



A FUTURE & A HOPE

GOLFLANDS CAMPUS MIDDLE YEARS

Kia ora Parents, Caregivers & Whānau,

We have reached the end of Week 5, which means we are half way through term 3!

This newsletter is a great showcase of some of the excellent activities that have been happening over the last fortnight. The Year 8 Tiritiri Matangi trips were an absolute success and a great opportunity for students to see some of God's creation.

Our assembly this morning was led by our Year 9 prefects and as I always say, they have done a wonderful job of displaying their faith in action to their peers.

I hope you enjoy reading through this newsletter.

Important reminders below:

Intention to withdraw: A reminder of withdrawal of students (Year 1 to Year 12) All formal notifications to withdraw from Elim Christian College will be required in writing, giving one term's notice. Therefore, if your child is not returning in 2027, please download a Leavers Form using the link below and email the completed form to enrolments@elim.school.nz by the end of Term 3 - Friday 25th September 2026.

Leavers Form:

<https://www.elim.school.nz/wp-content/uploads/StudentLeaving-Form.pdf>

Your assistance is greatly appreciated. Should you have any questions, please contact the Enrolment Team at enrolments@elim.school.nz.

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

TERM 3 UPCOMING EVENTS

Thursday 27th August

Mufti day
Fundraising for the Tony McClean
Nepal Trust

Monday 24th August

NIWA Science Fair

Monday 14th September

Year 9 Product Design Trip

Wednesday 16th September

Golfland Campus Cultural Day

Friday 25th September

Last Day of Term 3

HOLIDAYS

Monday 12th October

First Day of Term 4



TIRITIRI MATANGI ISLAND TRIP - YEAR 8



Our Y8 students had an incredible day exploring the beautiful Tiritiri Matangi Island! As part of our learning about bird calls in Science, and conservation and protecting our precious taonga in Social Studies, we had the opportunity to experience first-hand what it takes to care for one of Aotearoa's special natural environments. Throughout the day, our Y8s. took part in three fantastic activities. They used binoculars to spot native birds and learn about the history and importance of lighthouses, discovered how to build and set pest traps to help protect native wildlife, and played some Hihi Jenga. Aside from a beautiful walk through the island's regenerating bush, where we had a chance to look and listen for native wildlife, one exciting discovery was Rifleman (tītīpounamu), Aotearoa's smallest native bird, which weighs an incredible 6.7 grams – about the weight of a teaspoon of sugar! This was a great chance for our Y8s to connect their classroom learning with the real world and see why conservation matters. Tiritiri Matangi showed us that small actions can make a big difference in protecting unique wildlife for generations to come!



YEAR 9 FOOD DESIGN



This winter, Year 9 Food Design students explored God's abundant grace by celebrating the seasonal citrus gluts across our neighbourhood. Students investigated traditional preservation methods used before refrigeration, discovering the science behind sterilisation, storage, and food safety.

After mastering preservation techniques, they crafted homemade lemon curd and conducted taste evaluations alongside pretzels, Greek yogurt, bread, and wine biscuits to brainstorm potential commercial product ideas. Diving deeper into food science, students learned how osmosis and sugar saturation preserve candied citrus wheels in sterilised jars, allowing the fruit to last up to a year. To conclude this delicious unit, students showcased their preserved creations by baking cakes, muffins, and pancakes using with their homemade lemon curd and candied citrus wheels. It was a wonderful way to learn how to savor the goodness of citrus long after the season ends!

In our next unit, the Year 9 Food Design students will be stepping behind the counter to run The Blessed Bean Cafe. Students will dive into the art of barista coffee making and pair them with perfect sweet and savory treats. Stay tuned for more tasty updates!



YEAR 7 FOOD TECHNOLOGY

Our Year 7 students have been getting hands-on with design thinking by learning how to plan effectively for a stakeholder. Putting their plan into action, they created personalised "Designer Spuds," mastering essential kitchen safety with the bridge and claw cutting techniques. They patiently scrape out the potatoes and mashed them finely. Students then carefully measured out their ingredients using tablespoons and teaspoons before topping their potatoes with a custom blend of their favorite flavours. After all, who doesn't love a warm, savory potato on a chilly winter day!



