



Amuri Area School Newsletter 1st May 2020

Thus ends the first week of both onsite and offsite delivery. Given our current tracking of case numbers we are really hoping to see a more complete return to school in the near future.

We are well into our level 2 preparations for a full return to school and as a result of the current circumstances we have made some changes to our timetabling and staffing moving into this time. A small number of our staff cannot return to work during level two and will continue to engage with their students remotely until we are in alert level one. In the past 2 years we have relied heavily on overseas appointments of specialist positions and the travel restrictions that are currently in place will effectively cut this source of talent off for the time being so we will have to innovate and make the very best of the skills we have on staff for the foreseeable future until the normal cycle of appointments and recruitment can resume.

That being said we **CAN** and **WILL** make this work. Your teachers are a pretty versatile and willing bunch who are committed to providing the very best for your children. In my daily gratitude exercises these professionals are often at the forefront in my thoughts.



A small but hardy group back at school on the Junior Side this week! Great to see their smiling faces and sanitised hands!

Over the next week I ask that you take time to prepare your children for the return to school. I am no medical health expert, so I follow the guidance of those that are. I place trust in these experts so when the inevitable return to school happens, I believe it will be a positive step that our children really need. For you as parents now is a good time to start thinking about getting your child back into a school day sleep cycle and having discussions around any worries they may have. Reinforce that school is a safe place to be, and it is the best place to be! For my part it has been wonderful to see students back on the school grounds this week. I look forward to seeing many more in the very near future. Let us all get ready for that day to come.

James Griggs Principal

The children back at School after the virus.



Senior School News

We are now in week 2 of Term 2 and while our learning environment is currently radically different from 'normal' our achievement goals remain the same. Well done to those students who have adapted well to the online environment, you are showing that true kiwi can do spirit and an ability to innovate when things do not go according to plan! A small number of our students unfortunately are not yet demonstrating the self-discipline and management required to continue proactively with learning – even online effort and achievement is visible. We suggest that it is not too late to engage effectively to avoid being left behind your peer and year group.

Just a comment about Zoom lessons – please remember these are actual lessons not meetings, the teacher will be instructing and students will be participating with questions etc. One of basic zoom etiquette behaviours is that students have their camera on and microphone on – the teacher can mute microphones if needed and any student who does not use their camera or microphone will be 'removed' from that zoom lesson. This no camera/microphone on behaviour is no different from a student sitting with their back to the class and teacher in a lesson and refusing to participate. If there is a genuine issue with your devices camera then let your teacher know.

To support what we are all doing I will offer the following comments for each year level:

Year 9 – feedback from staff is positive for most students and as time goes on the students are becoming less inhibited about asking for help. I have heard of some great examples of work being produced – keep up the good work. The important thing is to keep up the momentum and attend your zoom lessons.

Year 10 – Majority of students are doing the very best that they can and again this is a credit to them and parents quietly or not so quietly encouraging at home. Some students need to be aware of etiquette and expectation around Zoom lessons

Year 11 - It is also good to hear that individual students are asking for help – remember the teacher is not a mind reader so do not be afraid to ask for help and teachers will happily give it. There are a handful of students who are not putting in the required effort so to put it bluntly Level 1 will be not achievable with this approach. Remember that regardless of numbers of credits gained, students must have at least 10 Numeracy and 10 Literacy credits.

Year 12 – My advice this year is the same as I give at this time each year - Year 12 is a big step up from level 1 and this has been clearly articulated by all teachers from the start of the year. Students will have to work hard and put in lots of extra hours – this is quite normal. The key is managing time and workload and this is the biggest challenge in this current environment. The plus side at present is that there is no bus travel time and possibly part time work may also have disappeared so make the most of your time. I am pleased with the positive feedback I am getting so well done to those students – there are however some who need to step up in order to achieve their potential. Reminds me of the saying 'If it is going to be, then it is up to me' I have emailed all of the Year 12 students twice now reinforcing the importance of letting teachers or me know if workload is getting overwhelming . We can be flexible but only to a point so good communication is very important.

Year 13 – Staff indicate that you have settled into a positive work routine and are managing your time wisely. Keep up the good work.

Finally, we appreciate all the support parents are giving students and we are also proud of the efforts our staff are going to ensuring they are offering the curriculum in the most innovative way they can. Together we can help our children to achieve.

Penny Mossman

Home Internet Safety

Some great work has been completed to help you keep your children safe online at home. Got to Switch on Safety.co.nz, scroll down and click on the type of device you are using for some simple tips you can use to firm up your home internet security.



