions etc PLEASE appreciate that your tamaiti has been practising as a part of a performing group of 350 people, so logistically it is a challenge to position those who turn up late.*

*2.45pm we will cross the road and take the stage at 3pm.*

*At the conclusion of our performance, we will have karakia to finish and release tamariki back to their parents and whānau.*

## POITARAWHITI – DIVISION 2 WINNERS 2025



# TE HIHIRI

*Ngāa Paanui o te  
waa  
Akuhata 2025*



## Te Haerenga ki Te Whare Taonga o Taamaki

I tērā atu wiki i haere a Te Hihiri ki Tāmaki ki te whare tāonga. Ko te kaupapa o te rā ko te rongo kōrero mō 'Te Pānga Tuatahi' a te Māori me te Pākehā. Inā te mihi nui ki te tokorua kaimahi i tiaki i a mātou, i tuku hoki i a mātou ki te rāwekeweke i ētahi o ngā tāonga mīharo o te whare rā. Waihoki, e mihi kau ana ki te tokomaha o ngā mātua i tae mai ki te tautoko. Kei runga noa atu koutou! Titiro mai ki ngā mahi papai rawa!



**Ko Pukekawa te waahi i noohia e Kiingi Potatau i  
oona raa. Kei koo tata atu i te whare taonga.**

**PUUTIKITIKI**

**NGAA TOA REO MAAORI**



**'Ko te reo Maaori kia tika  
Ko te reo tika kia Maaori  
Ko te tika o te reo Maaori  
kia rere'**





# POITUKOHU

## WAAHANGA 3



11A ▶ 12 ◀  
**TE PUPUKE**



11A ▶ 12 ◀  
**TE PUPUKE TAMA**



11A ▶ 12 ◀



11A ▶ 12 ◀  
**TE MANAKO**



11A ▶ 12 ◀  
**TE PUPUKE KOTIRO**



11A ▶ 12 ◀  
**TE HIIHIRI**



11A ▶ 12 ◀



## NGĀ TAKE WHANONGA

Ko ngā whakamāramatanga whānui ēnei mō ngā āhuatanga kei heipū mai ana i ngā momo whanonga kāore i te pai a ō tātou tamariki i ētahi wā. Kia mārāma pū ai ngā whānau i ngā paearu mō ngā momo whanonga e rua, i ngā aronga me ngā tukanga e rua.

E 2 ngā momo whanonga, a mā ngā paearu e tohu mai, ko tēhea.

1. He take whanonga

Ko ngā paearu:

- Ko ngā whanonga ēnei e puta ai i ētahi wā, i ētahi rangi. Mai i ngā whanonga iti, tae rawa ki ngā whanonga nui.
- Mā te Ara Whakatau Whanonga e ārahi i ngā mahi.

Taumata	Whanonga	Mā Wai e Kawe	Te Tukanga
Taumata 1	He whanonga iti: <ul style="list-style-type: none"> <li>• Tē whakarongo</li> <li>• Tē aro</li> <li>• Kākahu hē</li> <li>• Whiu kupu hē</li> <li>• Te pei</li> <li>• Te pā kino</li> <li>• Te tinihanga / rūkahu</li> <li>• Tūreiti</li> <li>• Hapa ICT</li> </ul>	Te kaiako Te Kaiāwhina	Mā te tukanga i roto i te akomanga <ul style="list-style-type: none"> <li>• Ngā koeko</li> <li>• Ngā taumata</li> </ul> Ki te eke, ka tuku ki tētahi atu akomanga (kua whakaritea) hei tānga manawa.
Taumata 2	He whanonga iti e tāruaruatia ana He whanonga whakapōraruraru <ul style="list-style-type: none"> <li>• Kohukohu</li> <li>• Te Tāmitanga</li> <li>• Whakaute kore</li> <li>• Whakapōraruraru</li> <li>• Te whawhai</li> <li>• Te tāhae</li> <li>• Mau tohu kēnge</li> <li>• Whanonga whai whaiāipo</li> <li>• Tāhea, whiu taputapu</li> <li>• Whakatamō</li> </ul>	Te kaiako Te Pou Ārahi	Ka pūrongotia. Ka tuku reta Taumata 2MB ki te kāinga Ka whakamōhio atu ki ngā mātua: <ul style="list-style-type: none"> <li>• Class Dojo</li> <li>• Waea atu</li> </ul> Kei te āhua o te whanonga mēnā ka hui.
Taumata 3	He whanonga taikaha <ul style="list-style-type: none"> <li>• Te hari taputapu kōhuru ki te kura</li> <li>• He tahu whare</li> <li>• He tuma pahū</li> <li>• Te Tarakeha</li> <li>• Tarukino</li> <li>• Te patu kino tāngata</li> </ul>	Kaiako Pou Ārahi Tumuaki	Ka whakaea wawe i te raruraru. Inā te nui o te take, ka whakanoho i te tamaiti ki te kāinga kei oti te whakatewhatewha. Ka whakatewhatewhatia te take (24hrs) mēnā ko te Paraire, ka hoki atu anō ai ai te Mane. Ka tau ngā whakatewhatewhanga, ka puta ngā hua, ka hui ki ngā whānau.

