

## Te Kura o Taitoko ki Te Tokerau

Ko Rāpare, waru oPoutū-te-rangi: Thursday 10th March 2022

<https://www.facebook.com/levin.northschool> <http://www.levinnorth.school.nz>

Talofa, Kia ora, Welkom, Huānyíng, ʻŌ koso, Bienvenida, Sata sr ī ak ā la, fáilte, croeso,  
أهلا بك، 欢迎，ようこ

The last few weeks have seen an increase in the number of students absent from school. This is a trend across our town and the country. Our online programme continues and if a hard copy is needed, please email your child's teacher.

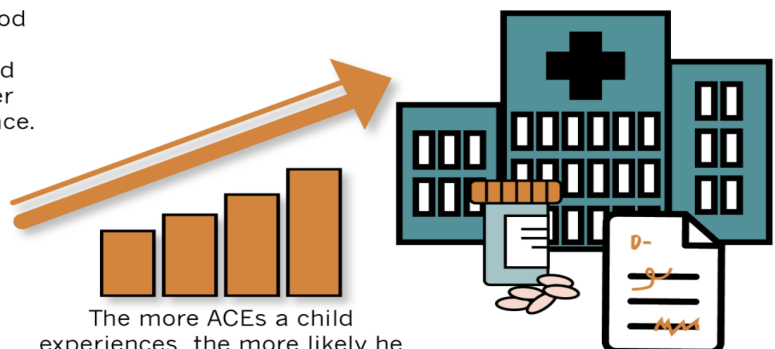
On Friday we received our first positive case of Covid at school. Our limited experience shows students that have been positive may show little or no signs at the early stages. We continue to follow Ministry of Health Guidelines along with receiving guidance from the Ministry of Education. If your child does test positive, please call the school to let us know.

Next week we will have a **Teacher Only Day on Friday 18 March** and our focus is on supporting students affected by trauma.

# WHAT ARE ACES?

## AND HOW DO THEY RELATE TO TOXIC STRESS?

"ACEs" stands for "Adverse Childhood Experiences." These experiences can include things like physical and emotional abuse, neglect, caregiver mental illness, and household violence.



The more ACEs a child experiences, the more likely he or she is to suffer from things like heart disease and diabetes, poor academic achievement, and substance abuse later in life.

## TOXIC STRESS EXPLAINS HOW ACEs "GET UNDER THE SKIN."

Experiencing many ACEs, as well as things like racism and community violence, without supportive adults, can cause what's known as **toxic stress**. This excessive activation of the stress-response system can lead to long-lasting wear-and-tear on the body and brain.



The effect would be similar to revving a car engine for days or weeks at a time.

## Camp:

We have pushed out the Year 5/6 Camp to 28 - 30 September 2022

## Poetry in Room 3

SOPHIE

I AM FUN FUNNY AND PRETTY

I FEAR BOATS SPIDERS SHARKS

I LOVE MY FAMILY MY SISTERS AND MY MUM

I AM SKILLFUL AT BAKING COOKING AND READING

I WOULD LIKE TO GO TO AUSSIE MIAMI AND HAWAII

I DREAM OF BECOMING A SINGER A BILLIONAIRE AND A GOOD AT TAEKWONDO

I AM A STUDENT AT LEVINNORTH

MY LAST NAME IS PHILLIPS-CORSKIE

SKYLA.

PRETTY, FUNNY, AND KIND.

WHO FEARS SPIDERS, HEIGHTS AND LOSING FAMILY.

WHO LOVES CHEESE, FAMILY AND HORSES.

WHO IS SKILFUL AT GYMNASTICS, ART AND WRITING

WHO WOULD LIKE TO SEE AMERICA, HAWAII AND MIAMI?

WHO DREAMS OF BEING AN OLYMPIC GYMNAST, AN ARTIST AND A VET.

WHO IS A STUDENT OF LEVIN NORTH SCHOOL

HORAN WALKER.

