



Banks Avenue School

Living and Learning with HEART

Te oranga me te ako ki te Ngākau



NEWSLETTER

1 August 2018

Talofa, hi, kia ora, Mālō e lelei, Merēdita, Ahalan

Number 22

Phone: 03 385 4163, fax: 03 385 6581 email: office@banksave.school.nz, website: www.banksave.school.nz

Thursday 2 August

Learning Conversations – children dismissed at 12:30pm

6 – 17 August

Taiora QE11 Swimming Programme Team Totara and Team Kahikatea

Wednesday 15 August

Teachers on STRIKE. To be confirmed if half day or full day

Thursday 23 August

Canterbury Winter Tournament

Friday 7 September

Disco

Banks Avenue School trip / event postponements and or cancellations will only be heard on NEWSTALK ZB 1098AM and CLASSIC HITS and viewed on our website: www.banksave.school.nz

SCHOOLGEN LINK: <http://schoolgen.co.nz/schoolgen-schools/banks-avenue-school-christchurch>

If your child is absent from school, for any reason, please let our school office know using one of the following options: Phone: 385 4163 / option 3 text 027 422 8032 email: office@banksave.school.nz

Or notify us via our website: <http://www.banksave.school.nz/absences.html> or via our Flexibuzz app:

www.flexibuzz.com

If your child arrives at school after 9:00am they must check in at the office. This saves a lot of phone calls for unexplained absences in order to ensure the safety of all our children.

Dear Parents and Whānau

Ngā mihi mahana ki a koutou – a warm welcome to you all.

We welcome the following children and their families to our Banks Avenue School community.



Zaiden, Crystal-Ann and Mina
new entrants in Room 5



Lotomo'va
Roto



Vanessa
Dudley

KidsCan Crazy Day

On Friday 3 August we are getting Crazy for KidsCan. In New Zealand there are 290 000 children living in poverty. Together with KidsCan we can help these children.

We would like everyone to come to school wearing something a little crazy. Here are a couple of suggestions:



- A crazy hairstyle
- Some crazy shoes
- Crazy clothing

Please bring along a gold coin donation. The money raised will help provide children who are living in poverty, with food, shoes, raincoats etc. We are hoping to raise \$400. Can we do it?

City Meets Country Radio Broadcast

Today at 9:30am, on HEARTbeat 106.7FM our presenters, Keegan, Caitlin and Devon did a special broadcast, especially for the children at Amuri Area School. We played some of their favourite songs, read some of their stories over the air and challenged them with a movie quiz. The children at Amuri were listening to us from their classroom. We had a lot of fun with our country audience! Just in case you missed it, the broadcast has been recorded and will be up on our school website soon.

Tune in to HEARTbeat 106.7FM

Listen to our students master broadcasting radio. If you live close to the school (within 6kms) you can tune into 106.7FM on your radio, to listen. If you live further away, you can access HEARTbeat 106.7FM online, from our school website. For quick access just click on the link below.

<http://www.banksave.school.nz/heartbeat-1067fm.html>

Programmes are broadcasted every day before school from 8:30am-9:00am and at lunchtimes from 12:50pm-1:20pm.



Learning Conversations

Thanks to all the parents who came yesterday to the first night of our learning conversations. Teachers always love meeting parents and sharing children's successes. Our second session is tomorrow afternoon and evening. Due to learning conversations we ask that children be picked up at 12:30pm Thursday. If you are unable to do this please ring the school office to make alternate arrangements.

We provide a crèche from 1:15 – 8:10pm for siblings while you are attending the learning conversations. The crèche will be in room 11.

If you have any questions, please contact our school office.



The Central Otago Rail Trail

Giving up wasn't a choice! I slowly climbed up Tiger Hill feeling exhausted. Each corner I see coming up I wonder if it's finally the downhill bit but it's not. After a while my dad calls out to look over there at the bridge. I think it is downhill from there I say to myself so I sprint off like nothing else mattered and like it was the end of a running race. Guess what? I even passed my friend and got there in first place!

Samantha, AWA

Scarf Day

It was great to see so many children from scouts, cubs and keas wearing their scarves today. Many of our children have awesome extracurricular activities like this.



HEART Values

Our HEART values are central to all that we do at Banks Avenue School. Children are given HEART tokens for showing individual values. These tokens are collated by the class teacher. When a child has twenty five HEART tokens for a value their name goes in the newsletter. When they have earned fifty tokens for a value they receive a value wristband. Once a child has received all five HEART wristbands they work toward the Black wristband - This makes them a Bank Avenue Star.

