



Strathaird

Success

Pride

Self-esteem

Newsletter Edition 18

☎ 03 9705 3800

✉ strathaird.ps@education.vic.gov.au

🌐 www.strathairdps.vic.edu.au

10th November 2021

FROM

THE PRINCIPAL

Julie Kennedy

WHAT TO DO IF YOU HAVE A CONFIRMED POSITIVE COVID CASE IN YOUR HOUSEHOLD

It is vitally important that if you have a confirmed COVID case in your household, you notify the school as soon as possible after the case is confirmed as positive. If you find out during school hours, please call us straight away; if it is after school hours, please email the school. **Prompt action (during the day or early evening) may enable us to undertake the work we need to do, without having to close the school.** We do not want any further school closures if we can avoid it. Please, if someone in your household tests COVID positive, please let us know straight away.

If you don't have the SENTRAL for PARENTS app on your phone PLEASE put it on your phone. If you don't know how or which app to use, please ask at the Office, we will help you. If you know a parent who doesn't have the app can you please suggest that they get it. **THIS IS THE KEY WAY WE COMMUNICATE WITH THE SCHOOL COMMUNITY. THIS IS HOW YOU GET IMPORTANT MESSAGES FROM SCHOOL.**

VACCINATION REQUIREMENTS FOR PARENTS

As you would be aware, staff working in schools are required to be vaccinated. Parents also need to be aware, there are vaccination requirements for visitors and volunteers performing **work** in schools, as well certain situations where parents and carers **attending** schools need to be vaccinated. We are currently working through the advice from the Department of Education so we can be as clear as possible with parents about when exactly vaccination is required on school sites. You will receive this information in the near future.

CHRISTMAS CONCERT—Monday 13 December

We have been very much wanting to hold a Christmas Concert this year to add some fun and happiness to what has been a very difficult and stressful year for everyone.

The good news: We ARE having a Christmas Concert.

The problem: We can't hold a Christmas Concert at school in the way we previously have because we would exceed the capacity allowed at a major school event.

So what will happen?: We are going to have all of our students performing Christmas songs, two classes together at a time during the school day. The performances will be video recorded by a professional company and put together as a Concert, which will be **live streamed at 6.00 p.m. on Monday 13 December**. The recording will be available for one week from that time. Students will be able to **come to school in their Christmas clothes** (covered shoulders and appropriate footwear please—no open toe shoes).

Please put this date and time in your diary so you can gather together at home as a family and enjoy the concert.

Accessing the Concert: You will receive a link and password on the Sentral app or you can request it from the Office via email. You can watch the recording on a device such as an iPad, computer, Smart TV, or a TV connected to a phone or device. Click on the link, insert the password and the recording should start playing. If you are unsure how to do this, please ask at the Office, we are more than happy to help.





PREP TRANSITION ONSITE PROGRAM

Thankfully, we are now able to run an onsite Prep Transition program for all enrolled Prep 2022 children. Sessions will be held on 24 November and 1 December 2021 from 9:30 – 10:30am. Students will visit the Prep rooms and participate in activities with the current Prep teachers.

A third onsite session will be held on Statewide Transition Day, Tuesday 7th December, from 9:15am – 12:00pm.

This will be a very exciting day, where 2022 Prep students will meet their 2022 teacher and classmates.

Please bring a SunSmart hat, water bottle, a piece of fruit and a small snack. No nut products please.

There will be a Sausage sizzle for families from 12:00 – 12:45pm. Come along to enjoy this time where you can meet other families and get to know the classroom teachers.

We will also be holding a 2nd hand uniform stall on the day from 8.45—9.15 a.m.

Parent information sessions are available on the website now.

<http://www.strathairdps.vic.edu.au/parent-information/enrolment/prep-transition-2022/>

YEAR 6 GRADUATION DAY Thursday 2 December

Our Year 6 Graduation will be held on Thursday 2 December. The day will include a Presentation ceremony, special activities and lunch provided by the School. As part of the Presentation ceremony, the audience will be able to view a recording of students performance from the School Musical Production. Unfortunately parents are not allowed to be onsite to attend the Presentation due to density limits. The Presentation will be filmed, edited and streamed to parents for viewing that evening at 6.00 p.m. and will be available for one week after that. Year 6 parents will receive a link on the Sentral for Parents app which will enable them to view the recording in the evening.