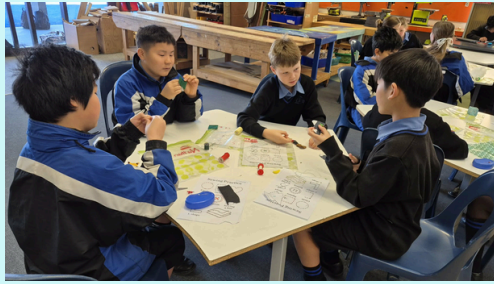
YEAR 8 FOOD TECHNOLOGY

Our Year 8 students have recently been learning about the essential role vegetables play in a healthy diet. While many were already aware of their basic nutritional value, they were truly amazed to discover just how much fiber and additional nutrients vegetables pack beyond just vitamin C! Putting their learning into practice, the students explored traditional Japanese cuisine by crafting their own vibrant sushi rolls. From scratch, they cooked sushi rice on the stovetop, practiced their knife skills by cutting colorful veggies into precise julienne strips, and mastered using a makisu (bamboo rolling mat) to construct their creations. Check out the bright array of colors and flavors featured in their delicious final dishes!



YEAR 7 MULTI MATERIALS TECHNOLOGY

Our Year 7 students have taken their first steps into hand-sewing! They spent last couple of week planning their upcoming projects and mastering the basics, from threading needles and tying starter knots to practicing straight stitch and backstitch. Tying off short threads at the end was a fun fine motor challenge for those nimble hands! With the fundamentals locked down, they're ready to cut into their felt and start bringing their designs to life in the coming weeks.



YEAR 8 MULTI MATERIALS TECHNOLOGY

Year 8 students have been hard at work mastering the fundamentals of the sewing machine! They began by identifying key machine components, learning to thread the top thread, winding the bobbin, and successfully drawing the bobbin thread up. To build their confidence and control, students first practice stitch lines directly on paper. Transitioning from paper to textiles provided a eye-opening challenge as they began cutting fabric using paper patterns, discovering firsthand that cutting fabric requires a completely different technique and much more patience than expected (a hurdle their teacher saw coming!). Despite the steep learning curve, the students showed fantastic perseverance as they laid the groundwork for their upcoming sewing projects.

YEAR 7 HARD MATERIALS TECHNOLOGY

Creativity and practical skills are on full display in Year 7 Hard Materials as students tackle their latest project: creating custom string art for a chosen stakeholder. Students spent the first few weeks exploring their stakeholder's hobbies, interests, and colour preferences, gathering visual inspiration and justifying their design choices. After a week and a half of planning, students stepped into the workshop this week to practice their hammering and nailing techniques. Progress has been fantastic, with some students already completing their nail layouts and weaving the string to bring their designs to life.



YEAR 8 HARD MATERIALS TECHNOLOGY

Our Hard Materials students have shown incredible focus this term as they work through their wooden sign project! Tasked with creating a sign for a specific stakeholder, students began by researching their stakeholder's interests and planning multiple concepts using the crating drawing technique. This week, the workshop has been buzzing with activity. Students are actively cutting out elements on the scroll saw—a core skill for this unit—while sanding and painting their components to craft a thoughtful, well-finished piece for their stakeholder.



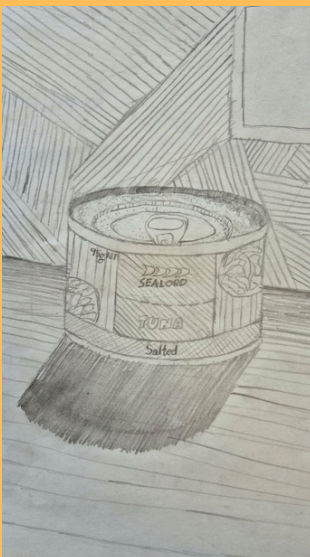
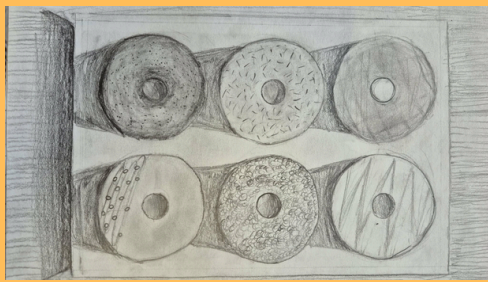
YEAR 7 VISUAL ART



Our Year 7 artists had a fantastic start to the term, kicking off with a focus on line, tone, and mark-making techniques. For their first Common Assessment Task (CAT), students applied these core skills to create imaginative, highly detailed text-art based on their own names. This week, we transitioned into our painting unit by exploring essential colour theory—discovering how primary, secondary, and tertiary colours interact and build upon one another. Students are currently practicing paint control and accuracy as they work to mix precise shades for their colour wheels. Next week, our focus shifts to famous New Zealand artist Don Binney, where students will draw inspiration from his iconic native bird paintings.

