

NEWSLETTER

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Wednesday, 18th August 2021

Dear Families,

Welcome to Week 6 of Term 3. We are more than half way through the term, and it is a good time to put out some reminders.

Illness:

It is necessary to keep all unwell students home for the duration of an illness. We recognize the disruption to learning, and potentially parent work, but this is required with the current School Operations Guidelines. We have had a number of students attending school with “sniffles” recently, and while we are not in a COVID-19 hotspot area, these illnesses are still being passed through the school and causing further absence in students and staff. Any student presenting as unwell will be asked to wear a mask until they are collected by parents/ carers while these guidelines are in effect.

Celebrations in Classes!

In line with our School Wide Positive Behaviour Support Program, all classes have earned a free dress day on Friday. Please remember that all shoulders, heels, toes and bottoms must be covered by casual clothes. See class previews for further information.

Reading:

It is fantastic to see the large number of our students reading daily at home. Not only does home reading help to strengthen the learning at school, it builds confidence by allowing students to share their skills with family. It is important to meet all reading attempts with praise and positive comments about the effort being put in. When mistakes are made, praise the strategies used for trying again. Children are at risk of losing confidence and interest in reading if it is not a “rewarded” activity. If there are any concerns with your child’s reading, please communicate this to teachers in the reading logs or via uEducateUs.

An interesting article that outlines the benefits of daily reading can be found on the Australian Christian College website:

How long should children read daily?

It seems that [15 minutes per day](#) (not including time spent reading at school) is the ‘magic number’ for reading gains. This figure comes from an analysis that compared the engaged reading time and reading scores of more than 2.2 million students.

In contrast, those who read less than five minutes per day had the lowest levels of growth, and 5–14 minutes per day still led to gains below the national average.

Students reading for just over a half-hour to an hour per day saw the greatest gains of all. <https://www.acc.edu.au/blog/reading-comprehension-student-performance/> (full article)

Bullying:

With the ongoing disruptions to on site learning, many students are finding it difficult to navigate friendships and social situations. It is important to follow correct processes, in line with school

T 3 2021	<u>COMING UP</u>	T 3 2021	<u>COMING UP</u>
20th Aug	100 days of School—Free Dress Whole School & Deadline for booking Parent/Teacher phone conversations via uEducateUs	2nd Sept	Fathers Day Stall/Book Week Day—TBC
31st Aug	District Athletics—More information to Come	16th Sept	Footy Colours Day

policy, for all bullying or suspected bullying instances. An incident may not constitute “bullying” according to the definition and policy, but this does not mean that behaviours of concern should not be addressed. We record all incidents reported, and it is important for students to report to a teacher at the point of concern.

An excerpt from the Department of Education, and School Council approved Bullying Prevention Policy follows:

Bullying

In 2018 the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

Bullying can be:

direct physical bullying --- e.g. hitting, tripping, and pushing or damaging property.

direct verbal bullying – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.

indirect bullying – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person’s social reputation or social acceptance.

Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile device, computers, chat rooms, email, social media, etc. It can be verbal, written and include images, video and/or audio.

Other distressing and inappropriate behaviours

Many distressing and inappropriate behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to school staff and our school will follow the School Wide Positive Behaviour Support guidelines, Gormandale & District Primary School Behaviour Promise, Gormandale & District Primary School Behaviour Management Script, *Student Code of Conduct* and *Student Wellbeing and Engagement Policy* and *Inclusion and Diversity policy*.

Mutual conflict involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts of nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at our school and may have serious consequences for students engaging in this behaviour. Gormandale & District Primary School will use its Student Wellbeing and Engagement Policy to guide a response to single episodes of nastiness or physical aggression.

Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment and disability harassment. Further information about these two forms of harassment, including definitions, is set out in our Inclusion and Diversity Policy. Harassment of any kind will not be tolerated at Gormandale & District Primary School and may have serious consequences for students engaging in this behaviour. Gormandale & District Primary School will use its Student Wellbeing and Engagement Policy to guide a response to students demonstrating harassing behaviour, unless the behaviour also constitutes bullying, in which case the behaviour will be managed in accordance with this Bullying Prevention Policy.

Have a good week, Tamara Halket Principal

Parent Teacher Conversations

Dear Families,

We are offering parent-teacher conversations phone calls next week. These conversations will be scheduled for 10 minutes per child, and are a “touch-base” for home and school.

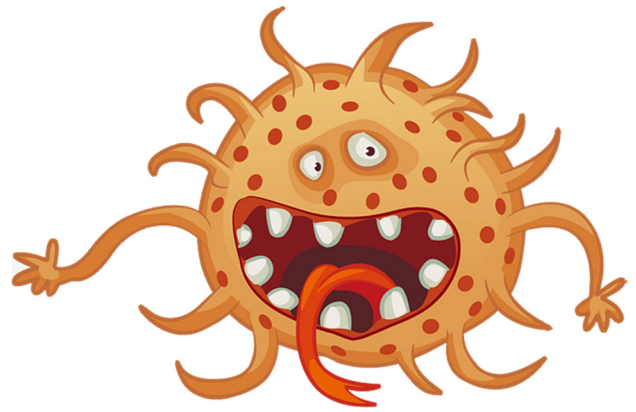
This will be set up via uEducateUs. Timeslots will be available today for all classroom teachers and must be booked **before this Friday the 20th August**.

