

NEWSROUND

Principals Message

Dear Parents and Community Members,

I hope this newsletter finds you well. We are very much looking forward to seeing once again all students back on-site next week attending regularly. I'm sure that classmates and staff are most happy to see each other again and upon looking at the interactions and activities in and around the school many are swinging back on-board.

PARENTS WEARING MASKS

To keep the community as safe as possible parents do need to remember to wear their masks when picking students up from school. At Ardmona we all appreciate each other and we are all very social, which is why I love working in this community. However in the current climate, it is important that parents remember to wear masks at the front of the school when picking up children.

STAFF VACCINATIONS AND COVID 19 SAFETY PROCEDURES

From Monday the 18th every staff member has had to prove that they have at least one dose or a booking for a vaccination otherwise they cannot work in the school.

Please note that anyone that comes to the school will have to prove their vaccination status after Monday November the 1st. QR Code sign in is also essential with QR Codes available at both gates upon entry.

To make the school as safe as possible we will be ventilating the rooms as much as possible with open doors and windows. Cleaning of high touch areas and mandatory washing of hands will also continue.

Many thanks to those who are compliant in support of student health and wellbeing.

TUTOR LEARNING INITIATIVE PROGRAM

It is with great pleasure that I can announce the tutor program will again go ahead for the remainder of the year. The funding for this program will give the school a chance to teach missed concepts to students in small groups with a qualified tutor and experienced teacher Mrs O'Connell who is in charge of the program? Mrs O'Connell will notify you before the end of the year if your child is to be placed in the program for 2022. Who goes in the program is decided by student results, teacher advice and advice from parents?

Farwell to Mrs Cosgriff now on maternity leave who shares in her enjoyment of teaching the students and celebrations of learning successes and learning gains made over the period. She has set the platform for the program to extend with foundations in place.

HOME READING

All of our students are eager to learn and a reminder to encourage and continually praise them for their reading daily at home. We are keen to extend even further each and every student pre the end of the year and with this guidance and support at home the limitations of growth are endless.



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NEWSROUND CONTINUED

BOOKS IN HOMES

This term we are fortunate enough to once again have the Kensington Gardens Craft Group support our wonderful school by donating books to our students for the third time this year! We can't thank the ladies from the crafts group enough for their donations as well as the support of the Books in Homes program!

Our students started the selection process throughout the week with the next step being to send the list of students selections back to books in homes ready for our order to be processed. All of our students are once again as eager as ever to receive their books already at the book giving assembly to be released at a later date.

SUN SMART

A reminder that hats are compulsory during this term. Please ensure that you supply your child with theirs or take advantage of purchasing a new one from the school from Mr Turner at a cost of \$15 each.

ATTENDANCE

Staff are directed to continually maintain daily connections via telephone contact or via learning platforms to contact families in support of student learning and attendance. Please inform your child's teacher of your child being absence. Attendance and daily check ins with staff are essential in supporting your child's learning at school and also when completing remote work on any occasion at home.

BUDDIES PROGRAM- TRANSITION INTO FOUNDATION YEAR OF LEARNING.

The Peer Support Program involves Kinder students making links with Foundation students and their grades 4/5/6 buddies to meet and participate in activities and make buddies and friends together during transition. This year with restrictions in place and our transition Kinder to school program on hold senior Buddies shall be allocated to new students when they enrol and shall contact new students (Pre-school/Kindergarten) via letter writing so to draw connections and helping them transition into our school.
Fantastic work from our student leaders.

2022 DOXA CAMP

Doxa camp is set for June 2022 thus whilst early in our news please consider that payment plans can be put into place so to accommodate our Melbourne campers with the anticipated cost approximately \$160 per student. Feel free to have a chat if it is the case.

TRANSITION AND NEW ENROLMENTS IMPORTANT INFORMATION FOR PARENTS IN 2021-22.

A reminder that many parents will still need to make decisions regarding their child's education for 2022 and beyond. To assist in their decision, attached our Facebook is the Step into Prep Transition Booklet and Enrolment Flyer providing information on transition days to take place commencing term 4.
Please pass this onto any new or incumbent enrolments for their information.

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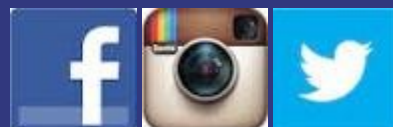
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COMPLIANCE WITH DIRECTIONS FROM THE CHIEF HEALTH MINISTER.

Essentially, we are operating under the direct guidelines from the health minister in terms of the pandemic and in support of student, staff and community health and safety the following continues to apply for all Victorian schools.

QR CODE REQUIREMENTS IN SCHOOLS

The use of Service Victoria QR codes for electronic record keeping is mandatory for all workplaces to enable the effective contact tracing of any COVID-19 cases. This now includes schools. The public health intent of including schools in the QR code check in system for workplaces is to capture those visitors accessing school buildings or indoor facilities, but not those entering the school grounds for reasons such as school pick up.