Keaton

I am Sporty, Smart, Cool

Who fears Spiders, Drowning, Falling off a cliff

Who loves Soccer, FIFA 22, Gaming

Who is skilful at Soccer, Maths, Gaming

Who would like to see Italy, England, Spain

Who dreams of Soccer, Billionaire, Being smart

Who is a student of Levin North School

Galvin

## Health Survey: Draft Curriculum statement

We are currently undertaking a review of our Health Curriculum and need your feedback.

**The QR code attached is a link to a survey we are doing. The same link will be shared on HERO. By completing the survey you go into a draw and two lucky people will WIN vouchers to New World.**

Our school implements the Health Education aspect of this area of the curriculum in keeping with our school's charter and values.

### **Learning in Health at our school will be underpinned by four components:**

- Hauora (Mason Durie's Te Whare Tapa Whā model (Durie, 1994)) which is aligned to a philosophy of wellbeing that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau.
- Attitudes and values – a positive, responsible attitude on the part of our children to their own wellbeing; respect, care, and concern for other people and the environment; and a sense of fairness.
- The socio-ecological perspective – a way of viewing and understanding the interrelationships that exist between themselves, others, and society.
- Health promotion – a process that helps to promote 'health' and involves our kids in personal and collective action to give them the knowledge, skills and attitudes to maintain and enhance well-being.

Our approach to Health Education, will include relevant teaching approaches that engage our children and help them to develop key competencies.

Mental Health, Sexuality Education, Food and Nutrition and Body Care and Physical Safety are the four areas that we are required to cover (as was detailed in this information) and each area has age appropriate content that we focus on.



<https://docs.google.com/forms/d/1lwFI126n-ktp3Z6Q4fREiPTbeDxa-qUgzXlcpq970k/edit>

Please send the following information back to school with your child.

**The following questions relate to the four areas we are required to cover. In your view, how important are they?**

**1. Mental Health**

	1	2	3	4	5	
Not very important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Why did you give this level of importance?

**2. Sexuality Education**

	1	2	3	4	5	
Not very important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Why did you give this level of importance?

**3. Food and Nutrition**

	1	2	3	4	5	
Not very important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Why did you give this level of importance?

**4. Body Care and Physical Safety**

	1	2	3	4	5	
Not very important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Why did you give this level of importance?

5. What does our school do really well in helping our students to maintain or improve their Hauora/ wellbeing?

	1	2	3	4	5	
Not very important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Why did you give this level of importance?

6. What could we do better in terms of maintaining or improving their Hauora / Wellbeing?

7. Are you concerned about any particular aspects of Health and Physical Education currently being taught?

8. Are there any other issues you think we should address?

## Maths and Darts



### How to support digital play

Much of children's learning about and through digital technology and media happens in the context of social interactions with others. In fact, research clearly shows that attentive adult involvement makes a big difference to the outcomes of children's interactions with technology.

It is particularly important to offer children guided interaction and support as they interact with digital media. Even though children might, for example, gain some feedback from an app, they also need the sensitive and meaningful assistance that teachers can offer in terms of their physical presence, interest, questions and suggestions.

Children will not always ask for help when they need it or realise that they need it. There are many different techniques that can be used in the context of digital play. Some examples are:

- Thinking aloud: talking about what you are doing and why. For example, you might say 'let's click on this because...' or 'I wonder what will happen if we choose this particular action'.
- Introducing new technologies into more traditional play contexts, such as showing children how to use stop-motion software with blocks and figurines.
- Inviting children to teach each other by sharing what they know about using a particular device or media.
- Modelling ways of using a rich range of digital technologies in ways that are consistent with their real life functions, so children learn how to use them and their social and cultural value.
- Using digital texts alongside printed texts – for example, you might read a printed version of a story and then provide the digital text for repetition and reinforcement.
- Encouraging children to slow down and reflect, especially when using media that requires children to press a button or click to make something happen, which can lead to a lack of meaningful engagement with the content.
- Asking questions to develop critical awareness, such as 'Why are there so many Peppa Pig things for us to buy?' or 'Why do you need to purchase the Frozen app after watching the movie?'