YEAR 8 VISUAL ART

Over the past few weeks, our Year 8 students have been honing their drawing skills through a study of American Pop artist Wayne Thiebaud. Taking inspiration from Thiebaud's iconic still-life paintings of classic Disneyland treats—such as cakes, pies, and hot dogs—students explored key concepts of line, tone, and texture. Using signature mark-making techniques, they focused on applying light and shadow to bring depth, form, and vibrancy to their own food-themed artworks.

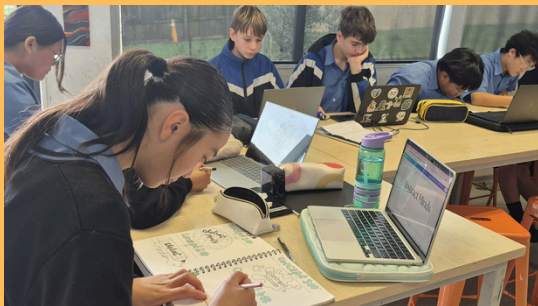


YEAR 9 VISUAL ART



Students began this semester with a focus on observational drawing. Over the first two weeks, they practiced recording still-life objects using line, tone, and texture, emphasizing close observation to capture accurate forms rather than relying on memory or invention. To extend their learning, students explored the intricate ink drawings of renowned New Zealand artist John Bevan Ford, whose work incorporates customary art forms such as raranga (weaving), kōwhaiwhai (rafter paintings), korowai (woven cloaks), and traditional carving patterns. Students are currently researching objects that represent their own identity and culture, which they will integrate into a unified composition inspired by Ford's signature use of pattern and line.

YEAR 9 ART DESIGN



Our Year 9 Design students have kicked off this term's logo design unit by responding to a brief that challenges them to create an identity for a school club. Over the first two weeks, students brainstormed a range of concepts before selecting their chosen club. They then conducted research on existing logos, gathering inspiration in their visual diaries. This week, students transitioned from research to creation by producing initial concept sketches, clearly outlining their ideas and presenting well-structured first drafts in their books.



STEPPED ATTENDANCE LETTERS (STAR)

As you may be aware, the New Zealand government has set the target for schools to reach an attendance rate of 80% attendance for students - 90% of each term by the year 2030, nationwide.

As part of this response, the school is responsible for carefully tracking attendance and informing families about absence rates. One guideline from the government for schools to do this is by Stepped Attendance Response Letters.

A stepped attendance letter informs a family that the school is aware that a student has reached a certain level of absence. The letter also has various suggestions of steps forward. The ministry has requested a letter to be sent to a family when a child has had 5, 10 and 15 days absence during a term.

Please note that these letters are automatically sent out from our student management system once your child has reached one of their absence thresholds.

If you have informed the school of absences, for whatever reason, our student management system will count it towards the absence tally.

The government is very clear about what is considered an Explained (Justified) absence and an Explained (Unjustified) absence, however any absence from school is likely to impact a student's learning progress.

If students are missing school due to frequent medical absences, a member of our Senior Leadership will make contact with parents / caregivers. Our aim is to offer assistance, if required, to ensure there are no barriers to your child returning to school.

As stated in the STAR emails, attendance has a direct impact on achievement and engagement at school. As a school, it is our responsibility to ensure that we are doing everything we can to make sure our students are thriving in their academic journey.

To achieve at school, students need to be at school, and as a school, we are committed to working with your family and your child.

Stepped Attendance Response - STAR

Responding to all absences



GOOD

Good chance of success

WORRYING

Less chance of success

CONCERNING

Hard to make progress

SERIOUS CONCERN

Very hard to make progress

Step Progression:

less than 5 days absent in that term

Step Progression:

less than 10 days absent in that term

Step Progression:

less than 15 days absent in that term