



Strathaird

Success

Pride

Self-esteem

Newsletter Edition 2

☎ 03 9705 3800

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🌐 [www.strathairdps.vic.edu.au](http://www.strathairdps.vic.edu.au)

9th February 2022

THE PRINCIPAL

*Julie Kennedy*



### STRATHAIRD PRIMARY SCHOOL CAPITAL WORKS PROGRAM

This year promises to be a very exciting year. Towards the end of 2020 our School received \$10 million in funding from the State Government to modernise and upgrade our school facilities. We are building an Eco-Cabin and Eco-Cubby which will provide a large multi-purpose learning space, a Science and Technology Centre, a commercial style kitchen, a parent meeting room, the Sustainability classroom and a Senior Student toilet block. The design has focussed on environmental sustainability principles. The oval will also be redone to include drainage and returfing and a new high fence will be constructed around the school's perimeter. Construction is expected to begin in Term 2. You will receive further information once we are able to provide it.



## COVID 19 CHILD VACCINATION POP UP CLINIC AT STRATHAIRD PRIMARY SCHOOL

**Strathaird Primary School is hosting a pop up Child Vaccination Clinic.**

**The details are as follows:**

**Date:** Thursday 17 February 3.30 – 7.00 p.m.

**Date:** Friday 18 February 3.30 – 6.00 p.m.

**Location:** School Gym.

**How do I book:** Online bookings or walk up and register at the School Gym at the time.

**Who is running the Clinic:** *Unique Medical, Cranbourne*

**COVID-19 vaccines  
for ages 5-11**

**We're working hard  
to keep our schools  
COVIDSafe**



## HAVE YOU CONSIDERED BEING ON SCHOOL COUNCIL?

### SCHOOL COUNCIL ELECTIONS 2022

All government schools in Victoria have a School Council. They are legally constituted bodies that are given powers to set the key directions of a school within state-wide guidelines. In doing this, a School Council is able to directly influence the quality of education that the school provides for its students.

This year there are **four Parent Member vacancies (2 year terms)** on School Council.

- \* The election process will commence with a call for nominations from **Monday 14th February.**
- \* Nomination forms can be obtained from the School Office.
- \* Nominations close and are due to the School Office by **4:00pm on Monday 21st Feb.**
- \* The list of candidates will be posted outside the School Office on **Wednesday 23rd Feb.**
- \* If there are more nominations than vacant positions, a ballot process will take place. Ballot Papers will be distributed to all families on **Monday 28h February.**
- \* All Ballot Papers must be received by the closing of the Ballot at **4:00pm Monday 7th March.**
- \* Counting Ballot and Declaring Poll will take place on **Tuesday 8th March.**
- \* The first meeting of the newly appointed School Council will be held on **Tuesday 8th March.**

### RAT Testing Days

at Strathaird Primary School our RAT Testing days for the School Community are Mondays and Thursdays. Many thanks to the families who are doing the testing, this is helping to keep the School Community safe.

### PARENT TEACHER PHONE INTERVIEWS

HAVE YOU BOOKED YOUR INTERVIEW TIME ON SENTRAL?

Interviews are being held:

**Monday 14<sup>th</sup> February  
between 3:30pm. and  
7:30pm, or**

**Tuesday the 15<sup>th</sup>  
February between 3:30  
and 5:00pm.**



Congratulations to our adorable Preps who have made an excellent to school. They are happy and have settled in very well to classroom routines. Considering they have had quite disrupted 3 and 4 year old kinder programs, they are doing amazingly well.



PREP

2022





## COVID 19 CHILD VACCINATION POP UP CLINIC AT STRATHAIRD PRIMARY SCHOOL

Children aged 5-11 years are now eligible to receive a COVID-19 vaccine. Getting vaccinated is the best way you can protect yourself, your family and our school community from further outbreaks and the spread of COVID-19.

Vaccination is not mandatory, but it is highly encouraged, except where your medical practitioner advises you otherwise.

To help keep our school community safe, **Unique Medical PTY LTD** will be hosting a mini COVID-19 vaccination clinic at our school for all students at our school aged 5-11 years.

