



24th November 2021

FROM



THE PRINCIPAL

REMEMBRANCE DAY

Last week our School Captains presented a Remembrance Day ceremony over the PA for the whole school. They talked about the origin of this important day and the school observed a minutes silence dedicated to the soldiers who died fighting to protect the nation. After that, the School Captains laid a wreath at the school flagpole. We are so grateful to have such outstanding young people as our School Captains. Well done Ana, Fida, Samira and Sherwin.

AIR PURIFIERS

We are very pleased to advise the State Government has delivered our allocation of Samsung Air Purifiers. The air purifiers contain high-efficiency particulate air filters. HEPA filters can help filter airborne viruses including COVID-19. Whilst they do not completely eliminate COVID-19 transmission, combined with other interventions in schools – including vaccination, physical distancing, good hygiene, masks and cleaning, they aim to create a safer school environment. The purifiers are being placed in the areas of highest risk.

VACCINATION REQUIREMENTS FOR PARENTS

As in the broader community, there are now vaccination requirements which apply in schools.

Currently,

PARENTS AND CARERS HAVE TO BE FULLY VACCINATED OR HAVE AN OFFICIAL VALID EXEMPTION:

1. To volunteer or work in the school in a variety of ways, for example, Parents and Friends, School Council, Community Reading, Classroom Helpers on an excursion. Parents must check in at the School Office. —>

You must be fully vaccinated

2. To enter any school buildings (parents must check in at the Office). —> *You must be fully vaccinated*

There are only a couple of exceptions to entering buildings when you are **not** vaccinated:

- when attending to administer medical treatment to their own child when the treatment cannot be administered by the school;
- when attending to collect their child who is unwell and cannot leave the school building unaccompanied by their parent/carer. when attending for a momentary period that does not involve any sustained contact with staff or students, to collect at item.

3. To attend school events, whether they are indoors or outdoors, this includes, but is not limited to, school tours, transition activities, assembly, Graduation, whole school events, musical productions, parent teacher interviews. For meetings and other discussions (such as Student Support Group meetings), if parents and carers do not meet vaccination requirements these meetings will need to be held by phone or video conference. Parents will be required to check in and show evidence of full vaccination. —> *You must be fully vaccinated*

PARENTS DO NOT HAVE TO BE VACCINATED:

1. To drop off and pick up children in the yard but must adhere to any Public Health orders that are put in place e.g. mask requirements, density limits, physical distancing. —> *You do not need to be fully vaccinated*

YEAR 6 GRADUATION

The Year 6 Graduation will be held next Thursday 2 December, commencing at 9.30 a.m.

Following updated advice from the Department of Education, we are now able to invite both parents but parents must be fully vaccinated and show evidence to school staff before entering the gym. Parents will receive a separate letter regarding Graduation. The Graduation will still be streamed in the evening as arranged.



CHRISTMAS CONCERT—Monday 13 December

In the last newsletter we announced the format for the Christmas Concert.

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.



What is happening in the last three weeks of the school year?

- ◆ ***Friday November 26***—Year 6 and Band production performances videoed for Graduation Day
- ◆ ***Thursday December 2***—Year 6 Graduation Day
- ◆ ***Tuesday December 7***—State-wide Transition Day

2022 Preps will be at Strathaird Primary School for their final transition session from 9.15—12.00 p.m. where they will meet their teacher and classmates. A Sausage Sizzle will follow from 12.00—12.45 (parents need to be double vaccinated to attend this event)

2022 Year 7s (most) will be at their new secondary school (check the information you have received from your child's secondary school)

- ◆ ***Monday 13 December***—Christmas Concert—Videoed during the day and streamed to families at night. See notice in this newsletter.
- ◆ ***Monday 13 December 9.00 a.m.***—Final whole school Assembly. Parents are welcome to attend the final assembly but must be fully vaccinated, check in at the gym and show evidence of vaccination.
- ◆ ***Wednesday 15 December***—Class Celebration Day
- ◆ ***Thursday 16 December*** (prior to recess) - Students to 2022 Classes
- ◆ ***Thursday 16 December***—Last day for students



Student OF THE WEEK

Congratulations to the following students who have been awarded student of the week for week 6 & 7 of term 4

