



Banks Avenue School

Living And Learning With HEART

Te oranga me te ako ki te Ngākau

Newsletter 9 – Te pānui o te kura o Banks Avenue: Wednesday 10 June 2020

Bienvenidos, karibu, maligayang pagdating, welkom, haere mai

Term 2

From the Principal - *Te pū kāea a te Tumuaki*

Talofa, Mālō e lelei, Mirēdita, Ahalan, Goede dag, Bonjour, Guten Tag, Namaste, Kon-nichiwa, An-nyong, Ha-se-yo and a warm welcome to all!

Kia ora tatou

This is week nine of a twelve week term and it feels like we are just settling back to a normal rhythm. I am enjoying the cold crisp mornings, however, I am really conscious of the pools of black ice we have forming around our playground. We talk to our students about being safe and walking carefully on frosty mornings but it would be great if you also followed up on this.

Thanks to the people who have already filled in our Strategic Review Survey. There was a glitch initially with the link, however that is now sorted. If you have time, please take a moment to share your thoughts. The information we get will directly feed into our planning for the next five years. Here is a snippet of the feedback we have had so far:

A vibrant environment for parents to meet and make relationships with other families and create a school that everyone wants to be engaged in and work for so support to the school for the kids is able to be done.

Tolerance for diversity - celebrating diversity

Māori language taught so children will be able to communicate in Māori

Arts celebrated and displayed in every form

Have your say by completing our [Strategic Direction Survey](#) by Friday 19 June. This survey is also accessible on our school website.

Alert Level 1

We now welcome all parents and caregivers back onto our school site!

Thank you for all of your support while we have been at Level 2. It has not always been easy for parents to drop children off before school without coming into the grounds or to wait outside the gate at 3:00pm. We really appreciate you working with us as we tried to make Level 2 work.

We are now at Level 1; this is great news for us as a school but also most importantly for us as a nation.

IMPORTANT DATES

MARK YOUR CALENDAR

JULY 2020

Last Day Term 2
Wednesday 1 July

Learning Conversations
Thursday 2 July and
Friday 3 July
School closed for instruction.

First Day Term 3
Monday 20 July



Our advice from the Ministry of Education is as follows:

- Physical distancing is not a requirement but where possible or practicable is encouraged when you are around people you don't know.
- There are no specific public health requirements at alert Level 1, however, we will maintain hand hygiene practices.
- There are no restrictions on personal movement, so all students, children and staff continue to be safe to go to school / early learning, and all students must attend school. If you have been keeping your child home at previous alert levels they must now return to school.
- We are no longer required to keep a contact tracing register but will continue with the usual practice of having parents and visitors sign in and out at the office if they are onsite at times other than before or after school. You no longer need an Alert Level two pass to enter our grounds.
- There are no restrictions on numbers at gatherings or on physical activities including cultural and sporting activities, practices and events. Our kapa haka group will now include juniors and we will begin scheduling team and school hui.

There are key public health measures - [Golden Rules](#) - for everyone in New Zealand to follow. For schools and early learning services this means:

- If people are sick, they should stay home (phone Healthline or their GP and get tested if they have cold or flu symptoms).
- Continue to regularly wash and dry hands, sneeze and cough into elbows.
- Soap, water and the ability to dry hands will be provided in bathrooms.
- Staff will disinfect shared surfaces at least once a day as well as our standard cleaners coming through once a day.
- We will support contact tracing efforts by displaying our QR Code poster for the NZ COVID Tracer App.
- Stringent self-isolation of those who display relevant symptoms of COVID-19, test positive for COVID-19, have been in close contact with someone who tests positive for COVID-19, or have been overseas in the last 14 days – [Ministry of Health information for self-isolation](#).

One of the bonuses of alert levels has been the degree of independence some children have gained over the last four weeks; most children have coped well without the immediate support of their parents onsite. This may be something for parents to continue to encourage, e.g., let children unpack their bags four days a week and come with children onsite one day a week.

Parent Mix and Mingle

On Friday afternoon we are inviting parents to a *mix and mingle* in the [library at 2:30pm](#). Come and have a cup of tea and a chat. It has been a long time since we have been able to do this so let's take the opportunity to reconnect with each other. Tracey, Tricia and I will be there; we hope you can make it too.

Learning Conversations

We have scheduled Learning Conversations for the last two days of this term, Thursday 2 July and Friday 3 July.

***School will be closed for instruction on these two days.
The last day of term 2 is Wednesday 1 July .***

Purpose of Learning Conversations

- Reconnect with parents.
- What did parents notice about a child's learning in lockdown?
- What questions / wonderings have they got?
- Teachers will share students' progress and achievement.
- Collaboratively (parent, child and teacher) set mid year goals. What will the teacher do? What could parents do to help? What is the child's role?

