



Self-esteem

Pride

Success

Newsletter Edition 8

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🌐 www.strathairdps.vic.edu.au

18 May 2022

THE PRINCIPAL

Julie Kennedy

Let's get together and celebrate 150 years of public education in Victoria—EDUCATION CELEBRATIONS Wednesday 25 May

For the first time in two years, we are able to invite parents into classrooms. This will happen next Wednesday, 25 May at 2.30 during our Open Afternoon to celebrate Education Week. If you are able to make it, we would really love you to be involved.

The Education Week theme, *'150 Years of Public Education'* commemorates the past, celebrates the present and imagines the future of education in Victoria. This year's Education Week poster illustrates milestones along Victoria's government schools education journey over the last 150 years, since the Education Act 1872 was passed, making education in Victoria free, secular and compulsory. Characters on their way to school are depicted/represent significant milestones at particular times, along Victoria's public education journey.

Our school will be proudly celebrating 150 years of education in our state next **Wednesday** and our celebration activities will include:

- Old school activities throughout the day.
- Every student will get to illustrate a ceramic tile celebrating our school. All the tiles will be put together and displayed in our new facility once it is completed during 2023.
- Dress up day—if they wish, students can come to school dressed in clothes from the late 1800s. This could include long skirts, aprons for girls; shorts, hats and ties for boys. Keep it simple! Students can come to school in normal school uniform if they wish.
- An Open afternoon from 2.30—3.15 p.m. where parents and carers are invited to visit their children in their classrooms.

Please see the flyer in this newsletter. We look forward to seeing you at the Open afternoon.

School Review Process— School Community Survey

As outlined in the previous newsletter, during Terms 2 and 3 our school will be undergoing a School Review, a process that occurs every four years in Government Schools. In Term 2 we will complete a Pre-Review Self-Evaluation Report which will highlight the school's achievements and progress as well as identifying areas for improvement. **As part of this process we are gathering information from the school community in the form of survey. This survey link was sent out to parents last Monday. A big thank you to the parents who have completed the survey. THE SURVEY CLOSES THIS FRIDAY 20 MAY.** Your input and feedback is important to us so I really need as many families as possible to complete this survey, it would be greatly appreciated. It should only take about ten minutes.

Parent forum—Families who speak a language other than English at home

A Parent forum will be held on Friday 3 June at 9.00 a.m. in the Staff Room to gather feedback about the School for our School Review. The feedback we are seeking will be very similar to the Survey above.





Student Attitudes to School Survey (AtoSS)

Every year students in Years 4-6 complete the Department of Education, *Student Attitudes to School Survey*. Our school will be conducting the survey between May 26 and June 10.

The survey tells us what your child thinks about our school and the results are used as a means to improving student engagement, wellbeing and quality instruction.

Students will be asked about their thoughts and feelings in relation to the school, their learning, peer and family relationships, resilience, bullying, mental health and wellbeing, physical activity, and life in general.

This year, the AtoSS will be conducted at your school over the period 26 May – 10 June.

Your child will be invited to complete the survey **online during class time** using a purpose built secure online survey tool. It is important to note that we are not in any way “testing” your child. Please note:

Student participation in the survey is voluntary and students may withdraw at any time.

The survey will take around 20-45 minutes to complete.

While there are no anticipated risks of participation, some students may find some of the survey questions personal and sensitive in nature. Students are free to skip questions or to withdraw at any stage if the survey makes them upset or uncomfortable.

The survey has been approved by a Human Research Ethics Committee. The questions are selected from validated survey instruments used in Australia and around the world, are strength-based, and tailored for each year level group.

As mentioned, participation is voluntary. If you do not wish for your child to do the survey, please opt out via email to the school: strathaird.ps@education.vic.gov.au. Please do so before 26 May, stating that you wish to opt out of your child’s participation, along with their name and year level. If we do not receive a Refusal of Consent email from you before 26 May, it means you give your consent for your child to participate in the survey.