Junior School

Prep A

Sana & Sienna

Prep B

Roy & Kallista

Prep C

Hamza & Levi

Prep D

Arman & Elijah

Prep E

Samir

Prep F

Anika

Grade 1A

Ethan

Grade 1B

Hanasa & Moeimalae

Grade 1C

Hawa & Roxy

Grade 1D

Sofia & Zaine

Grade 1E

-

Grade 2A

Tahlia & Josie

Grade 2B

Sara

Grade 2C

Harper & Mia

Grade 2D

Ashley & Scout

Senior School

Grade 3A

Travis & Astor

Grade 3B

Xiara

Grade 3C

Detwa

Grade 3D

Lucy & Isa

Grade 3E

Bella & Sajjad

Grade 4A

Fatimah & Roman

Grade 4B

Mansour, Zainullah &
Abigail

Grade 4C

Ashlea & Hussain

Grade 4D

Stacey & Brandon

Grade 5A

Khloe & Zahra

Grade 5B

Sakina & Phoenix

Grade 5C

Raihana & Imran

Grade 5D

Ayuen & Natalie
Minal & Nathan

Grade 5/6E

-

Grade 6A

Nazia & Harkirat

Grade 6B

Elliott & Georgia

Grade 6C

Charli & Farzad



Wisdom



Respect



Self Esteem



Happiness

Prep Little Woodworkers Virtual Incursion

Over the past couple of weeks each Prep class has been involved in the Little Woodworkers Virtual Incursion. Students set out to build an aeroplane. They followed along to the instructions, using hammers and screwdrivers. They learnt the different parts of the aeroplane being the body, wings and propeller. All students had so much fun and they were so proud of their finished product!



So much FUN!



Victorian High Abilities Program - Term 2 & 3 2021

The Victorian High Abilities Program (VHAP) recognises Grade 5 and Grade 6 students who are achieving at advanced levels within their classrooms. Students are selected for the program by the Education Department using data, including NAPLAN results and school report information. Strathaird Primary School students have again had the opportunity to work alongside other high-ability students both from within our school and students attending several other local schools. These students were invited to participate in online sessions that provide experiences aimed towards challenging and extending student thinking. Weekly classes have been facilitated by specialist high abilities teachers throughout Term 2 and Term 3, even continuing during remote learning.

Congratulations to the following students for being selected to participate in the VHAP sessions:

Term2

Primary English (Avocado); Ashley (5A)

Primary Maths (Hawks); Elias (5A)

Term3

Primary English (Lentil); Anandu (56E), Alisina (6B), Georgia (6B), Nehad (6B), Piper (6B)

Primary Maths (Cobras); Wyatt (56E), Beatrice (6B), Nawid (6C), Ryley (6B)

I would like to take this opportunity to thank these amazing students for their commitment to participating in the program and working to achieve as much from the experience as possible. They even kept working hard attending these extra lessons at home during remote learning!



Primary Maths

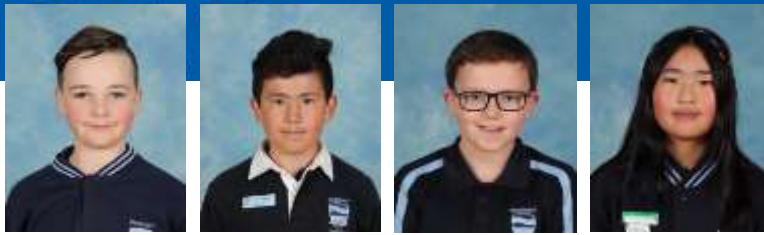
Term 2 Hawks Group

I felt really excited to be picked for the Maths VHAP. My friend told me lots about it and I was crossing my fingers to get in. We learnt things from algorithms to algebra, coding to cryptography, binary numbers to different number systems. It really challenged me in so many ways and was a great way to learn with other students from other schools. That is both Literacy and Maths done now for me!

Primary English

Term 2 Avocado Group

In Term 2, I participated in the English VHAP. My favourite part was writing the big final story. We looked at Archetypes, different genres and sub-genres, that I liked learning about as well. It did challenge me every week, learning new things all the time.



VHAP was a fun experience as it challenged my thinking. The tasks set made me really have to think about how I got my answer and why. You basically sit in an online class, getting ideas and feedback from other students, which really helped me. We were able to share ideas with each other and explain how we got to an answer or ending. It was amazing to be accepted into both VHAP English and Maths as only a handful of people get in!

I was excited to get chosen for VHAP and it was pretty amazing! The lessons were fun and I learnt more interesting things. It really challenged my thinking and I was mind-blown at times. It was especially interesting to learn about different numerals and how to decrypt codes, those are definitely my favourite lessons! What surprised me most were the other students, seeing the other students inspired me to do even better!

In VHAP, when I heard other people's ideas it humbled me to realise that I am smarter than I thought. The people had amazing ideas, they encouraged people to work their hardest to succeed in their goal. VHAP was a great experience that students who are selected will really enjoy!