As we are making interview slots fifteen minutes long we need to take two days to do these meetings; to get through 54 meetings teachers would be working 13 hours without a break!

There will be a form coming home this week showing how you can book an interview slot. We will be having one late night, Thursday, however parents will also get the opportunity to book an online meeting if that is more convenient.

Support Staff Week

We are fortunate to have a number of staff at Banks Avenue School who support teachers and who support children. We could not do the job we do without their help, their compassion and their willingness to go the extra mile.

Thank you to:

Our Learning Assistants: Marie, Ann, Liarne, Kirsty, Ady, Tracey, Robyn

Our Office Ladies: Colleen, Rebecca, Jenny

Our Caretaker: Tony

Our ESOL Teacher: Chantal

Our Chaplain: Bob



I love my job

Tricia spends part of her day listening to children read. I get the benefit of sitting in my office eavesdropping on her wonderful conversations with young learners who are proud of their progress and excited to show her what they can now do. Well done Hunter and Brooklyn; I love my job because of children like you who are excited about learning.

Resilience



The school year presents children with countless challenges, setbacks, failures, and general difficulties. [Resilient children](#) withstand the pressures that school (and life) provide more effectively than children who are not resilient. Resilience is being able to 'bounce back' from difficult times, setbacks, and other significant challenges. It includes being able to deal effectively with pressure, and get through tough times with good outcomes.

Parents (and teachers) play a substantial role in the development of resilience in their children. On the [Kidspot](#) website you will see some tips to help build resilience in children. In brief:

- Listen with your heart.
- See the world through your child's eyes.
- Accept your children for who they are.
- Promote responsibility by giving responsibilities.
- Teach your children to make their own decisions.
- Discipline, but don't denigrate.
- Develop strengths.
- Teach that mistakes are an opportunity to learn.

Children who are resilient do better than children who are not resilient. Parents use the skills outlined above to foster resilience, and as a result resilient children:

- feel special and appreciated.
- learn to set realistic goals.
- have appropriate expectations of themselves.
- others believe they can solve problems and make good decisions.
- see weaknesses as a chance to learn and do things better.
- recognise, develop, and enjoy their strengths and talents.
- believe they are competent.
- are comfortable with others.
- have good interpersonal skills.
- and most of all, resilient kids bounce back!

Kindo

Kindo is our school online shop. By having an account you can pay for school expenses, e.g., stationery, pay for PTA events, e.g., school disco and order lunch online. Have you created a kindo account? If the answer is no, login to our school website and follow the process.

Starting School



A very big warm welcome to Amelia in Room 8 (The Nest) and her family to our Banks Avenue School Community.

Banks Avenue Mentoring Programme - BAMP

We seek parents or community members to give an hour of their time once a week to mentor individual children. The mentor will build a relationship with an assigned child and visit the school once a week to do some sort of activity with their mentee. Our current mentors do a range of activities with the children they mentor, e.g., garden, read books, play board games, cook, craft activities. Mentors can choose what they do. Mentors end up developing powerful relationships with the children they meet with. For the child these sessions are often the highlight of their week. If you would like more information speak to Belinda Walsh in room 26 or email her at bwalsh@banksave.school.nz.

Miro Art

Chris and Isileli brought their fabulous art faces down to show me. Well done all of Dudley, I thought your artwork was fabulous.



Term 2 HEART Value Focus Excellence



Eke panuku,
eke Tangaroa.



Hauora Excellence Aroha Respect Togetherness

Our school HEART values are central to all that we do at Banks Avenue School. Once a child has received a HEART token they hand it into a collection box in their classroom. Teachers tally and record how many tokens each child earns under each of our values.

- 25 HEART tokens (same value) - name in newsletter.
- 50 HEART tokens (same value) - a wristband.
- Two or more wristbands the same - lunch with the principal.

Ultimately children are trying to earn all five wristbands. Once they have done this and then collected an additional fifty tokens they will receive the black HEART wristband, which depicts strong school citizenship.

Twenty Five Tokens

Hauora:

Excellence: Ethan (*The Nest*); Hazel and Meela (*Roto*).

Aroha: Tyler (*Awa*).

Respect:

Togetherness: Jasmine (*Roto*).

Fifty Tokens These children have earned their wristband this week.

Hauora: Sanam, Jonah, Adair, Stephanie (*Black Robins*); Kayla (*Roto*); James, Rawiri, Lewka, Callum, Natalia, Rushton, Maryam, Amelia (*Kuaka*); Lucas (*Awa*).

