

**CALENDAR
2021**

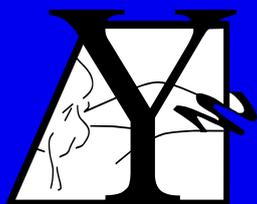
**5 MAY
WACKY
WEDNESDAY**

**7 MAY
MOTHERS DAY
STALL**

**7 MAY
DIVISION
CROSS COUNTRY**

**11- 13 MAY
NAPLAN**

**31 MAY
SCHOOL CLOSURE
DAY**



YINNAR PRIMARY SCHOOL

INNAR

NEWSLETTER #5

2021, 29 APRIL

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Principal's Report

Dear Families,

Clearly benefiting from the Easter and term break, the students and staff are refreshed and have reset for what is certain to be a particularly full term ahead.

I sincerely congratulate the students and staff for the wonderfully settled and calm manner in which they have approached their return to school. This tone has been exemplary and is importantly providing an optimum learning environment for all of the students.

Our Term 1 concluded with much to celebrate, our Yinnar and District Sports, Da Vinci Excursion and our very special traditional JSC Easter Fair.

What a spectacular way to end our term with a win at the District sports and a fun, student led Easter Fair. We thank **Mrs Try, Miss Castello, Miss Twomey and our JSC student leaders** for organising this invaluable experience for us. They raised a total of **\$1881.25** which went directly to the Royal Children's Hospital Good Friday Appeal.

Our chickens were well looked after during the April School Holidays. Thank you to Mrs Peters, Ivy and Judd for making sure they were well fed and safe. You may have also noticed that a few more chickens have appeared- they were very generously donated to our school from Lily Spencer and her family. Thank you Gillian, Paul and Lily.

We are delighted that this term we can start welcoming families back to our fortnightly **Celebration of learning, Fridays 2:45pm in the Stadium**. This important gathering (and energy) has been missed by many and we look forward to having as many parents and carers there as possible. The dates are available on the **COMPASS Calendar**.

Sovereign Hill Camp

Last week our Year 5 /6 students and teachers ventured to Sovereign Hill, Ballarat Camp, to immerse themselves in the 1850's gold rush era. The students and staff had a wonderful time. I am extremely grateful to the staff members who took time away from their families to do this.

During May each year, the Department of Education requires all of our Year 3 & 5 students to undertake the **NAPLAN** tests. This will occur in two weeks' time, from **11-13 May**.

Throughout the year, classroom teachers undertake a range of assessments, which gives them a very detailed picture of your child's learning in English and Mathematics. This is the information they use to continually monitor and progress the learning of your child.

Whilst many students find these tests okay, I also know that the performance of some of our students will be adversely effected by anxiety. We want to alleviate these heightened levels of anxiety as much as possible, and teachers will be trying to make sure that the students are as open to leaning as possible throughout the testing period.

If you have any questions or concerns about your child sitting the NAPLAN tests, please see your child's class teacher. If you don't want your child to sit the NAPLAN tests for any reason you have to let me know- otherwise we expect all children to participate.

Thanks Tamina

WE WANT OUR STUDENTS TO TELL US WHAT THEY THINK!

We value student voice as a means to improving student engagement, wellbeing and quality instruction and are conducting a survey to find out what your child thinks of our school.

The Attitudes to School Survey is an annual student survey offered by the Department of Education and Training to assist schools in gaining an understanding of students' perceptions and experience of school. Our school will use the survey results to plan programs and activities to improve your child's schooling experience. Students will be asked about their thoughts and feelings in relation to their school, their learning, peer relationships and bullying.

Students from, Year 4 to 6, at our school will participate in the survey over the period **7-18 May**. The survey only takes 20-30 minutes to complete online and occurs during your child's 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. Your child has the right to refuse or withdraw from the survey at any time. Your child will be provided with a unique login to complete the survey. The student login is an assigned identifier that may be used to link data for statistical and research purposes only. All responses to the survey are kept anonymous in the response file. Personal identification data will not be recorded in the survey response file. This ensures that the confidentiality of your child's responses is protected at all times.

