



A FUTURE & A HOPE

GOLFLANDS CAMPUS MIDDLE YEARS

Kia ora Parents, Caregivers & Whānau,

We have made it to the end of Week 3 in what feels like record time.

The last two weeks have seen us start the implementation of the Ministry's new S.M.A.R.T assessment tool, which I outlined in the previous Middle Years newsletter.

The tests have all been going smoothly. We are excited about the information that these tests will be able to give us for each learner. As the tests continue into the years to come, we will be able to clearly and effectively communicate with our learners and whanau at home how each student is doing in Reading, Writing and Maths. Including the key next steps that we as a school will be working on with them, and the support that you could offer at home. We hope that the Ministry will continue to refine and build this tool into a powerful support for all of us.

Today the Junior Years had their wonderful Mothers Day assembly. As this took place in our usual Assembly slot, we decided to hold smaller Year level assemblies. This was a great time for key messages and activities with our Pastoral team.

A reminder that next Friday afternoon we will be having our Y9s join our senior students for Cross Country in the afternoon. All year 9s can either walk or run the 3km course. Students are encouraged to come in PE gear or appropriate house colour gear for the day.

We will transport the Y9's to the Botany Campus during lunchtime. Please make sure to collect your Y9 students from the Millhouse Reserve opposite the Botany Campus at the end of the day. If they catch the bus, they can catch it from the Botany Campus.

Enjoy your weekend, I pray a blessing over each of you and your households and wish all the mothers out there a wonderful Mothers Day on Sunday. Thank you for all the love, care and patience you show, may you feel loved and appreciated for all you do!

Ngā mihi nui, God bless,
Mr Michael McKenzie
Deputy Principal

TERM 2 UPCOMING EVENTS

S.M.A.R.T Assessment Trial:

Week 2 - Week 5

Year 9 Cross Country

Friday, 15th May 1pm - 3pm

Māori Whanau Hui

Tuesday, 19th May at 6pm

Year 7 Camp

Wednesday 20th May - Friday 22nd
May

All Y7 students

Please make sure you have filled out your camp form if you have not done so yet.

KINGS BIRTHDAY

Monday, 1st June:

School closed

Tuesday, 2nd June:

Y7 Boostrix Immunisations

Mon 8th - Fri 12th June:

Intermediate Sports Camp

Selected students

YEAR 8 FOOD TECH- PIZZA



Kia ora Parents, Caregivers & Whānau,

It is wonderful to see how our students have settled into the rhythm of learning over the past two weeks. The students seem confident in tackling the challenges of learning, and many show courage when learning becomes difficult.

This week, we celebrated Support Staff Week. It is a celebration to acknowledge learning assistants, kaiāwhina, administration staff, librarians, and science technicians for all the amazing work they do in our school. We appreciate you.

Each day is a hive of activity inside and outside of the class. There is currently a lot of training and practice happening in anticipation of the Intermediate Sports Camp and in preparation for the different seasonal sports codes. Many codes are already involved in competitions. A big shout-out to the parents, coaches, teachers, and support staff who make it all possible. Your investment is deeply appreciated. We know your contribution sometimes comes at a personal cost to you. Thank you.

The year 7 camp is now only days away. Please pray for the organisers, leaders, supporters, and students. The camp is a crucial part of the growth and personal development of each Year 7 student. At the camp, we expect students to step out of their comfort zones and to develop a better knowledge and understanding of themselves, their friends, and of God.

Ngā mihi nui, God bless,
Mr André Loubser
Middle Years Assistant
Lead - Care and Culture



SEZ YEAR 7&8 FUTSAL



Our Year 7&8 Futsal team had a fantastic tournament at SEZ, securing a hard-fought 4th place finish. After qualifying as runners-up in Pool B, the boys put in an incredible performance in the semi-finals, battling to a 2-2 draw against the top Pool A opponent. While they narrowly missed out in the penalty shootout, the team showed true resilience by quickly refocusing to enjoy their final match of the day.

