



Newsletter 1

From the Principal's Desk

Hello Everyone,

Welcome back to our school families joining us again this year and a huge welcome to our new families who are joining us for the first time.

It has been a summer full of Covid infections, flip-flopping weather conditions (is this summer or winter?), and hopefully of some positive family highlights, rest, and relaxation for everyone!

My summer highlight was my eldest son and his fiancé getting married in a beautiful outdoor ceremony at Mitchelton winery.

Here we are at the end of the first week of school already! The Preps have settled very well, and I have been impressed with their confidence in this new situation as well as their positive attitude to work. Thank you to their parents who have prepared them so wonderfully for their learning journey.

We do have some children still not at school due to family Covid isolations in place prior to the beginning of school. Therefore, children may not have seen all their classmates yet. We have also had our first case of Covid reported in a student who has attended school this week. Remember to keep an eye out for uEducateUs messages which will initially report to the parents of the affected room, the number of covid cases. Students in classes with a reported COVID case DO NOT need to isolate. Families simply need to keep a look out for symptoms and do a RAT to check. Just a reminder if families are yet to pick up their RATs from the office could you please do so as soon as possible. This initial hand out will be for the first 2 weeks of school. The expectation is we will see further deliveries for weeks 3&4.

During the first 2 weeks of school many of the activities undertaken in classes are around our 'Rock-solid' start to school. This is where students participate in discussion and work designed to strengthen work and relationship expectations. During this time classes will also take the initial steps in understanding our use of, and commitment to School wide positive behaviours (SWPBs). With input from families, students, and staff at the end of last year, classes will be guided in understanding the consequences for various behaviours that do not align with SWPBs. This year sees a greater commitment from DET in recognising Student wellbeing and the social-emotional input that goes into learning. Here at Newham, we have been ahead of the game in recognising this importance and we have combined Kimochis and Smiling minds to support our students in understanding and managing their own

Friday 4th February 2022

2022 Term Dates

Term 1: 31 January-8 April
Term 2: 26 April-24 June
Term 3: 11 July-16 September
Term 4: 3 October-20 December

Diary Dates

PLEASE NOTE NEWLY ADDED EVENTS ARE BOLD

| | |
|---------------------------------|--|
| 22nd & 23rd February | Parent Teacher Interviews |
| 27th February | CSEF Applications Due |
| 11th March | Conveyance Allowance Applications Due |

wellbeing. Here in the newsletter, there is further information outlining the 3 aspects of our integrated approach to wellbeing.

Parent Teacher Interviews- 22nd & 23rd February (Preps excepted)

Teachers and parents will be meeting in late February for 3-way discussions with students. Parents will need to be fully vaccinated to attend any meetings within the school buildings and QR code as a sign in. We would prefer to meet parent, teacher, and student together to discuss learning, however, should this not be possible a WebEx or phone meeting can be substituted. A separate message will go out on uEducateUs soon to book meetings. (Prep parents will be meeting separately with Ms Cole during February).

Teachers also regularly contact parents with student updates, a classroom newsletter will be out next week outlining communication preferences.

GRIP Leadership Conference

As a step into the senior end of the school and in preparation for secondary school, it is an expectation that students increase their resilience, self-reliance and to form new connections with the cohort of children in their room. To support students to recognise and utilise their leadership skills students in 4, 5 & 6 will all be attending the GRIP leadership conference in Bendigo, early in term 2. Further opportunities for students in our 4/5/6 rooms to develop self-confidence and to lead as school role models will occur as our sporting and other activities are returned to us.

From the Principal's Desk

Lunches, Lunch Orders

Lunch orders are once again available on Wednesdays and Fridays for our students. Thank you to Newham General store for their ongoing commitment to providing yummy wholesome lunches for our students. Could parents please ensure that their children are capable eaters. Over ordering means that some items are not being eaten and are being thrown away rather than taken home.

At the end of last year, we also had a variety of lunch containers uncollected. They were unnamed. We would love to ensure that these get home again, so could parents please name everything, especially those smaller containers that go into lunch boxes.

This year classes will also be spending part of their recess actively eating under staff supervision. This has the advantage of ensuring children eat, reducing the amount of rubbish in the yard and stopping students from 'eating on the run' while playing.



SunSmart/Water

Bottles – please name these items

It is a SunSmart term and hats are expected to be worn outside. This is even more important now that DET expect students to take advantage of learning outside.

A wide variety of drink bottles have come to school. It is very important that students can manage opening and drinking from the bottle themselves and are able to fully open the bottle to refill it. Depending on their age, students may have their drink bottles on their table or stored at a drink station in class (as drink bottles without a sipping nozzle can tend to spill over student work when opened).

Out of Bounds/Snake Precautions

The boundary areas of our school are always considered out of bounds and unsuitable for playing. Neighbouring fences can be electrified, grass is often longer against a fence, the ground is rougher and if snakes are passing through, we can safely leave them to do so here.