### When and where

**Date: Thursday 17 February 3.30—7.00 p.m.**

**Date: Friday 18 February 3.30—6.00 p.m.**

**Location: Strathaird Primary School Gym**

### Parent/guardian consent

All students aged 5-11-years-old require the consent of their parent or guardian to be vaccinated. A parent or guardian **must** attend the mini vaccination clinic with your child to provide consent and support your child.

### How to book an appointment

You're welcome to book an appointment with the mini clinic at our school. There will also be walk up appointments.

***FOR INSTRUCTIONS ON HOW TO BOOK ONLINE, PLEASE SEE THE FOLLOWING PAGE.***

### What to bring

On the day you should bring the following:

a face mask

a Medicare number, or [Individual Healthcare Identifier number](#) for your child if they have one.

Please note, appointments and vaccinations through the school based mini-vaccination clinic are at **no cost** to your or your family. Please speak to your doctor if you have any questions about vaccination for your child.

### More information

If you and your child cannot attend the vaccination clinic at the school, you can book and receive your COVID-19 vaccine at a vaccination centre, participating GP clinics, pharmacies or community health services.

You can find a Commonwealth vaccination centre or participating GP, pharmacy or community health service through the [Vaccine Clinic Finder](#). You can book your appointment online or by calling the vaccine provider nearest to you. To find a state vaccination centre and opening times, visit [coronavirus.vic.gov.au](https://www.coronavirus.vic.gov.au).

Translated advice about the vaccines is also available at [coronavirus.vic.gov.au](https://www.coronavirus.vic.gov.au).

For further assistance, contact:

the Department of Education and Training COVID-19 hotline on 1800 338 663.

the National coronavirus and COVID-19 vaccine helpline: 1800 020 080.





# New Beginnings

## Community Welcome Celebration

Sunday February 20, 2022

11am-4pm

Harmony Square, Lonsdale Street, Dandenong

# FREE

**Halal BBQ, Welcome to Country, Kids' Activities,  
Music, Performances and Community Network Fair**

For more information email [community.advocacy@cgd.vic.gov.au](mailto:community.advocacy@cgd.vic.gov.au) or  
call 03 8571 1000

[greaterdandenong.vic.gov.au/new-beginnings](http://greaterdandenong.vic.gov.au/new-beginnings)

**Proudly supported by**



**Uniting**

**Komak**  
Program



THE  
**DRUM**







جشن خوش آمد گویی به جامعه محلی

یکشنبه 20 فوریه 2022

صبح تا 4 بعد از ظهر 11

آدرس:

Harmony Square, Lonsdale Street, Dandenong

# رایگان

برای اطلاعات بیشتر با ایمیل یا

شماره زیر تماس بگیرید

Email: [community.services@cgd.vic.edu.au](mailto:community.services@cgd.vic.edu.au) or Phone: 03 8571 1000

Website: [greaterdandenong.vic.gov.au/new-beginnings](http://greaterdandenong.vic.gov.au/new-beginnings)

حمایت شده توسط



**Uniting** Komak  
Program



THE  
**DRUM**



# What's Happening in Grade 5?

We've started the year with a bang! We are getting to know each other and learning how to work together as a team. We are looking forward to what the year is going to bring.



By Tiana 5B



By Olivia 5B

*I am looking forward to going on camp and competing in cross country. I am excited lots of new things this year.*

By Mansour 5B

*I am looking forward to going on camp and doing sport this year. I'm also looking forward to running in cross country, playing with friends and learning new things*

By Ethan 5B

I am looking forward to going on camp. I can't wait to meet my Prep Buddy.

By Wyatt 5D



By Bahara 5D

I am looking forward to going on camp. I'm also looking forward to doing ICT.

By Abigail 5D



By Esther 5D

I am looking forward going to camp because my sister has told me lots about it.

Bella 5C



By Parastoo 5C



# What's Happening in Grade 5?



By Noah 5A

I am looking forward to going to camp because I am excited about it.

I am looking forward to meeting new people and doing athletics.