A huge shout-out to Coach Diwen Zhou for his guidance; his investment in the team's success made a world of difference. We are incredibly proud of the boys' spirit and sportsmanship!

ENGLISH IN THE MIDDLE YEARS



Our Year 7 students are exploring the power of poetry, learning how annotating a poem can highlight the rhythm, imagery, tone and mood of a poem. These talented students are using their newly learnt skills to write creative poems of their own.

By using figurative and descriptive language, the Year 8 students have been scratching their heads to come up with unique ideas of a memorable character, sharing ideas about their favourite memorable characters.

Our Year 9 students are undertaking a literary study of John Boyne's *The Boy in the Striped Pyjamas*. This thought provoking text has prompted mature discussions regarding historical context, empathy and innocence. Poignant parts of the text have evoked critical thinking and the identification of significant themes. Perhaps your child will share their learning about a particular poem, be able to describe a memorable character or even discuss the lessons learned from Bruno and Shmuel's story. This learning helps bridge the gap between classroom learning and real-world understanding.

A Poem Written by Amber Nightingale, a Year 7 Student

**I long for the silent scribble of a wooden stick
drifting along the snowy white paper
where dreams and imagination can dance along the blank sheet
and where words are built with a thought and a movement
and where eyes are glued to what is drawn
oh what joy it gives me to draw my worlds on a blank white sheet.**

FRIDAY ASSEMBLY FUN



LABELS

At our recent assembly, a team of three from each year group took part in a lively and eye-opening sticky note challenge. As they stood up at the front, each team had to cover one person's back in as many notes as possible with no time to waste, making it fast-paced and hectic. Once the time ended, the person who had a blanket of post-it notes draped over their back was challenged to walk to the end point. We watched as some of them stuck on steadily while others fled to the other side of the hall. This simple activity highlighted a simple but powerful metaphor for real life, showing that just like sticky notes, people label us and place words on us all the time. Not all of them will stick and define our character and identity. We are the ones who decide which labels to carry and which ones to just let go of. We can shake off the negativity and embrace what truly reflects who we are.

Written by Bella Chen (Year 9)



Building Firm Foundations



God alone is your rock and salvation, your firm foundation that cannot be shaken by life's storms or unexpected challenges.

Psalm 62:6



Mrs Pak and Mr Gray showcasing how it's done!

09 SOCIAL STUDIES

In Year 9 Social Studies, we have been exploring the Atomic Age and way nuclear technology changed the world after World War II. We connected our learning to wider Atomic Age topics, including the nuclear arms race, the Cold War, nuclear testing in the Pacific, and the growth of anti-nuclear movements. Our investigations helped us understand how the Atomic Age shaped people's views about peace, protest, and responsibility.

A key part of this unit was connecting this history to Aotearoa New Zealand, where we explored how nuclear testing in the Pacific affected nearby nations and communities, and how New Zealand developed a strong anti-nuclear identity.

As part of our learning, we worked collaboratively to research, plan, and create visual information posters. We used maps, diagrams, photographs, survivor account, and historical evidence to explain the events and impacts of the Atomic Age. The posters created demonstrate our developing research skills, collaboration, evidence selection, cause and effect thinking, and clear communication of historical ideas.



YEAR 7-8 SCIENCE

In Term 1, Year 7 students explored "Fingerprints of God," investigating the intersection of faith and science through Romans 1:20. By studying cell architecture and human fingerprints, students examined how natural complexity points to a purposeful Creator. They developed essential practical skills in microscopy and microbial cultivation while learning to distinguish between scientific observations and inferences. A memorable highlight involved students constructing and later eating, edible cell models made from jelly and sweets. This unit successfully used scientific inquiry to reveal the intricate design of the microscopic world.



Viewing sample slides under a microscope



Students observing their agar plates



Making plant and animal cell organelles out of lollies.



Eating their animal and plant cells

Our Year 8 students explored the mechanics of the physical world and the nuances of human perception through a hands-on curriculum. By tackling STEM design challenges, students adopted an engineering mindset—testing prototypes and making iterative improvements to their designs.