During summer we also take further snake precautions. Our grass is kept low, and play is restricted to open areas. Consequently, the rock amphitheatre and forest area are closed for play. Sometimes this may also have to include the blue slide, or under the pines. Staff on duty check regularly to assess the risk here.

CFA

I met with the CFA this morning and I will be meeting again with DET Fire mitigation officers next week. Our discussions and inspections have been on the work done around our main building as a Shelter in place resource, as well as in our forest area and our Bio-diversity outdoor classroom under construction. The CFA are very pleased with our fuel reduction around the main building and have provided excellent advice on the other areas.

The CFA have asked that parents be reminded to check the CFA website and gather information to support your own emergency plans in case of fire.



Preps visiting with Ms Cole via webex on their first day of school

Hello, Newham Primary School community,

My name is Samantha Dennett and I am delighted to be a classroom teacher at Newham Primary School in 2022. I feel very fortunate to teach in a primary school that is situated in such a beautiful part of Victoria.

This will be my first year teaching at Newham Primary School so I am looking forward to meeting all our students and families.

I feel incredibly privileged to be a part of this school community and to have the opportunity to get to know everyone. I strive to support our students in their educational journey and development as resilient, responsible and respectful individuals.

I have completed a Master of Teaching (Primary) and I have a lifetime love of learning. I hope to encourage students to find wonder in learning and assist them in reaching their full potential.

I am looking forward to getting to know the Newham Primary school community in 2022!

Regards
Samantha Dennett

GUITAR LESSONS

Weekly 1/2 hour group sessions held at school during school hours for students in Grade 2-6.

Complete the enrolment form on:
www.infinitesound.com.au

CONTACT:
Aaron Moar
P: 0438 177 764
E: aaronmoar@infinitesound.com.au



Notices/Reminders

CSEF

Application forms for CSEF for 2022 are available from the school office, school website or the CSEF website. Applications are due by 24th June 2022. Recipients of CSEF in 2021 do not need to apply for 2022 unless your circumstances have changed or you need to add an additional child however the school will need to copy your current health care card for 2022. Please provide this to the school office by the 28th February so that we can process applications for the current year. If you would like to apply for the first time, please collect a form from the school office. You can also download the form, and find out more about the program and eligibility, on the Department of Education and Training's Camps, Sports and Excursions Fund web page.

Information regarding CSEF is included further on in the newsletter.

Masks

Masks are compulsory for all students in years 3-6 in classrooms and other inside areas of the school and recommended for those in years Prep to 2. Please ensure students bring masks from home for each day as there are still a number of students coming to school without them.

Privacy Collection

Our school collects, uses, discloses and stores student and parent personal information for standard school functions or where permitted by law, as stated in the Schools' Privacy Policy.

Please take time to remind yourself of our school's collection notice which is further on in the newsletter.

Scholastic Bookclub

Issue 1 catalogues will be sent home with students shortly. Families wishing to order can do so via the LOOP system (online ordering) by the due date on the catalogue. Orders cannot be made through the school.

Lunch Orders

Wednesday and Friday are the school's lunch order days. Orders can be made directly at the Newham General Store on those days or via their online ordering system or through the school. If students submit their order via the school, they should do so by handing it to their class teacher or to the office. If ordering using a reusable lunch order bag or paper bag, please ensure that the student's **name, homegroup, what they are ordering and the amount is clearly written on the bag**. Reusable lunch order bags can be ordered through www.stickybeaks.com.au.

Late Arrivals/Early Departures

Students arriving after the morning bell must enter the school via the office to obtain a late pass. Office staff will update the roll if they have come via the office. If they do not come via the office the roll may be inaccurate and parents/carers may receive a message that they are absent. Therefore, please ensure that students enter via the office if they are late arrivals.

Students departing early must be signed out by a parent/carer. If you need to collect your child early please come to the office to sign your child out. Students will then be called to the office to meet you.

All persons entering the school buildings must be double vaccinated and show proof of QR code check and vaccination status.

This includes parents/carers signing students in late at the office or coming into the office to collect students for an early departure. Anytime parents/carers enter the school building QR code check in and vaccination status must be shown to office staff upon arrival at school reception.

Conveyance Allowance

Applications for conveyance allowance are due by Friday 11th March 2022. Applications can be submitted for students if they are:

- A Victorian resident
- School aged and enrolled (3) three or more days per week at a school; and
- Attending a school/campus located outside the Melbourne metropolitan conveyance boundary.

A student who meets the above requirements may be eligible if they:

- Attend their nearest or designated neighbourhood government school
- Reside 4.8km or more by the shortest practical route from the campus attended

Eligibility is assessed when the school completes the child's application on the student conveyance allowance system. No private car allowance is payable if the journey to and from school could be made using a public transport service or contract school bus. For information regarding the Conveyance Allowance Program see <https://www2.education.vic.gov.au/pal/conveyance-allowance/policy?Redirect=1>

Music Foundations Keyboard Lessons at School 2022

A very warm welcome back to school. We are so happy to be seeing you all again soon!

To all our currently enrolled keyboard students - we look forward to seeing you next Monday for lessons.

