



14 August 2020

Dear Parents, Caregivers and Whānau,

The shift in alert levels announced by the Prime Minister this week is a reminder that it's more important than ever to work together and do everything we can to stamp out community transmission. Throughout this unsettling time, we must continue to remain sensible and calm in our united response. Our thoughts and prayers are with those who have tested positive for COVID-19 and their wider whānau.

This week, staff and students have been accessing work and resources via Schoology, our learning management platform. This includes resources and links to wellbeing advice.

Distance Learning by Remote Access

Staff and students will move into Distance Learning on Monday at 9am. Students will be following their Week A Timetable. The conferencing structure runs from 9am to 11.30am daily. If you require any technical support or experience a problem with your digital device accessing Schoology, please email your issue to home@sanctamaria.school.nz

Students must read the 10 Do's for Successful Distance Learning which has been put together from student voice collected after the last period of Distance Learning. Students should review the advice to maximise the learning opportunities that are being provided. The student timetable and conferencing instructions are attached to this communication.

10 Do's for Successful Distance Learning

1. Create an area just for working (not sleeping or gaming!); stick to a routine and write a schedule so that you get your work done efficiently and still have time to relax and do things you enjoy.
2. Turn off your phone; put away as many distractions as possible.
3. Be prepared. Pack your bag like school so you have the right books and equipment ready for each Conference.
4. Create a "to do" document listing all the tasks and homework as it is given.
5. Check email (and Schoology messages) every day.
6. Even if you can't access your teacher, you can still learn! Don't give up - most answers are on the internet if you look in the right place. BUT, answers aren't always one word answers - sometimes you have to READ or WATCH. Be interested and be patient!
7. Stay in contact with other people. You need support.
8. Set 30 min alarms so you can fully dedicate a set amount of time to learning before moving on.
9. Open a new tab for each Conference so you are ready and prepared.
10. Look after yourself and stay healthy



Parent Interviews

We regret that we have been unable to meet with parents to report on the progress of your child(ren) this past week and next week. Each teacher will contact parents directly who had made bookings over the lockdown period.

NCEA Information Evening

Unfortunately, this cannot be held next week. The NCEA PowerPoint will be available to you on the website next week. Click on www.sanctamaria.school.nz/academic/

Co-Curricular Sport and Music and other Extra-Curricular Events/EOTC

These are cancelled and in some cases postponed until further notice.

Cybersafety Workshop Presentation for Parents

Information was sent to you recently requesting attendance at a planned Cybersafety Workshop presentation by John Parsons. This is planned for 27th August. Please keep this date available. It will proceed as planned if Level 3 restrictions are lifted. We will keep you updated on this.

Wellbeing

We understand that facing the unknown can bring up different emotions for students. These emotions might be heightened anxiety, feeling down or disappointment at missing out on an important event. Although these events may seem insignificant, they will be very real for our students.

There are some helpful things you can do to help support your child. Connect with your child and have a conversation with them about how they are feeling. Acknowledge that their feelings are completely normal and you may be experiencing some of those same emotions. Try and limit the amount of news updates they are watching. These are often negative and can cause increased anxiety for your child.

If you do decide to watch an update, sit down and watch it together, have a conversation with your child about the update and what it could mean for your whanau. Encourage them to connect with their friends. They could think about something positive they want to do for someone else in need. Establish a routine for their day and complete some physical activity. Limit screen time as this can also lead to heightened anxiety. If you do feel your child is in need of support, or is not feeling great please contact our guidance counsellor Jenny Goddard j.goddard@sanctamaria.school.nz by email. There are also some really useful websites to assist you with any conversations you wish to have with your child.

<https://www.mentalhealth.org.nz/get-help/getting-together/wellbeing-tips/>
<https://www.netsafe.org.nz/>

Please also see the other attachments with this communication.