The survey results will be reported back to the school in an aggregate form throughout the survey period. All survey data that is made available in reports are for groups of students only so that no individual student can be identified. Data suppression rules are used for schools with low student numbers per year level.

In previous years we used the survey results to celebrate and acknowledge the high quality teaching and learning in all classrooms, the strong relationships between teachers and students and the student's positive mindsets when tackling challenges in their learning.

We also spent a lot of time and resources in following up the areas we needed to improve, which include the transfer of these qualities beyond the classroom and into the playground.

If you would like more information, please speak to your child's teacher or visit: <https://www2.education.vic.gov.au/pal/data-collection-surveys/guidance/attitudes-school-survey>

Parent Teacher Conversations will be held on **Wednesday 23rd June 2021 from 2pm – 5:45pm.**

Students will be dismissed at **3:15pm** as normal.

Bookings via **COMPASS**- available next week

Student Reports will be available on COMPASS on **Friday 18th June.**

Hard copy available upon request (see office)

BOOK CLUB ISSUE 3

Bookclub Issue 3 is now open for all online LOOP orders. Catalogues went home last week.

Orders due by **5th May.**

Please do not send orders into school, we are only offering online ordering at this stage.

School Closure Day- Change of Date

Our school closure day has been changed from Wednesday 2 June to **Monday 31st May**. The presenter is no longer able to attend on that day, so we have moved from a Maths focus to Report Writing day.

Outside Hours School care

Our school will be starting a before and after school care program beginning in **Term 3**. We were successful in our grant application for an Outside of School Hours Care (OSHC) Establishment Grant. This will significantly help in setting up the program and ensuring its viability in the next few years.

School Council is currently finalising the third party provider who will run the program. Once we have the provider in place, we will communicate with you on how to enrol and provide you with more details about what is on offer.

Building Learning Power Report

On Friday your child will bring home their "***Progress in Learning Power***" report for Term 1. The purpose of this report is to provide you with some information on how your child is currently progressing as a learner. It focusses on their ***Resilience***, their ***Resourcefulness***, their ***Reflective Skills*** and their ***Reciprocal Skills-how they work by themselves and with others***. These are the 4 key dispositions which we believe that all of our students need to develop in order to become successful lifelong learners.

The teachers have reflected on how often they have observed your child demonstrating these BLP (Building Learning Power) behaviours last term. This involved conversations with your child and you will see that your child has been empowered to reflect on Term 1 and set a learning goal for improvement. If you have any questions please see your child's class teacher.

Good Friday Appeal

CONGRATULATIONS

Thanks to the very generous support from our school and wider community, the Junior School Council raised **\$1881.25** for the Royal Children's Hospital's Good Friday Appeal. The money was a combined total raised from both Easter in Yinnar and our Easter Fair. The Junior School Council members displayed great leadership and organisation during the weeks leading up to these events and there were many smiling faces enjoying the Easter Fair last term!

Help needed-are you able to weld and cut metal?

We have a few repairs needed to parts of our steel playground equipment. If you can assist, please contact the office

DROP OFF & PICKUP GENERAL REMINDER

Reminding when parents/carers dropping off students late please pop to the office to sign them in. If parent/carer is unwell we are happy to accept a quick phone call



Brock

Beau

Jayden

Josh

Lottie

Leah

Siahn

Aria

Levi

Eleanor

Cinta

Eli

Sovereign Hill Camp

Last week, we went to Sovereign Hill in Ballarat for our 5/6 camp. After reflecting on our time away, everyone said it was one of the best camps!

I think Sovereign Hill camp was awesome! We got to see and experience what life was like during the Gold Rush. Lots of shops sold cool vintage souvenirs and the best shop was the confectionary shop. There was lots of options to choose from, including my favourite sour grape drops! To top it all off, we even found real gold while panning!

- Ruby

My experience was great at Sovereign Hill. We got to do lots of cool activities that truly made you feel like you were in the Gold Rush times. This included gold panning, the underground mine tours, the Sound and Light show and we even got to see a pantomime. I wish I could go back there again sometime soon to do more activities, buy more souvenirs and definitely some more lollies!