May/June 2022

Monday 16th Zooper Dooper Day	Tuesday 17th Canteen Naplan Gr 3 & 5	Wednesday 18th Naplan Gr 3 & 5 Gr 1 Science Day Zooper Dooper Day	Thursday 19th Canteen	Friday 20th Canteen 3-6 Assembly P-2 Electives	Sat 21st & Sunday 22nd
Monday 23rd Zooper Dooper Day \$ Due Lightning Prem	Tuesday 24th Canteen Chocolates to go home today	Wednesday 25th Zooper Dooper Day Education Week open afternoon 2.30pm — 3.15pm	Thursday 26th Canteen \$ Due Gr 3 Reptile Incursion	Friday 27th Canteen Gr 6 Lightning Prem P-2 Assembly	Sat 28th & Sunday 29th
Monday 30th Zooper Dooper Day 2nd Hand Uniform Stall 8.45-9.30am Prep Responsible Pet Incursion	Tuesday 31st Canteen	Wednesday 1st June Zooper Dooper Day Gr 3 Reptile Incursion Divisional Cross Country	Thursday 2nd Canteen	Friday 3rd Canteen 3-6 Assembly P-2 Electives	Sat 4th & Sunday 5th
Monday 6th Zooper Dooper Day	Tuesday 7th Canteen	Wednesday 8th Zooper Dooper Day	Thursday 9th Canteen Grade 5 IMAX Excursion Bookclub Due	Friday 10th Curriculum Day—No School	Sat 11th & Sunday 12th

Education Week 2022

22-28 May



Years of Public Education



2022

2001

1984



1930

1944

1981

1st Education Week

Aa Bb Cc

1971

1913

1912

1907

1890

ABC



1872

Find out more about Education Week 2022 at www.education.vic.gov.au/educationweek



Student OF THE WEEK

Congratulations to the following students who have been awarded
student of the week

Junior School



Prep A

Ariki & Emerald

Prep B

Oliver & Sana

Prep C

Poorva & Rozbeh

Prep D

Yasir & Layla

Prep E

Jai & Aiden

Prep F

Amelia & Cedric

Prep G

Elena

Grade 1A

Iqra & Yovaan

Grade 1B

Hoor & Axel

Grade 1C

-

Grade 1D

Will & Arman

Grade 1E

Diva

Grade 1F

Jaiwanth

Grade 2A

Adnan & Sana

Grade 2B

Isabella & Nikitha

Grade 2C

Alivia & Summer

Grade 2D

Izzy & Desandu

Grade 2E

Xiomara & Tiven

Specialist

Auslan

2E

4B

3C

3A

SNR PE

6C & 3C

Senior School

Grade 3A

Ashley & Alexia

Grade 3B

Patrick

Grade 3C

Michelle & Declan

Grade 3D

Lee & Wasel

Grade 4A

Amity

Grade 4B

Tyler & Cody

Grade 4C

Surlleen & Kelan

Grade 4D

Aban & Masooma

Grade 4E

Layla & Ashvik

Grade 5A

-

Grade 5B

Tahlia & Jasmin

Grade 5C

Arash & Ruby

Grade 5D

Zulfa & Roman &
Elham

Grade 6A

Bella & Liam

Grade 6B

Samem & Ruel

Grade 6C

-

Grade 6D

-

Grade 6E

Ashley, Khloe &
Chelsea



Wisdom



Respect



Self Esteem



Happiness

Grade 6 Zooper Doopers

Grade 6s have been busy this term selling Zooper Doopers to raise money for their end of year Graduation. They are very excited to be running the stall, taking the money and keeping tally of how many have been sold.



If you would like to support the Grade 6s with their Graduation fundraising, Zooper Doopers are available on a Monday and Wednesday recess outside the BER building. They are \$1 each.



It has been wonderful to see the Grade 6s taking ownership of the fundraising for their graduation, and the excitement of running the stall. They are keen to continue raising funds to make their Graduation a special experience.



Education Week

WEDNESDAY 25TH MAY

The theme for Education Week in Victoria this year is '150 Years of Public Education'

Students are encouraged to come dressed in 'olden days' clothing as part of the day.