Level 3 School Bubble Supervision Arrangements

Schools and early learning services are open but only to those children who need to attend, particularly children of parents and caregivers working in essential services. If you are an essential worker and alternative arrangements cannot be made for you child(ren) and you wish them to come to school, please inform Mrs Kilpatrick, Deputy Principal, by email:

c.kilpatrick@sanctamaria.school.nz by 3pm the day before your child(ren) will be

attending. Please tell us the name of your child(ren), their year-level and which days of the week you would like your child to attend. This will assist us with arranging suitable school bubbles that they may remain in for the time they are attending. Once enrolled in a bubble you will receive further information. Please be aware that students who attend school during Level 3 must not be on site before 8.30am and must be picked-up no later than 3.25pm.

The Assumption of the Blessed Virgin Mary

This week we were to gather to honour Mary, the Mother of Jesus, taken up body and soul into heavenly glory, as befits the Mother of God. The Christian Feast Day celebrates the belief at the end of her earthly time, Mary was assumed into heaven. A reminder to all of us of Mary's reality that one day will become our destiny. From earth, over which we tread as a pilgrim, we live in hope that when our hour of death comes, that we will be led to the presence of Jesus and all other blessed spirits who share the unending bliss of heaven. It is the perfect time to honour all our earthly mothers too and acknowledge them for the wisdom, love and care that they provide.

Our students had a beautiful Mass organised this week that Fr Kevin and Fr Ezio were to lead us in. Mrs Catherine Ryan, Vicar for Education, Mr Phil Mahoney, Manager for Catholic Education Services and Principals from our contributing schools were to attend. Also scheduled to join us were student leaders representing young people of hope from other secondary schools in the Eastern community as well as all our students, who are beacons of light. Our students had dressed Mary in a befitting cloak and during our Mass, student intentions had been prepared and lay in front of the altar.



I wish to acknowledge the work and preparation that went into organising and planning our special Mass, by our students and staff. In our singing practices we sang with big hearts to show how much we honour Mary and who we look to as our role model and guide. 'Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death, Amen'.



Keeping Safe

Everyone will already be familiar with alert level requirements. The following applies:

- All children are encouraged to learn from home where possible.
- School bubbles will be in place and there shall be groups of 20 or less students in class and bubbles will be kept the same for the duration of the lockdown period.
- Physical distancing is required inside (1 metre) and outside (2 metres) at school.
- A reminder to have good cleaning practices in place. Soap and water are very appropriate for washing hands, particularly if hand sanitiser stocks are low.
- Schools are not considered gatherings – however for visitors including parents and caregivers, they must keep a 2-metre distance from others outside their household bubble and where possible should not come on the school site.
- Masks are encouraged but are not required at schools at Alert Levels 2 & 3.
- Contact tracing remains a priority through our attendance and visitor register at school. A QR code poster for the NZ COVID Tracer App is in a prominent place near our main reception entrance. In support of contact tracing efforts, we will continue to use a visitor register to record those coming on site for a period of time.
- Schools and early learning services are open at Alert Level 3 for the children of essential workers who need to send their children to school.

Please remember to be kind and look after each other!