Excellence: Lilly (*Black Robins*); Tim, Tumeke, Jack, Oscar, Ruby and Hollie (*Roto*); Gabrielle, Adara, Amber, Amelia, Makaii and Maryam (*Kuaka*); Leila (*Awa*).

Aroha: Alex (*Roto*); James, Taani, Ayla, Callum, Lewka, Amber, Gabrielle, Natalia, Amelia, Ryder (*Kuaka*); Elizabeth and Sofia (*Awa*).

Respect: Payton and Ella (*Black Robins*); Taani, Ashley, Amber, Gabrielle, Natalia and Makaii (*Kuaka*); Amelia, Carlos and Fletcher (*Awa*).

Togetherness: Alissa, Fatima, Koryn, Ben and Tilly (*Black Robins*); Daniel (*Roto*); Ayla, Callum, Race and Amelia (*Kuaka*); Lakai and Caleb (*Awa*).

Lunch with the Principal

It was great having lunch with all 42 of the children who earned double wristbands in term 1. In week 11 I will publish a list of the children who have earned double wristbands this term. I think there may be more than 42!

Black HEART Wristband

Dudley: Jorja C, Alex H, Summer B, Quinley G, Joel P

AWA: Levi D, Elizabeth B

Roto: Erin H



Understanding and Supporting Children with Grief and Death

The recent death of an ex-pupil has caused a lot of anxiety for a number of students and staff. Several parents have been in to talk about this, but we also know there will be other children who are anxious or stressed. The information below was shared with us by the Ministry Trauma team; it has some great information, especially in the section at the bottom where it gives suggestions on how parents can support children.

What to expect

Every child's reactions will be different. Many things will influence your own child's response, like their age and stage, their level of understanding about death, personality, how well they knew the person, their culture, their beliefs, what else is happening in their lives, and the kind of support they have.

Grief is a normal process that helps people of all ages adjust after a difficult loss, including children

It is usually an up and down experience. Most children tend to grieve in short bursts. They'll show moments of distress and then, before you know it, be back involved in their other activities and seem unaffected. Some children might show no reactions at all at first but may have some reactions later. A few children may be seriously affected and preoccupied by what has happened for quite some time.

Every child will do grief in their own way

The sudden death of someone your child knows, even if they didn't know them well, is likely to be distressing and unsettling for them. They're probably seeing others around them upset and grieving as well. It may be someone within the school community, or a member of their family, whānau or friend group who has died. Children can find out about a sudden death in many ways – from yourself, overhearing adults or other children talking about it, through social media, hearing or reading a news report, or being told by someone at school or in the community. They may not be sure what a sudden death means or even yet understand death. Your care, support, comfort and reassurance can help your child feel safe and more able to cope.

Your child might also experience some traumatic stress if they have directly witnessed or indirectly been traumatised (frightened) by any aspect of the death or its aftermath. It is a normal reaction to what they have seen or heard if it was shocking, scary or terrible. Grief and traumatic stress after a sudden death can affect a child's emotions, thoughts, body, spirit and behaviour.

Common emotional reactions include: shock, numbness, confusion, distress, sadness, anxiety, worry, clingy, irritable, anger, guilt, shame, embarrassment, blaming, rejected/abandoned, or feeling overwhelmed.

Other reactions include: wanting information, asking why and searching for reasons, preoccupied, difficulty concentrating, nightmares, not sleeping well, appetite changes, more physical complaints like tummy aches, nausea or headaches, temporarily reverting to younger behaviour, bedwetting, separation anxiety, increased temper tantrums, disruptive at school and/or home, social withdrawal, tensions with others, or less interest in school work and activities.

Children experiencing traumatic stress can additionally experience: numbness and a lack of reaction, replaying difficult memories on loop, unsettling flashbacks, wanting to keep talking about what happened, avoidance of bad memory triggers, heightened anxiety, panic attacks, constantly on alert, easily scared or startled, more distrusting, or refusing to go to school.

Some children might want to talk about their thoughts, feelings and reactions – and others will not. Some may hide their distress. Children need understanding and support to deal with this loss in their own way.

For most children, reactions will start to ease up, but they may last longer than you have expected. For a few children, reactions might continue without easing up or may even intensify. This lets you know your child needs some extra help to cope.

It is normal for a child to remember a sudden death as they move forward through different stages of their development. Memories can resurface and they might experience further grief reactions and have new questions, even years later. Each time they will find your support reassuring.