Throughout the day, students will engage in a variety of 'old school' learning activities, reflective of education in earlier times.

AS THE FINAL PART OF OUR DAY, WE INVITE PARENTS TO VISIT STUDENT CLASSROOMS FROM

2:30 - 3:15

WE ARE VERY EXCITED TO WELCOME YOU BACK IN TO CLASSROOMS FOR THE FIRST TIME SINCE COVID!



Strathaird Parents

Save the date -

24th May - Cadbury Chocolate Drive

30th May - 2nd Hand Uniform Stall

17th June - Chocolate Monies Due

Uniform Donations

Just a reminder, if you have any uniforms to donate for our second hand stall, please drop them to the office. We have blue donation bins for you to put them in.



Cadbury Chocolate Drive

We will be having our chocolate drive this year. Keep an eye out for notices that will be coming home soon. **You will need to opt in** to receive a box of chocolates to sell. Each box will contain 60 chocolates at a cost of \$1 each.



We will be having the goodie Boxes which have these chocolates. Everyone who sells a whole box and returns the money on time goes into the draw to win a prize. Preferred payments will be on QKR

Preferred Payment Method



Next Meeting

Our next meeting will be held in the Before & After School Care Room on Monday 23rd May at 9am- Everyone Welcome



Zooper Doooper Days!

Only \$1

**STARTING FROM THE 9TH OF MAY.
AVAILABLE ON MONDAYS AND WEDNESDAYS
FROM OUTSIDE THE BER ROOM.
ALL FUNDS GO TO GRADE
6 GRADUATION**



SAVE THE DATE: Thursday 16th of June

Strathaird PS School Photo Day

*Sibling photos taken from 8.00-8.45am

*Class photos and groups will be taken during the school day.

Leading Image prefer all payments to be completed online prior to the school photo day.

If you wish to pay cash, please collect an order envelope at the office and **bring exact money on the day of the photos**. NO CHANGE is available at the office.

FAMILY ORDERS: need to be placed online prior to 4.30pm on Wednesday 15th of June.

ONLINE BOOKING

Your school has decided school photos will only be available to order online this year.

Choose your own **FREE** background



The benefits of being online...

- No need for envelopes to be returned to the school office
- No cash on school grounds or children's bags
- Easy order tracking and record keeping
- 18 different backgrounds to choose from - no additional cost

Strathaird Primary School - 2022

www.leadingimage.com.au

Access Key


GFGL4MUJ



INDIVIDUAL & FAMILY PHOTOS CAN BE ORDERED WITH THE SAME ACCESS KEY

To order your school photos:

- 1 Go to www.leadingimage.com.au
- 2 Click on Order Your School Photos
- 3 Select your State
- 4 Enter your special unique Access Key

 Family photographs must be ordered before 4.30 pm the night before photo day. Please ensure your orders are placed before this time.

Strathaird



Primary School



In primary school, some students **miss** on average **3 weeks** of school **per year**. That's **half a year** of school by the end of **year 6**.



Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind.

Why it's important

We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day.

If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school.

There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

Each missed day is associated with progressively lower achievement in numeracy, writing and reading.

Getting in early

Attendance patterns are established early – a child regularly missing days in kindergarten or in the early years of school will often continue to miss classes in the later years, and receive lower test scores than their classmates. It's vital that students go to school every day – even in the early years of primary school.

What we can do

The main reasons for absence are:

Sickness – There are always times when students need to miss school, such as when they're ill. It's vital that they're only away on the days they are genuinely sick, and setting good sleep patterns, eating well and exercising regularly can make a big difference.

It's vital that holidays are planned during school holidays where possible, and not during the term if it can be avoided.

"Day off" – Think twice before letting your child have a "day off" as they could fall behind their classmates – every day counts.

Truancy – This is when students choose not to go to school without their parent's permission. There can be many reasons for truancy. The best way to address this is for schools and parents to work together.

If for any reason your child must miss school, there are things you can do with your school to ensure they don't fall behind:

- Speak with your classroom teacher and find out what work your child needs to do to keep up.