Ngā mihi nui

Louise Moore
Principal

STUDENT TIMETABLE – STARTING MONDAY 17th AUGUST: WEEK A

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|--|--|
| 9:00am-11:30am This will be in line with Week A or B student timetable | <u>Conferencing</u> Student/Teacher Class Conferencing Time 9:00am Period 1 (20mins) 9:30am Period 2 (20mins) 10:00am Period 3 (20mins) 10:30am Period 4 (20mins) 11:00am Period 5 (20mins) | <u>Conferencing</u> Student/Teacher Class Conferencing Time 9:00am Period 1 (20mins) 9:30am Period 2 (20mins) 10:00am Period 3 (20mins) 10:30am Period 4 (20mins) 11:00am Period 5 (20mins) | <u>Conferencing</u> Student/Teacher Class Conferencing Time 9:00am Period 1 (20mins) 9:30am Period 2 (20mins) 10:00am Period 3 (20mins) 10:30am Period 4 (20mins) 11:00am Period 5 (20mins) | <u>Conferencing</u> Student/Teacher Class Conferencing Time 9:00am Period 1 (20mins) 9:30am Period 2 (20mins) 10:00am Period 3 (20mins) 10:30am Period 4 (20mins) 11:00am Period 5 (20mins) | <u>Conferencing</u> Student/Teacher Class Conferencing Time 9:00am Period 1 (20mins) 9:30am Period 2 (20mins) 10:00am Period 3 (20mins) 10:30am Period 4 (20mins) 11:00am Period 5 (20mins) |
| 11:30am-12:00pm | Break | Break | Break | Break | Break |
| 12:00pm -1:15pm | <u>Individual Achievement</u> Student complete all set and required tasks from Schoology/Education Perfect | <u>Individual Achievement</u> Student complete all set and required tasks from Schoology/Education Perfect | <u>Individual Achievement</u> Student complete all set and required tasks from Schoology/Education Perfect | <u>Individual Achievement</u> Student complete all set and required tasks from Schoology/Education Perfect | <u>Individual Achievement</u> Student complete all set and required tasks from Schoology/Education Perfect |
| 1:15pm-1:30pm | <u>Homeroom</u> Gather for Homeroom prayers and a check in with your Homeroom Teacher and peers | <u>Faith through Action</u> Set tasks for all students that include Prayer, Reflection and Meditation | <u>Faith through Action</u> Set tasks for all students that include Prayer, Reflection and Meditation | <u>Homeroom</u> Gather for Homeroom prayers and a check in with your Homeroom Teacher and peers | <u>Faith through Action</u> Set tasks for all students that include Prayer, Reflection and Meditation |
| 1:30pm – 2:30pm | Break | Break | Break | Break | Break |
| 2:30pm – 3:30pm | <u>Well-being</u> Set tasks for all students and staff | <u>Individual Achievement</u> Student complete all set and required tasks from Schoology/Education Perfect | <u>Individual Achievement</u> Student complete all set and required tasks from Schoology/Education Perfect | <u>Individual Achievement</u> Student complete all set and required tasks from Schoology/Education Perfect | <u>Service to own Family</u> Students complete home tasks to support immediate and extended family |
| Anytime between only the hours of 9am-3:30pm | <u>Student Communication</u> Students can submit questions and issues to teachers throughout the day via email or Schoology. | <u>Student Communication</u> Students can submit questions and issues to teachers throughout the day via email or Schoology. | <u>Student Communication</u> Students can submit questions and issues to teachers throughout the day via email or Schoology. | <u>Student Communication</u> Students can submit questions and issues to teachers throughout the day via email or Schoology. | <u>Student Communication</u> Students can submit questions and issues to teachers throughout the day via email or Schoology. |