The Ceremony will commence at 9.30 a.m. Students will enter the gym at 9.20 a.m. and we will commence recording with students walking into the gym. Students will be able to come to school dressed up for Graduation Day however they will need to bring a change of clothes and footwear for after the ceremony.

November/December

Monday 8th	Tuesday 9th School council Meeting 7pm Canteen Open Prep Incursion –Prep E	Wednesday 10th	Thursday 11th Canteen Open Prep Incursion Prep C	Friday 12th Canteen Open 2nd hand Uniform Stall Prep Incursion Prep A	<u>Sat 13th & Sun 14th</u>
Monday 15th Prep Incursion-Prep B	Tuesday 16th Canteen Open Prep Incursion– Prep F	Wednesday 17th Last day to order 2022 Gr 6 Uniform Gr 5 Bricks 4 Kidz Incursion	Thursday 18th Issue 7 Book club Due Canteen Open Gr 5 Bricks 4 Kidz Incursion Prep Incursion Prep D Cultural Day Incursion	Friday 19th Canteen Open Gr 5 Sustainability Incursion	<u>Sat 20th & Sun 21st</u>
Monday 22nd	Tuesday 23rd Canteen Open	Wednesday 24th	Thursday 25th Canteen Open	Friday 26th Canteen Open	<u>Sat 27th & Sun 28th</u>
Monday 29th	Tuesday 30th Canteen Open	Wednesday 1st Dec Book club Issue 8 Last Day	Thursday 2nd Canteen Open Grade 6 Graduation	Friday 3rd Canteen Open	<u>Sat 4th & Sun 5th</u>



Student OF THE WEEK

Congratulations to the following students who have been awarded
student of the week for week 4 & 5 of term 4

Junior School

Prep A

Kaitlyn & Ismaiel

Prep B

Sahar & Saba

Prep C

-

Prep D

Karanvir & Samira

Prep E

Shayan & William

Prep F

Jaweria & Prathna

Grade 1A

Adnan & Fareeda

Grade 1B

Blake & Haider

Grade 1C

Lina

Grade 1D

Saza & Meena

Grade 1E

-

Grade 2A

-

Grade 2B

Gabriel

Grade 2C

Andrea & Hussnain

Grade 2D

Raymond & Alexia

Senior School

Grade 3A

Harvey & Duot

Grade 3B

-

Grade 3C

Shimar & Saima

Grade 3D

Isabella & Cody

Grade 3E

Sajjad

Grade 4A

Noah & Huma

Grade 4B

Kiera & Zeki

Grade 4C

Xyza & Ashley

Grade 4D

Erfan & Setayesh

Grade 5A

Maria

Grade 5B

-

Grade 5C

Bodhi & Sahar

Grade 5D

-

Grade 5/6E

Pavanah & Charlee

Grade 6A

Paige & Amir

Grade 6B

Zulfiqar &

Grade 6C

Tahlia



Wisdom



Respect



Self Esteem



Happiness



Strathaird Parents & Friends



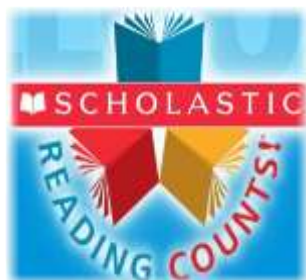
Uniform Donations and 2nd Hand Uniform Stall

If you have any used uniforms you would like to donate to the school for our uniform sale, Please only send tops with logos. If you are able to donate, please bring them to the office. We are needing all sizes.



Thankyou to our Parents and Friends group for collecting and washing the already donated items. This is very appreciated

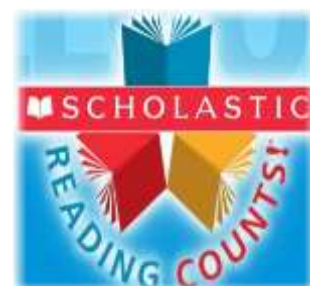
Bookclub



Book Club Catalogues went home last week for Issue 7 Christmas edition .

