



Banks Avenue School

Living and Learning with HEART

Te oranga me te ako ki te Ngākau



NEWSLETTER

28 March 2018

Hi, kia ora, Namaste, Kon-nichiwa, An-nyong, Ha-se-yo

Number 09

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

Friday 30 March	Good Friday – school closed
Monday 2 April	Easter Monday – school closed
Tuesday 3 April	Easter Tuesday – school closed
Friday 6 April	Lucky Book Club Orders close
Monday 9 April	Junior and Senior Cross Country
Wednesday 11 April	Junior and Senior Cross Country postponement day
Thursday 12 April	Last Day Term 1 – children dismissed at 3:00pm
Friday 13 April	Teacher Only Day
Wednesday 25 April	ANZAC Day – in school holidays
Monday 30 April	Term 2 begins

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 9:00 am 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.

Whew! How tired are your children? Sometimes as a teacher and a leader it feels like I have run a marathon. I know many teachers are feeling bone weary as I suspect many children are. Easter will be a much welcomed break. **Remember schools are also closed on Easter Tuesday.**

Teaching is a much more demanding job than it was ten years ago. Teachers have a huge number of learning, social, behavioural, medical and family issues that they deal with and juggle every day. Teaching is no longer just teaching. Luckily for the most part teaching is highly rewarding; when you see a child make a breakthrough with their learning, show pride in their achievements, demonstrate leadership, display empathy and kindness to their peers or even leave you little messages or cards - those are the moments when your heart swells and you have affirmed that you are in the right job.

To Ms Burnside

You are the best principal ever (not that I know many more) I wanted to write this letter because you are very nice to the people at this school I appreciate it very much thank you

From Lily Shea



Sadly the life of a teacher is sometimes made more difficult by parents who are not always as respectful or as understanding as they should be. It is very difficult to have a positive day in the classroom after a parent has barged in, first thing in the morning and been verbally aggressive or in some cases outright insulting. As a result of some recent actions by a very small group of parents our BOT has adopted a Parent Code of Conduct. I have attached this with this newsletter.

We always appreciate parent feedback and endeavour to have open and caring relationships with whānau; we know by working in partnership we can make the most difference for our tamariki. If you do have concerns

please follow our school policy and procedures on how to address these.

To view our Complaints Policy go to Schooldocs; logon as *banksave*, password *banks*. Type *Complaints Policy* in the search bar. The link to Schooldocs is: <http://banksave.schooldocs.co.nz/>

On a more positive note, a **HUGE THANK YOU** to:

- The parent who donated a substantial amount of money to help us fund our sandwich snack. We now have enough money to supplement sandwiches for two terms.
- Pak n Save Wainoni for donating \$100 toward sandwiches.
- Our small group of parents who have come in every morning to make up sandwiches.



Cultural Day

This afternoon we had our Cultural Celebration. This event warms our hearts as teachers and as a community. At BAS we have children and families from more than thirty different ethnicities; we know this richness of culture makes us special. It has been great in the last few weeks to acknowledge and celebrate this diversity culminating in today's extravaganza. Thanks Helen S. for organising this event and a huge thanks to all the parents and grandparents who have supported us as well.

Parent Session

Last night we ran our parent session on *PTSD, Anxiety and Stress*. This was very worthwhile session; I know the parents who attended got a lot of useful insight as well as some practical ideas to help at home. One of the concepts Liz shared was the idea of Emotional Coaching. She talked about having two cards - one showing a stressed / angry person and one showing a smiling, happy person.

Have these two cards in a handy location – accessible to both your child and you (on the fridge or kitchen bench, for example).

When your child is NOT stressed

Explain the cards to your child who might be sensitive to stress. For example:

This card is for when you are feeling stressed **INSIDE** and this card is for when you are feeling calm and settled **INSIDE**.

When your child is stressed

If you find your child acting (outside) irritable, angry, aggressive, clingy, or any other sign of being stressed, say to them gently (be gentle, you don't want to increase their stress).

- a) *You are (acting angry / you are having trouble sleeping or something from the list on stress). This means that you are probably feeling stressed inside.*
- b) Point to the stressed card or give the stressed card to your child and, say
- c) *Feeling stressed is ok, everyone gets stressed, but no one wants to feel like that inside.*
- d) *I will help you calm down or "Can you try to calm down by yourself?"* (point to calm card and use one of the strategies for calming down after stress)
- e) Ask the child to give you the "Calm" card when they are feeling calm inside.

If you would like a copy of the Emotional Coaching handout, send me an email to tburnside@banksave.school.nz and I will forward you a copy.



