



Oct 21st, 2021

# OVERPORT NEWS

*From the Principal's Desk.*

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## Dates to remember:

### TERM FOUR

### OCTOBER

#### Mon 25th

**Canteen re-opens for  
window sales and lunch  
orders!**

### NOVEMBER

#### Tuesday 2nd

**Cup Day—Public Holiday**

#### Friday 5th

**First day whole school  
on-site**



**DON'T FORGET  
YOUR HAT**

### ***Preps here early this week, Year 1 & 2 today and tomorrow and now our year 5 & 6 returning tomorrow!***

We are delighted as our students begin to return to school, albeit, in a staggered manner. Our preps were so excited and loved being back in class with their friends and teachers. I have heard from some parents that many were very tired at the end of the first day, while some were very chatty and full of stories to share. Today our year 1s and 2s came back full of enthusiasm and eager to get on with the business of school and friendships. Our prep, 1 and 2 teachers were so thrilled to see them again in person. Joining the year 1 & 2s tomorrow, our year 5 & 6s return for the first time. We hope they have a fabulous day. Next Tuesday and Wednesday our year 3s and 4s have this wonderful opportunity as well. As I have advised you in my past update, our teachers will be focusing on the core areas of literacy, numeracy and wellbeing activities to support and re-engage the students at school. We have certainly all missed the wonderful buzz of children around our school.

### ***COVID Safety Arrangements:***

We have in place a number of strategies to ensure the safe return of all students. Hand sanitizer is in each classroom and specialist area. Students are asked to use this each time they come into the classroom, whether this is first thing in the morning or after recesses. Windows are open wherever possible to support ventilation. Once we receive air purifiers from the Department, these will be in operation as well. We are encouraging our staff to do as much outdoor teaching as possible. To this end, I have applied for 'Sails Grant' to create another shaded outdoor learning space.

#### Unwell students:

Any child who is unwell, is sent to the sick bay for assessment. If they are displaying cold-like symptoms or have a high temperature, parents will be called and they must be collected within half an hour, assessed by medical practitioner or have a COVID test and return a negative result before returning to school. Please note it is vital important that you report to me if your child or any family members within your home test positive to COVID-19. I am required to report this to the Department for contact tracing and advise. At this stage, we have been advised that each class is treated as its own 'bubble' for inside learning. However, we are very fortunate to have such large playground areas where children can spread out at recesses.

### ***Hats this term!***

This term students must wear a broad brimmed hat to protect them from sun damage. We understand lost hats may be difficult to replace at the moment. However, while other hats are acceptable until such time as you can purchase a navy blue broad brimmed hat, please ensure that the back of the neck and ears are covered and the hat is named for easy return!!

*...continued overleaf*





*To all students  
celebrating their  
birthdays this week  
and next week*

Tahlia 3D,  
Issy 4B,  
Jackson 6A,  
Sarah 4D,  
Lachlan PE,  
Yaxin 4B, Daisy 1B,  
Bobbie-Lee 4A,  
Xavier 4B,  
Lily 5D, Layla 1B,  
Hazel 6D, Taj 6B,  
Ishmeet 3A,  
Molly 6A,  
Kellyn 1C, Niko 2C,  
Jaxx 2B, Lily 3B,  
Leti 3B, Thomas 6C,  
Lachie PE, Kassi 4B,  
Lila 5C, Arianna 6C,  
Elizabeth PD,  
Maxin PC,  
London 1D,  
Brixton 4A, Isaac 5C,  
Maja 5D, TJ 6B,  
Samantha 2D,  
Drew 4B

***When you realise  
how perfect  
everything is  
you will tilt your  
head back and  
laugh at the sky.***

***Buddha***

## **Principals Report (cont)**

*Continued from previous page:*

### ***Hair - tied up and safe!***

Please note that if student's hair touches their collar, it must be tied up. This is to avoid head lice which can easily be spread, particularly if hair is long and loose. Now that we are all back on site, this is important. Also, please ensure that your children are in full uniform as we return. The uniform policy is on our website.