EVERY DAY COUNTS

Primary school attendance

- Develop an absence learning plan with your teacher and ensure your child completes the plan.

Remember, every day counts. If your child must miss school, speak with your classroom teacher as early as possible.

Openly communicating with your child's school about all absences is a good way to prevent attendance issues being escalated to a School Attendance Officer. A School Attendance Officer is a Department of Education and Early Childhood Development Regional Director who has authority to follow up attendance issues. Attendance issues that are escalated can lead to an Infringement Notice.

If you're having attendance issues with your child, please let your classroom teacher know so we can work together to get your child to school every day.

For more information and resources to help address attendance issues, visit:

www.education.vic.gov.au/school/parents/behaviour/Pages/studentattendance.aspx



Separation Anxiety: How to Move Children From Anxious to Brave.

Karen Young



Separation anxiety has an important job to do. It's there to keep children safe by driving them to stay close to their important adults. Children (and adults) are wired to feel unsafe when there is a felt sense of separation. This anxiety drives children to restore proximity back to the safety of their important adults.

Separation anxiety also exists in adults to keep children safe. If we truly don't know where our children are, or if we don't trust that they are in the safe, loving care of another adult, the distress will drive us to bring them close to us again. The problem isn't separation anxiety, the problem is when it happens in circumstances that are actually safe.

Separation anxiety can feel awful for everyone – us too – but provided children are in the loving care of another adult, there is no need to avoid separation. We'll need to remind ourselves of this so we can hold on to ourselves when our own anxiety rises in response to theirs. In fact, avoiding separation in circumstances where children are actually safe, will only make their separation anxiety bigger. Here's how that works.

The brain learns from experience, so the more they avoid, the more they will be driven to avoid. As the important adult in their lives, your child's distress will trigger distress in you. This is how it's meant to work. It happens to mobilise us to do whatever it takes to meet their needs and keep them safe. Safety is the ultimate goal of separation anxiety. It's connected to our survival, which is why it feels so fierce. It's primal and instinctive, but that doesn't mean it's always necessary.

The key is for us to gently provide opportunities (experiences) for the brain to learn that anxiety doesn't always mean danger. Sometimes it means there is something important or meaningful we need to do. We also need to teach the brain that there are other ways to feel safe. Staying physically close is only one of them.

There is nothing in any loving adult that will feel okay about walking away from a child in distress. But if we respond to their distress by avoiding separation, the brain will learn that the only way to feel safe is by avoiding separation. This will keep them safe and calm in the moment, but it will catastrophise separation. In the longer term, it will just make separating so much harder.

As big as their anxiety might be at that point of separation or in anticipation of the separation, once you have separated, they will find their way back to calm quite quickly. The adults charged with taking care of your child will often let you know this: 'He settled straight after you left and had a lovely day!'

This happens because when you leave, the brain registers that there's just no point fighting (as in fight/flight) to make you stay. As soon as your child accepts that you aren't coming back, their brains and bodies let go of the fight (or flight). The stress neurochemicals surging through them start to neutralise and their brains and bodies start to rest. (We won't always recover so quickly. I've been there too many times.) Of course, this doesn't mean throwing them out of the car and speeding away like you're behind the wheel of the getaway car. What it means is being alive to the importance of loving, definite, not-too-lengthy goodbyes. The sooner you leave, the sooner their bodies and brains can rest.

Part of growing up brave is learning that the presence of anxiety doesn't always mean something is wrong. Mostly, it means they are on the edge of brave – and being away from you for a while counts as brave. Even if they don't do it easily at first, when the opportunities for brave are in front of them, their brave will find them. Every time it does, it will grow more certain and more able to rise.

Separating can be so hard, and the hardness of separating will feel wrong on too many days – but that doesn't mean it is wrong. They can be away from you and feel you holding on, loving them. The scaffold is helping them feel safe in the care of another trusted, loving adult. Children need an attachment village. The more we can do to help them feel safe in the care of the adults around them, the more we will grow their village and open their world a little wider.