To any potential musicians - if you are in Grade 1-6 and you would like to start keyboard lessons please grab an enrolment form and send it to us as soon as possible.

They are available

from music.foundations@outlook.com or you can collect one from school.

Please send completed forms to the above email or text them to 0404 469 220

If you have any questions please contact Dianne on 0404 469 220

See you soon

PROTECT

Protecting children & young people
from abuse is our responsibility



Child safe- Newham Primary school is committed to child safety. We want children to be safe, happy and empowered.

SWPBS Quick Guide for Families

School Wide Positive Behaviour System (SWPBS)

NPS has been working through the development of our SWPBS for the past three years to teach, support and embed expected behaviours. The attached is a quick recap or introduction to SWPBS.

This year we will be focusing on Essential Feature 6 – Responding to Inappropriate Behaviour and Essential Feature 7 – Ongoing Monitoring and continue to deliver all features with fidelity.

SWPBS stands for School-Wide Positive Behaviour System. In concert with our other wellbeing programs (Kimochis, Smiling Mind and RRRR), SWPBS helps us to create a positive and safe place for ALL students to learn.

The implementation of SWPBS is evidence-based and supported by DET. It's a system used by schools all over Victoria, as well as throughout the world. At the same time, our SWPBS is specifically tailored to the Newham Primary School environment and community. To do so, we consult the whole school community - all students, staff and parents/carers - as we develop and improve upon it. So please watch out for our messages and surveys! We really value your input.

The program involves 7 essential features:

1. Common Philosophy and Purpose

SWPBS is underpinned by our school values:



Respect



Unity



Excellence



Resilience



Responsibility

2. Leadership

Implementation of SWPBS at our school is guided by the principal and teachers in our Wellbeing team, who have been trained by DET. The team involves all staff in regular professional learning, review and data analysis.

3. Clarifying Expected Behaviours

The school community worked together to create a matrix of expected behaviours – that is, how students can show respect, unity, resilience and responsibility (each of our school values) in specific situations and places, plus all settings. You may refer to our matrix here: [NPS Matrix](#). Classroom and specialist teachers establish specific expectations for classrooms in discussion with students.

"If a child doesn't know how to read, we teach."

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

**If a child doesn't know how to behave, we...
teach? punish?**

Why can't we finish the last sentence as automatically as we do the others?"

John Hemer (NASDE President) Counterpoint 1998, page 2

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4. Teaching Expected Behaviours

Social skills are traditionally assumed to be absorbed by children, but in fact, explicit teaching and modelling of expected behaviours is absolutely necessary. At NPS, teachers provide lessons on all positive behaviours in the matrix. We use teacher modelling, peer modelling in videos, discussion of scenarios and active practice. Expected behaviours are revised throughout the year and as needed.

We use "buzz phrases" as succinct vehicles for recalling expected behaviours in given situations. For example: *First Time, Every Time* (following teacher instructions), *Quiet Feet, Quiet Mouths* (moving around the school during class time), *It's okay to be mad but it's not okay to be mean* (when things go wrong). You might like to use these buzz phrases at home too – or come up with your own ones!

5. Acknowledging Expected Behaviours

Research tells us that while a child is learning and embedding any new skill, it is essential that we provide positive feedback. Children (and adults!) are motivated by praise and encouragement. At NPS, we use Value Cards to help us acknowledge when someone has shown positive behaviours:



SWPBS Quick Guide for Families

Staff use specific praise when acknowledging and giving out a value card, like this: *Jamie, well done on showing respect by encouraging your friend in the game.* At home, you might like to try out this kind of specific praise too! It helps children know exactly what they've done well and so embed new behaviour skills.

The community chose that NPS celebrations of student positive behaviour should be both individual and communal. We would love you to share in and encourage your child's excitement at these SWPBS achievements and celebrations:

| WHO | WHEN THEY... | THEY WILL... |
|--------------|--------------------|---|
| Individual | achieve 20 cards | receive a certificate and be celebrated in the newsletter and assembly |
| Class | achieve 100 cards | have a class celebration (minimal cost fun activity chosen by the class e.g. games/art/movie afternoon, dress-up) |
| Whole School | achieve 2000 cards | have a special whole school celebration (e.g. Wheels Day, Tie-dye t-shirts) |

6. Responding to Inappropriate Behaviour

Staff at NPS are trained to respond consistently, predictably and fairly to inappropriate behaviour. We work to be: calm, brief, immediate, respectful and specific when giving behavioural reminders and feedback. When further instruction is needed, teachers do this "softer and closer" – personally and privately. Reminding and reteaching children of positive behaviours that they are having trouble with is a fundamental part of helping them to learn new social skills and meet expectations.

The community has developed a set of appropriate consequences for the range of inappropriate behaviours. Some teacher judgement is involved and consultation with fellow teachers and the principal may be needed for a given incident. Students may also be engaged in determining which appropriate consequence would be best, helping them to "own" and make up for their behaviours.