Detailed Explanation of Timetable Blocks

| | Student Expectations | Teacher Expectations |
|-------------------------------|--|--|
| Communication | <ul style="list-style-type: none"> • All communication with teachers must be done before due date & time • Students submit set tasks via email or Schoology • Students submit assessments via email or Schoology • Students submit draft work via email or Schoology • Students submit peer feedback via email or Schoology | <ul style="list-style-type: none"> • All Communication must be completed in a timely manner • Teachers feedback/feedforward to students about set tasks • Teachers feedback/feedforward to students about assessments including grade and achievement • Teachers feedback/feedforward to students about draft work submitted • Teachers feedback/feedforward to students about peer/group work • Calling/Emailing students who have not completed work • Calling/Emailing parents of students who have not completed work |
| Conferencing | <ul style="list-style-type: none"> • Student and teacher contact and Conferencing time via Schoology • Students must have face to face contact with each of their teachers at least once a week • Face to face time can include one on one, small groups or whole class • Phone calls may be received from their teachers | <ul style="list-style-type: none"> • Student and teacher contact and Conferencing time via Schoology • Face to face teacher to student time is made with each student at least once a week • Face to face teacher time can include one on one, small groups or whole class • Phone calls may be made to students |
| Faith through Action | <ul style="list-style-type: none"> • Set tasks on Schoology and via student email for all students Includes: • Prayer • Reflection • Service Activities • Meditation | <ul style="list-style-type: none"> • Set tasks on Schoology and via teacher email for all staff Includes: • Prayer • Reflection • Service Activities • Meditation |
| Well-being | <ul style="list-style-type: none"> • Set tasks on Schoology and via student email for all students Includes: • Physical Exercise • Meditation / Breathing Exercises • Mental and Emotional Activities | <ul style="list-style-type: none"> • Set tasks on Schoology and via teacher email for all staff Includes: • Physical Exercise • Meditation / Breathing Exercises • Mental and Emotional Activities |
| Individual Achievement | <ul style="list-style-type: none"> • Student independent learning time • Students complete all set and required tasks from Schoology/Education Perfect and any other learning platform that has been assigned by any course • Students submit assessments and set tasks before due date/time • Students contact other students and collaborate | <ul style="list-style-type: none"> • Professional Teacher Time • Monitor all student progress • Teachers plan lessons • Teachers contact other teachers and collaborate • Teachers set work on Schoology and all other platforms • Teachers complete videos and upload digital lessons to Schoology • Teachers mark student assessments, drafts, tasks • Teachers moderate NCEA assessment tasks • Teachers enter grades and achievement success into Kamar |

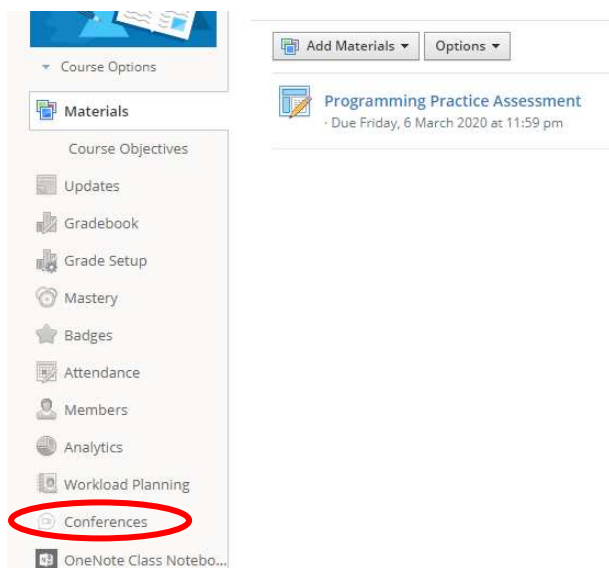
Schoology Conferences will only work in Google Chrome

How to Join a Conference

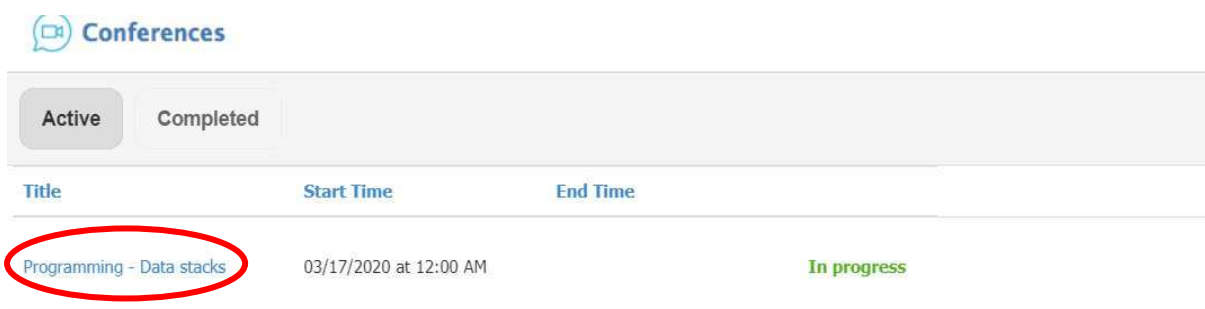
After you begin a conference, course and group members can join your session by:

Step 1

Click Conferences in the left menu.