Stacey 5C



By Bella 5C

I want to go to camp because it looks like it will be fun and exciting. I am also excited about doing the swimming carnival too.

Ethan 5C



By Melody 5A

I am looking forward to going on Grade 5 Camp. I'm also looking forward to running with Grade 6s during cross-country!

By Saaim 5A

I am looking forward to NAPLAN because we have never done it before. I am also looking forward to Sovereign Hill Camp!

By Ashley 5A



By Isaiah 5C

Fionna 5C

Something that I am looking forward to working on in grade 5 is working on my comprehension skills, my listening and making new friends.



By Lucy 5C



# STUDENT LEADERSHIP

At Strathaird Primary school we offer our students great opportunities to develop and display their leadership skills. Leadership roles help students develop responsibility, confidence, organizational skills and also aims to assist with their positive self esteem. Below is a list of many leadership opportunities for our students and each newsletter we will acknowledge our students whilst also highlighting their fantastic achievements in our school community.

<b>SCHOOL CAPTAINS/ SCHOOL VICE CAPTAINS</b>		
<b>HOUSE CAPTAINS/ HOUSE VICE CAPTAINS</b>		
<b>SPORTS</b>	<b>GREEN TEAM</b>	<b>MARINE AMBASSADORS</b>
<b>JUNIOR SCHOOL COUNCIL</b>		
<b>ENERGY— WASTE—WATER</b>		
<b>MODELLED READING TUTORS</b>		
<b>GRADE 6 BUDDIES</b>	<b>Classroom monitors</b>	

## 2022 SCHOOL CAPTAINS AND VICE CAPTAINS

At the end of 2021, Grade 5 children who were interested in this position were invited to apply by submitting a written piece highlighting why they would be a good choice for this leadership role. These submissions were then read and short listed by our Principal and Vice- Principals and were then interviewed. Well done to all our applicants and our successful students. were selected.



## Starting the School Year and dealing with issues

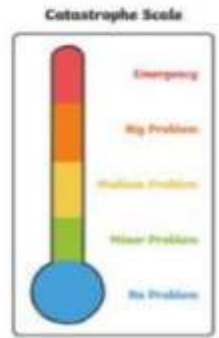
At Strathaird this year, we are introducing to all classrooms the Catastrophe Scale.

As the school year begins, we can feel a bit overwhelmed and become easily tired from long days. It is easy at times to lose tempers and overreact to situations at school and at home. This will help explain better what we are doing at school to help with this but also may help you at home too.

### Catastrophe Scale

The catastrophe scale helps us to build our resilience when bad things happen. Often, we think something is the worst thing in the world, when in actual fact we are overreacting and it is just a little issue. Recognising this helps us to bounce back and move on with our day as opposed to making it an out of proportion event and affecting our day.

What is great about the catastrophe scale is that it doesn't ignore our fears or worries but helps us to keep them in the correct perspective and also helps us deal with ways to fix them. Being resilient isn't about not feeling these emotions but about being aware of them and learning skills to cope with them. Being resilient is learning that often it is the way we think about an event that happens to us that controls how big a deal it actually is.



Some questions to ask your child to help them when an event occurs... "Where on the scale does this problem fit?", "Is this something you can deal with?", "How will you do this?", "If it is a big problem what do you think you will do about it?".

Below is an example and on the next page is the full Catastrophe Scale in detail for you to understand also use at home if you like.

Welcome back and have a great start to the year everyone.....

Mr Inturrisi

Problem	Where does the problem fit?	Action	Outcome	Next?
I don't like the way he plays the game.	Medium Problem	Tell the person nicely that the game is not meant to be played like this and it is not fair to me and the other players.	The person starts to play the game correctly. <hr/> The person ignores you and still plays the game the same way.	No more action is needed. <hr/> I have tried to fix this calmly and nicely and they have not stopped. I now tell the teacher.