QR CODES WILL BE REQUIRED TO BE USED BY

- all visitors, including contractors, external Department staff and building and maintenance staff
- all parents who enter buildings when on the school site QR code check ins will not be required for staff or students, or parents who come onto school grounds for drop off or pick up, that do not enter buildings. Schools can permit parents to enter buildings onsite for student pick up and drop off providing sufficient QR code locations can be identified and utilised to ensure parents are able to check in.

LOCATIONS SHOULD INCLUDE

- Site entry and exit points
- Building entrances already have in place existing sign in and out processes.

It is important for all visitors to sign in on the register also located in the office foyer.

FACE MASKS IN SCHOOLS

A reminder that all visitors must continue to wear face masks while in the school grounds regardless of whether it is inside or outside unless an exemption applies.



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Grade 4-6 Star of the Week

Stars of the Week!

Ryder Matthews (4-6)



Well done to Ryder for being a persistent and resilient learner. Ryder has been very persistent with all areas of his learning this week, especially with his essential assessments. Keep up the great work Ryder!

Grade 4—6 Classroom News

Welcome to week 4 everyone, our first full week back this term and how wonderful it is to be back and getting into the swing of learning! A busy few weeks ahead with swimming next week and lots of learning assessments to be completed in time for report writing.

In literacy this week we have been continuing on with our work on summarising, we have been using graphic organisers to help us with creating summaries. In writing we are completing our persuasive letter writing, we have been focusing on things that would improve the school. I am amazed at some of the great ideas students have come up with; from a school canteen, to an art room even for a class trip to outer space! Some very creative and persuasive writing indeed!

In numeracy we have been getting back into our fluency and we have been creating our own timetables for a trip to the zoo. Students have had to research train times and also animals at the zoo to come up with their own ideal day at the zoo timetable.

In integrated studies this week we have been exploring forces, especially friction. Students have been conducting friction experiments using shoes and different surfaces and recording their results from the experiments. We have also been working on creating our Lego mindstorm robots and these have come along really nicely. Students have learned simple programming and we are up to testing our robots on an obstacle course!

Lastly a reminder to listen to your child read every night or morning at home and fill out their reading log. It really does make a big impact on their reading! Thank you for your support.

Mn Tunks



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**How is YOUR head today?
What THOUGHTS are taking
up most of your
headspace?
It's okay not to be OKAY.
Remember, HELP is just a
phone call away.**



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Supporting young children during COVID-19

What is COVID-19?

COVID-19 novel coronavirus is a worldwide pandemic. Luckily few young children have fallen ill. Most of the sick children have had mild cases. However, young children are highly affected by the isolation and the anxiety of their parents, carers and other adults.

Adults may think that children will not notice all the changes and stress, but they are very sensitive to what is going on. This info sheet describes some ways children react to stress and some things you can do to help them.

Common Emotional Reactions in Young Children

- Crying
- Restlessness
- Sleep problems
- Nightmares
- Being clingy
- Fear of being alone
- Easily upset or angered
- Withdrawn

They may also engage in repetitive play activities with themes about fear and protective behaviours, such as caring for dolls and toy animals.

You may also see behaviours such as bed wetting and thumb sucking in children who had previously outgrown these activities.

Concerns for family

If you're a parent or primary carer for a child or children and need to be separated for any length of time during the pandemic, talk to the children using electronic means as often as possible during the day and at bedtime. If possible, do this via Skype, Messenger, Zoom or Facetime so they can see you.

Children in care may have additional concerns about family members, or their past trauma may be triggered (e.g. food uncertainty). They may need additional regulating activities (physical and sensory).

ROUTINES are very important for young children.

Creating new routines or re-establishing usual routines can help children feel safe. Keeping regular mealtimes and bedtimes, setting a daily time to play games together, read to them, or singing songs together all help.

SUPPORT from parents or caregivers is very important during periods of stress. Parents may be physically present but not available emotionally because they are so stressed themselves. It's important to make time to reassure young children and spend time with them. Even young children can benefit from seeing playmates or family members on video conferencing.

How you can help

EXPLAIN why things are different. Young children may not understand why things have changed (like why they cannot go outside or play with other children) but talking with them will help them feel supported by you. Keep explanations simple.

TAKE CARE OF YOURSELF

This is very important. Even if young children are not directly exposed to the trauma, they can recognize stress and worry in older children and adults in the house. Reach out to your support network and remember social distancing and even physical self-isolation does not mean social isolation.

This information sheet has been derived from: Joy D. Osofsky, Ph.D. Paul J. Ramsey Chair of Psychiatry Barbara Lemann Professor of Child Welfare LSU Health Sciences Center, New Orleans, LA and Howard J. Osofsky, M.D., Ph.D. Kathleen and John Bricker Chair of Psychiatry.

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