			Mā te ture me te kaupapa here e tohu ka ahatia. Ka ū ki ngā ture manaaki, tiaki me te whakamōhio ake i ngā tūnekehanga.
--	--	--	--

2. Ko te Whakatumatuma / te whakaweti.

He kaupapa motuhake, he huarahi motuhake tā ngā take whakatumatuma. Heoi anō, ka motuhake ai te mahi whakatumatuma i runga anō i ōna ake paearu. Ko ngā paearu o te whakatumatuma:

- a) E 3 ngā momo tāngata – Ko te kaiwhakatumatuma, ko te tangata marurenga, ko ngā kaimātakitaki
- b) He mahi hoki atu, hoki atu te whakatumatumahia
  - a. I te tangata marurenga ōrite, e te kaiwhakatumatuma ōrite, i ngā wā me ngā wāhi ōrite

Ki te tohu mai ngā mātua, te whānau rānei e whakatumatumahia ō rātou tamaiti, me pīkau e te kaiako i tētahi whakatewhatewhanga. Mā te whānau te tamaiti e awahi ki te whakautu i ngā pātai:

- a) Ko wai te tamaiti / ngā tamariki?
- b) Inā hea? I hea? Ko wai atu ngā tamariki i kite i ngā mahi nei?

Ka whakatewhatewhahia e kaiako, ka puta ko ngā meka. Mā ngā meka ka puta te mahi whai muri e tohutohu.

Heoi anō ētahi whakamaharatanga e te whānau.

1. Kōrerohia tuatahitia ngā take ki te kaiako. Ka pātai te kaiako i ētahi pātai. Mā ngā whakautu ka tohu inā he whononga iti, nui, taikaha, he whakatumatuma rānei. Mā konei ka tohua te huarahi ka whāia.
2. E kore e taea te kaiako, te Pou Ārahi, te tumuaki rānei e taea te whai i tētahi take, mehemea ka kore ia e mōhio ki te take.
3. Ko te wawe ko te pai. E kore e taea te whakatewhatewha tika mehemea ku tō noa atu te wā i puta ai te raruraru.
4. Mō ngā take Taumata 2, 3, whakaweti rānei, ka oti te whakatewhatewha i mua i ngā whakatau.
5. Ka rīkoatahia ngā whanonga ahakoa tōna momo hei pūrongo. Ka kitea inā ka hapa tō tamaiti ki te wahanga whanonga o ngā Kete Whakairo.

*The following is a summarised reminder of the types of behaviour issues we have planned for at kura, who leads them, the process used and those who lead and contribute to the process.*

*Please remember, there are 2 separate processes we have to address behaviour issues.*

1. *General behavioural issues*

*Criteria:*

- *These are general behaviours that inconsistently arise and may involve tamariki across age groups and syndicates. They range from minor behaviours to major behaviours and those classed as Level 3 crisis behaviours.*
- *Addressing general behavioural incidents will follow the Ara Whakatau Whanonga*