The Ministry of Education have appointed OPUS as our lead designers and master planners.

The Board are meeting with OPUS architects for the first time this week. Next term it is expected that we will hold parent consultation and information evenings; these will allow parents to have a say on the design of our new school.

OPUS were responsible for designing the first stage of Clearview Primary School (in Rolleston). They also designed Halswell School and are currently working on Mount Pleasant School.

Kathleen Liberty Initiatives (KLI)

This term we have introduced a range of Kathleen Liberty's Initiatives:

- Changed daily time table,
- Play, eat, learn,
- Drink to think,
- Carbo snack (peanut butter or vegemite wholemeal sandwich) at 9:30am.

Staff are currently reviewing the impact of these initiatives; we continually endeavour to refine and improve our practice. If you would like to give feedback, email me at tburnside@banksave.school.nz and I will share a link to the google form that has been created to collate feedback.

We expect parents to continue to provide the carbo snack, wholemeal sandwich, for children. Research shows that adding a high carbohydrate snack to the school day has benefits. Thanks to the generous funding from a parent (mentioned above), we are able to provide this snack for the small number of children whose families cannot provide an additional sandwich; we cannot afford to provide sandwiches for all children.



'HOT SHOT' LEARNER'



Walter takes responsibility for his learning – always trying his best in all he does. He is helpful, kind and caring and uses our HEART values every day. His positive attitude towards his learning shines through as he strives to be 'better than before'.

Keep up the great work Walter 😊

Junior and Senior School Cross County

The School cross country is coming up on Monday 9 April (p/p date 11 April). The junior races will start at 11:15am and the senior races at 1:15pm.

Please make sure your child comes to school with good running shoes, a drink bottle, sunscreen and a full lunch.

Children are **expected** to be in school uniform to run, but may wear a plain t-shirt in their house colours instead of their school t-shirt. They may also wear hair ribbons in their house colour if they would like. If your child doesn't have a t-shirt in their house colour then they must be in school uniform.



Feel free to come along and support our tamariki. If you are able to help please complete the tear off slip on page 4 and return it to your child's class teacher.

Sun Hats

Compulsory sunhat wearing will stop at Easter.

Policies

This term we are reviewing our Homework Policy.

Parents can give feedback on this policy

Click on the link

<http://banksave.schooldocs.co.nz/>

Select the *under review* button on the right of the page to leave your comments.

UNDER REVIEW
Term 1, 2018

Hi, my name is Hayley and I'm in AWA. I'm proud of myself because I have won the Most Improved Junior Girl for squash at my club. I think I got it because I try my hardest and I don't give up. I have only lost one game in interclub this year.



If you want to play this wonderful game, start off with tennis to get used to a racquet. Come down to the club on a Wednesday after school to practise.

Hayley Atkinson - AWA

HEART Tokens

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

Hauora: Dominic M, Riley M (Roto) and Brendon B (AWA).

Excellence: Skylar C, Ryan C (Keas), Lakai N and Tai McK (Roto).

Aroha: Dallys R-P (AWA).

Respect: Hidayat A (AWA).

Togetherness: Alyssa U (Roto).

Fifty HEART Tokens

Congratulations - these children have earned a wristband.

Hauora: Charlotte B (Roto).

Excellence: Charlotte B, Lucas B, Riley M, Zachary W and Madison B (Roto).

Respect: Amber B (Rm 7).

Togetherness: Makaii W, Ashley M (Rm 7) and Rai Rai O (Roto).

Lucky Books – Club to Class – Issue 2

Orders close on Friday 6 April 2018. Go to mybookclub.scholastic.co.nz to place your order online or send your order to the school office (cash only - we are unable to process credit card payments).

Join the Fun Girl Guiding NZ

If you have a 5 or 6 year old daughter who like to have fun then contact Jenny Brawley ph. 0220542093 or visit www.girlguiding.org.nz



GirlGuidingNZ

Remember

Easter: School is closed from Friday 30 March to Tuesday 3 April.

We open again on Wednesday 4 April.

End of term: Our term finishes on Thursday April 12. School will be **closed for instruction on Friday 13 April** for our Teacher Only Day.

Term two: Our first day back is Monday 30 April.

Teacher Only Day - term two: School will be closed for instruction on Friday 1 June.

There will be no newsletter next week - due to it being a short week.

Whakatauki

Tangata ako ana i te whare, te turanga ki te marae, tau ana.

A person who is taught at home will stand collected on the Marae (meeting house grounds).

A child who is given proper values at home and cherished within their family will not only behave well amongst the family but also within society and throughout their life.

