



# NARRE WARREN NORTH PRIMARY SCHOOL

Newsletter No. 12 – 27<sup>th</sup> August, 2020



## DIARY DATES

Friday, 28<sup>th</sup> August

Sibling enrolments due

Tuesday, 1<sup>st</sup> September

Normal school day

Proposed Curriculum Day – has been cancelled – see below

Tuesday, 8<sup>th</sup> September

School Council meeting online  
5.30pm

Friday, 18<sup>th</sup> September

Premiers' Reading Challenge closes

Tuesday, 13<sup>th</sup> October

Proposed rescheduled Curriculum Day for First Aid training – provided it can go ahead



## Principal Pen

### 2021 enrolments reminder

Last chance to enrol your child for Prep 2021 before we allow children outside our zone on the waiting list to enrol. Contact the office if you need to pick up or be sent an enrolment form. Our due date is tomorrow for siblings.

*Thank you to the parents who have let us know that their children won't be attending our school in 2021. If you know you are leaving at the end of the year can you please let the office know?*

I am pleased (and sad ☹) to let you know that Ben has picked up the substantive Principal position at Koo Wee Rup PS. This is an outstanding achievement for Ben and I am very proud of his success. Ben has written an article in this week's newsletter. We wish him all the best in his new role. Teachers will be working with their students to farewell Ben remotely.

I hope some of you managed to watch one of the webinars by Dr Justin Coulson and Michael Carr-Gregg over the last week. Both webinars gave parents strategies and tips on assisting their children while learning remotely at home and being stuck in lockdown.

My 'takeaway' from Dr Coulson's webinar included the importance of focusing on the 4 'H's that children need to help them cope in isolation. Dr Coulson said that

children need to be heard – listened to; need humour – have fun; need to help others – it's a good feeling helping someone else; and need to have hope – discuss what is going well and what they can look forward to.

He also spoke of the importance of listening to your child when they are emotional and frustrated, keeping yourself calm, focusing on the emotion and articulating comments such as:

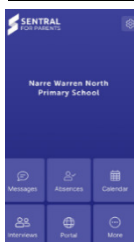
"I can see that you are angry (frustrated, etc.) right now." "I know how hard it is." (acknowledge the emotion; offer a hug). "What can I do to help?" "What do you think we could do now?" so that you are helping, supporting and working with them calmly.

If you are interested in watching the recording it can be found using this link:

[https://www.dropbox.com/s/886858y31evw7x9/LighteningTheLockdownLoad\\_DrJustinCoulson.mp4?dl=0](https://www.dropbox.com/s/886858y31evw7x9/LighteningTheLockdownLoad_DrJustinCoulson.mp4?dl=0)

Dr Carr-Gregg spoke about the parents' role, setting the emotional tone, focusing on what you can control, and how to deal with disappointment; and outlined further resources and where to get help. A summary of the webinar can be found at this link: <https://momentumfirst.com.au/wp-content/uploads/2020/08/Managing-the-Coronacoaster-Fact-Sheet.pdf>

## Sentral for Parents



A reminder to download the **Sentral for Parent app**. Only a third of families have registered so far. From the end of this term newsletters and notices will be posted to the Sentral Parent Portal (including the app) **and will no longer be emailed**.

### **What to do:**

Download the **Sentral for Parents app**

Register using the email you use to access school information and create a password

Follow steps. **Ensure you click 'yes' to the notifications.**

Add the 'Access key'.

School Website: [www.narrewarrennorthps.vic.edu.au](http://www.narrewarrennorthps.vic.edu.au)

Phone: 9796 8261

Email: [narre.warren.north.ps@education.vic.gov.au](mailto:narre.warren.north.ps@education.vic.gov.au)

Every parent has now been emailed their individual access key. Adding the access key will allow you to access more than the notices and newsletter over time including student reports, interviews, and information on school activities. Please keep this email in a safe place. **If you did not receive your access key please contact Lorraine Woodward.**

### **Attendance during remote learning**

We have developed an attendance strategy for remote learning to assist teachers and parents in following up on students not attending Ready to Learn sessions (RTL) and submission of work. DET expects that the children are learning remotely at home, this is not a choice. The monitoring and completion of set tasks is a shared responsibility of both parents and teachers. Students not attending RTL at 9am with their teacher and/or do not submit the necessary work during the day will be marked as an unapproved absent. If your child is ill the normal process of contacting the office or teacher still applies.