7. Ongoing Monitoring

The Wellbeing team collect, analyse and act on a range of data to help us monitor and improve SWPBS at NPS. That data includes, for example: records of acknowledgements and inappropriate behaviour incidents, teacher peer observation, classroom and yard observations and student/staff/family surveys. This data highlights misunderstandings among students, staff and parents/carers that we need to address with reteaching or new teaching.

Again, please look out for all messages from the Wellbeing team on SWPBS – your support of the system is essential!

For more detailed information, please refer to the [SWPBS Parent Handbook](#).

Kimochis

This year, we are implementing a new character education and social-emotional learning (SEL) program that teaches children positive habits to lead happy and successful lives. This new program uses *Kimochis... Toys with Feelings Inside®*.

Kimochi means "feelings" in Japanese, and the Curriculum is based on research that tells us that a strong social-emotional learning foundation is essential to academic and life success. Research also shows that teaching social-emotional skills in school increases academic test scores by 11%!

In our school/classrooms, we will be using the Kimochis® characters, feelings, and lessons from the *Kimochis® Feel Guide: Teacher's Edition* to teach character education along with our regular academic curriculum. We refer to these important life skills as the "fourth R"—not just reading, writing, and arithmetic, but also relationships.

The lessons in the Kimochis® SEL Curriculum teach real-life skills, such as communication, self-management, decision-making, problem-solving, resilience, and responsibility. These are the skills that help us all become successful in life and in school. When children learn to communicate their feelings effectively, they build confidence, self-esteem, and strong relationships.

Throughout the lessons you will receive a letter (School-to-Home Connection) that outlines what your child was taught and how you can reinforce and extend the learning at home.

Ask your children about what they learned in their Kimochis® lessons when they come home from school. Talk to them about their feelings and plan family time to practice communication skills and expressing emotions appropriately. We are very EXCITED and HOPEFUL about building a strong school-to-home connection.

We also hope Kimochis® will be a great new addition to your family and bring fun and fantastic feelings into your home! Celebrating your child's success,

Smiling Mind-Results of Mindfulness in Education

Smiling Mind is a 100% not-for-profit that's changing the world by helping every mind to thrive. We're helping people in schools, workplaces, communities and in the home. We deliver the benefits of mindfulness and meditation to both children and adults.

Mindfulness can be a rewarding journey for students. But like most journeys, the benefits are greater when mindfulness is approached as an ongoing process of discovery and exploration, rather than having a particular end goal.

Mindfulness in schools research indicated that the Smiling Minds program was beneficial for both students and teachers. The Smiling Mind Education Program has the potential to change lives, build resilience and enhance learning. Students reported:

- improvements in their sleep and reductions in the experience of bullying and classroom disruptions.

Students more at-risk of emotional difficulties also reported:

- improvements in emotional wellbeing,
- reduced psychological distress,
- enhanced positive wellbeing,
- enhanced ability to manage emotions and improvements in concentration.
-

The Smiling Mind program can assist with students' sleep, wellbeing, managing emotions, concentration, and classroom school behaviour. It leads to student engagement in learning and positive emotional wellbeing for students. The more students practice the more benefits they experienced over time. Please ask your children how they are practicing Mindfulness.

4/5/6A Working with Sentences

Students in 4/5/6 are celebrating differences and exploring our personal strengths and attributes. This week one of our tasks was to fix the fragments and make them full sentences.

Our fragments were:

- when something excites me
- are different from us
- we can learn something
- equally as valuable as

Our beautiful sentences were:

- Lots of people are different from us, but we are all equal. - Olivia
- We shouldn't make fun of the generous and kind people that are different from us. – Coen
- We can all learn something if we observe the people around us. – Jessie
- We can learn something new from our mistakes. – Jett
- Is it bad that people are different from us? – Luke
- Every single person is equally as valuable as you! – Terry
- Some people are different from us, Indigenous people have amazing differences. – Sadie
- We are all equally as valuable as one another. – Sophie
- Monkeys are different from us, but we have evolved from them. – Miranda
- You are different from us and that's great! – Alice
- We are all equally as valuable as each other. – Freya
- We are all equally as valuable as any living thing. – Harper
- Some people are different, but that doesn't matter, it's actually awesome. – Quinn

Managing Illness in Schools



Managing illness in schools and early childhood

One of the most important things we can do to slow the spread of coronavirus (COVID-19) in our community is to stay at home when we are unwell, even when we have the mildest of symptoms.

What you need to know

1. If a child is unwell, even with the mildest of symptoms, they must stay at home

If a child becomes unwell during the day, they must be collected from school/early childhood education and care (ECEC) as soon as possible.

2. If a child has any of the symptoms of coronavirus (COVID-19) outlined below, however mild, they should get tested and they must remain at home until they receive their results:

- fever
- chills or sweats
- cough
- sore throat
- shortness of breath
- runny nose
- loss of sense of smell or taste.

In certain circumstances headache, muscle soreness, stuffy nose, nausea, vomiting and diarrhoea may also be considered symptoms.

