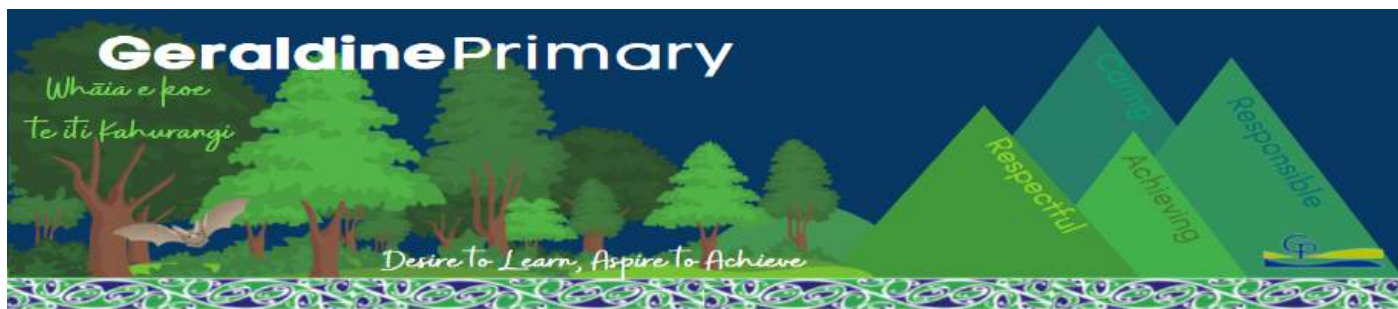




NEWSLETTER/PĀNUI

Friday 24th October 2025

Term 4 Week 3

<u>Contact information:</u> Stuart Wilcox – Principal principal@geraldine.school.nz Office – Ph 03 693 8208 office@geraldine.school.nz Website: https://www.geraldineprimary.school.nz/	<u>Term Dates:</u> Term 4 14 October - 12 December
<u>Important Dates:</u> Labour Day – Monday 27 October Public holiday – school closed School Photos – Tuesday 28 October Whole School Athletics Day – Monday 3 November Postponement Day: Tuesday 4 November New Entrant Parent Information Evening – Thursday 6 November - 7pm	

Principal's Kōrero

Kia ora koutou whānau and welcome to our Pānui.

This term, I wanted to share something a little more personal with our community — something that has given me both insight and understanding about myself and, I hope, will help strengthen the messages we share with our tamariki about knowing and valuing who they are.

Earlier this year, I was diagnosed with **ADHD** — Attention Deficit Hyperactivity Disorder. It's not something I expected to discover at 51, but it has offered real clarity about how my brain works and why I've always approached things with energy, urgency, and a constant flow of ideas.

ADHD is often misunderstood. It isn't about being unable to focus or "not paying attention." In fact, for many people — myself included — it's quite the opposite. The ADHD brain is often *interest-based* rather than *importance-based*. This means we can hyperfocus deeply on things that inspire or engage us, but may find routine or repetitive tasks more difficult to sustain attention for. ADHD affects how the brain regulates attention, motivation, and impulse control, largely through differences in the way chemicals like dopamine are used.

For me, this understanding has been freeing. It explains why I love working in high-energy environments like schools, why I'm drawn to creative problem-solving and connection, and why I sometimes need to work a little harder to stay on top of administrative tasks or manage my time effectively.

ADHD doesn't define me, but it gives context to the patterns I've seen in my professional and personal life. It's helped me to be more self-aware — to set up systems, routines, and supports that work *with* my brain rather than against it. I've also realised how important it is to take care of my own wellbeing and pace myself so I can lead in a sustainable, calm, and focused way.

Most importantly, this experience has deepened my understanding of what we talk about so often at Geraldine Primary — that every learner is different. Every brain is wired uniquely. Some of our tamariki may find it easy to sit still and focus for long periods; others may think faster, feel emotions more deeply, or learn best when they can move and talk things through.

Our role as educators is to **recognise, support, and celebrate those differences**, and to give every child what they need to thrive. This diagnosis has reminded me personally how powerful it is when we understand ourselves — not as broken or different, but as unique.

I'm sharing this because I want our community to know that learning doesn't stop when we become adults. We're all still learning about ourselves, growing, and adapting. If anything, I hope this encourages our tamariki to see that self-knowledge is one of the most important parts of learning.

Thank you for being part of a community that values openness, inclusion, and understanding. Together, we really do thrive.

Our Vision and Direction for 2026 and beyond

Over the past three terms, our whole school has been working together to reflect on our current vision and strategic plan. At the end of Term 1, we sought whānau voice through a Google Form, asking five key questions — one of which was: *"Thinking about your child's or children's time at Geraldine Primary School, what outcomes do you want for them?"*

The responses we received were thoughtful, insightful, and future-focused. These contributions have played a vital role in helping us review and reflect on both our existing strategy and our school vision.