# Catastrophe Scale Poster

## How Would I Rate My Problem?

Even though it's challenging, I will get through this. This challenge will make me stronger.	<b>9 - 10 Catastrophe</b>	A natural disaster.
		An explosion at school.
I feel enraged.	<b>8 Huge Problem</b>	A life-threatening emergency at school.
I am not coping.	<b>6 - 7 Big Problem</b>	Someone is bullying me.
I need help from someone I trust to solve this.		I'm having a challenging time at home.
I will take action and solve this problem!	<b>4 - 5 Medium Problem</b>	I keep having disagreements with my friend.
I need to talk about it with someone I trust.		I'm struggling with school work.
I can solve this problem myself.	<b>2 - 3 Small Problem</b>	I forgot my lunch.
I've forgotten about it and moved on.		I lost a game that I usually win.
I'm happy.	<b>0-1 No Problem</b>	I am doing my work.
I'm content.		I am cooperating.



# Hats Available



We have a supply of hats available for purchase from the office.

Samples are available if you need help selecting a size.

All hats are \$9 each and can be purchased over the counter or on the QKR App.

Preferred Payment is QKR

HATS ON EVERY DAY!!

## February/March

<b>Monday 7th</b>	<b>Tuesday 8th</b> Canteen Open	<b>Wednesday 9th</b>	<b>Thursday 10th</b> Canteen Open	<b>Friday 11th</b> Canteen Open	<b>Sat 12th &amp; Sun 13th</b>
<b>Monday 14th</b> Strathaird Parents and Friends Meeting at 9am <b>Parent Teacher Interviews via phone</b>	<b>Tuesday 15th</b> Canteen Open  <b>Parent Teacher Interviews via phone</b>	<b>Wednesday 16th</b>	<b>Thursday 17th</b> Canteen Open Child vaccination Clinic 3.30pm—7.00pm	<b>Friday 18th</b> Canteen Open Book club last day Child vaccination Clinic 3.30pm—6.00pm Gr 6 Camp Forms and Monies due	<b>Sat 19th &amp; Sun 20th</b>
<b>Monday 21st</b>	<b>Tuesday 22nd</b> Canteen Open	<b>Wednesday 23rd</b>	<b>Thursday 24th</b> Canteen Open	<b>Friday 25th</b> Canteen Open	<b>Sat 26th &amp; Sun 27th</b>
<b>Monday 28th</b>	<b>Tuesday 1st March</b> Canteen Open	<b>Wednesday 2nd</b>	<b>Thursday 3rd</b> Canteen Open	<b>Friday 4th</b> Canteen Open	<b>Sat 5th &amp; Sun 5th</b>





## Meet the Team

### Coordinator



**Kate**  
Fun Fact: "I love building Lego"

### Educators



**Rachel**  
Fun Fact: "My favourite lolly is sour straps"



**Chantell**  
Fun Fact: "I like going to the gym"

### Area Manager



**Katherine**  
Fun Fact: "I love doughnuts"



**Holiday Program**  
We had an action-packed holiday program to start off 2022.  
The pictures below demonstrate how much fun we had 😊



Bag Tags

Bookmarks

Tiki masks



Excursion: Maru Koala and Wild life park and Pete's mini golf

Magic Milk Experiment

Incurtion: Tim Credible Magic Show



Excursion: Boneo Discovery Park



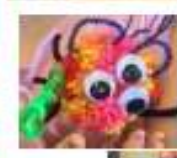
Popsicle Stick Creations



Kandinsky Inspired Art



Excursion: Exploding Volcanoes



clip'n'climb



Pom Pom Pals

Excursion: Clip 'n' Climb



Excursion: Animals of Oz



Cooling Fun



Oobleck

Tye Dye Aprons



# Reading at Home with Young Readers

Most classrooms have commenced take-home reading by now, whereby students bring home books on a nightly basis to practise their skills. These books are usually easier than what your child will be reading in class with their teacher and there are important reasons for this.

Class teachers match students to appropriate levelled texts for classroom instruction. These texts are selected carefully in order to provide ample challenge for students but also where support can be offered for new skills and strategies to be gained. Reading at home has a different, but also important purpose. Please read below to find out why your child is bringing 'easy' books home.