Last day for orders is no later than Thursday 18th November at 4pm

Preferred payments are online via Loop (See Order form on back of catalogue)



Would you like to Join our Parents and Friends Group

If you would like to help at events we would love to have your support. Notices will be sent home during the year calling for volunteers. To help at school you will need to hold a valid Working With Children Card (good news—they are free to get) and complete and OHS induction at school. We also need our helpers to be double vaxed.



Moonlit Sanctuary Incursion—Year 1


On Thursday 28th October Grade 1 students participated in an online incursion with Moonlit Sanctuary. This was part of our inquiry topic 'What do Australian animals need to survive?' Students were given a virtual tour of the Sanctuary and were able to see and learn about a variety of Australian animals such as the wombat, shingleback lizard, Tasmanian devil, and many more. After the tour, students met with Zoo Educator May via Zoom to ask her any questions they had about Australian animals. It was great to see students so engaged with the topic and asking lots of interesting questions. Here are some samples of writing students completed after attending the incursion.

Candice

Moonlit Sanctuary

Today we went to another class to meet May. After we asked questions May showed us a home from an animal that was a mammoth. When we were done meeting May we went back to our class. I learned that the type of female bird has more feather color and the boy bird has three colors. I also learned that wombats live

in a little deep hole. I thought it was fun. The last thing I learned is the blue tongue lizard could scare away predators. My favourite animal was the koalas.



Candice 1D

Moonlit Sanctuary Kiara

Yesterday me and my class had an incursion Moonlit Sanctuary because we were learning about Australian animals. We went to 3A for a zoom. I asked a question. My question was what is an echosystem. May is a zoo keeper. She was on the zoom she showed us skulls of animals and puthen eggs.

Well done

Kiara 1B

Mikayla

Moonlit Sanctuary

Yesterday our grade took part in an incursion from Moonlit Sanctuary. First we watched a video the people from Moonlit Sanctuary showed us lots Australian animals. I leant that long nosed potaroos have one baby at a time. My favrite was the Zoom with May because I didnt know that I was going to have a meeting with May.


Mikayla 1A

Lina

Moonlit Sanctuary

On Thursday we went to Moonlit Sanctuary. We could not go there because Covid-19, so we watched an animal video. We watched until it was done. It took forty minutes and seventeen seconds. My favourite animal was a koala and kangaroo. Tasmanian Devils are cute but dangerous. Well I like birds too. Did you know that wombats do not like seaching for food when it is hot in summer? At the end we had a Zoom

with May. She is a woman but she is a zookeeper. I liked it because there is kangaroos and koalas and birds too. I asked May what does a snake look like? She said I can find a snake but I have snake skin. All snakes eat a lot. I would like to go to Moonlit Sanctuary. It is cool.



Lina 1C



Remembrance Day 11th November

Poppies available from the office priced at

\$1.00 Badge

\$2.00 Poppy

\$3.00 Wristband

\$5.00 Poppy

Poppy Appeal monies go to the RSL General
Appeals Patriotic Fund.

Poppies and Wristbands are available for sale
from the office.

Please help support our Veterans.



STRATHAIRD PARENTS & FRIENDS

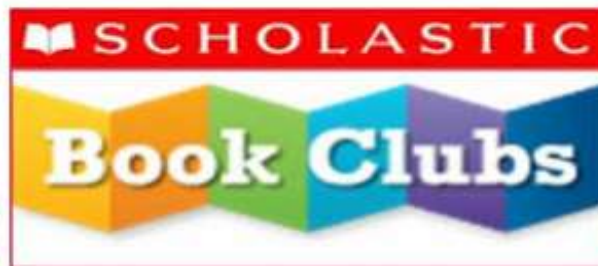
2ND HAND UNIFORM SALE

Preferred payment is by Eftpos

**FRIDAY 12TH NOVEMBER 2021
8.45AM - 9.15AM**

**The uniform sale will be held outside the BER Building.
This is located near the Before and after School Care
Gallery**





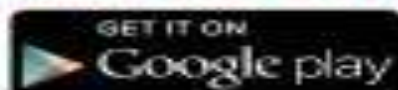
Issue 7 Bookclub is due
Thursday 18th
November

SCHOLASTIC
Book Club LOOP
for Parents

LOOP is the Scholastic Book Club
Linked Online Ordering & Payment platform for parents.