In the "Science of Perception" unit, they investigated how optical illusions trick the brain, while sharpening their ability to distinguish raw observations from logical inferences. The term concluded with a practical dive into electricity, where students mastered the differences between static and current forms and gained experience building both series and parallel circuits.



Students building parallel and series circuits

In Term 2, our Year 7 and 8 students have been working collaboratively to master the rigorous standards of scientific inquiry. By focusing on the practices required to obtain reliable and valid data, students have learned the importance of controlling variables, taking precise measurements, and conducting multiple trials to ensure accuracy. This unit has empowered them to lead their own hands-on investigations while also developing the critical thinking skills necessary to peer-review and critique the work of others. These foundational skills are essential for any young scientist, ensuring that their conclusions are always backed by high-quality, reproducible evidence. Some highlights include the exploding egg, mystery teabags, parachute and nappy experiments.



Harvesting sodium polyacrylate crystal from a nappy



Investigating how many teaspoons of water sodium polyacrylate crystal absorb



STUDENT SAFETY AROUND SCHOOLS

THIS IS A COURTESY NOTICE ON BEHALF OF THE ELIM CHRISTIAN COLLEGE BOARD OF TRUSTEES TO ASSIST THE SCHOOL COMMUNITY IN TRAFFIC MOVEMENT AROUND THE GOLFLANDS CAMPUS DURING DROP-OFF AND PICK-UP TIME.

WE ARE COMMITTED TO CONTINUALLY IMPROVING THE SAFETY OF OUR CHILDREN. THROUGH OUR COLLECTIVE ACTIONS AROUND THIS MATTER, WE ENABLE POSITIVE LEARNING DEVELOPMENT FOR STUDENTS' AWARENESS OF THEIR SAFETY AND OTHERS IN THEIR COMMUNITY.

SOME TIPS TO ASSIST WITH IMPROVING ROAD USER SAFETY:

WE APPRECIATE CHILDREN BEING ON TIME TO SCHOOL BUT IF YOU ARE RUNNING LATE WITH YOUR CHILDREN, SAFETY IS STILL MORE IMPORTANT. YOU CAN SIMPLY TAKE THEM TO THE OFFICE TO SIGN IN.

PLEASE DO NOT COMPLETE U-TURNS, RATHER USE THE SIDE STREETS OR LOOP AROUND BOB CHARLES DRIVE TO GO THE OTHER WAY.

MIDDLE YEARS STUDENTS WITH SIBLINGS IN THE JUNIOR SCHOOL ARE ENCOURAGED TO USE THE SIDE ENTRANCES: SIMON OWEN AND MONTECITO PLACE. PLEASE ADHERE TO ROAD RULES IN THESE RESIDENTIAL ROADS.

IT IS AGAINST THE TRAFFIC LAWS TO PARK WITHIN 1 METRE OF A DRIVEWAY.

YOU ARE NOT PERMITTED TO PARK ON YELLOW NO-PARKING LINES.

NO DOUBLE PARKING IS PERMITTED.

NO VEHICLES ARE TO ENTER THE SCHOOL BUS BAY DURING PICK-UP AND DROP-OFF TIMES.

WE UNDERSTAND THAT IT IS MORE DIFFICULT WHEN THE WEATHER IS WET, HOWEVER PLEASE REMEMBER THAT ALL OTHER FAMILIES ARE ALSO BATTLING THE POOR WEATHER. CHILD SAFETY REMAINS THE HIGHEST PRIORITY AND SO ROAD RULES STILL MUST BE ADHERED TO. ENSURE YOUR CHILD EXITS YOUR VEHICLE ONTO THE PAVEMENT SIDE, NOT THE ROADSIDE.

ALL ADULTS AND CHILDREN SHOULD BE USING THE DESIGNATED PEDESTRIAN CROSSING TO CROSS THE ROAD SAFELY AT ALL TIMES.

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