- Emilia



ANZAC Day

ANZAC Day is an important day for all Australians. It is a special day to remember all the service people who risked their lives for our great country.

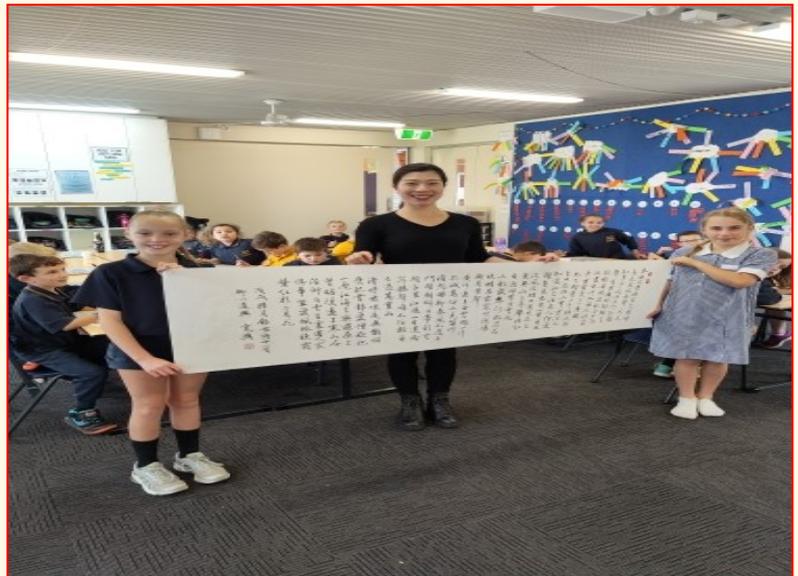
At school we held an important assembly to commemorate ANZAC Day. Each grade designed and made a unique wreath to lay at the school assembly.

On Sunday we were proud to lead the school in the traditional community march. Many students attended and were very respectful. As school leaders we had the honour of laying two wreaths in memory of the service people.

School Leader : Levi, Gracie, Zara and Cooper



Chinese Classes this week with Joy & Monty





Kurnai College
PATHWAYS TO SUCCESS

Churchill Information Opportunity

For Parents of 2022 Year 7 Students

Date: Thursday May 6 Time: 5.30pm

**Before Grade 5 and 6 students experience our
Secondary School Awareness Day
at Kurnai Churchill on Tuesday, June 1,
We warmly invite parents to come along and
find out more about how we care for,
support and challenge our students,
*especially Year 7s about to face great change***



Open Day



Saturday
1 MAY
10 am – 2 pm

Registrations essential
stpaulsags.vic.edu.au

St Paul's 
ANGELICAN GRAMMAR SCHOOL

Traralgon Campus – 46 Cross's Rd
Warragul Campus – 150 Bowen St

YEAR 7 INFORMATION EVENING

Deciding which Secondary School best suits your child can be a challenging decision to make...

We extend an invitation to all parents to attend our information evening at:

Mirboo North Secondary College,

Monday 3rd May, 2021

6pm- 8pm

Light entertainment and supper will be provided.

It's an opportunity to:

- * Meet the Principal Team, Junior School Coordinators and Teachers.
- * Meet our Student Leaders, Peer Support and the Voice of Students teams.
- * Learn about our literacy focus and acceleration programs for students.
- * Learn about student wellbeing support programs and leadership opportunities.
- * Engage in faculty activities on the night and organise future school tours.



MIRBOO NORTH SECONDARY COLLEGE

Phone: (03) 56 67 9000 Email: mirboo.north.sc@education.vic.gov.au Address: Castle Street, Mirboo North 3871

KURNAI NEWS



Kurnai College
PATHWAYS TO SUCCESS

Hello to all our feeder Primary School communities. I trust everyone had a relaxing break. This is a busy term for transition at Kurnai. By now you would have received information regarding our Annual Awareness Day on June 1st. This is a great day for our Grade 5 and 6 students to participate and experience a day as a secondary student. Each of the Primary Schools will provide the details for transport and arrangements for the day. Once students arrive at Kurnai College they will meet as a group and then divide into classes for activities for the remainder of the day. A sausage sizzle will be on offer at lunch time.