Home FAQs About N4L Help Contact form

AN IMPORTANT MESSAGE FROM THE MINISTRY OF EDUCATION AND N4L

switch  on safety

Thursday

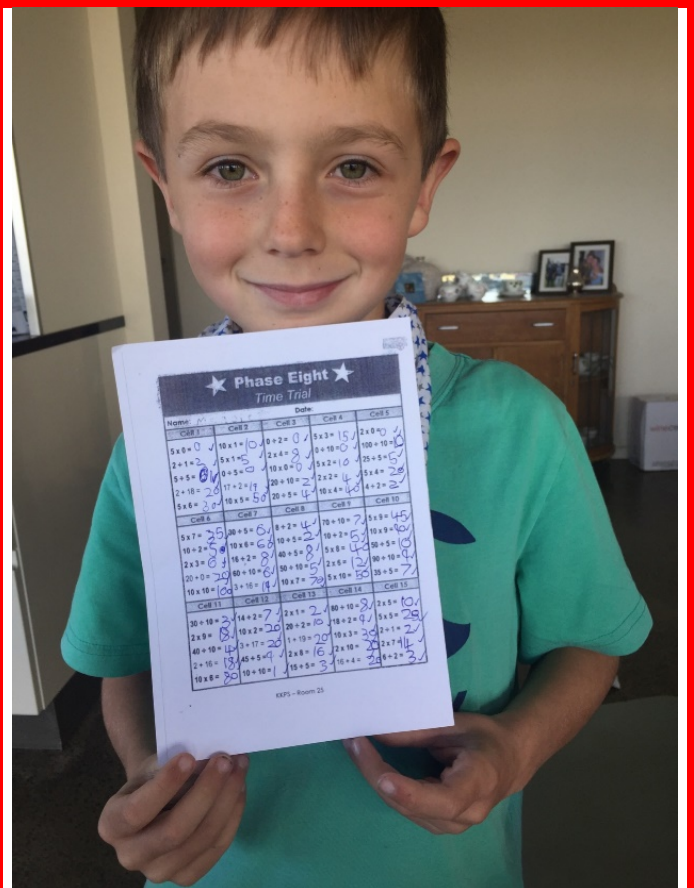
This is a snow leopard. He has a repetitive pattern of black sploches all over him.

His eyes are like green stone. It looks like he is looking for his pray from a tall tree.

"Spoulsh!" went the soft snow ,as it is spring in the forest.

The leopard is slowly creeping up to the unsuspecting deer...

"Groul!" went the leopard.



Some Great Description of a Snow Leopard by Maria Lim and Max Cater has been smashing his maths each day!

Guide for Parents, Caregivers or Whānau to help students manage NCEA assessment remotely during COVID-19 Alert Levels 3-4

What can parents/caregivers do if you are worried about your young person's achievement?

- Remember you are not expected to be your young person's teacher.
- Support and encourage your young person to keep engaged with their learning, and their classmates.
- Check communications from teachers and NZQA regularly. We may use email, Facebook, our website, our school app, and online portal to regularly update you on arrangements for senior students.

Ensure that your contact details (phone numbers, email addresses and home addresses) are up to date so that the school can contact you

- Let us know if you have any concerns or questions about NCEA assessment and how your young person is getting on.

What will be different and the same as going to school each day

- Our school will have different expectations for senior students depending on their remote learning environment and the level of alert in the community.
- Teachers will be communicating with students, and setting and marking work regularly throughout the week, just as they would if they were at school.

Parents, caregivers and whānau can help their young person by supporting them in their learning and encouraging them to:

- o establish a routine
- o check communication from their teachers regularly
- o develop a plan/timetable to complete the work set by their teachers
- o communicate with their teachers if they need help and guidance.

Evidence from changes made to assessment following the 2011 Christchurch earthquakes showed that:

- More flexible assessment opportunities do not affect the expected performance or the credibility of the results.
- The flexibility of NCEA means teachers can gather assessment evidence from individual students at any time and in a variety of ways to meet the needs of the student's situation e.g. oral, visual, as well as written.