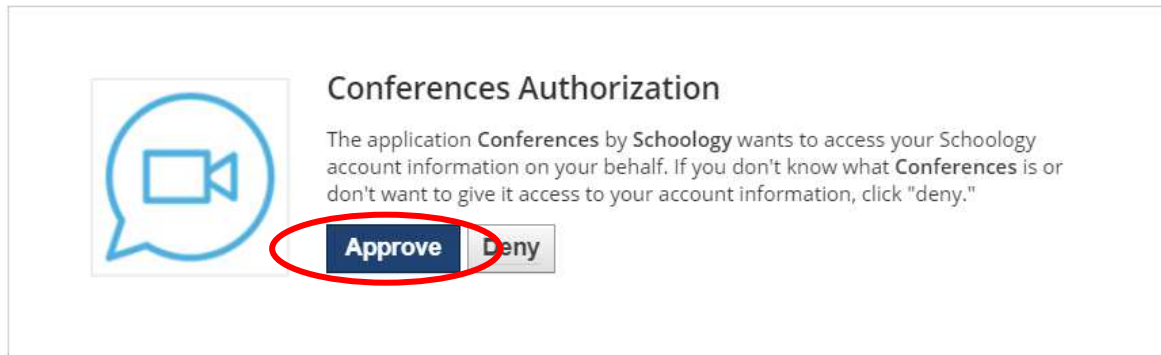
Click the title of the conference.



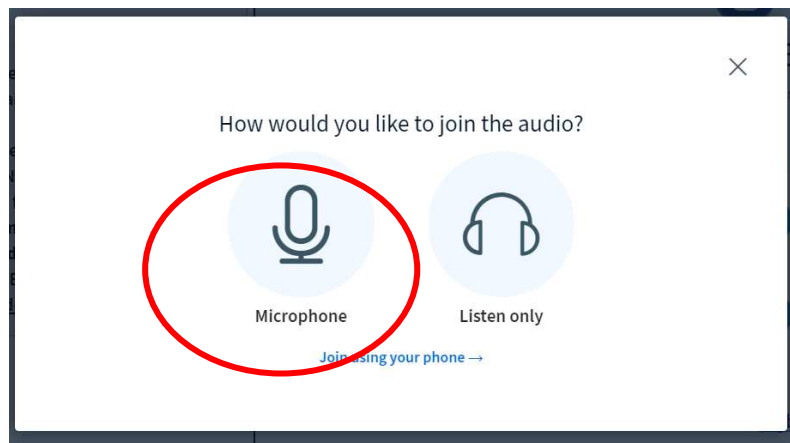
Schoology Conferences will only work in Google Chrome

Step 2

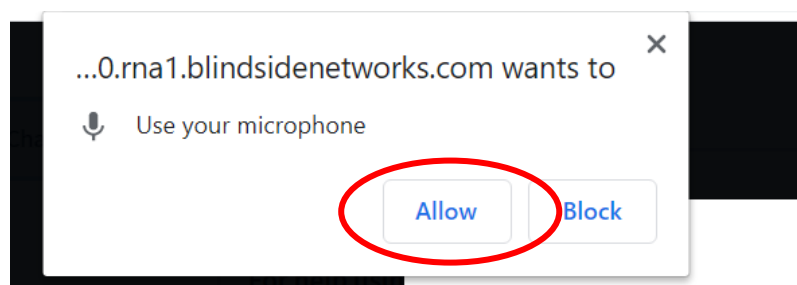
Click "Approve"