For further advice:

- call the 24-hour coronavirus (COVID-19) hotline 1800 675 398
- call a general practitioner
- use the Department of Health and Human Services (DHHS) [online self-assessment tool](#)

Visit: [Where to get tested](#).

3. A child must stay at home until they are symptom free, even if their coronavirus (COVID-19) test is negative

If a person has tested positive for coronavirus (COVID-19) or been identified as a close contact they must isolate/quarantine until they receive clearance from DHHS.

Children with persistent symptoms due to underlying conditions such as hay fever or asthma whose symptoms are clearly typical of their condition can continue to attend ECEC/school. They should be tested for COVID-19 if they develop symptoms that are different to or worse than their usual symptoms. They should consider getting a medical certificate from their GP to attend ECEC/school if they have persistent symptoms that may overlap with symptoms of COVID-19 such as cough or runny nose.

Younger children (pre-school up to Grade 2) may have prolonged post viral symptoms such as a runny nose or cough and may return to school/ECEC following a negative COVID-19 test even if they are not completely free of symptoms. They will need a medical certificate from their GP to confirm they are otherwise well or have recovered from their acute illness.

For information on the minimum periods students and children need to stay at home for other conditions, refer to the [DHHS school exclusion table](#).

4. Children do NOT need a medical certificate before returning to school/ECEC

Once symptoms have cleared, there is no requirement from the Department of Education and Training or DHHS for children/students to have a medical certificate before they return to school/ECEC.

Thank you for your support in following these steps, together we can all stay safe.



Vaccinations for 5 to 11 Year Olds



Education
and Training

It's been really fantastic to see such excitement around the return to school and we want to keep it that way. A crucial part of that is getting as many students vaccinated as possible.

Alongside ventilation and other vital COVIDSafe steps such as regular rapid antigen testing, supporting as many students as possible to be vaccinated will help make our school as safe as possible.

Bookings for children aged 5 to 11 to receive the paediatric Pfizer vaccine are open and we encourage parents and carers to get your child vaccinated, if you haven't already done so.

The [Pfizer vaccine is safe and recommended for children](#). The vaccine will help protect your child from getting sick from COVID-19, help to reduce the spread of COVID-19, and help ensure kids can have more time at school and playing with their friends.

Vaccinations for children aged 5-11 years old are delivered at 2 appointments, 8 weeks apart. Children with specific medical vulnerabilities can access their second dose 3 weeks after their first dose.

If you'd like more information about this, you can read a recent statement from the Australian Technical Advisory Group on Immunisation (ATAGI): <https://www.health.gov.au/news/atagi-update-following-weekly-covid-19-meeting-19-january-2022>

To book an appointment

You can book at your local GP or pharmacy: <https://covid-vaccine.healthdirect.gov.au/booking>

You can also book at a family-friendly vaccination centre by calling the Coronavirus Hotline on 1800 675 398.

You can also make vaccination centre bookings for your children online, though you will need to use an email address that has not been used in the system before: <https://portal.cyms.vic.gov.au/>

Helping children to get their vaccination

Vaccination centres understand that children may feel anxious about vaccination or have other support needs. A range of options are available to help children get vaccinated. Please discuss your child's needs with the vaccination centre when you book an appointment.

Appointments are also available at Aboriginal Controlled Community Health Organisations.

☞ Find out more about vaccination for kids: <https://www.coronavirus.vic.gov.au/vaccination-information-children-and-teenagers>

Camps, Sports & Excursions Fund (CSEF)

THE
EDUCATION
STATE

FINANCIAL ASSISTANCE INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their outcomes.

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors. Excursions encourage a deeper understanding of how the world works while sports teach teamwork, discipline and leadership. All are a part of a healthy curriculum.

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:

- \$125 for primary school students
- \$225 for secondary school students

HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from the website below.

If you applied for CSEF at your child's school last year, you do not need to complete an application form this year unless there has been a change in your family circumstances.

You only need to complete an application form if any of the following changes have occurred:

- new student enrolments; your child has started or changed schools this year.
- changed family circumstances; such as a change of custody, change of name, concession card number, or new siblings commencing this year.

Check with the school office if you are unsure.

MORE INFORMATION

For more information about CSEF visit:

<https://www.education.vic.gov.au/about/programs/Pages/csef.aspx>



Privacy Collection Notice

Information for students, parents and carers

The Department of Education and Training (the Department) values your privacy and is committed to protecting the personal and health information that schools collect.

All school staff must comply with Victorian privacy law and the [Schools' Privacy Policy](#). This notice explains how the Department, including Victorian government schools (schools), handles personal and health information. On occasion, specific consent will be sought for the collection and use of information, for example, for a student to receive a health service. Our schools are also required by legislation, such as the *Education and Training Reform Act 2006*, to collect some of this information.

Throughout this notice, 'staff' includes principals, teachers, student support service officers, youth workers, social workers, nurses and any other allied health practitioners, and all other employees, contractors, volunteers and service providers of the school and the Department.