Ways to support them

- Help your child to feel safe, loved and supported by showing them you care about them, and about what has happened.
- Talk with them gently and briefly about this sad time, even if they did not know the person well. Parents and caregivers are the best ones to talk with their child about it and to answer any questions they have. Keep things simple. Use language suited for their age and understanding. They might have more questions or comments in the coming weeks.
- Try to protect your child from hurtful judgements and confusing misunderstandings some people might have about a sudden death and mental illness. If possible, do not discuss details of the death, including method, location and circumstances. Do not share the details with others yourself. If your child is older and using social media, urge them to be respectful and never to hurt or shame others with comments about a sudden death.
- Ask about their positive memories of the person's life, so they won't just focus on how the person died. If they want to talk, listen well. Listen more than you talk. If they don't want to, let them know that's okay. Remind them you're there if they'd like to talk another time. Chat about who else they may talk to.
- Reassure them they are safe. Tell them who is looking after them. Remind them who loves them. Extra hugs, holding their hand or a comforting pat can remind them you are close by. What else might bring comfort? A favourite movie? Cuddling a special toy? Playing with a friend? They may want to be with others more or want more time alone.
- Help them to keep up routines and normal activities. They are reassuring in uncertain and upsetting times.
- Care for their everyday needs well. Having healthy food, enough water, getting exercise and enough sleep all help in stressful times.
- Let your child know it is normal to have all sorts of feelings after someone dies, like feeling sad, worried or angry. Some children can feel guilt after a death. Let them know they are not responsible for what happened. Talk about helpful ways to manage strong feelings and difficult thoughts. For example, chat about taking some slow, deep breaths if they're anxious, or talking to someone they trust when they're really sad. Model managing emotions well yourself.
- Reassure them that having a laugh, enjoying things and playing with others are still okay. This helps us release stress that is inside and is a distraction from some big feelings for a while.
- Check in with your child regularly. Look for natural moments to have a chat. Spend time with them. How are they doing? Children often worry about different things to adults. Check on their worries. They will often use play to express what is inside. Look out for any concerning changes in mood or behaviour.
- Got concerns? Deal with these honestly when they come up. Do not let them build up. Reach out for extra help and support whenever it is needed. (See below).
- Know that when anyone has been directly or indirectly affected by a sudden death it can potentially negatively influence their own thoughts if they are emotionally vulnerable and going through tough times, including children. Seek help if you notice any unusual or worrying mood or behaviour changes. (See below).
- Support them into the months and years ahead, especially when it is an anniversary time or a special day.

Getting some extra help

Talk to your child's teacher and/or the pastoral care staff about your concerns. Ask them about the help options.

Organise for them to visit a doctor or school nurse, to check on their wellbeing. Encourage your child to talk with a counsellor or other support worker about what they're finding hard.

For free support or advice about your child, or for yourself, phone or text 1737 (available 24/7). In an emergency crisis, if you believe they are at immediate risk of harm, call 111.

Talanoa Ako App – The Ministry of Education has released the Talanoa Ako App, designed to support Pasifika families with their child's education. It can be downloaded on android and apple. The following links are useful:

1. <http://www.education.govt.nz/news/talanoa-ako-digital-app-now-available/>
2. <https://apps.apple.com/nz/app/talanoa-ako/id1511660679>
3. <https://play.google.com/store/apps/details?id=com.kiwamedia.android.qbook.PAC0001&hl=en>



Talanoa Ako ¹²⁺
Ministry of Education New Zealand
#103 in Education
★★★★★ 5.0, 2 Ratings
Free

Other notices

Absences

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: www.banksave.school.nz/absences or 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.

PTA

2020 ENTERTAINMENT BOOKS

Digital Entertainment Books are available (works on all app capable phones). \$70.00 with 20% from each book coming back to the School.

Purchase through our online link:

<http://www.entbook.co.nz/1348e93>

Hot Cross Buns

These arrive today - Wednesday 10 June and can be collected from the library from 2.30 - 3.15pm. Remember to bring a bag to carry them home in. Thanks for your patience on this fundraising event!

Support Local - Together is better

Are you local? Do you have a small business you would like us to promote? Do you need some extra work?

Email your business details to details to

office@banksave.school.nz

Darryl T

GENERAL HANDYMAN

No job too small

Phone: 021813955

Email:

ltamaiparea@banksave.school.nz



**JRP
ROOFING**

Repairs to existing roofing, fascia and gutters
Installers of new fascia and gutters

Jason Power
0274-038-298

jrproofingjrp@gmail.com

Postponements and events

Banks Avenue School trip or event postponements and or cancellations will only be advised via Flexibuzz, Facebook and as viewed on our website: www.banksave.school.nz



As a Thank You Kelly Sports Christchurch East and South-West are offering Support Staff with Primary Aged Children the chance to access our July Holiday Programmes with a 15% Discount.

To claim this offer please email steve@kellysports.co.nz (please note evidence of your role will be required for verification purposes)