



# Westport South School

## Newsletter

Week 1 Term 3  
28 July 2021

Principal: Jo Duston  
Deputy Principal: Alex Finnerty  
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Kia ora to all of our students and whānau,

We would like to extend our thoughts and best wishes to you at this time of great stress and hardship, as you deal with the civil emergency that has affected us all in different ways.

We welcome all the students back. The school has undergone a thorough clean over the weekend and the classrooms are looking great. Darren Storer and his team did the deep clean and Jae's cleaned the carpets throughout and what an amazing job they all did to restore our school ready for the new term.

It is our aim to resume a safe and familiar pattern of operation as soon as possible for our students. Resilience and coping are enhanced when we can re-establish a safe environment where our tamariki can be with their teachers and peers, engaging in class activities and experiencing familiar routines. This will reduce the psychosocial impact of the event in the short and longer term.

We have a number of our staff away this week who have been adversely affected by the flooding, so we are working hard to support all of our staff and students in order to maintain some continuity of learning. Please let us know if your circumstances have changed and feel free to come in and discuss anything that could impact on your child's/whānau wellbeing.

We are opening our staffroom for parents to 'drop in for a cuppa' from 9—9.30am each morning over the next few weeks. This will provide parents with an opportunity to connect with others, offering support and aroha to one another at this stressful time.

Parent-Teacher Conferences have been postponed until Week 5 to ease the pressure on staff and families. However, don't hesitate to connect with your child's teacher if you have any concerns prior to this.

We have had lots of school uniform items donated, so please don't hesitate to come in if your child requires something.

Good luck for the children attending the West Coast Science fair in Greymouth this Friday with Mr Hart.

Stay safe and look after one another.

Kia kaha,

Alex Finnerty

Acting Principal

# Parent Tips

## for Helping **School-Age Children** after Disasters



Reactions	Responses	Examples of things to do and say
<p><b>Confusion about what happened</b></p>	<ul style="list-style-type: none"> <li>■ Give clear explanations of what happened whenever your child asks. Avoid details that would scare your child. Correct any information that your child is unclear or confused about regarding if there is a present danger.</li> <li>■ Remind children that there are people working to keep families safe and that your family can get more help if needed.</li> <li>■ Let your children know what they can expect to happen next.</li> </ul>	<ul style="list-style-type: none"> <li>■ "I know other kids said that more hurricanes are coming, but we are now in a place that is safer from hurricanes."</li> <li>■ Continue to answer questions your children have (without getting irritable) and to reassure them the family is safe.</li> <li>■ Tell them what's happening, especially about issues regarding school and where they will be living.</li> </ul>
<p><b>Feelings of being responsible:</b> School-age children may have concerns that they were somehow at fault, or should have been able to change what happened. They may hesitate to voice their concerns in front of others.</p>	<ul style="list-style-type: none"> <li>■ Provide opportunities for children to voice their concerns to you.</li> <li>■ Offer reassurance and tell them why it was not their fault.</li> </ul>	<ul style="list-style-type: none"> <li>■ Take your child aside. Explain that, "After a disaster like this, lots of kids—and parents too—keep thinking 'What could I have done differently?' or 'I should have been able to do something.' That doesn't mean they were at fault."</li> <li>■ "Remember? The firefighter said no one could save Pepper and it wasn't your fault."</li> </ul>
<p><b>Fears of recurrence of the event and reactions to reminders</b></p>	<ul style="list-style-type: none"> <li>■ Help child to identify reminders (people, places, sounds, smells, feelings, time of day) and to clarify the difference between the event and the reminders that occur after it.</li> <li>■ Reassure them, as often as they need, that they are safe.</li> <li>■ Protect children from seeing media coverage of the event as it can trigger fears of the disaster happening again.</li> </ul>	<ul style="list-style-type: none"> <li>■ When they recognize that they are being reminded, say, "Try to think to yourself, 'I am upset because I am being reminded of the hurricane because it is raining, but now there is no hurricane and I am safe.'"</li> <li>■ "I think we need to take a break from the TV right now."</li> </ul>
<p><b>Retelling the event or playing out the event over and over</b></p>	<ul style="list-style-type: none"> <li>■ Permit the child to talk and act out these reactions. Let them know that this is normal.</li> <li>■ Encourage positive problem-solving in play or drawing.</li> </ul>	<ul style="list-style-type: none"> <li>■ "I notice you're drawing a lot of pictures of what happened. Did you know that many children do that?"</li> <li>■ "It might help to draw about how you would like your school to be rebuilt to make it safer."</li> </ul>