Some children earn more than one wristband for the same value. These children get to have lunch with the principal once a term.

Children belong a different house; each term all HEART tokens are added to see which house has received the most tokens for the term. There is always a small treat for children in the winning house.

Congratulations to the following children who have all earned **25 HEART tokens** - well done!

Hauora: Owen C (Kea).

Excellence: Summer B (Tui), Bjorn A (Kea).

Respect: Zade K (Tui), Ryan C (Kea).

Togetherness: Lily B (Roto).

Fifty HEART Tokens

Congratulations - these children have earned a wristband.

Hauora: Levi D, Solomon T (Roto).

Excellence: Makayla W, Ryder M (Roto).

Respect: Willow B (Kea).

Togetherness: Verity H (Roto).



SCHOLASTIC BOOK CLUB ORDERS – ISSUE 5 2018

Issue 5 of Scholastic Book Club has been distributed to all classrooms. The closing date for this issue is Friday 17 August 2018.



PTA NEWS

Thanks again for your ongoing support last term. We have a few events planned for this term:

Bunnings BBQ - We will be running a fundraising BBQ at Bunnings on Sunday 26 August. We will put a call out for helpers closer to the time, but please pencil it in. An hour is all we will ask of you!

Disco - We have another disco planned for 7 September. We will provide more information closer to the time, but note the date.

Calendars - With the help of the teachers, we are again organising for personalised calendars to be made for each child (with their own artwork). Teachers will be doing the artwork in class, and these will be displayed for you in week 5. Order forms will come home mid September. Keep an eye out for updates on when you can view your child's artwork.

Uniform Shop – The Uniform Shop will be open this coming Thursday (2 August) from 12:00 - 12.30pm. We are also very short on small sizes of clothing. If you have anything that your children have grown out of and you no longer need, please donate it to the uniform shop. Donations can be dropped off at the school office and they will pass them on.

We are always keen for new faces to join us on the PTA. You won't be laden with hours of work. We only ask of you what you can provide. If you are interested in joining the PTA, or are curious as to what we do, feel free to come along to our next meeting. Meeting dates this term are Monday 20 August and 24 September. We hope to see you there!

Taiora QE11 Swimming Programme for Team Totara and Kahikatea children. Payment of \$47.00 is now overdue if you have not paid already. We don't want anyone to miss out. Check with our office if you have any questions. 😊

In two weeks time teachers may be on strike. In this newsletter I want to give parents a greater understanding about the complexity of our job and an understanding of the hours that teachers work. We want our parents and community to support us with our employment negotiations.

What does a teacher do? How many hours do they work? Why are they going on strike?

Teaching is a diverse job and it requires a diverse skill set. I have included an extract from a diary we compiled that outlines possible jobs teachers do in the course of a day, over the weekend or during the holidays.



Most people have no idea of the challenges teachers face or the time and energy that they put into creating a positive learning community. The majority of teachers go way beyond the call of duty because they genuinely care about the *whole* child and want the best outcomes for them.

As you read the list below, what strikes you as the most unusual or surprising aspect of a teacher's job? For me it is the huge range of additional issues, besides academic needs, that teachers care about and seek support for.

We ask our community to show support for our industrial action. If you now have a better understanding of our role as educators please post something positive about teachers on social media to show your support and your understanding. Share the load! Many people talk about the holidays teachers have. These breaks are seldom holidays, rather it is *non-contact time* that allows other aspects of the job to be done or allows for teachers to recover from the long hours that they have put in during term time.

Teachers are paid a salary so there is no overtime. Our teachers at BAS (and in most other schools) work a minimum of fifty hours a week. When reports are due or when there are evening meetings like matariki celebrations or learning celebrations the hours increase to between 65 and 70 hours a week.

Do some maths.

A school year has forty weeks. For 36 of these weeks teachers work 50 hours a week.

$$35 \times 50 = \underline{1800 \text{ hours.}}$$

For four of these weeks teachers work 65 hours a week (late nights writing reports or running learning celebrations etc.)

$$4 \times 65 = \underline{260 \text{ hours.}}$$

Of the twelve weeks non-contact time half is spent in work related tasks (see the list below) Non-contact weeks are forty hour weeks.

$$6 \times 40 = \underline{240 \text{ hours.}}$$

In total that equates to about 2300 hours a year which is equivalent to 57.5 weeks (based on an average 40

hour week). A year only has 52 weeks in it thus teachers are working an additional five weeks with no breaks! No wonder our teachers are exhausted and are seeking a solution from the government in this round of pay negotiations.