## Why Easy Reading?

- Readers are able to hear themselves read in a phrased and fluent manner, "*reading like we're talking*", when there are only a few or no challenging words or grammatical constructions. Reading fluently is a requirement for comprehension. **Comprehension (getting the meaning) is what reading is all about, the reason we read.**
- Reading is a complex and dynamic problem-solving process using a variety of strategies. Development of any skill requires repeated practice. The skills and strategies the reader has in place will act as the foundation on which new learning can be built.
- Easy books and books previously read, allow the reader to improve the speed and quality of the processing. Each time the reader has to stop to decode a word, the flow of language is lost and the meaning of the story is often suspended.
- Readers are able to reinforce knowledge of high frequency words which are repeated in many different books. **Studies show that children need to be presented with a word several times, in a number of contexts, in order to have real control of that word.**
- A familiar book is not a memorised book. It is a book that still challenges a reader to do some reading work, engaging with print and picking up new information. The practice of re-reading familiar books encourages confidence and fluency, and provides practice in bringing reading behaviours together.
- Children who enjoy reading want to read more! Children who read everyday gain significant benefit over children who do not. Exposure to new words, concepts and topics improves performance in many areas of learning. Your support with this is crucial, particularly in the early years of schooling.

With any book, at any level, you can focus on comprehension.

Occasionally, stop, and have your child predict what will happen next.

Once or twice, as you read the book, stop and check for understanding, ask "who" and "what."

Having your child retell the story in their own words is a difficult, but necessary skill. The more practice they get, the easier it becomes.

Talk, talk, and talk about the books. Participate in this reading journey with your child; the pay-offs will last a lifetime!

## **Remember our primary goal is for your child to enjoy reading!**

If you have any questions about the books your child is bringing home, please make a time to speak to your child's teacher.

David Inturrisi  
(Acting Assistant Principal)



# What to Do (and Not Do) When Children Are Anxious

[childmind.org/article/what-to-do-and-not-do-when-children-are-anxious](http://childmind.org/article/what-to-do-and-not-do-when-children-are-anxious)

How to respect feelings without empowering fears Clark Goldstein, PhD

When children are chronically anxious, even the most well-meaning parents, not wanting a child to suffer, can actually make the youngster's anxiety worse. It happens when parents try to protect kids from their fears. Here are pointers for helping children escape the cycle of anxiety.

## 1. The goal isn't to eliminate anxiety, but to help a child manage it.

None of us wants to see a child unhappy, but the best way to help kids overcome anxiety isn't to try to remove stressors that trigger it. It's to help them learn to tolerate their anxiety and function as well as they can, even when they're anxious. And as a by product of that, the anxiety will decrease over time.

## 2. Don't avoid things just because they make a child anxious.

Helping children avoid the things they are afraid of will make them feel better in the short term, but it reinforces the anxiety over the long run. Let's say a child in an uncomfortable situation gets upset and starts to cry — not to be manipulative, but just because that's how they feel. If their parents whisk them out of there, or remove the thing they're afraid of, the child has learned that coping mechanism. And that cycle has the potential to repeat itself.

## 3. Express positive — but realistic — expectations.

You can't promise a child that their fears are unrealistic—that they won't fail a test, that they'll have fun ice skating, or that another child won't laugh at them during show & tell. But you can express confidence that they're going to be okay, that they will be able to manage it. And you can let them know that as they face those fears, the anxiety level will drop over time. This gives them confidence that your expectations are realistic, and that you're not going to ask them to do something they can't handle.

## 4. Respect their feelings, but don't empower them.

It's important to understand that validation doesn't always mean agreement. So if a child is terrified about going to the doctor because they're due for a shot, you don't want to belittle those fears, but you also don't want to amplify them. You want to listen and be empathetic, help them understand what they're anxious about, and

encourage them to feel that they can face their fears. The message you want to send is, "I know you're scared, and that's okay, and I'm here, and I'm going to help you get through this."





## **5. Don't ask leading questions.**

Encourage your child to talk about their feelings, but try not to ask leading questions—“Are you anxious about the big test? Are you worried about the science fair?” To avoid feeding the cycle of anxiety, just ask open-ended questions: “How are you feeling about the science fair?”