On enrolment, and during the ordinary course of a student's attendance at a school, schools will collect information about students and their families for the following purposes:

- educating students
- supporting students' social and emotional wellbeing, and health
- fulfilling legal obligations, including duty of care, anti-discrimination law and occupational health and safety law
- communicating and engaging with parents
- student administration
- school management
- supporting policy in relation to student education and wellbeing.

If this information is not collected, schools may be unable to provide optimal education or support to students or fulfil legal obligations.

For example, our schools rely on parents to provide **health information** about any medical condition or disability that their child has, medication their child may take while at school, any known allergies and contact details of their child's doctor. If parents do not provide all relevant health information, this may put their child's health at risk.

Our schools also require current, relevant information about all **parents and carers** so that schools can take account of safety concerns that affect their children. Parents should provide schools with copies of all current parenting plans and court orders about or that affect their children and provide updated copies when they change.

When parents enrol their child in primary school, they will be asked to provide personal and health information in several ways, including via the Enrolment Form, the [School Entrance Health Questionnaire \(SEHQ\)](#) and the [Early Childhood Intervention Service \(ECIS\)](#) Transition Form.

The **Enrolment Form** is used to collect information that is essential for the purposes listed above, and requests information such as:

- **Emergency contacts** – Individuals parents nominate for a school to contact during an emergency. Parents should ensure that their nominated emergency contact agrees to their contact details being provided to the school and that they understand their details may be disclosed by the Department if lawful, e.g. in the case of emergency communications relating to bush fires or floods.
- **Student background information** – Information about country of birth, Aboriginal or Torres Strait Islander origin, language spoken at home and parent occupation. This information enables the Department to allocate appropriate resources to schools. The Department also uses this information to plan for future educational needs in Victoria and shares some information with the Commonwealth government to monitor, plan and allocate resources.
- **Immunisation status** – This assists schools to manage health risks and legal obligations. The Department may also provide this information to the Department of Health and Department of Families, Fairness and Housing to assess immunisation rates in Victoria, but not in a way which identifies students.
- **Visa status** – This is required to process a student's enrolment.

All schools may use departmental systems and online tools such as apps and other software to effectively collect and manage information about students and families for the purposes listed above.

When schools use these online tools, they take steps to ensure that student information is secure. If parents or carers have any concerns about the use of these online tools, please contact the school.

School staff will only share student and family information with other school staff who need to know to enable them to educate or support the student as described above. Information will only be shared outside the school (and outside the Department) as required or authorised by law, including where sharing is required to meet duty of care, anti-discrimination, occupational health and safety, and child wellbeing and safety obligations. The information collected will not be disclosed beyond the school and Department without parent consent unless such disclosure is lawful.

When a student transfers to another school (including Catholic, independent and interstate), personal and/or health information about that student may be transferred to the next school. Transferring this information is in the best interests of the student and assists the next school to provide the best possible education and support to the student. For further detail about how and what level of information is provided to the next school, refer to the: [Enrolment: Student transfers between schools](#)

Schools only provide school reports and ordinary school communications to students, parents, carers or others who have a legal right to that information. Requests for access to other student information or by others must be made by lodging a [Freedom of Information \(FOI\)](#) application.

To update student or family information, parents should contact their school. For more information about how schools and the Department collect and manage personal and health information, or how to access personal and health information held by a school about you or your child, refer to the: [Schools' Privacy Policy](#)

NPS Bushfire Management Plan

On days of high risk or Total Fire Ban, fire risk will be monitored via:

- CFA website: www.cfa.vic.gov.au
- John Brownstein (Regional Manager, Operations & Emergency Management)
- Vic Emergency App
- DSE website: <http://www.dse.vic.gov.au/dse/index.htm>
- ABC radio 774AM Ph: 139 994
- VicEmergency Hotline: 1800 226 226
- Kyneton Police (re: Pipers Creek/Three Chain roads) Ph: 5421 2900
- Keep all staff informed of situation where possible
- Announcements to families if there is an escalation in weather/wind activity via uEducateUs or sms

Every family at Newham PS has the responsibility to create and implement their own personal Fire Plan. In accordance with advice from the CFA, enacting this Fire Plan should take place at the earliest possible time.

On extreme fire days with fire activity in the local area families should:

- Implement their personal Family Fire Plan.
- Decide whether children will go to school or remain under the supervision of parents
 - If children stay home on high fire alert days with fire activity in the local area, an absence note is required the following day
- Choose whether to collect children immediately or whether they remain the responsibility of the school
 - Collecting children from school must be done at the earliest possible time
 - Parents/Guardians will have to sign for children at the front office
 - Children will not be handed over to members from different families without specific verbal or written signed consent from parents to the school
- Ensure that the school has your current mobile number and email address and that phone communication is always available during the fire season.

In the event of fire activity in the local area (25km radius), Newham Primary School will enact the following on advice from the CFA and other Emergency Management experts:

On advice from the CFA and other Emergency Management experts it is highly unlikely that we would evacuate from the school during a 'Watch and Act' notification. Given the uncertainty on the roads with falling trees and road closures and the availability of buses at short notice our best plan of action is to Shelter in Place at the school. In the event of a fire threatening the school the CFA would endeavour to attend asap.