The diary of a teacher

Before School



- Getting up at 5:00am to have a walk as it's the only time during the day that is *free*.
- Getting our own children up and ready for school long before other children are up and ready for school, dropping them off to: preschool/daycare/family/their own school if not at Banks Ave before getting to school to start our own day. Frequently arriving at school before 7:15am and not getting home until 5:30 or 6:00pm.
- Eating breakfast over the computer - multitasking to save time.
- Welcoming children as they arrive, talking to and liaising/meeting with parents, chatting to children and 'taking the temperature' for high fliers (children with behavioural needs)
- Administration tasks e.g., processing notice returns, handling \$, reading emails
- Morning commitments e.g., radio station, strategic team meetings, meeting with outside agencies, meeting with BoT sub committees to discuss health and safety issues or finance monitoring.
- Meetings with parents who work; sharing concerns, looking for options, celebrating successes.
- Sometimes feeling personally unwell but unable to take a day off as the class doesn't respond well to relievers or prior commitments with meetings etc., mean you need to be at school.

Mornings & Afternoons



- Teaching: New Zealand Curriculum including: HEART values, Reading, Writing, Maths, Science, Technology, Social Studies, Health and Physical Education, Music, Te Reo, Sign Language.
- Behaviour management: positive forecasting, giving HEART tokens, encouraging the reluctant, guiding and refocusing off task learners, seeking management support for escalated children.
- First Aid: monitoring the status of children with serious health issues, diagnosing probable causes for children feeling unwell, liaising with office staff and parents re symptoms. Reminding children multiple times a day at certain times to go to the office for their meds to be administered or to go to the toilet.
- E.O.T.C.: community visits, e.g., parks, museums, art galleries, urban walks, swimming pools, tramping in the mountains, teaching bush survival, belaying children up and down trees, using specialist facilities, e.g., Antarctic Centre, Science Alive.
- Co-ordinating the different places each child should be e.g., uniform fittings, ESOL, Reading Recovery, PMP, Mentoring, Mr E's programme, Oscar.
- Professional Development - continually trying to *be better than before*, putting new learning into practise.

Play & Lunch



- Duty: mediation, restorative justice debriefs, reassurance, first aider, safety issues, e.g., dogs, unwanted visitors, noticing and rewarding the positive.
- Protecting children, tree rescues, P.E. equipment retrieval, broken equipment.
- Some days their first break won't be until 12:50pm before a chance to sit, eat, toilet and breathe.
- Admin: Emails: reading and responding, printing / photocopying resources, learning materials.
- Meetings: Learning support professionals, e.g., Resource Teachers of Learning and Behaviour (RTLB's), resource teachers of literacy (RTLit's), occupational therapists (OT's), fundraising promoters, colleagues, speech language therapist.
- Teachers identifying children without food and providing lunch for a child (sometimes the teachers own lunch).
- Extra-curricular activities: Kapa haka, Choir, Digikids, Student Leaders, School Council, Band, Musical Theatre, Nature Smart Club, Code Club, Jump Jam, Drama Club, Reading in the library, Sports clubs, Ukulele, Recorder, Lunch Online Monitors, Science Club, Bike Club, Netball teams, Basketball teams, Office Duty, Librarians, Chess Club, Girls In Sport, PALS organising, Art Club, Milk Monitors, Yoga Club, HEARTbeat 106.7FM radio station (what else do we do?).
- Feedback about children: uploading work, approving posts, marking children's work and providing them with their successes and next steps.
- "Lunch break" in name only: ... eating at desk while doing tasks. Longest "lunch break" is frequently only 10 minutes at best (with an early start and morning tea duty this can equate to a 10 minute break after 6 hours work then straight back to classroom).
- In the classroom on wet days to ensure safety and wellbeing of children and keeping a happy and positive environment. This can be challenging after weeks of wet weather.