## **6. Don't reinforce the child's fears.**

What you don't want to do is be saying, with your tone of voice or body language:

“Maybe this *is* something that you should be afraid of.” Let's say a child has had a negative experience with a dog. Next time they're around a dog, you might be anxious about how they will respond, and you might unintentionally send a message that they *should*, indeed, be worried.

## **7. Encourage the child to tolerate her anxiety.**

Let your child know that you appreciate the work it takes to tolerate anxiety in order to do what they want or need to do. It's really encouraging them to engage in life and to let the anxiety take its natural curve. We call it the “habituation curve.” That means that it will drop over time as he continues to have contact with the *stressor*.

It might not drop to zero, it might not drop as quickly as you would like, but that's how we get over our fears.

## **8. Try to keep the anticipatory period short.**

When we're afraid of something, the hardest time is really *before* we do it. So another rule of thumb for parents is to really try to eliminate or reduce the anticipatory period. If a child is nervous about going to a doctor's appointment, you don't want to launch into a discussion about it two hours before you go; that's likely to get your child more keyed up. So just try to shorten that period to a minimum.

## **9. Think things through with the child.**

Sometimes it helps to talk through what would happen if a child's fear came true—how would they handle it? A child who's anxious about separating from their parents might worry about what would happen if a parent didn't come to pick them up. So we talk about that. If your mom doesn't come at the end of soccer practice, what would you do?

“Well I would tell the coach my mom's not here.” And what do

you think the coach would do? “Well he would call my mom. Or he would wait with me.” A child who's afraid that a stranger might be sent to pick them up can have a code word from their parents that anyone they sent would know. For some kids, having a plan can reduce the uncertainty in a healthy, effective way.

## **10. Try to model healthy ways of handling anxiety.**

There are multiple ways you can help kids handle anxiety by letting them see how you cope with anxiety yourself. Kids are perceptive, and they're going to take it in if you keep complaining on the phone to a friend that you can't handle the stress or the anxiety. I'm not saying to pretend that you don't have stress and anxiety, but let

kids hear or see you managing it calmly, tolerating it, feeling good about getting through it.





# 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.



# KIDS KARATE

(5 YEARS & OVER)

→ **HERE IN THIS CENTRE** ←

(Strathaird Community Centre)

**Monday: 6.0pm to 7.0pm**

\* Learn Self Defence \*

\* Build Fitness, Awareness & focus \*

\* Learn to Respect, Discipline \*

\* Affordable Fees \*

\* No Direct Debit \*



Contact: Kancho Terry Lim (8th Dan Black Belt, AMAHOF)

Tel: 0418809808 for more info.

[WWW.LFP.COM.AU](http://WWW.LFP.COM.AU)







## 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.

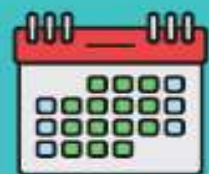
Remember to listen to your children, speak kindly and reassure them.

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](http://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](mailto: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](http://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](http://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](#)





**Get in the know**  
– research the 'terms of use' and age requirements on social media services and explain them to your child.



**Keep it private**  
– show your child how to use privacy settings to control what others can see.



**Play nice**  
– encourage your child to respect others online and to always think before posting.

## Should my child be on social media?

Parents can sometimes feel the pressure of peer power to allow their children on social media, even if they don't feel comfortable doing so.

While these services are a fun way to stay connected with others, there can be downsides like cyberbullying, risks to privacy and contact from strangers.

If you allow your child to sign up to a social media service, consider these handy tips.



**Report**  
– show your child how to report inappropriate content, especially cyberbullying.



**Beware of bad eggs**  
– teach your child that not everyone they meet online can be trusted, even if they seem nice or friendly.



**Join in**  
– create an account yourself and find out what your child is likely to encounter.



**Talk**  
– maintain open communication with your child so they feel safe talking to you about any concerns.



**Learn more**  
– keep up to date with popular social media sites at [esafety.gov.au/quickguide](http://esafety.gov.au/quickguide)



# 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](https://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](https://kidshelpline.com.au) or call them on  
1800 55 1800, 24 hours a day 7 days a week

# 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](http://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.