Click on Microphone

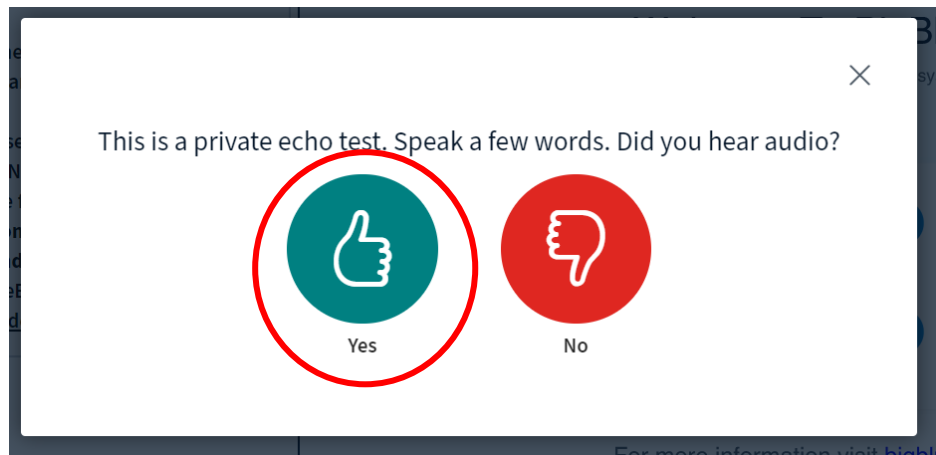


Click on "Allow"



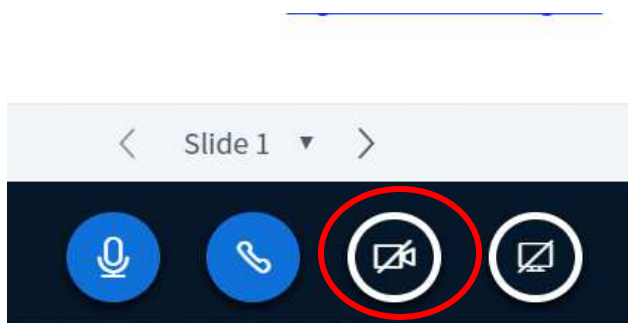
Check sound (Adjust speaker volume if necessary. Click "thumbs up")

Schoology Conferences will only work in Google Chrome



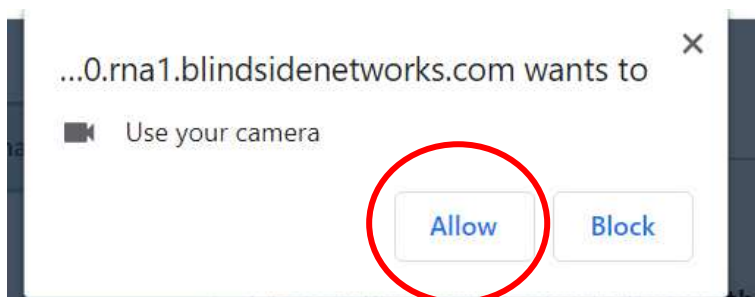
Step 3

At the bottom of your screen you will find some icons.



Click the Webcam icon at the bottom of your screen to enable the cam.

Click "Allow"



You have now joined the video conference.

Tips for parents and caregivers on media



The media (television, radio, print, and the Internet) play an important part in people's lives. The media can inform and educate you and your children. Unfortunately, the media coverage of a major event also has the potential to upset and confuse. There are many ways that parents and caregivers can help children understand media coverage of major events and manage their exposure.

Understanding media exposure

Media coverage surrounding a major event, such as a terrorist attack, pandemic or natural disaster, can produce increased fears and anxiety in children. At anniversaries of an event, children may experience some of the same feelings and thoughts they had immediately after the event. They may have trouble sleeping or concentrating at school, or have other behaviour difficulties. The more time children spend watching coverage of a major event, the more likely they are to have these negative reactions.