Checking of attendance:	Office staff add attendance and absences to Sentral of students attending school for supervision.
	Classroom teachers check remote attendance <b>DAILY</b> during Ready to Learn (RTL) and submission of student work. It is highly suggested that students participate regularly in RTL for their wellbeing as this gives them a chance to connect with their teacher and peers.
Attendance process	<b>Day 1 absence</b> – teacher has no communication, text or email or work submitted. Teacher marks absence on Sentral ( <i>unless other arrangements have been made with the teacher/school</i> ). Absence can be reversed if work is submitted late on the same day it was scheduled. Teacher follow up with an email asking if parents require support.
	<b>Day 2 absence</b> - teacher has no communication, text or email from Absence 1 or no work submitted. Teacher marks absence on Sentral. Teacher contact the parent via phone. Record dialogue on Sentral.
	<b>Day 3 absence</b> - teacher has no communication, text or email from Absence 1 or 2 or no work submitted. Teacher marks absence on Sentral. Teacher to notify the Wellbeing Coordinator/AP and email relevant information on attempts to contact the parents. Wellbeing Coordinator/AP to contact parent. Record dialogue
	<b>Further absences:</b> Discussion between teacher and leadership on next step. Zoom meeting with Leadership (Principal and AP) Home visit if required Region Wellbeing Coordinator contacted for follow up DHHS contacted

### **Remote learning - feedback**

Thank you to the parents who completed the short online survey. We have already taken on board some of the feedback by making the learning activities on Fridays less stressful!

Also for the next 3 weeks we are going to relax the program on Wednesdays to include exciting motivating activities for students so that they can have a break away from the structured lessons in Reading, Writing and Mathematics.

Week 8: Wellbeing Wednesday (Friday for Preps)    Week 9: tba    Week 10: Footy Day – dress up in your footy gear

Connie vanderVoort,  
Principal

*Dear Parents,*

*As you are aware I took on the Acting Principal role at Koo Wee Rup Primary School for Term 3. At the end of last week, following the Principal recruitment process, I was informed that I was the successful applicant for the substantive position. This is very exciting for me personally as I now have the opportunity to stay at the school and begin enacting some long term plans as I embark on the next stage in my career.*

*I have enjoyed my time at Narre Warren North Primary School and am thankful for the numerous opportunities and learnings that came with my role as Assistant Principal. In saying farewell I want to thank Connie and all the staff that I was fortunate to work alongside every day in addition to the students and parents that made NWNPS a great community to be a part of.*

*Ben Zimmerle*

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## **ASSISTANT PRINCIPAL ADDITION**

### **Ways to help children read difficult or tricky words**

It is important to give your child time to work out difficult words themselves as this helps them to develop their skills.

If they are stuck it helps to ask them questions like:

- What word makes sense? (After prompting them to look at the picture)
- What object can you see in the picture that might start with that letter? (After getting them to view the picture).
- What letter (or letters) does the word start with? What sound does that letter (or letters) make?
- What letters are in the middle of the word? What sound do these letters make?
- What letter (or letters) does the word end with? What sound does that letter (or letters) make?
- Can you put those sounds together to make a word?

Another good strategy is to ask your child to talk about how they worked out unknown words as this will help to reinforce strategies used.

Kirrilee Cruse

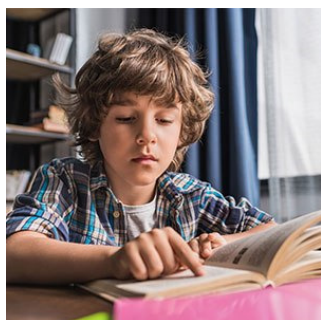
Acting Assistant Principal

### **Building Stamina in At Home Learning**

Are you looking for ways to help children maintain focus on their schoolwork at home? That is completely understandable. Children are accustomed to the rituals and routines of school. In their school's classrooms, they go to a specific environment that deliberately is structured for learning. Now for many children, those structures are different, and they are trying to understand what it means to learn more independently. Based on our research at Berry Street Education Model (BSEM), stress can negatively impact a child's stamina to learn and their ability to focus. Managing this change as parents, carers and teachers can be overwhelming. Here are three strategies that we hope will help:

**1. *Your relationship with your children comes first.*** Practise compassion and kindness if they are struggling to sit in front of a screen or focus on worksheets or other tasks for even a short period of time. Practise kindness with yourself, too. Be aware if you need to step away for a minute so that you can stay in your calm rather than join into any chaos.