Support for schools communicating to parents, caregivers and whānau about NCEA during COVID-19 disruption

- Schools already make decisions about NCEA assessment to meet the needs of their students. The flexibility of NCEA will also allow us to meet students' needs now.
- Students will still have opportunities to gain credits, including NCEA qualifications, Vocational Pathways, and University Entrance award.
- We can have confidence in the professional judgements of teachers and schools to make valid assessment decisions in stressful times. Students can still get their NCEA – Level 1, Level 2, Level 3, Vocational Pathways, University Entrance, Merit and Excellence grades, and endorsements
- NCEA is a flexible qualification and teachers are using its flexibility to reduce the impact of the Covid-19 disruption.
- We are making sure that any changes we make to learning and assessment programmes will still enable students to get credits, achieve their qualifications and awards.

- Merit and Excellence grades, course and certificate endorsements are all still available.
- Students are still able to move on to the next qualification level if they have not completed the previous level qualification. For example, Level 1 students can fill any qualification gaps using credits achieved from a higher level.

You may find these resources useful:

- o Parent resources on NCEA - understanding credits, internal and external assessments, numeracy and literacy.
- o Watch a video on how NCEA works (available in Te Reo Māori, Cook Islands Māori, Vagahau Niue, Gagana Samoa, Lea Faka Tonga and New Zealand Sign Language).

Your young person can still do assessments, although there may be changes to what they will 'hand in' and how:

Assessment could include:

- o Work done on the computer. Your young person can get work to their teachers through Google Classroom, One Note, SchoolBox, email, messenger or another application. Their teacher will tell them what to use.
- o Work done on paper. Your young person can complete activities on paper or in workbooks and keep these to hand in later or keep in a file or portfolio. Class activities. These can include discussions in Zoom, Facebook, Google Hangouts, Skype, message threads, or in-person activities.
- o Practical or physical work. This could include technology, art, design, science, and performance work that students record or hand in later.
- NCEA internal assessment does not have to be done under test conditions so teachers have ways to assess these remotely, where this is possible.
- Assessments requiring supervision can be deferred until the alert level permits.

Support for schools communicating to parents, caregivers and whānau about NCEA during COVID-19 disruption

How teachers know a student's work is their own

- Teachers check that work is authentic by:
 - o Having checkpoints or milestones for big assignments
 - o Checking plans, drafts, notes and working
 - o Using digital tool features such as revision history, plagiarism checkers, and 'googling' content
 - o Talking to the student to check the depth of their understanding.
- Submitting work for assessment that is not their own work can result in the student getting a Not Achieved grade.

What about exams?

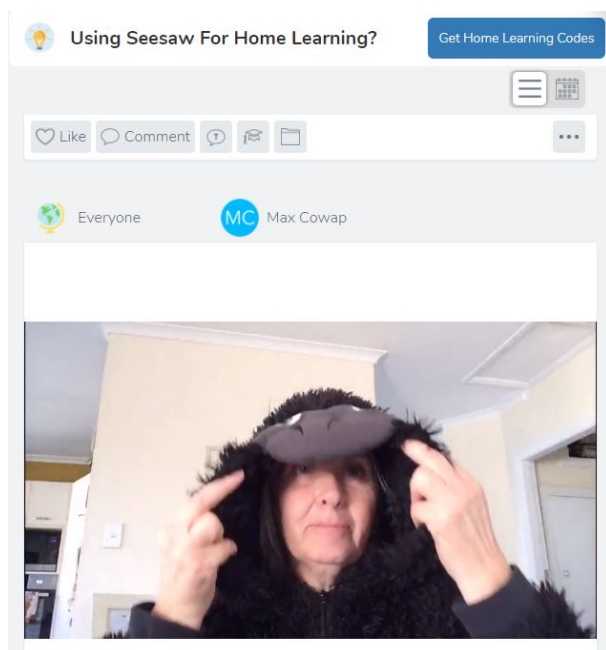
- The timing of our school practice exams may change or may not be possible, depending on the extent of COVID-19 disruption in our communities and the alert level we are in.
- Even if our practice exams are not possible, teachers will be collecting evidence of student learning for external assessments in the same way they collect evidence for internals. Grades can be derived from this evidence and may be used when student performance in NZQA examinations is affected by circumstances outside their control.
- NZQA's preparations for end of year external paper-based and digital online examinations are on track. However, if a student or group of students are unable to sit them due to COVID-19 restrictions, we will follow the usual process for NZQA to award derived grades in examinations.

Students with special learning needs

- Special Assessment Conditions These are still available, where practicable. Students who use a reader, writer, or other arrangements for assessments in school need to check the arrangements they will have in place for their assessments. This

might include accessibility tools available online, like text-to-speech to read a passage, or speech-to-text to write a response. We will advise you. Parents or family members can't act as writers, but students may use a computer.