Shelter in Place (SIP) Fire Procedure:

- Chief Warden (Principal) to call 000, DET Incident Support and Operations Centre (ISOC) and Emergency Management DET.
- An announcement will be sent to families notifying them that the Stay at School Shelter In Place Fire Procedure is being enacted. Parents must choose whether to collect students immediately or whether they remain the responsibility of the school
 - Collecting children from school must be done at the earliest possible time
 - Parents/Guardians will have to sign for children at the front office
 - Children will not be handed over to members from different families without specific verbal or written signed consent from parents to the school

Parents who arrive to take their children will leave information regarding their evacuation plan. They can join the Shelter in Place if it is deemed too late or not safe to leave the school.

We urge parents not to contact the school unless absolutely necessary, to ensure phone lines remain open to enable the school to liaise with emergency services.
- Our designated Shelter in Place (SIP) venue is the project space.
- Announcements will be sent to all families during the Shelter in Place to provide updates and at the conclusion of the Shelter in Place.
- In consultation with emergency services an escorted evacuation by car or bus may occur.

School Bus Emergency Management:

In the event of a bushfire or other emergency in the vicinity of the bus route, the school liaises with the bus company/driver and the DET North Western Victoria region Emergency Management co-ordinator and the students are kept at school. Parents/guardians of affected students are notified of the situation and if possible advised when and where it is safe for their child to be picked up. We need communication lines to be free for liaising with emergency services. In the unlikely event of a rapid onset emergency (where a Code Red Day has not been declared) and students are en route, the driver will assume responsibility and notify the Principal with regard to the bus service's destination (ie return to school or directed to the nearest Safe Area). Students will not be allowed to disembark from the bus unless parents/guardians are waiting for them at the designated bus stop. The Safe Area is likely to be the Bus Depot in Kyneton.

NPS Code Red Procedures

Fire danger ratings and warnings are used in Victoria to provide clear direction on the safest options for preserving life. Schools and children's services listed on the DET Bushfire At-Risk Register (BARR) will be closed when a Code Red fire danger rating day is determined in their Bureau of Meteorology district. **Our school has been identified as being one of those at high bushfire risk and is listed on the BARR.**

Where possible, we will provide parents with up to three days notice of a potential Code Red day closure by uEducateUs announcement, letter or sms. A Code Red day will be determined by the Emergency Management Commissioner no later than 1.00 pm the day before the potential closure. Once we are advised of the confirmation of the Code Red day we will provide you with advice before the end of the school day.

Once confirmed, the decision to close will not change, regardless of improvements in the weather forecast. This is to avoid confusion and help your family plan alternative care arrangements for your child. It is also important to note that:

- No staff will be on site on days where the school is closed due to a forecast Code Red day.
- Out-of-school-hours care will also be cancelled on these days.
- School camps will be cancelled if a Code Red fire danger rating day is determined for the Bureau of Meteorology district in which the camp is located.
- Depending on which Bureau of Meteorology district is impacted bus route cancellations may affect our school.

On these Code Red days families are encouraged to enact their Bushfire Survival Plan – **on such days children should never be left at home or in the care of older children.**

For those of us living in a bushfire prone area, the CFA advise that when Code Red days are forecast, the safest option is to leave the night before or early on the morning of the Code Red day.

As part of preparing our school for potential hazards such as fire, we have updated and completed our Emergency Management Plan, reprioritised any maintenance works that may assist in preparing for the threat of fire and cleared our facility's grounds and gutters.

What can parents do?

- Make sure your family's bushfire survival plan is up-to-date and includes alternative care arrangements in the event that our school is closed.
- Ensure the school has your current contact details, including your mobile phone numbers and email address. Keep in touch with us by reading our newsletters and any communication sent via uEducateUs, by checking our website www.newhamps.vic.edu.au and by talking to your child's teacher or any other member of the teaching staff about our emergency management plan.
- Most importantly at this time of year, if you're planning a holiday or short stay in the bush or in a coastal area, you should check warnings in advance of travel and remain vigilant during your stay.
- If your child is old enough, talk to them about bushfires and your family's bushfire survival plan.
- You can access more information about children's services closures on the Department of Education and Training website – see

<http://www.education.vic.gov.au/about/programs/health/pages/closures.aspx>

For up-to-date information on this year's fire season, visit the CFA website at www.cfa.vic.gov.au or call the 24-hour VicEmergency Hotline 1800 226 226.