Our information evening will be held next week on May 6th in the Language Centre at 5.30 pm. Here, Darren, our Year 7 Team Leader and Year 7 teachers will answer all your questions regarding Year 7 in 2022. At the same time, we will begin our first round of Advanced Learning Program testing. Darren and his team have provided a flyer with all the details. In addition, you could visit our Facebook page or contact our General Office on 51650600.

I look forward to seeing you all at one, or both events. Please feel free to contact me if you have any questions.

Kind regards

Cleo Lazaris

Churchill Campus Principal





No Nonsense Tutoring

Online Tutoring English & Mathematics

Introductory Offer!
Only \$180 for 6 Tutoring Sessions*

*First 6 tutoring sessions booked in advance; each session duration is 55 minutes.
Offer valid once per student.

Boost Confidence! Improve Grades!

Experienced & Dedicated Tutors

Contact Us Today to Book a Session!

✉ enquiries@nononsensetutoring.com.au

🌐 <https://www.nononsensetutoring.com.au>

Please See Our Website for Further Details

What to look for in a child safe organisation

All children have the right to feel safe and to be safe all of the time. An agency, activity or organisation providing a child safe environment is one that has in place a range of strategies to ensure children are protected from harm.

As a parent, you are frequently choosing activities, services or programs for your child. To be confident your child is welcome and safe when attending an activity or service, you need to think about a range of issues.

Victoria has mandatory minimum child safety standards that apply to most organisations working with children. All organisations working with children are strongly encouraged to ensure they have child safe strategies in place, even if the compulsory child safe standards do not apply to them.

You can check which type of organisations are covered by these standards at

<http://www.dhsvic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/in-scope-organisations-for-child-safe-standards>

Phase 1: Organisations that provide services for children that are government funded and/or regulated will be required to work towards compliance from 1 January 2016.

Phase 2: Other organisations that provide services for children will be required to comply from 1 January 2017.

Registered schools have until 1 August 2016 to be compliant with the standards

In complying with the compulsory child safe standards, an organisation to which the standards apply must also ensure they have a particular focus on promoting the cultural safety of Aboriginal¹ children, the cultural safety of children from culturally and linguistically diverse backgrounds and the safety of children with a disability

The information following helps describe what you should see in place and in action in a child safe organisation.

Sole traders – tutors, coaches, counsellors and other self-employed people working with children

A sole trader is an individual with no employees or volunteers and who is not incorporated.

Your child may have a maths tutor, a music teacher or counsellor that you pay directly or access on a volunteer basis. In these instances you can use the questions that follow to help your conversation with them and assist you to decide if they are a safe person and right for you and your child.



¹ The term Aboriginal includes Aboriginal and Torres Strait Islander Peoples



What to look for in a child safe organisation

Although sole traders are not compulsorily required to meet the Victorian child safe standards, parents still need to feel comfortable that the person is safe and suitable to work with children. You can:

- ask people you know and trust who they have used
- ask a potential sole trader for current references and make sure you check them
- check the person has a current and valid Working with Children Check
- supervise their contact with your child where this is reasonable
- talk with your child about how they feel when with the person
- raise any issues or concerns that you may have
- select an alternative person to work with your child if you, or your child, have any concerns.

A child safe organisation recognises that children are vulnerable and acts to protect them.

You can check if a self-employed person has a valid Working with Children Check

A Working with Children Check is vital but is only one part of being child safe. In Victoria, adults involved in coaching or tuition services of any kind specifically for children, counselling or other support services for children, Commercial entertainment or party services for children unless they are merely incidental to or in support of other business activities and clubs, associations or movements of a cultural, recreational or sporting nature, amongst many others, are required to have a Working with Children Check.