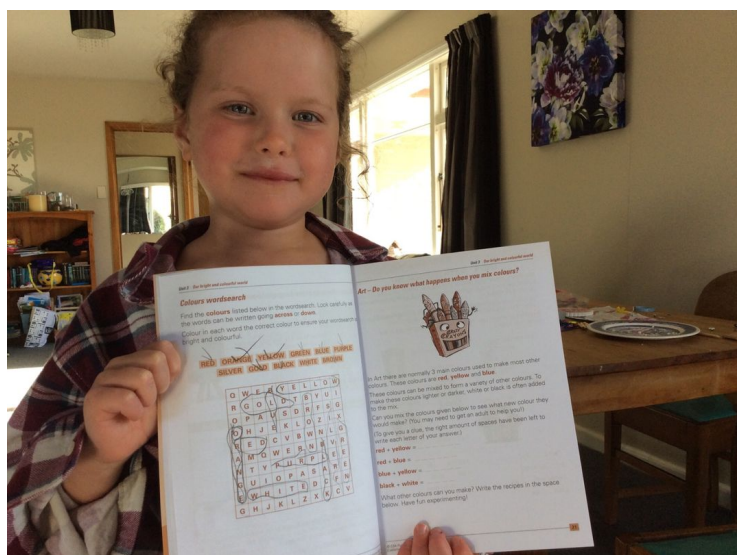
- **High achievers** Students who are working at different NCEA levels at the same time can continue to do this. It is still possible to achieve Merit and Excellence grades, course endorsements, and NCEA Certificate endorsements.
- **Gateway / work experience / STAR / Trades Academy** Some assessments that your young person would usually complete out of school, such as booklet work, will still be able to continue while they are working remotely. They may not be able to be fully completed, depending on the practical work and observations that are required. We advise students to stay in touch with us and the course provider to keep up to date with arrangements.



Mrs Cowap's Online letter G lesson!



Our daily domain walk for exercise!



Lily Moke has been working hard each day!

Supporting our students' physical and mental health

Some students and families need more help. Below is a list of phone numbers that have been collated by school mental health professionals for you to access.

I Am Hope (Access Counselling; call 1737)

Rural Help – 0800 787 254

Crisis Resolution – 0800 920 092 (After hours) 7 days a week Urgent cases only. Run by CDHB

Lifeline – 0800 543 354 For every one.

Safe to Talk – 0800 044 334, text 4334 – If affected by sexual harm

Aviva – 0800 284 82 669 – Family Violence Service

Asian Helpline – 0800 862 342 Answer phone only. You leave a message and they will get back to you.

Suicide Crisis Helpline – 0508 828 865 (0508 TAUTOKO)

Youthline – 0800 376 633 or free text 234 Available 8 – midnight.

Depression Helpline – 0800 111 757 or free text 4202 Open 24//7

Samaritans – 0800 726 666

Need to Talk? – Free call or text 1737 support from trained counsellor

What's Up – 0800 942 8787 (5-18 year olds) – Phone counselling M to F, 12 – 11pm and Sat/Sun 3pm – 11pm

Kidsline – 0800 543 754 for young people up to 18 years of age. Open 24/7

TheLowdown.co.nz or e-mail team@thelowdown.co.nz or free text 5626

Anxiety New Zealand – 0800 269 4389

<http://sparklers.org.nz/> - fun things to do

<http://www.sparx.org.nz/> - help with anxiety and low mood

Child, Adolescent and Family (CAF) Emergency Team (Business hours) 0800 218 219 press 2

Rhona Roberts, Amuri Area School Nurse

027 808 7105

Please call or text

Liz Teulon, Amuri Area School Counsellor

021 0283 2918

Please call or text

Learning from Home TV



<https://learningfromhome.govt.nz/>

More options for watching Home Learning | Papa Kāinga TV

Home Learning | Papa Kāinga TV is free to air on TVNZ channel 2+1, TVNZ on Demand, as well as on Sky Channel 502 and Vodafone TV.

It can be live streamed at tvnz.co.nz/livetyv. Some lessons are also available on TVNZ OnDemand from the [Home Learning TV](#) landing page.

Contact Details

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Penny Mossman Penny@amuri.school.nz

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Please do not enter school grounds or use school play equipment. These have been closed by the Ministry of Health at this time