- Graphic images and stories of loss may be particularly upsetting to children.
- Very young children may not understand that the coverage and repetition of images from a past event is just that—a replay. They may worry and fear that the event is happening again.
- Excessive exposure to the media coverage of a major event may interfere with children's recovery after an event.
- Children who were directly impacted by an event (e.g. lost someone in the event, were injured in the event, were witness to the event) are most vulnerable to negative effects from excessive media exposure.

What parents or caregivers can do to help

- **Make a family plan.** Parents or caregivers should take the lead, with input from older children, in determining the extent your children will be exposed to the media. Consider putting some limits on children's exposure to media coverage of a major event. The younger the child, the less exposure she or he should have. Consider if media exposure is necessary at all for a very young child. Be ready to put your plan into action, and set clear limits when necessary.
- **Watch and discuss with children.** To gain a better understanding of how coverage may impact children, watch what they watch. Discuss the stories with them, asking about their thoughts and feelings about what they saw, read, or heard. Particularly with older children and adolescents, it is not always possible to review media together. However, taking the time to discuss media coverage can be an excellent way of opening dialogue with your children; getting a better sense of their thoughts, fears and concerns; and understanding their point of view.
- **Seize opportunities for communication.** Sometimes, you will be presented with unexpected opportunities to discuss coverage of a major event. For example, a newsbreak with images or a trauma-related story may interrupt family programming. The images in magazines or newspapers are likely to be viewed by children. Use these opportunities to open conversations related to the event. Assure them that you are available to talk about their feelings and thoughts.

When you and your children are part of the story

Know your limits. Decide whether or not it is a good idea for you or your children to talk to the media. It is natural to want to tell your story in the aftermath of a major event, but the media may not be the best place to do so (especially for your children). Be sure to keep your children's needs as the priority when making decisions.

If you do decide to talk with the media, think ahead about what you are willing and not willing to discuss. Remember, you have the ability to set limits with reporters.

Know the story's point. Ask what the purpose of the story will be and it's expected content or direction.

- **Plan time away from coverage.** Be sure your family has time away from media coverage. This is especially important when media coverage of a breaking story is constant. Consider family activities away from the television, radio, or Internet. Be sure your children also have enjoyable social activities planned in the time surrounding a major event. Being with friends and family can have a very positive influence on children's abilities to cope and bounce back after major events.
- **Clear up any misunderstandings.** Children, particularly younger children, may not always fully understand media coverage of a major event. For example, young children may be unnecessarily concerned about the risk to their own or their family's safety. Younger children also may have greater difficulty separating fantasy from reality. It may be difficult for them to differentiate between scary movies and actual real-life events. Clarifications to correct misunderstanding and confusion can be reassuring. It is important not to make assumptions about what your children are thinking, but to find out what they are worried about and then discuss their worries with them.
- **Monitor adult conversations.** Although you may monitor media coverage, it is also important for you to monitor your adult conversations related to the major event and coverage. Even when adults are not aware, children often listen and may not wholly understand what is being said. Overhearing adult conversations may increase worries and fears related to the major event and lead to further confusion and distress.
- **Educate yourself.** Children may experience a variety of reactions in the face of major events or reminders of such an event. Many children are resilient and cope well, but some children may have enduring difficulties. These reactions may vary with age and exposure to the event. Learn about the possible reactions in children. This will allow you to be aware of problems your children may be experiencing and make good decisions about if or when any help is needed.
- **Plan ahead.** Think about what you will do if stress reactions occur following a major event, or the coverage of its anniversary. Identify resources in your community to gain information about managing reactions as well as when to ask for help. Identify expert resources in your community for help in working with children exposed to major events.

Talk it over. Before the interview, discuss the process with your children. Assure them that there are no wrong answers. This will help reduce the worry that questions will not be answered appropriately.

Give your children permission to say *no* if any questions make them uncomfortable.

Discuss the story. Following the interview, discuss the experience with your child, reinforcing the positive aspects of the interview.