Team Kea Learning Hub have been learning about different types of poetry – here are some of our cinquains we have written.

Pony
Colourful, strong, eating,
galloping, drinking.
Gallops down the paddock,
horse

Kaiya Year 3



Bear
Big, gray, eating, running,
growling. Sleeps in a cave,
wild.

Ryan C Year 3

Banks Avenue School Junior and Senior Cross Country On Monday 9 April (postponement date 11 April).

_____ can help with the junior / senior cross country.

Child's name: _____ Room: _____

Contact phone number: _____

Please return to your child's teacher.

Parent Code of Conduct Policy

Parent's & Visitor's Guidelines

Banks Avenue School is committed through its Health, Safety and Welfare Policy to provide a safe and healthy physical and emotional environment for students, staff and visitors. Our Code of Conduct Policy enables us to remind all parents, caregivers, whānau and visitors to Banks Avenue School about conduct expected from them.

Our Code of Conduct Policy applies to all conduct whether in speech, in action or delivered through emails, texts, phone calls, social media or other communication; and while at Banks Avenue School or at another venue where students and/or staff are assembled for school purposes (such as a camp or sports match).

Expectations

Banks Avenue School expects parents, caregivers, whānau and visitors to:

- Treat all people (staff, students, other parents) with respect;
- Work together in partnership with staff for the benefit of all children;
- Respect and demonstrate Banks Avenue School's HEART values;
- Set a good example to students at all times;
- Follow appropriate and proper procedures to handle any complaints; *complaints and concerns policy* is available on <http://banksave.schooldocs.co.nz/> log in *banksave* password *banks*.
- Adhere to other Banks Avenue School policies and procedures (such as Visitors, Smokefree, and Alcohol/Drugs and Other Harmful Substances policies) and any legal requirements.

Examples

Examples of conduct that contravenes these expectations include:

- Insulting, abusive, or intimidating staff, students or other parents;
- Physical aggression;
- Harassment;
- Deception/fraud;
- Discrimination (for example based on ethnicity, religion);
- Smoking or possessing or using alcohol/drugs/other harmful substances on school premises or at another venue where students and/or staff are assembled for school purposes (except possession or use of alcohol strictly in accordance with Banks Avenue School policy);
- Threats;
- Bullying;
- Profanity/offensive language;
- Damaging or destroying school property;
- Consistently placing unreasonable and excessive expectations on staff time or resources;
- Pursuing a complaint or negative campaign, or making defamatory, offensive or derogatory comments, regarding the school, its board or any staff or students on social media or other public forums.

Processes

There are a number of different ways that contravening behaviour can be dealt with, and each situation depends on the nature of the behaviour, its seriousness and the process any witness or victim of the behaviour feels most comfortable with. Examples of processes for dealing with such behaviour include the following:

- Documenting each instance of behaviour including the date, time, place, who was present, what was said (verbatim if possible), how any witness or victim felt and/or responded.
- Conversation between the Principal and/or Board chair (or their delegate) or appropriate staff member is held with the relevant person detailing the problem and required resolution.
- Warning letter detailing the problem and required resolution and reminding of the possible outcomes of repeated conduct.
- A meeting may be arranged as an alternative or in addition to the above steps. This may include restorative practices.

Consequences

Outcomes of conduct contravening this Code of Conduct Policy may include the following:

- The school's board is the occupier of the school premises under lease from the Crown. There is no automatic right of entry to state school grounds. The school's board has set this Code of Conduct as a condition of entry. The school through the Board may ask a person to leave the school premises by revoking their permission to be on the school grounds then asking them to leave under section 3 of the Trespass Act 1980.
- Unacceptable behaviour of a criminal nature may result in the Police being informed. For example, under section 139C of the Education Act 1989 it is a criminal offence to assault, abuse, or intimidate a staff member within the presence or hearing of any student while on school premises or in any other place where students are assembled for school purposes.
- Other instances of criminal offending may occur where drugs are involved, an assault has occurred, or a person persists after being trespassed off school grounds.
- In the case of behaviour amounting to harassment, a restraining order may be sought.
- In some instances, it may be appropriate to refer behaviour to a third party for resolution. For example, a Facebook comment that contravenes this policy may result in a report to Facebook. If unacceptable behaviour occurs at a sports event or sports venue, then it may be appropriate to involve the governing body of that sport, event or venue.

Relevant Legislation:

Education Act 1989, section 139C

Trespass Act 1980, section 3

Banks Avenue School Policies and Procedures

Smokefree Schools

Harassment

Alcohol/Drugs and Other Harmful Substances