If you do not have access to uEducateUs and would like a call from your child/rens teacher please text 0490 502 691 or call the school 0351 977444 and I will arrange an appointment for you.

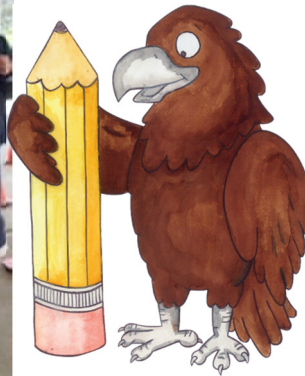
This is the first time I’ve attempted to set these interviews through uEducateUs, so please be mindful, there may be teething problems!

Thanks Michelle Mitchell Business Manager

Just a reminder to keep you children at home if they are unwell. If anyone shows signs of illness at school they will be sent home.



One of the very happy students who had enough points for a special milk shake from the Eagle Exchange



Thank you Thank you Thank you

Bel, Elle & Jeff for collating & preparing hot lunches today

Dorrie and LEEANNE for providing breakfast club to students each morning

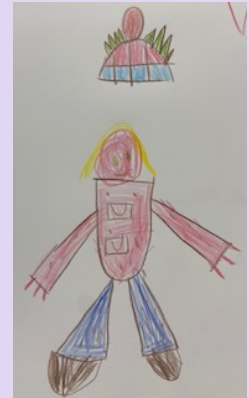
The Scott and Grade 2/3/4 Young family for donating art supplies

Thank you Thank you Thank you

AROUND THE CLASSROOMS

JUNIOR ROOM

During Science this term we are learning about weather. Last week we designed the ULTIMATE Winter outfit!! Check out some of our creations.



MIDDLE ROOM

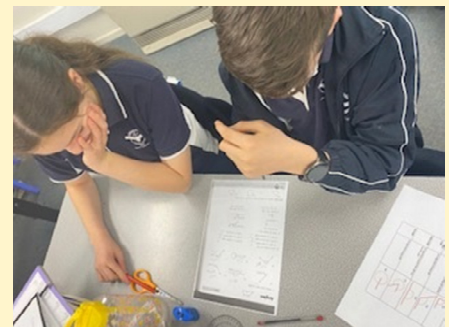
We have been busy in writing—planning our story about an adventure in giant land. We will begin our big write tomorrow. In math we have been busy learning about addition and subtraction fact families and multiplication and division fact families. We are also busy learning about shapes!



SENIOR ROOM



After discussing the features and names of angle types, the students were challenged to find different angles around the room and record the degrees and type of each angle.

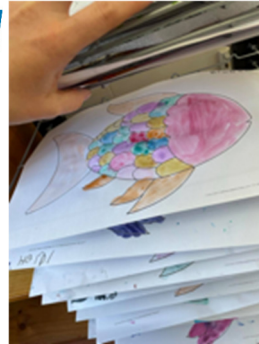


VISUAL ART:

Prep/1:

Preps and grade ones are continuing to link their art works with a book. Last week we read: The Rainbow Fish by Marcus Pfister. Students are now in the processes of constructing a 3D Rainbow Fish to hang in the Schools hallway. The focus and art element that we focused on is: colour, shape, and Grade 2/3/4:

**URGENTLY
NEEDED
ART SUPPLIES**
**-Clingwrap & Paper
Towel Rolls**



Grade 2/3/4's finished their Castle and Sun project and is now displayed in the hallway of the school. Students looked at the art elements: colour and line and space within this project. They have now started their plans for their Art Pop sculpture project.



Grade 5/6:

This week Students finished constructing their base and the internal structure of their sculpture ready for plastering next week. They have also started another Art Pop project inspired by Andy Warhol. We definitely made a mess in the art room this week.



Sporting Schools—Active After School Badminton

Badminton started last Monday. The kids thoroughly enjoyed their first lesson. Thank you to all the parents who all collected their kids promptly at 4.25pm. The first session kids were taught how to correctly hold a racquet and connect with the shuttle. Badminton will continue to run each Monday, if you would like your child/ren to participate please return their permission note.

Please note this is an Offsite activity—students will be walked to the hall by two staff members at 3.15pm ready for a 3.30pm start.

- Parents/Guardians will need to be at the hall at 4.25pm sharp to collect your child/ren
- Students will be required to take off their shoes upon entry into the hall
- They need a drink bottle and their own after school snack

Thanks Tricia & Keenan





FOOTY COLOURS DAY

Thursday 16th Sept 2021



The Junior School Council along with Parents Club have organised a Footy Colours Day in conjunction with Term 3 Special Lunch Order Day.

Come in your favourite Footy Colours and have a Pie & Prima for lunch. \$5.00 per student.

Please fill in the form below and return to school by Monday 13 September 2021.



Student's Name _____

Student's Class _____

Footy Colours Donation _____ at \$1ea

Pie & Prima _____ at \$4ea

Total enclosed \$



Student's Name _____

Student's Class _____

Footy Colours Donation _____ at \$1ea

Pie & Prima _____ at \$4ea

Total enclosed \$