Community Notices

**"WE ARE BACK FOR 2022"
REGISTRATIONS OPEN NOW
GET IN QUICK
WOODEND JUNIOR FOOTBALL &
NETBALL CLUB**



WOODEND JUNIOR
FOOTBALL NETBALL

**JUNIOR GIRLS & BOYS
FIND A TEAM**

**GIRLS FOOTBALL U13, U15, U19
BOYS FOOTBALL U9, U11, U13, U15, U17
GIRLS NETBALL U11, U13, U15, U17**

**REGISTER NOW
(by 28th of February, teams finalised)**

Email new enquiries to
registrar@woodendhawks.com.au
Go to....
www.woodendhawks.teamapp.com

THEN GO TO THE REGISTRATION PAGE AND FOLLOW THE INSTRUCTIONS TO
SIGNUP

ALSO FOLLOW US ON FACEBOOK.



Happy Birthday to the following people who are celebrating a birthday in February: Soya, Lily, Sophie, Leo, Alice, Jai & William!

Meet new Artistic Director of Young Voices of Macedon

Young Voices of Macedon is looking forward to welcoming Polly Christie as our new Artistic Director at the first rehearsal on **Thursday 10 February @ 4.15pm** at the Norma Richardson Hall, Woodend.



Polly replaces Juliarna Clark, whose work with the choir in 2021 was exemplary. Sadly, she has resigned, having accepted a post-graduate scholarship at Melbourne University to undertake a Master's degree in Research leading to a Ph D, her topic being *Vocal tone differences: an In-depth comparison of a female singer's tone in classical and jazz singing.*

Polly has an honours degree in Music (choral conducting) from Australian Catholic University and has had many years of experience in conducting community choirs. Throughout the Macedon Ranges Polly is well known for her very successful adult choir *Pollyphonics*. She is currently the music teacher at Kyneton Primary School, where she has established a fine children's choir.

Young Voices of Macedon looks forward to a year of great singing and friendship and, as soon as regulations permit, the resumption of genuine afternoon teas!

Children from the age of 5 and parents are welcome to come to the rehearsal on **10 February** to see and hear the choir in action, and to join in the activities

planet GAGA!

**GENDER AFFIRMING GAMES & ACTIVITIES FOR
NON-BINARY, TRANSGENDER AND GENDER DIVERSE KIDS AGED 6-11**

SATURDAY 12TH FEBRUARY

**FOR MORE INFO CONTACT MEZ OR RHANI ON
5421 1666 / HEALTHPROMOTION@SCCHC.ORG.AU**



Community Notices

Parenting support services and resources

[Department of Families, Fairness and Housing](#) - services and support for families, including:

[Strengthening Parent Support Program](#) – a free program for parents and carers with a child from birth to 18 years, with a disability or developmental delay.

[Regional Parenting Services](#) - support for parents and carers of children from birth to 18 years located in regional Victoria.

[Family intervention services](#) - advice on how to develop your parenting skills when you're having difficulties in managing your child's behaviour.

[Child, family and relationship services](#) – family support services to help parents raise their children.

[Raising Children Network](#) - guidance on supporting school age children, including resources, videos, articles and apps.

[Parentline](#) - a confidential counselling and support services for parents and carers of children from birth to 18 years old.

[Child behaviour](#) - information about how to manage and build positive behaviour with your child.

[Parenting Ideas](#) - resources about raising confident, happy and resilient children.

[MyTime program](#) – support for parents and carers of children with disabilities. Skilled facilitators provide guidance to help access local services and reliable information.

[Triple P Parenting program](#) - ideas and strategies to help parents and carers including ways to set routines, manage behaviours and how to take care of yourself

While many of us enjoyed the summer holidays and time with loved ones, there is also a significant increase in demand on specialist family violence services during this time.

There is support available if you or someone you know is experiencing family violence. Services and resources are available any time of the year for all students and families, including:

[Safe Steps, 1800 015 188](#) – Victoria's 24-hour statewide family violence support service

[1800 RESPECT, 1800 737 732](#) – provides 24-hour sexual assault and family violence information, counselling and support [Orange Door](#) supports families experiencing or have experienced family violence and families who need extra support with the care of children

[The Lookout](#) for resources on family violence and [related services](#) in Victoria

[Kids Helpline, 1800 551 800](#) – provides 24-hour counselling for young people aged 5 to 25 years

[What's ok at home?](#), a website for children and young people aged 10 to 17 years old

[headspace Counselling](#) offers Victorian Government secondary school students counselling services. During the holidays, students can self-refer by calling their local headspace centre

Djirra, [1800 105 303](#) – provides telephone and face-to-face legal, emotional and cultural support for Aboriginal peoples experiencing or who have experienced family violence. Monday to Friday, 9am to 5pm

[InTouch Multicultural Centre against Family Violence](#) 1800 755 988 - for specialist family violence support for migrant and refugee women, Mon to Fri, 9am to 5pm

[Rainbow Door, 1800 729 367](#) – a free service for LGBTIQA+ people and allies. Text, phone and email support daily, 10am to 5pm

[No to Violence, 1300 766 491](#) – works with men, to end family violence

[WIRE \(Women's Information and Referral Exchange\), 1300 134 130](#) – provides free support, referrals and information on any issue for all Victorian women, nonbinary and gender diverse people. Support is available by phone, webchat and email, Monday to Friday, 9am to 5pm.