Reactions	Responses	Examples of things to do and say
<i><b>Fear of being overwhelmed by their feelings</b></i>	<ul style="list-style-type: none"> <li>■ Provide a safe place for them to express their fears, anger, sadness, etc. Allow children to cry or be sad; don't expect them to be brave or tough.</li> </ul>	<ul style="list-style-type: none"> <li>■ "When scary things happen, people have strong feelings, like being mad at everyone or being very sad. Would you like to sit here with a blanket until you're feeling better?"</li> </ul>
<i><b>Sleep problems, including bad dreams, fear of sleeping alone, demanding to sleep with parents.</b></i>	<ul style="list-style-type: none"> <li>■ Let your child tell you about the bad dream. Explain that bad dreams are normal and they will go away. Do not ask the child to go into too many details of the bad dream.</li> <li>■ Temporary sleeping arrangements are okay; make a plan with your child to return to normal sleeping habits.</li> </ul>	<ul style="list-style-type: none"> <li>■ "That was a scary dream. Let's think about some good things you can dream about and I'll rub your back until you fall asleep."</li> <li>■ "You can stay in our bedroom for the next couple of nights. Then we will spend more time with you in your bed before you go to sleep. If you get scared again, we can talk about it."</li> </ul>
<i><b>Concerns about the safety of themselves and others.</b></i>	<ul style="list-style-type: none"> <li>■ Help them to share their worries and give them realistic information.</li> </ul>	<ul style="list-style-type: none"> <li>■ Create a "worry box" where children can write out their worries and place them in the box. Set a time to look these over, problem-solve, and come up with answers to the worries.</li> </ul>
<i><b>Altered behavior: Unusually aggressive or restless behavior.</b></i>	<ul style="list-style-type: none"> <li>■ Encourage the child to engage in recreational activities and exercise as an outlet for feelings and frustration.</li> </ul>	<ul style="list-style-type: none"> <li>■ "I know you didn't mean to slam that door. It must be hard to feel so angry."</li> <li>■ "How about if we take a walk? Sometimes getting our bodies moving helps with strong feelings."</li> </ul>
<i><b>Somatic complaints: Headaches, stomach-aches, muscle aches for which there seem to be no reason.</b></i>	<ul style="list-style-type: none"> <li>■ Find out if there is a medical reason. If not, provide comfort and assurance that this is normal.</li> <li>■ Be matter-of-fact with your child; giving these non-medical complaints too much attention may increase them.</li> </ul>	<ul style="list-style-type: none"> <li>■ Make sure the child gets enough sleep, eats well, drinks plenty of water, and gets enough exercise.</li> <li>■ "How about sitting over there? When you feel better, let me know and we can play cards."</li> </ul>
<i><b>Closely watching a parent's responses and recovery: not wanting to disturb parent with their own worries.</b></i>	<ul style="list-style-type: none"> <li>■ Give children opportunities to talk about their feelings as well as your own.</li> <li>■ Remain as calm as you can, so as not to increase your child's worries.</li> </ul>	<ul style="list-style-type: none"> <li>■ "Yes, my ankle is broken, but it feels better since the paramedics wrapped it. I bet it was scary seeing me hurt, wasn't it?"</li> </ul>
<i><b>Concern for other victims and families.</b></i>	<ul style="list-style-type: none"> <li>■ Encourage constructive activities on behalf of others, but do not burden with undo responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>■ Help children identify projects that are age-appropriate and meaningful (e.g., clearing rubble from school grounds, collecting money or supplies for those in need).</li> </ul>

### Coming Events Term 3:

26 July - 6 Aug: Life Ed at school

27 July: R9,12,13 swimming for two weeks

30 July: Science Fair in Greymouth

11 Aug: Hearing/Vision Testing New Entrant and Y7

17 Aug : West-A-Maths in Reefton

24-25 Aug: Parent conferences - School will finish at 2pm on 24th Aug



### Principals Awards:

Ivy Thompson: Always giving 100% in all curriculum areas! You rock!

Spencer Duncan: Awesome imagination and creative ideas during Room 12's "Making Day" You are a star!

Shylah Pitama-Karaitiana: Always completing work to a high standard.

Lilly Kinsella: Ability in visual arts, Lilly's drawings are stunning!

Josie Luff: Achieving a great result in her maths summative assessment! Well done.

Ada Neighbours: The effort she is making with her maths. Have belief in your ability.

Marc Kurland: Making wonderful contributions to our discussions about space!!

You have fabulous general knowledge Marc!

Georgia Gowland-Douglas: Your ability to research a topic and present your findings in a well written and informative report.

Kade Anderson: Your ability to demonstrate fair play and positive sportsmanship in all games and activities.

Carey Lawrie: Still presenting her speech even though she was extremely nervous! Well done Carey.

Liam Pugh: His positive attitude and willingness to put effort into his learning.

Jessie Barlow: A helpful, caring member of Room 10 who shows HEART at all times.

Jonathan Reedy: Presenting a well written speech!!

Welcome To: Eva Meadowcroft, Jeremiah Mahanga.

Special Principal Awards: Reef and Sienna Fenn.

## BULLER HIGH SCHOOL

### OPEN NIGHT

*being held on*

*Tuesday, 17 August 2021 from 5.15 – 6.45pm*

#### Programme includes:

Welcome in the Hall (5.20pm)

School Tours

Musical Performances BBQ and Refreshments