I really liked the VHAP experience. It was so much fun to be working with other schools across Victoria. I liked being challenged to do things I was a bit unsure about. I was so excited to be chosen to participate in the program. I loved working with other people that were the same level as me. It was really great to hear their ideas. My favourite lesson was when we were naming the book characters that fit the role we were talking about. The teacher was super nice and the homework wasn't too hard. Overall, my VHAP experience was amazing and I would definitely recommend doing it!

Firstly, being chosen was a feeling I had never felt, it was a mix of; happiness, pride and anxiety. Although when I heard other people's ideas, it all changed to excitement. All these fantastic ideas from all these amazing people. My teacher was encouraging and thought all ideas were good ideas. Overall, VHAP was actually really fun!



Drop off non-perishable foods and toys in the office until the 10th December

This Christmas
your generosity will bring
some unexpected joy



*Donate, fundraise
& share*



**Christmas
Appeal**



Sustainability News



RESOURCE SMART SCHOOL UPDATE

WATER RENEWAL

WASTE WATER FOUND!! By 3A, 3B and 3D

This year we are required to update our WATER module. This includes auditing the water usage in the school to find ways to reduce usage such as identifying and fixing leaks. The Grade 3 Students completed this audit last week and found a few taps and toilets that had small leaks that need repairing. Bear in mind that many people don't have much water in the world. Water is very scarce with less than 1% of the water on earth available for drinking. If you don't turn off the taps it will cost the school lots of money. Some people may not have any water, we shouldn't take water for granted. We are very excited to see our second new bubbler has been installed with 3 drinking fountains and a water bottle refill station. Do you know that a dripping tap can waste up to 7L of water a day. If you find any leaking taps at home it is a good idea to repair them straight away to avoid large bills and wasting our precious resource. Some of the ways we reduce water use at Strathaird are:

- reporting and fixing leaks in a timely manner
- catching run off from drinking taps and classroom taps and putting on the garden
- watering the vegetable garden with tank water
- planting indigenous plants that are drought tolerant
- Using the tank at the back of the gym to flush the toilets in the main building
- Using the water tank in the garden to keep the frog pond full.
- Drinking not playing with water.
- Using the water pump in the discovery garden responsibly

