

# MASSEY HIGH SCHOOL

TE KURA TUARUA O TIRIWA

TE

## PAANUI RAHINA

274 Don Buck Road

Massey Auckland 8

PRINCIPAL : B S RITCHIE

Dear Parents/Guardians

Greetings Kia Ora Talofa Guten Tag Bonjour Malo e le lei Dobro Dosli Kia Orana こんにちは  
Fakalofa lahi atu Shalom Goeie Dag Sawadee Croeso Bula Fáiite

26 March 2007

## MONDAY NEWSLETTER

Phone : 831-0500

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[www.masseyhigh.school.nz](http://www.masseyhigh.school.nz)

**"WE ARE AN EXEMPLARY SCHOOL"**

## STUDENT COUNCIL

Congratulations to the following students who have been elected to the School Council.

Ruzana Alam (11ASG), Nicholas Tousoon (11ASG), Matthew Calvin (12AFR), Doron Semu (12AHK), Daisy Hunter (13ACE), Jessica Kit (13AFW), Sarah Jones (11KVA), Sarah Lee (11KVA), Daniel Yee (12KCY), Chris Stagg (12KDW), John Bethell (13KBE), Sasha Lim (13KHA), Saffron Julian (11MGS), Kieran Reid (11MGS), Akanesi Kata (12MFE), Amber Rawiri (12MFE), Jonas Lazaro (13MMT), Nicola Titford (13MMT), Kirsty Theobald-Stevens (11PNI), Ricardo Rez (11PTR), Cade Tariau (12PAO), Jess Jackson (12PEL), Stephanie Bruce (13PJA), Stephanie Nelson (13PJA), Natasha Brucker (11TCA), Melanie Kluit (11TCA), Nina Suliafu (12TCU), Jordyn Dangen (12TSR), Shayne Albert (13TAS), Jessica Cann (13TAS).

## WAITAKERE CITY COUNCIL YOUTH REPRESENTATIVE

Congratulations to Robert Menzies (12AFR) who has been appointed the Waitakere City Council Youth Representative for Massey High School.

## STUDENT ACHIEVEMENT

Congratulations to Joseph Setefano (11KPC) who was selected to play in the Softball New Zealand Cub National Tournament held in Christchurch 21-26 March, as a playing member of the Waitakere Bears Premier Men's Softball Team.

## YOUTH '07 - The National Health and Well-being Survey of New Zealand Secondary School Students

Massey High School has been selected as one of the secondary schools taking part in the Youth '07 survey. We were participants in the first national adolescent survey which was conducted in the year 2000 (Youth 2000) and the results of this survey have helped us to provide for the well-being of our students. This important national survey is being run by researchers from The University of Auckland.

Approximately 380 students are involved at Massey High School. Students from Years 9-13 will be randomly selected to take part in the survey which will take place in the last week of Term One. Parents of these students will receive an information brochure about the survey in the mail. Taking part in the survey is entirely voluntary and students who are selected will receive an invitation card at school. For further information please contact Sue Grant, Youth'07 Project Co-ordinator, ph: 09 3737599 ext 87414, or check the website: [www.youth2000.ac.nz](http://www.youth2000.ac.nz).

## BOARD OF TRUSTEES ELECTIONS

Voting forms have been sent out and voting closes 29 March at noon.

**Don't forget to vote!**

## STAFF REPRESENTATIVE ON BOARD OF TRUSTEES

Congratulations to Mrs Sam Smith who has been appointed Staff Representative on the Board of Trustees.

## AUCKLAND ATHLETICS CHAMPIONSHIPS RESULTS

Auckland Athletics Championships were held at Ericson Stadium on 19 March.

### Results:

Armel Chou-Lee (12MBW) Intermediate Girls' Discus and Intermediate Girls Triple Jump - **Gold Medal**.

Nicholas Gerrard (11ASG) Intermediate Boys 100m Hurdles - **Silver Medal**.

Emily Ingoe (10TES) Intermediate Girls 3000m - **Gold Medal** and Intermediate Girls 1500m - **Silver Medal**.

Catherine Wood (9TGO) Junior Girls Javelin - **Bronze Medal**.

Laura Wootton (9TGO) Junior Girls 3000m - **Silver Medal** and Junior Girls 1500m - **Bronze Medal**

All of these students have qualified to represent Auckland at the North Island Athletic Championships on 31 March and 1 April.



Thanks to Woolworths Massey for their immense help in supporting our 40 hour famine cake sale. They helped us raise over \$350, which will help save people from poverty.

## WAYS PARENTS CAN HELP TEACHERS – TO TEACH THEIR CHILDREN BETTER



The partnership between parents and teachers is expressed in many ways. Some of the most basic elements of this important partnership are also the most important for a happy student doing well at school.

- **Start each day smoothly and peacefully** with kind words, smiles and a hug. A child leaving a happy home starts the day in a happy state of mind – the best pre-condition for good learning.
- **Ring-fence time every day** after school to spend with your children, hearing about their day, listening to what they are saying and paying them your full attention with no interruptions.
- **Send your children to school** with a nutritious breakfast inside them – one that includes protein, fruit and good carbohydrates. Pack nutritious, healthy and tasty food in their lunch so they eat it well.
- **Make sure they get plenty of sleep** every night so their brains and bodies can grow.
- **Use non-aggressive conflict resolution** strategies so your children learn by example how to deal effectively with their anger and frustration with others. Help them learn to share and take their turn.
- **Place a high value on good manners** and respect for others and their property.
- **Model and teach time management** and organisational skills. Use calendars and planners for school and family life.
- **Show your love of learning** by going with them to the library, to concerts and art galleries. Find out the names of plants and birds in your locality and go for walks together. Fill your home with books.
- **Talk with respect about teachers.** Deal with any issues in private, not in front of your child.
- **Encourage them to take responsibility** for their own learning.
- **Let your children know every day how much you love and value them.**

## PRAISE HURTS

For the past ten years, psychologist Carol Dweck studied the effect of praise on students in a dozen New York schools. The researchers would take a single child out of the classroom for a non-verbal IQ test consisting of a series of easy puzzles. Once the children finished the test, the researchers told them their score, then gave them a single line of praise. Randomly divided into groups, some were praised for their *intelligence*. They were told, “You must be clever at this.” Other students were praised for their *effort*: “You must have worked really hard”. Then the students were given a choice of test for the second round. One choice was a test that would be more difficult than the first, but the researchers told the students that they’d learn a lot from attempting the puzzles. The other choice was an easy test, just like the first. Of those praised for their effort, 90% chose the *harder* set of puzzles. Of those praised for their intelligence, a majority chose the *easy* test.



The “smart” students took the easy way. Why? When we praise children for their intelligence, we tell them: Look clever, don’t risk making mistakes.

In subsequent tests, those praised for their effort on the first test assumed they simply hadn’t focused hard enough when they failed. They got very involved, willing to try every solution to the puzzles. Those praised for their intelligence assumed their failure was evidence that they weren’t really smart at all.

Emphasising effort gives a child a variable that they can control. They see themselves as being in control of their success. Emphasising natural intelligence takes it out of the child’s control, and provides no useful way for responding to a failure.

Those who think that innate intelligence is the key to success begin to discount the importance of effort. *I am smart*, their reasoning goes; *I don’t need to put in effort*. Expending effort becomes public proof that you can’t succeed on your natural gifts.

## KEY DATES

### March

- 29 Board of Trustees’ Meeting 7pm Library
- Closing of Voting for Board of Trustees Election
- 30 Western Heights Tournament

### April

- 5 Last day of Term.
- 23 Term 2 starts
- 25 ANZAC Day