### ***Class Placement 2021.***

Each year around this time we invite any educational considerations parents may have regarding their child's placement for next year. We offer a two week window of opportunity to meet with Ricky Joyce, Marie Yanni or myself so that we can make the best possible plan for student learning for the coming year. You may wish to discuss this with your child's class teacher prior to arranging a meeting with us. This does not include requesting teachers or nominating other students with whom you would like your children to be placed. However, it does include relevant educational concerns you may have that you wish to share with us. Children will be placed according to a sound educational social mix, rather than being based on friendships, but on the best possible learning environment we can develop. We want all children to be friendly and also develop new friendships. Class time is the time to learn and work diligently. If you have made requests in past years and you wish to address the situation again please do so, otherwise placement will be treated as normal. Request and meetings must be completed by Friday 12th November. Please be aware that we will NOT make any changes to class placement after they are announced on the State-wide transition day. We request that you trust us to make the best educational decision for your child.

### ***Transition Plans for Preps -2022 .***

**Changes to Pre-school to Prep Transition for 2022:** Due to the restrictions in place in Victoria because of the Corona Virus we are unable to run our usual transition sessions for pre-schoolers. However, we understand that a smooth transition to school relies on the children feeling happy, confident and excited about beginning their primary school journey. In order for them to feel this way they need to have a sense of familiarity and knowledge of what they might expect when starting school. Therefore, during the first weeks of term 4, your child will receive a "Welcome to School" pack and the child's Seesaw code and instructions for parents to make a Seesaw account. This platform will allow the prep teachers to run weekly introduction activities to familiarise the family and pre-schooler with the school, the prep teachers and to enjoy some activities, such as school 'tours', story reading, meet the teachers and 'advice' from our current preps. This will allow the children the opportunity to get to know all of the prep teachers and have a chance to interact with a wider group of peers in a situation very similar to our normal transition process. More detailed information regarding this will be communicated to families as the term progresses.

We are still considering how we will manage our whole school transition program for years 1 to 6. This will be dependent on health advice; however, we are hoping that we will be able to run a transition program similar to last year, but possibly a bit later in the year.

*Kind Regards,*

*Julie Gleeson,*

*Principal.*

**Privacy Note:** The Department of Education and Training (which includes all Victorian government schools, central and regional offices) values the privacy of every person and is committed to protecting information that schools collect. Please view the Overport Privacy Policy and all other policies on the Overport website.



## Curriculum News

At Overport Primary School, we will be implementing the **Respectful Relationships Curriculum in 2022**. This will involve a weekly lesson taught by classroom teachers. Throughout the term, we will be updating the community on the topics covered.

If you have any questions, please contact the school and speak with one of the Respectful Relationships team members.

Thank you,  
Jordyn Bower, Jill Wathen, Alicia Howard & Ricky Joyce.

Topic 1: Emotional Literacy	
Emotional literacy can be defined as the ability to understand ourselves and other people. It includes the ability to understand, express and manage our own emotions, build empathy, and to respond appropriately to the emotions of others. Building a large vocabulary for emotions helps to increase emotional literacy and build self-awareness and empathy for others.	Talking about how we feel helps us to understand ourselves and other people better. We learn how to: <ul style="list-style-type: none"><li>• understand our emotions</li><li>• express how we feel</li><li>• see things from someone else's perspective to understand how they feel</li><li>• respond appropriately to someone else's emotion.</li></ul>
Topic 2: Personal Strengths	
Children and young people need a vocabulary to help them recognise and understand strengths and positive qualities in themselves and others. This topic provides learning activities to build this vocabulary and to use it when discussing personal, social and ethical challenges. Research in the field of positive psychology emphasises the importance of identifying and using individual strengths. Social and emotional learning programs which use strength-based approaches promote student wellbeing, positive behaviour and academic achievement.	What are my strengths and positive qualities? What are yours? Focusing on strengths helps to improve students' wellbeing, behaviour and academic achievement. We need to be able to talk about our strengths and positive qualities in order to understand them. We learn how to: <ul style="list-style-type: none"><li>• talk about strengths and positive qualities</li><li>• recognise our own strengths and positive qualities</li><li>• recognise other peoples' strengths and positive qualities</li><li>• focus on strengths when discussing personal, social and ethical challenges</li></ul>

## Community News

Frankston City Council are currently reviewing our Council-run events for the 2022-2023 event season alongside finding out from the community what events they would like to see in Frankston City in the future.

As your community has many families who attend Frankston City events we wanted to reach out to see if you were able to share the survey link with your community.

There are two ways to get involved in this community consultation, an online survey and a vision wall.

The consultation is available now until Sunday 21 November 2021.