Make good choices



We are Swoosh and Glide. Here are some tips to keep you safe online.



Why do you like it?



Use devices near a grown-up



Time's up



Make good choices

Help children to think about the content they watch and how to manage their time on screens.

Message 1: Why do you like it?

Choosing to say kind things when connecting online is a life-long skill that can help prevent cyberbullying later on. The screen image can be a stimulus to discuss the types of things you should do when video calling, like saying hello with a smile.

Message 2: Use devices near a grown-up

Children need to be aware that digital technologies should be used with a grown-up nearby and in a shared space. Children should get used to the idea, from an early age, that devices should not be used in bedrooms.

Message 3: Time's up.

It is important to discuss with children how they will know when it's time to turn devices off and how they will transition to another activity.

Key questions when discussing this poster could include:

- What do you like to play on devices? What makes you like it?
- Where are these people using devices? Where are you allowed to use them?
- Have you ever been told you have been playing on a device for too long? How do you feel when that happens? What do you usually do?

Be kind

We are Swoosh and Glide. Here are some tips to keep you safe online.



Say kind things



Take turns



Ask before you take a photo



Be kind

Teach children to be kind and respectful in digital contexts.

Message 1: Say kind things

Choosing to say kind things when connecting online is a life-long skill that can help prevent cyberbullying later on. The screen image can be a stimulus to discuss the types of things you should do when video calling, like saying hello with a smile.

Message 2: Take turns

Taking turns is a good way of managing time on screens and building self-regulation skills. The child in the background of this picture is sad because they have been left out of the game.

Message 3: Ask before you take a photo.

The little boy in is taking a photo of himself with his family. The screen image depicts another time when he is asking his family if they would like to be in the photo.

Key questions when discussing this poster could include:

- Have you ever called your family or friends on a computer or tablet like the people in the first photo? What do you think they are saying? How do you know?
- Why do you think the boy in the middle photo looks sad? What could they do to stop him feeling sad?
- Do you always ask someone if it is OK to take their photo before you take it? Why?

Be safe



Play with the games and apps that are yours



Only talk with people you know



Some things should be kept private



Be safe

Help children understand personal information and how it can be protected.

Message 1: Play with the games and apps that are yours.

Devices should be set up so children know which content is for them and that other games, programs or apps may not be suitable for them. The screen image shows the folder where the little girl can find the games and apps just for her use.

Message 2: Only talk with people you know.

This picture reminds children that they should only video call when a grown-up is helping them, and only speak to people they know.

Message 3 – Some things should be kept private.

In this picture the boys are creating an avatar with their Grandad. Avatars can be a practical way of showing children how they can keep their real name and identity private by creating a character to represent themselves in games.

Key questions when discussing this poster could include:

- Do you play on your Mum or Dad's phone, tablet or computer? Do you have a special place for your games and apps? How do you know what is yours?
- Do you talk on the computer to your friends and family? Who helps you?
- Why do you think the boy in the last picture looks confused? If you were going to create an avatar for yourself what would it look like? Why?

Ask for help



We are Swoosh and Glide. Here are some tips to keep you safe online.



Tell a grown-up



Check before you tap



You won't get in trouble



Ask for help

Teach children to ask a trusted grown-up for help with any issue using digital technologies.

Message 1: Tell a grown-up.

It is really important for children to know that if something makes them feel worried, scared or sad when they are using a device they should tell a grown-up.

Message 2: Check before you tap.

Before children use a device, they should ask a grown-up. The picture shows the little boy asking if he can play a new video he has not seen before.

Message 3: You won't get in trouble.

When children are playing with digital technology often things happen that they didn't expect. It can be the same for grown-ups too! Children need to know that if something unexpected happens, they should tell a grown-up. They should be assured that the grown-up will know it was important for the child to share the problem even if it happened because they made a mistake.

Key questions when discussing this poster could include:

- Have you ever seen something that made you feel worried, scared or sad when you were playing on a tablet? Who would you tell? What do you think they would say?
- Who do you ask before you play, watch or tap on something new on a device?

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

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.