You can check that a person has an up-to-date Working with Children Check:

- request to see their Working with Children Check Card
- make sure that the photo on the card is of the right person
- record the card number and the person's last name (exactly as is on the card)
- go to the Working with Children website Check status' service <<https://online.justice.vic.gov.au/wwccu/checkstatus.do>>
- enter the first 8 numbers on the person's Working with Children Check card and the person's last name.

The status (valid or invalid) and expiry date of a person's card or application will be shown. This service does not reveal any personal information about the applicant or cardholder.

Do not allow a person with an invalid card to work with your child.

Ask questions and speak up – Ask how the organisation meets child safe standard requirements – It's your right.

Talk to and listen to your child – How a child experiences the world is different to adults. It is only through the eyes of your child that you can gain a sense of how safe the organisation feels to them.



What to look for in a child safe organisation

What does a child safe organisation look and feel like?

<p>Child safe standard 1 Strategies to embed an organisational culture of child safety, through effective leadership arrangements.</p>	<ul style="list-style-type: none"> • Does the organisation promote itself as a child safe organisation? • Do staff and leaders demonstrate a commitment to child safety by their actions and behaviour? • Are staff and volunteers interested in and engaged with the children? • Do you and your child feel welcomed in the organisation? • Does the organisation raise awareness about child abuse and abuse prevention? • Does the organisation take a zero tolerance approach to discrimination and abuse? • Does the organisation recognise, respect and promote cultural identity as being fundamental to a child's safety and wellbeing, and provide training for their staff on this?
<p>Child safe standard 2 A Child Safety Policy or statement of commitment to child safety.</p>	<ul style="list-style-type: none"> • Do you know about and can you see the organisation's Child Safe Policy or Statement of Commitment to Child Safety – do staff seem to know about it? • Does the Child Safe Policy or Statement of Commitment to Child Safety promote the cultural safety of Aboriginal children and children from culturally and linguistically diverse backgrounds and the safety of children with a disability? • Are children, parents or carers invited to participate in the development and review of the policy?
<p>Child safe standard 3 A Code of Conduct that establishes clear expectations for appropriate behaviour with children.</p>	<ul style="list-style-type: none"> • Is the organisation's Code of Conduct well known and understood and does it describe what behaviours are OK and what are not OK? • Is it clear how to raise a concern about breaches of the Code of Conduct or make a complaint?
<p>Child safe standard 4 Screening, supervision, training and other human resource practices that reduce the risk of child abuse by new and existing personnel.</p>	<ul style="list-style-type: none"> • Does the organisation have policies on staff recruitment and management covering: <ul style="list-style-type: none"> – recruitment processes, including skills and qualifications required – background checking and screening processes for all staff and volunteers – staff supervisions and management • Do relevant staff have a valid Working with Children Check? • Do all staff accept it is their role to protect children involved with their organisation? • Does the organisation provide training for its staff on child abuse recognition and prevention?



What to look for in a child safe organisation

<p>Child safe standard 5 Processes for responding to and reporting suspected child abuse.</p>	<ul style="list-style-type: none"> • Are there processes for reporting and acting on disclosures or concerns about child safety? • Is there a clear and accessible complaints procedure for use by children, parents and staff? • Are these policies provided to parents upon request?
<p>Child safe standard 6 Strategies to identify and reduce or remove risks of child abuse.</p>	<ul style="list-style-type: none"> • Does the organisation have a Risk Management Plan? • Can parents participate in the planning process? • Is the cultural safety of Aboriginal children and children from culturally and linguistically diverse backgrounds and the safety of children with a disability considered within this plan? • Are policies in place to minimise risk involved in one-to-one situations with a child? • Do equipment and activities appear appropriate for the activity and the age of the children?
<p>Child safe standard 7 Strategies to promote the participation and empowerment of children.</p>	<ul style="list-style-type: none"> • Are children meaningfully consulted about decisions that affect them? • Are children listened to? • Are children informed of their rights and how to raise concerns in an age appropriate way? • Do staff readily interact with children in an age appropriate and respectful way