The survey can be completed on our engage platform, <https://engage.frankston.vic.gov.au/council-run-events>

We thank you in advance in helping to shape events in Frankston City.



# *Wellbeing & the “New Normal”*

## **How to help children and young people adjust to the ‘new normal’**

We are still in the middle of the COVID-19 pandemic, and for some children and young people, adapting to COVID-normal life may be hard. Here’s what you can do to help them cope.

The global pandemic is affecting everyone’s life in some way. But for many school-aged kids and young people, it has been particularly disruptive, causing school shutdowns, the cancellation of milestone events and taking catch-ups with friends and family off the table.

If you are worried about how that would affect your kids moving forward, you’re in good company.

This **report published by the Australian Childhood Foundation in September 2020** found that almost a third of parents were concerned that the effects of COVID-19 would have lasting mental health impacts on their children, such as heightened anxiety and stress.

“Some children may still be experiencing COVID-related anxiety,” says Kirrilie Smout, a clinical psychologist specialising in the mental health of children and adolescents.

“This may stem from disappointment and sadness about what they might have lost – like a significant event such as a graduation – or anxiety about what new threats they may have to manage. Ongoing stress around their family’s financial situation as a result of COVID can also contribute.”

## **How to look for warning signs**

According to Smout, some groups of children may be more at risk of experiencing anxiety due to the pandemic than others.

“Kids who were dealing with mental health concerns prior to the pandemic, those whose parents have been more negatively affected in an ongoing way, and children who had a bigger disruption to their lives, like a longer lockdown period, may be more likely to experience COVID-related anxiety, even now,” she says.

As for warning signs, Smout stresses that it varies considerably between different individuals.

“So, instead of a checklist of specific things to look out for, it’s important for parents to continue spending time and noticing how their children are acting and feeling, and to spot if there are any significant changes.”

If you’re worried, ask other people who are close to your children like grandparents or teachers if they’ve noticed any changes.

“Sometimes kids will talk to other adults in their life about things that they don’t always bring up with their parents,” says Smout.

Smout suggests acting on any concerns or changes in behaviour that stay around for more than a few days.

“Whether that’s noticing that your child’s moods are more up and down. Or perhaps they seem withdrawn or teary. Again, it’s less about specific signs and more about noticing things that are different or have changed for your child.”

You may find this article about how to recognise anxiety in your child helpful.

## **What you can do to support your children**

This will differ depending on whether your child is five, 10 or 15, but Smout says, regardless of age, the following core principles remain the same.

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### **Ask questions**

The more you know about what’s worrying your child, the more you can support them.

“Asking questions can help you understand what they’re really dealing with rather than making assumptions,” she says.

For example, if a COVID outbreak means your child’s school might be at risk of closing as part of a snap lockdown and you’ve noticed a change in their behaviour, you could ask “What are you most worried about if that happens?” or “What would be the hardest thing about that for you?”

“Questions are useful for more than information-gathering,” says Smout.

“They’re also a way to show care and to help your children understand and manage their emotions, regardless of their age.”

She says a good rule of thumb is to ask three questions before making a statement of your own.

“And if you get ‘I don’t know’ responses to your questions, which is to be expected, particularly when children are younger, you could say, ‘My guess is you’re worried you might miss your swimming carnival or, ‘I know you felt bored and lonely the last time we had to home school and I think you might be worried it’ll happen again.’

“Asking ‘How can I help make that better?’ or ‘What would help you come up with a plan to deal with that?’ can help turn this into an opportunity as a parent to help your child develop their problem-solving skills.

“Keep in mind though that older children and teenagers are entitled to their privacy, so make sure your questions aren’t too intrusive,” adds Smout.

### **Provide care, affection and encouragement**

“A warm, supportive relationship between parent and child is one of the best ways to support good mental health in children,” says Smout.

“So, keep providing warmth, care, affection, open conversation and quality time together.”

You can also encourage your children to be open about any COVID-related things or situations that are still worrying them.

“Ongoing avoidance of things they’re afraid of usually makes anxiety worse, so encourage them to slowly do the things that scare them,” says Smout.

### **Encourage healthy behaviours**

This can start with helping your kids stay connected to their peers.

“Children and teens who have good friendships tend to have better mental health than those who don’t. So, as well as encouraging exercise, good nutrition and getting enough quality sleep, it’s important to keep nurturing friendship opportunities and helping your child develop good interpersonal skills.”