Our school vision and strategic direction have been shaped through community voice, collaboration, and thoughtful data collection. While we recognise that academic success is important, we believe our vision must reach beyond that — it should be wholesome, authentic, and holistic. A vision that reflects who we are as a community and what we can achieve together.

We hope that when you walk through our doors, our vision can be seen, felt, and heard in every interaction and space across our kura.

To bring this vision to life, we have created a new logo that is modern and captures the essence of Geraldine Primary. Alongside this, our strategic direction works hand in hand with our vision — designed to grow student outcomes, strengthen teacher capability, and deepen our connections with whānau and the wider community.



Our new logo highlights the **tree and four pou** as dynamic, interwoven figures, representing our whānau groups. The pou also symbolise our tamariki (children) — reinforcing the ideas of **community, togetherness, and growth**. The tree shape anchors the design, while the heart is subtly formed by the flowing lines and placement of elements.

But our logo is more than just a picture — it is us

So, what do these words mean, and how do we use them with our tamariki and whānau?

For a vision to truly work, we must use it **strategically and purposefully**. This means weaving the words into our daily learning, our conversations, our celebrations, and our decision-making. Over time, this helps everyone — tamariki, kaiako, and whānau — to build a shared understanding of how these values can guide us toward a successful, connected, and fruitful life.

Please take some time to look at our plan on a page as it defines who we are and the direction that we are going to take.



Since our last newsletter, our tamariki have been busy experiencing a wide range of hands-on learning opportunities. They've taken part in Top Team, visited the Rangitata Aerodrome, potted native seeds for our *Trees for Survival* project, learned about and even touched eels, explored water conservation, and tested the water quality of the Waihi River.

All of these experiences take thoughtful, collaborative planning within our teaching teams and allow our inquiry topics to be brought to life in authentic, engaging ways.

I would like to take this opportunity to personally thank you for your support on Thursday during our strike day, and again on Friday during our Maths Teacher Only Day. We always aim to keep disruption to our school programmes to an absolute minimum — your children remain our top priority.

As Term 4 continues to fly by, I'd like to remind you of a few key events coming up over the next two weeks. On **Tuesday 28 October**, our **whole school photographs** will take place, and on **Monday 3 November** we will hold our **Whole School Athletics Day**.

The Athletics Day is a wonderful opportunity to come along and watch your children participate with enthusiasm and determination. This event is not just for the elite — it's designed so everyone can join in, support their peers, and earn valuable points for their whānau. At the end of Term 3 the overall points were very close, so every event and every effort will make a difference!

Events like these highlight what makes Geraldine Primary so special — a strong sense of community, teamwork, and pride in who we are. We look forward to seeing you at these occasions, cheering on our tamariki and celebrating the spirit of our school together.

He Oranga Ngākau
He Pikinga Waiora

Positive feelings within you enhances wellbeing

Ngā mihi

Stu Wilcox

Potting native seeds for the 'trees for survival' project



Waiting to hear who the winners of our Top Team were



One of the Top Team water events



Room 2 at the Waihi River learning about invertebrates



Our year 6 playground champions coaching some Year 5 students



Students making bird houses at the Men's Shed



Gotcha Draw

Congratulations to the following tamariki who won a Gotcha Draw:
Kaelo, R9; Lushion, R4; Louie, R8; Laura, R6; Florence, R6; Millie, R2.

PB4L Certificates

		PB4L	Desire/Aspire to Achieve
Tāne Mahuta	Room 6: Room 7: Room 8: Room 9:	Theo Eli Malen Minh	Tilly Ayla Lana Louie
Tāwhirimātea	Room 10: Room 11: Room 12: Room 13:	Oscar Austin Sonny Moosa	Noah Liam Manveer Lucas
Tangaroa	Room 1: Room 2: Room 3: Room 4: Room 5:	Michaela James James Abhijot Ollie H	Mac Lottie C Elina Japneet Selina

School Notices

ADDRESS AND PHONE NUMBERS

Please update us. We need to be able to contact parents/caregivers in case your child is unwell or injured.

SCHOOL HOURS

A reminder that school starts at 8.50am and finishes at 2.45pm. Please note that there is no teacher supervision for children who arrive at school before 8.20am.

Home and School News

Follow us on Facebook. Did you know we have a Facebook page? Find us at Geraldine Primary Home & School Committee.

Community Notices

The Dyspraxia Support Group is a charitable, non-profit organisation, committed to providing support, practical advice, and educational programmes for those who support and care for children, youth and adults affected with Developmental Dyspraxia/DCD. This neurological disorder affects at least 6% of the population.

If you wish to learn more regarding our child and youth programmes we hold in Christchurch or just learn about dyspraxia/DCD, please feel free to contact us.

Email: dyspraxai.centre@xtra.co.nz

Website: www.dyspraxia.org.nz