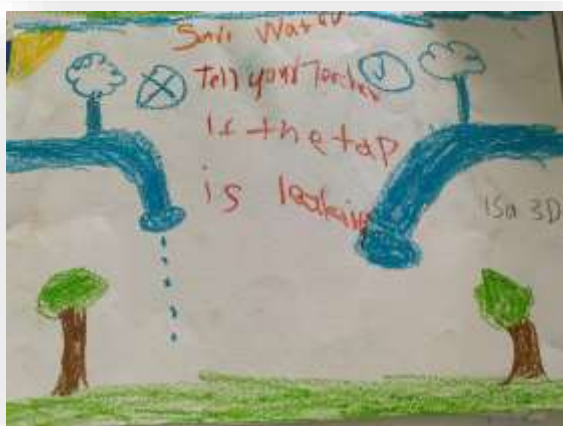
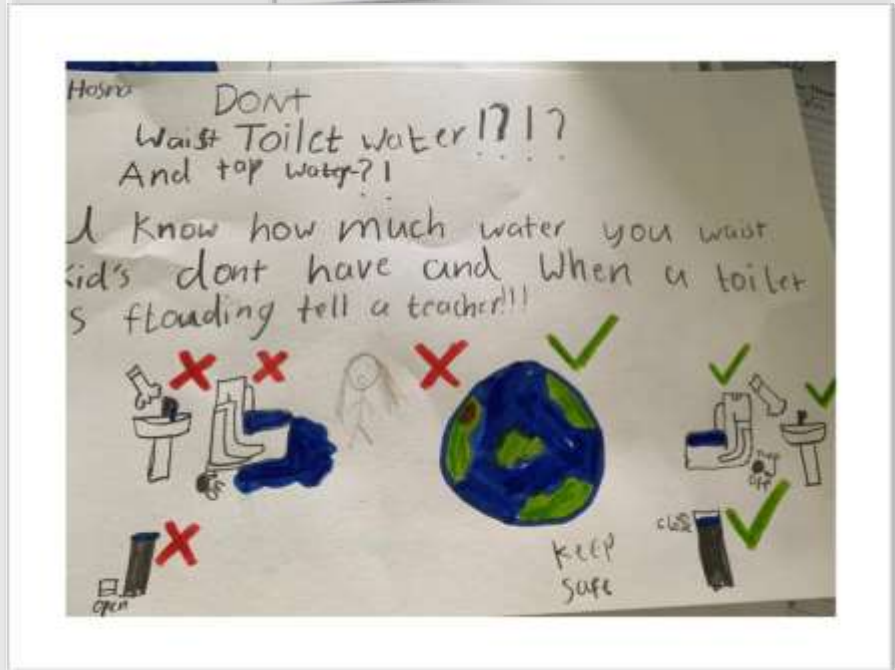
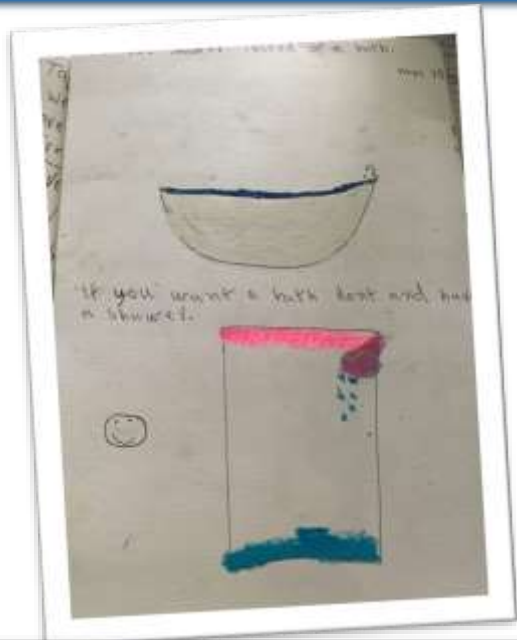
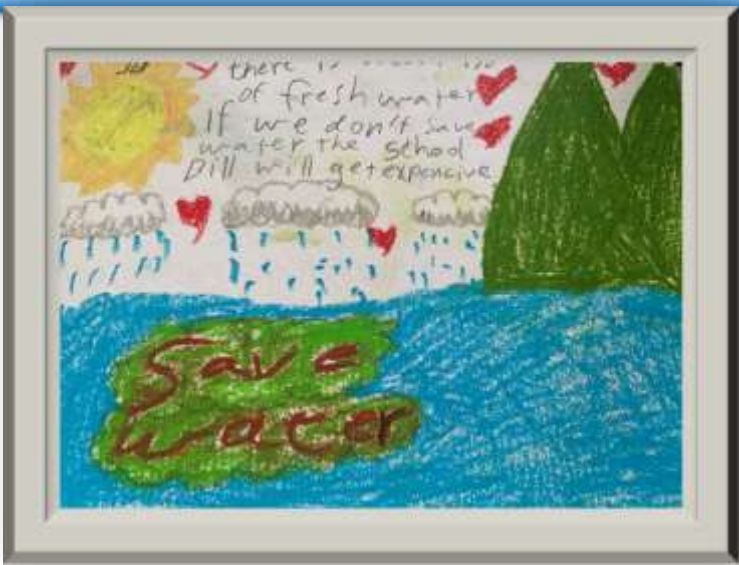


Some things we would like to work on are: providing more water sources such as bird baths for birds around the school. Continuing to add to our signage about saving water.

What can you do at home:

- install a water tank for the garden
- use half flush most of the time when using the toilet
- have 3 minute showers
- only wash full loads in the washing machine and dishwasher
- fix leaking taps





Sustainability News

Recycling news



Big W toy recycling—IN STORE not at school



What you can recycle in this program



Battery recycling—while we do recycle batteries at school they get very heavy! You can collect and recycle your own batteries at Officeworks, Woolworths and Coles.

November/December

Monday 22nd	Tuesday 23rd Canteen Open	Wednesday 24th Prep Transition	Thursday 25th Canteen Open	Friday 26th Canteen Open Recording Grade 6 & Band from Production	Sat 27th & Sun 28th
Monday 29th	Tuesday 30th Canteen Open	Wednesday 1st Dec Book club Issue 8 Last Day Prep Transition	Thursday 2nd Canteen Open Grade 6 Graduation \$ due Grade 2 Zoo	Friday 3rd Canteen Open	Sat 4th & Sun 5th
Monday 6th	Tuesday 7th Canteen Open Gr 2 Zoo Orientation Day for Gr 6 and 2022 Prep	Wednesday 8th	Thursday 9th Canteen Open	Friday 10th Last day Canteen Open	Sat 11th & Sun 12th
Monday 13th Christmas Concert	Tuesday 14th	Wednesday 15th	Thursday 16th Last day of 2021— 3.15pm dismissal	Friday 17th Curriculum Day—No School	Sat 18th & Sun 19th



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.

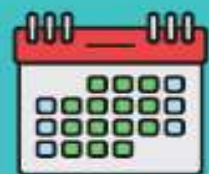
Remember to listen to your children, speak kindly and reassure them.

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 \(kidshelpline.com.au\)](http://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 kidshelpline.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.