**2. *Set stamina goals for children learning.***



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A simple strategy for independent reading or completing their learning packs is to take a sticky note or bookmark and have the child place it where they predict they will reach by the end of a timed session. If they reach the spot before the work session ends, congratulate them and set a new goal for the remainder of the session. If they do not reach the goal, have a chat with these prompts: *Were there any distractions? Was there confusion about the work? Did they over-predict for the allotted time?* Through reflection, children can set a more obtainable goal next time or can work to troubleshoot distractions or other issues.

**3. Set timed work sessions.** For older kids try the *Pomodoro Technique*, designed by Francesco Cirillo. It is a simple way to balance deliberate focus with scheduled breaks.

- Step 1: Have the child decide on the task to be done
- Step 2: Set a timer, making sure your child can always see how much time remains. (25 minutes is a good amount to build up to)
- Step 3: Work on the task until the timer rings
- Step 4: Take a 5 minute break
- Step 5: Take a 15-30 minute break once they've completed 3-4 pomodoro cycles



For younger children try five minutes on-task then five minutes break time. This is useful if your child is struggling to focus for an extended period of time as five minutes feels much more achievable. If you have two children who you are supporting with schoolwork at the same time, while one is working, the other can have a break.

This is a new situation for everyone, so leading with compassion and understanding builds relationships for everyone. By trying strategies such as setting small stamina goals, giving frequent breaks, and providing continuous encouragement, we hope that you see which work best for you or adapt them so they become your own!

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Acast (Producer). (2020, April 9). Too Peas in a Podcast <http://podcast>, retrieved April 16, 2020 from <https://play.acast.com/s/too-peas-in-a-podcast>.

Brunzell, T., Norrish, J., Ralston, S., Abbott, L., Witter, M., Joyce, T., & Larkin, J. (2019). *Berry Street Education Model: Curriculum and Classroom Strategies*. Melbourne, VIC: Berry Street Victoria.

Cirillo, F. (2006). The pomodoro technique. *Agile Processes in Software Engineering*, 54(2), 35.

Witter, M. (2013). *Reading without Limits*. San Francisco: Jossey-Bass.





## Our OSHC service

## Term 3 – Week 6

### Science Week

This week was science week. The children enjoyed a variety of science-based activities.

Jesse and educator made a helicopter with a propeller made from plastic and a rubber band. When Jesse wound the propeller and let go of it, the helicopter flew. It was a sight to behold! Isabella and educator created gems in a variety of shapes and sizes. The gems sparkled once they dried. They were very beautifully made.

Ozobots were also very popular with all the children this week. We made tracks in different colours and watched the Ozobots change colour as they made their way around the children's tracks.

### Next Week

Next week is the end of winter, and with it we will be doing a variety of seasonal related activities. The kids will be looking forward to making snowflakes with yarn, painting, mask making and a special connect four challenge.

## Spring Holiday

With spring holiday's approaching, we would like to let you know where you can book your children in for all the holiday club fun.

The closest schools are: **Thomas Mitchell Primary School, Belgrave Height Christian School, Oatlands Primary School.**

Activities for Holiday Club will include a **Pajama day**, where kids can come dressed in their Pajama; **Magic bean garden**, where they can create their own magic garden; or maybe **ready steady cook. Book now.** To find out when these activities are on during the school holidays and to find your nearest service, visit: [www.campaustralia.com.au/holidayclubs](http://www.campaustralia.com.au/holidayclubs).

We look forward to seeing you at **Holiday Club**.

### Service Details: Narre Warren North Primary School OSHC

Our operating hours are:

07:00 – 09:00am

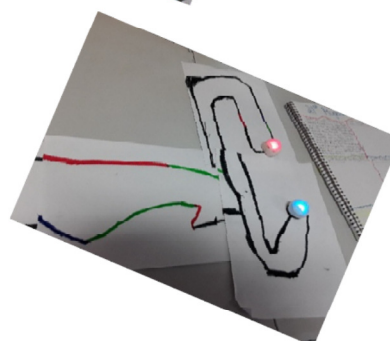
03:30 – 6:00pm

**Phone:**

0413 763 758

**Email:**

[narwarnth@oshccampaustalia.com.au](mailto:narwarnth@oshccampaustalia.com.au)



### Did you know that Camp Australia has a blog?

New articles are added each week for parents to cover various topics to help families. You can access this at: <https://campaustralia.com.au/blog>

[www.campaustralia.com.au](http://www.campaustralia.com.au)



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