To order and pay for Scholastic Book Club by credit card visit:

www.scholastic.com.au/LOOP





How Can We Help Kids With Transitions?

childmind.org/article/how-can-we-help-kids-with-transitions

With the right support, children can learn to change gears without whining and tantrums

Katherine Martinelli

Many children struggle with transitions, which are common triggers for behaviors that range from annoying (whining, stalling) to upsetting (tantrums and meltdowns).

There are many ways parents and teachers can help kids have an easier time with transitions — and be able to behave better—but it may take a little experimentation to find out what clicks with each particular child.

These tools are useful to help kids of all stripes with transitions. But for kids with ADHD, anxiety, autism, or sensory processing, this kind of scaffolding is particularly crucial and can make the difference between a good day and a bad one. Over a period of time it can help pave the way for success.

Create routines: If a child “doesn’t want to transition because they like consistency and routine and structure,” says Michael Rosenthal, PhD, a clinical neuropsychologist, “then start by building in consistency and routine and structure into the transition process itself.”

For transitions that will happen every day, like turning off the phone to go to bed, consistent routines can have big payoff. A bedtime routine, for example, might seem like something for babies, but having a predictable structure in place can be reassuring and helpful even for older kids (and adults!).

Preview and count down: Along with routines, previewing and countdowns are key. In the morning you might lay out what the day is going to look like. Dr. Rosenthal suggests doing a role-play in which you practice moving from activity to activity to “engage them in the process.”

Then before each transition, give a timeframe and description of what will happen along with countdowns (in 20 minutes, then 10, then 5 it will be time to finish breakfast and head to school). This “allows them to emotionally get ready for an event,” explains Dr. Rosenthal.



Give it a sound track: For younger kids in particular, songs can be especially effective tools to help implement routines and ease transitions. The “clean up” song can be heard in preschools throughout the country for good reason, but there are countless other songs to be found (and made up!) to suit a variety of situations from tying shoes to brushing teeth.

Visual cues: Other kids may benefit from visual cues. Being able to point to a chart with drawings about what to expect from a particular transition or the steps involved can help some people immensely. These are common in lower grade classrooms but could be easily adapted at home.

Use rewards: Rouse points out that rewards can be an effective tool for all kinds of kids and issues. These can be things like stickers, snacks, or a point system that leads to tangible rewards. Schools and parents alike can implement reward systems, and once the kid gets into the habit of seamlessly transitioning you might be able to phase it out.

Implement appropriate consequences: If a transition is not going well, David Anderson, PhD, a clinical psychologist at the Child Mind Institute, recommends paying less attention to it rather than escalating the situation.

“Ignore it as long as they’re at least making an effort to make the transition or approximating the transition,” he says. “If they’re really egregiously misbehaving then use an appropriate consequence for that behavior that makes the child understand that behavior is off limits.”

Praise good transitioning: Finally, Dr. Rouse urges parents to recognize when things go well. “For all the times it’s gone wrong,” he says, “there have probably been a lot more times when it’s gone right. Don’t lose those opportunities to be really enthusiastic and say this was so great, it went so smoothly, I really liked how you handed over the iPad right away and started brushing your teeth, and now we have more time to read.”

Be specific in your praise, and follow up with a reward when appropriate. With the right support, children can learn to change gears without whining and tantrums.



Helping children cope with stress during the 2019-nCoV outbreak



Children may respond to stress in different ways such as being more clingy, anxious, withdrawing, angry or agitated, bedwetting etc.

Respond to your child's reactions in a supportive way, listen to their concerns and give them extra love and attention.