Be there and set limits. If your child is being interviewed, be present and available for your child. Let the reporter know that if your child becomes upset or distressed as a result of the interview, the interview may have to be stopped. Make sure the reporter is sensitive to children's needs and has had experience working with children in the past.

Have a follow-up plan. In the event that the interview upsets you or your child, be sure to have a plan for how you will support your child and how to seek help if necessary. Be prepared that the final media piece after it is produced may be very short, or may be edited in ways that do not reflect your experience.



What you should know

When you hear, read or watch news about an outbreak of an infectious disease, you may feel anxious and show signs of stress. These signs of stress are normal and may be more likely or pronounced for people who live in or have loved ones living in parts of the world affected by the outbreak. In the wake of an infectious disease outbreak, monitor your own physical and mental health. Know the signs of stress in yourself and your loved ones. Know how to relieve stress, and know when to get help.

Know the signs of stress

What follows are behavioural, physical, emotional and cognitive responses that are all common signs of anxiety and stress. You may notice some of them after you learn about an infectious disease outbreak.

Your behaviour. You may experience;

- An increase or decrease in your energy and activity levels
- An increase in your use of alcohol, tobacco or illegal drugs
- An increase in irritability, with outbursts of anger and frequent arguing
- Trouble relaxing or sleeping
- Frequent crying or excessive worrying
- Wanting to be alone most of the time
- Blaming other people for everything
- Difficulty communicating or listening
- Difficulty giving or accepting help
- An inability to feel pleasure or have fun



Your body. Your body shows stress by;

- Having stomach aches or diarrhea
- Losing your appetite or eating too much
- Having headaches and other pains
- Sweating or having chills
- Getting tremors or muscle twitches
- Being easily startled



Your emotions. You might be;

- Feeling guilty or angry
- Not caring about anything
- Feeling overwhelmed by sadness
- Feeling heroic, euphoric or invulnerable



Your thinking. You might be;

- Having trouble remembering things
- Having trouble thinking clearly and concentrating
- Get physical exercise
- Feeling confused, or having difficulty making decisions

Know how to relieve stress

You can manage and alleviate your stress by taking time to take care of yourself. The following strategies can help.

Keep yourself healthy

- Eat healthy foods, and drink water.
- Avoid excessive amounts of caffeine and alcohol.
- Do not use tobacco or illegal drugs.
- Get enough sleep and rest.

Use practical ways to relax

- Relax your body often by doing things that work for you – take deep breaths, stretch, meditate, wash your face and hands, or engage in pleasurable hobbies.
- Pace yourself between stressful activities, and do a fun thing after a hard task.
- Use time off to relax – eat a good meal, read, listen to music, take a bath or talk to family.
- Talk about your feelings to loved ones and friends often.
- Take care of your physical health to help lower your stress. Take a break to focus on positive parts of your life, like connections with loved ones.

Pay attention to your body, feelings and spirit:

- Recognise and heed early warning signs of stress.
- Recognise how your own past experiences affect your way of thinking and feeling about this event, and think of how you handled your thoughts, emotions and behaviour around past events.
- Know that feeling stressed, depressed, guilty or angry is common after an event like an infectious disease outbreak, even when it does not directly threaten you.
- Connect with others who may be experiencing stress about the outbreak. Talk about your feelings about the outbreak, share reliable health information and enjoy conversation unrelated to the outbreak to remind yourself of the many important and positive things in your lives.
- Take time to renew your spirit through meditation or helping others in need.

Deep things in perspective

Set limits on how much time you spend reading or watching news about the outbreak. You will want to stay up to date on news of the outbreak, particularly if you have loved ones in places where many people have gotten ill, but make sure to take time away from the news to focus on things in your life that are going well and that you can control.

Get the facts

Find people and resources you can depend on for accurate health information. Learn from them about the outbreak and how you can protect yourself against illness, if you are at risk. You may turn to your family doctor, a local health department, government agencies or an international organisation.

Seek credible sources of information about infectious disease outbreaks