After School



- Professional meetings: Team meetings, staff meetings, leadership meetings, management meetings, Strategic Team meetings, professional development courses, Learning Support Personnel liaison meetings with external professionals, Individual Education Plan meetings, Individual Behaviour Plan meetings, mentor teacher meetings.
- Whānau meetings: Pastoral support, learning support, behaviour support.
- Marking: the day's work, checking children's work on devices.
- Taking children to sports: (not own) - coaching and managing teams.
- Planning: for next day/week, organising reading books, finding and putting away resources/books.
- Class Blog/Seesaw: Uploading work, approving posts.
- Admin: Counting and uploading HEART tokens to class list and master list. mounting and displaying learning.
- Review and reflect on the day's documentation: make necessary adjustments for next day to address manifested needs for that day.
- Liaise with necessary agencies/people: relevant to the manifested child's needs.
- Wait with a child in the office until a parent picks them up: so they feel safe (sometimes dropping the child off to their home or waiting until 5pm for someone to be tracked).

Evenings



- Planning: long term, weekly, daily marking.
- Professional Development: readings, attending courses, e.g., New Zealand Sign Language learning, CORE Online courses.
- Supporting colleagues: sharing resources, collaborating to organise events.
- Class Blog/Seesaw: uploading work, approving posts.
- Meetings: PTA Meetings, BoT Meetings, Grants Committee Meeting, Master planning for the new school meetings.
- Picking children up or dropping them off after a school event as the parents would not come but the teacher didn't want the child to miss out.
- After dinner, once own family is settled, marking children's work and fine tuning planning and resources for the next day.
- Parent Evenings: Camp evenings, BYOD evenings, Celebration Evenings, Matariki Evenings, Learning Conversations - until 8:00pm (all unpaid - we don't get overtime).

Weekends



- Sports teams: managing, coaching and supporting.
- Planning: long term, weekly, daily.
- Printing / photocopying: resources, learning materials.
- Class Blog/Seesaw: Uploading work, approving posts.
- Marking, commenting and assessing bookwork.
- Completing work not just for classroom but also other responsibilities (I.T., Maths, Cultural Responsiveness, PB4L, Wellbeing, Choir, P.E, Kapa haka, Leadership responsibilities (*one management unit equates to only about an extra \$10 a day - before tax*).
- Report writing.
- Appraisal: Working on weebly websites, TRIPS - professional development as part of mandatory Teacher Reflective Inquiry Practice, reflecting, completing appraisal requirements.

Holidays



- Emails: reading and responding.
- Planning: long term, weekly, daily.
- Printing / photocopying: resources, learning materials.
- Data: Entering and updating data, analysing, looking for trends to support learning goals.
- Excellence: Changing teaching programmes to best fit the needs of the children or to current best practice.
- Making or buying our own resources with our own money.
- Class Maintenance: Going into your classroom to arrange furniture, design and mount displays, general tidying and cleaning.
- Professional Development - teachers have to research and keep updated constantly.
- Personalised programmes to suit individual needs.
- Spending 8 hours learning how to correctly restrain a child (when children have hurt or are at risk of hurting other children).
- Completing a hui on a marae to grow personal knowledge and awareness of tikanga and culturally responsive practices.

The Unexpected



- Meeting with families to discuss crisis's and seeking support:
 - A parent dying
 - A terminal illness
 - A divorce / break up
 - Suicide attempts
 - Drug overdoses
 - A new diagnosis e.g., diabetes
 - A serious accident with long term implications
 - Homelessness - living in cars
 - Issues associated with poverty e.g., lack of food, no heating
- Taking a child home for the night due to an allegation of abuse and CFS having no home to place them in.
- Being verbally abused and intimidated in front of other children by a parent or caregiver.
- Taking children shopping for shoes and uniforms and paying for them personally
- Being called to a household at 11:30pm due to domestic violence and the only person the child felt safe with was the teacher - taking them home for a few days as a plan is put in place.
- Enrolling, paying for, picking up and supervising a child with talent (but without parental support) to attend weekly athletic sessions or music sessions.
- Picking children up and bringing them to school so they don't miss school due parents being unable to get them to school.
- Organizing Christmas hampers and presents for families in need.
- Being hit, kicked, headbutted, spat at, scratched, punched, stabbed and abused but not taking it personally; instead seeing a child crying out for help and working even harder to get them some support.
- Waking in the middle of the night worried about children's' needs and seeking ways to help
 - Eyesight and hearing issues
 - Social skills that prohibit students forming positive relationships
 - Health needs
 - Learning barriers
 - Family violence or abuse
- Going to children's' homes to:
 - Get forms signed (to get added support for a child)
 - Get a child up and dressed and ready for school
 - Take to the school disco
 - Drop off care packages or food hampers
 - To take gifts or a care package after the death of a parent or sibling.

Whakatauki

He kai kei aku ringa

There is food at the end of my hands

Said by a person who can use his basic abilities and resources to create success.