Children need adults' love and attention during difficult times. Give them extra time and attention.

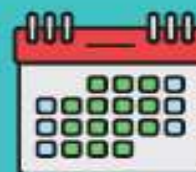
Remember to listen to your children, speak kindly and reassure them.

If possible, make opportunities for the child to play and relax.



Try and keep children close to their parents and family and avoid separating children and their caregivers to the extent possible. If separation occurs (e.g. hospitalization) ensure regular contact (e.g. via phone) and re-assurance.

Keep to regular routines and schedules as much as possible, or help create new ones in a new environment, including school/learning as well as time for safely playing and relaxing.



Provide facts about what has happened, explain what is going on now and give them clear information about how to reduce their risk of being infected by the disease in words that they can understand depending on their age.

This also includes providing information about what could happen in a re-assuring way (e.g. a family member and/or the child may start not feeling well and may have to go to the hospital for some time so doctors can help them feel better).



Mental Health Support during COVID-19 - for Children, Teens, Parents, and caregivers.

Source: Kidshelpline; kidshelpline.com.au

Out of the COVID-19 pandemic several services have developed online and phone support, including counselling, webinars and resources. These online resources are available and plentiful. However, it can be challenging and overwhelming to access helpful information.

As a starting point the three organisations below provide resources that offer support to children, teens, caregivers, and parents. These include, the Kid's helpline website, Headspace webinars and the World Health Organisation Fact sheets.



Kids Helpline – report the following warning signs that your child might be struggling

“The COVID-19 pandemic can affect the mental health of kids in different ways. You know your child best, so any behaviours that are out of character for them might be a warning sign they need support. Here are some things to look out for:

- *Withdrawal from family and friends*
- *Loss of interest in things they usually enjoy*
- *Changes in eating or sleep patterns*
- *Being irritable, moody, or becoming upset easily*
- *Self-harm or suicidal thoughts*
- *Feelings of hopelessness, especially about the future “*

The Kids help line- online support offers support to children 5-12 years, teens 13-17 years, young adults 18-25, parents and caregivers.

[Helping kids through COVID-19 \(kidshelpline.com.au\)](https://kidshelpline.com.au)

Kids help line offer a phone line- 1800 55 1800

Email – counsellor@kidshelpline.com.au

Webchat- [About WebChat Counselling | Kids Helpline](#)

There may be waiting periods on all services given the current demand.

Source: World Health Organisation; www.who.int



The World Health Organisation has published simple fact sheets- attached for “coping with stress during COVID” and “helping children cope with stress”.

[Coping with stress during the 2019-nCoV outbreak](#)

[Helping children cope with stress during the 2019 nCoV outbreak](#)

Source: Headspace; headspace.org.au

Headspace are running parent/carer webinars. They have online resources, phone, and online counselling.

Attached to the newsletter is information for an upcoming webinar.

[headspace National Youth Mental Health Foundation](#)





Australian Government
Children's eSafety Commissioner

Cyberbullying: the new Children's eSafety Commissioner

The Office of the Children's eSafety Commissioner (the Office) was established on 1 July 2015 to handle complaints about cyberbullying material targeted at Australian children.

The Office can investigate complaints about material considered likely to have a seriously threatening, intimidating, harassing or humiliating effect on the child. Where possible, the material should be reported to the social media service first, before it is complained about to the Office. To consider a complaint the Office will need evidence of the cyberbullying material.

Parents, along with schools and the government have a role in ensuring children are protected online. The Office will work with social media services, parents and schools to ensure serious cyberbullying material is removed.

What to do if your child is being cyberbullied

If your child is being cyberbullied advise them to:

- avoid retaliating or responding
- collect the evidence—keep mobile phone messages and print emails or social networking conversations
- block the bully and change their privacy settings
- report the abuse to the social media service

If your child continues to be cyberbullied and you believe it is having a seriously threatening, intimidating, harassing or humiliating effect, we encourage you to assist your child in [making a complaint](#) on the Commissioner's website.

More information on the [role of the Office](#), how to [deal with cyberbullying](#) and how to [lodge a complaint](#) is available on the website.