<b>Level</b>	<b>Behaviour</b>	<b>By Who?</b>	<b>Steps</b>
Level 1	Minor behaviours:	The teacher Teacher Aide	Follow the in-class system <ul style="list-style-type: none"> <li>• Koeke system</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Defiance / non-compliance</i></li> <li>• <i>Disrespect</i></li> <li>• <i>Disruption</i></li> <li>• <i>Dress code violation</i></li> <li>• <i>Inappropriate language</i></li> <li>• <i>Going out of school grounds and bounds</i></li> <li>• <i>Lying</i></li> <li>• <i>Unwanted physical contact and aggression</i></li> <li>• <i>Misuse of property</i></li> <li>• <i>Lateness</i></li> <li>• <i>Tech violation</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Levels system</i></li> </ul> <p><i>Should ongoing minor behaviour disrupt class, tamaiti to be sent to buddy class.</i></p>
<i>Level 2</i>	<p><i>Repeated minor behaviours and major behaviours</i></p> <ul style="list-style-type: none"> <li>• <i>Swearing</i></li> <li>• <i>Severe intimidation</i></li> <li>• <i>Complete and ongoing defiance and disrespect</i></li> <li>• <i>Severe class disruption</i></li> <li>• <i>Fighting</i></li> <li>• <i>Forgery / theft and plagiarism</i></li> <li>• <i>Display of gang insignia</i></li> <li>• <i>Harassment</i></li> <li>• <i>Inappropriate display of affection</i></li> <li>• <i>Severe physical intimidation</i></li> <li>• <i>Vandalism</i></li> <li>• <i>Truancy</i></li> </ul>	<i>Teacher Syndicate Lead</i>	<p><i>A report is written and uploaded. A L2MB letter sent home Communications with parents either through:</i></p> <ul style="list-style-type: none"> <li>• <i>Class Dojo</i></li> <li>• <i>Email or via phone</i></li> </ul>
<i>Taumata 3</i>	<p><i>Crisis behaviour</i></p> <ul style="list-style-type: none"> <li>• <i>Possession and use of weapons</i></li> <li>• <i>Arson</i></li> <li>• <i>Bomb threats</i></li> <li>• <i>False alarms</i></li> <li>• <i>Possession and use of combustibles</i></li> <li>• <i>Possession and use of drug</i></li> </ul>	<i>Teacher Syndicate Lead Principal</i>	<p><i>Crisis incidents will illicit an immediate response. Dependant on the severity of the incident, students maybe stood down until an investigation can be completed. We aim to have investigations done within 24hours, should they happen on a Thursday afternoon or Friday, then it will be carried over until the following Monday.</i></p> <p><i>The outcomes of the investigations will determine next steps.</i></p>

			<i>Information will be kept confidential to those involved.</i>
--	--	--	---

### 3. Bullying

*Bullying is, and has a separate set of criteria and indicators, therefore it has its own process for being addressed. Key indicators of bullying involve:*

- a) 3 sets of people – An instigator, those targeted and bystanders*
- b) It being ongoing and has a history:
 
  - i. The same instigator(s) targeting the same tamaiti. It usually takes place in the same areas around the time.**

*Should whānau believe that all indicators are consistent within any incident involving their tamariki, it is important to inform their kaiako and allow and assist the kaiako to investigate the issue. Whānau can help by providing the following information:*

- a) Who was / is involved?*
- b) Where did / is it happening?*
- c) Where is / has it happened?*
- d) Who else saw or witnessed the incidents*

*The outcomes from the investigation will inform the next steps.*

*Lastly, some general reminders.*

- 1. All incidents must go to your child's kaiako. The kaiako will then ask questions. The answers will ascertain and decide whether they are dealt with through Te Ara Whakatau Whanonga or the Anti-Bullying Process.*
- 2. Kaiako, Pou Ārahi and tumuaki cannot respond to incidents that they are either not informed about, or do not have clear answers to key questions.*
- 3. Earlier the better. Te Ara Whakatau Whanonga is a mechanism to mitigate bullying. It is extremely difficult to address and investigate incidents that happened over a week earlier.*
- 4. When Level 2, 3 and bullying issues are raised, an investigation will take place before any restorative hui or consequences are agreed to.*
- 5. All incidents are recorded. Behaviour summaries are available in real time to parents on Te Kete Whakairo.*