The [Kids Helpline](#) provides a private and confidential, telephone and online counselling service for young people. Encourage your child to speak to them if they are in need of counselling support. The Kids Helpline also manages [Parentline](#), a confidential telephone counselling service providing counselling and support for parents and care-givers.

If you believe your child is in **immediate danger**, call 000.

<https://esafety.gov.au>

How to report cyberbullying material

| 1

Report
the cyberbullying
material to the
social media service



| 2

Collect evidence
copy URLs or take
screenshots of the material



If the content is not removed within 48 hours apply steps 3 and 4

| 3

Report it
esafety.gov.au/report



| 4

Block
the person and
talk to someone
you trust



If you are in immediate danger, **call 000** (triple zero)

If you need to talk to someone, visit kids helpline.com.au or call them on
1800 55 1800, 24 hours a day 7 days a week



Sentral for Parents App

The **Sentral for Parents** app allows families to:

- ✦ view academic reports
- ✦ explain past and upcoming student absences
- ✦ view calendar events
- ✦ book parent/teacher interviews
- ✦ receive sick bay notifications
- ✦ view school newsletters

as well as receive real-time notifications and messages from the school.

Instructions for accessing the Sentral for Parent App

1. **Download** the 'Sentral for Parents' app. Depending on your device, visit either the Apple App Store, or the Google Play Store.
2. **Search** for Strathaird Primary School. Tap Next.
3. **Sign in** using your Sentral username (your registered email address) and password (that you created when Registering). Tap Log In.
4. You are now ready to start using the app.



If you have never registered on Sentral:

1. Click register here to register a new account. It will ask you to create a user name and password. Enter your email address as your username and create your own password. You will receive a verification email which **MUST** be verified in order to continue.
2. Once verified, log back into the app and use the access key provided by the school to link to your child's details. *The access key will be created for you once your child is attending.*

For a quick overview on how to access the Parent Portal, please watch this short video.

<https://vimeo.com/sentraleducation/review/431752138/968dcb15a8>

If you have questions about using the app, or need some extra help then please browse the list of FAQs at

<https://info.sentral.com.au/new-app-getting-started> or contact us for assistance.

PROTECT

Everyone has the right to be safe and be protected from abuse.

No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.

Tell a teacher or any adult at your school if you feel unsafe.



It's everyone's responsibility.

Adults at school must listen and respond to concerns about child abuse.

If you suspect abuse of any child or young person, you have a responsibility to report it, even if you are not sure.

Further information & resources

www.education.vic.gov.au/protect



VISION STATEMENT AND MISSION

To empower students to strive for personal achievement, embrace challenges and develop the skills and values that enable them to become lifelong learners and engaged responsible citizens in an ever changing global society.

OUR VALUES

We value Wisdom, Respect, Self Esteem and Happiness.

Wisdom – Growth through the acquisition of knowledge skills and experiences. It encompasses the qualities of independence, responsibility and goal setting.

Respect – The valuing of people's worth and qualities and treating everyone in the school community in a polite and friendly manner. It encompasses the qualities of friendship, cooperation, courtesy, honesty, trustworthiness, compassion and consideration.

Self Esteem – A feeling of self worth and confidence. It encompasses the qualities of confidence, achievement, enthusiasm, patience, and positive attitude.

Happiness – Appreciation of life and ability to see the positives in most situations. It encompasses the qualities of fairness, forgiveness, safety, and kindness.

Our school motto is: Success, Pride, Self Esteem, chosen by school council as fitting attributes that reflect our underlying values.

HOW WE ENACT OUR VISION STATEMENT AND MISSION

School Council provide Governance and direction through School Policies, the school's Strategic Plan and the implementation of that plan through the Annual Implementation Plans.

The philosophy of our curriculum delivery is based on our vision statement and mission. We promote our values across the school and include specific presentations on values through whole school assemblies.

Extra curricula activities during lunch times include: library time, gardening, music/choir, Years 2 sports fun, chess for grades 3, 4 and grade 5 and 6 camps, are all aimed at developing this philosophy.

