



ST. FRANCIS OF THE FIELDS STRATHFIELDSAYE

School Bulletin – Thursday 28 May 2020

St. Francis of the Fields is a community united in faith and committed in action, to live, learn and grow in God's love.

Dear Families,

Thank you for being so understanding as we worked our way through the traffic issues from Tuesday afternoon. I am pleased to see that the traffic has flowed more efficiently over the past few days due to the changes enacted.

I am extremely grateful for our staff who continue to go above and beyond by taking on extra duties to ensure our children feel supported arriving and remaining at school.

I share with you this beautiful reflection...

“Faith tells me that no matter what lies ahead of
me God is already there.”
(Anon)



Changes to school protocols

Drop off in the morning

- Parents will be required to use the coloured drop off zones at the front of the school from 8.30 - 9.00am.
- Several staff members will be at the drop off area to support anxious children.
- Children will place their bag in their bag boxes and move outside to the basketball court and/or soccer oval.

Pick up in the afternoon

- Children may ride or walk to school as normal.
- Parents may pick their children up from the end of the oval, the rock car park or the normal coloured pick up area (front of school).
- The staggered pick up times have changed (see below):
 - 2.45pm - Foundation
 - 3.05pm - Year 1
 - 3.20pm - Year 2 (and older children on site).
- Older siblings will be picked up at the youngest sibling's pick-up time
- Class teachers will supervise their Year level pick up



If children are unwell

Any child who comes to school feeling unwell or becomes unwell during the school day, they (or the emergency contact person) will be called to collect that child.

Water Bottles

Drinking fountains are not to be used by students. Each should bring water from home.



Yr. 3-6 Students who may attend school

Only the children who are deemed by the school to be in particular need (i.e. vulnerable if not at school) and the children of employees whose job is classified as an Essential Service are able to attend school.

Restricted Access to School by Parents



The Department of Health insists that no adult - parents, non-enrolled youths, visitors- are to enter the school unless necessary or in an emergency. Adults should not be permitted to go beyond the Reception area.

Dates

Tuesday 9 June

No longer a Pupil Free Day.

All Year 3-6 students return to school. No home learning is provided.

School Board Meeting

We will hold our School Board meeting online (platform to be finalised) from 7.00pm on Wednesday 3 June. All Board members are all invited to attend.

Uniform

Please note ALL students are required to be in the Winter Uniform.

St. Francis of the Fields Primary School has worked hard to provide parents with a uniform that looks smart and wears well. We ask that all parents ensure their child is wearing the correct uniform.



2021 Enrolments - Change of enrolment dates!

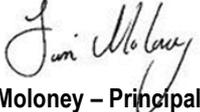
If you are considering enrolling a child at St. Francis of the Fields in 2021 please log onto our website as we have the required information to make an informed decision, as well as access to enrolment applications.

All Bendigo schools have been forced to make changes to the enrolment dates due to COVID-19.

The dates enrolment dates for Bendigo Catholic schools are as follows:

- Friday 17 July
Close of enrolments for Bendigo Catholic Primary Schools
- Tuesday 21 July
Catholic schools begin sending first round enrolment acceptance notifications

Christ has no hands but yours.


Tim Moloney – Principal

Pastoral Wellbeing

Successfully transitioning students back to school

By Michael Grose



The recent home-schooling experience of Australian students is about to end with most states and territories transitioning kids back to school. For parents, many of whom have discovered just how complex teaching can be, the return to school will be a welcome relief. For children, going back to school may bring a mixed bag of feelings. Eager anticipation about reconnecting with friends and teachers will probably be accompanied by a level of anxiety about what school may be like upon return.

School undoubtedly will be a different experience for students post COVID-19. For a start they've just experienced a prolonged period of remote learning and an absence from their friends, which will take time to process when they return to school.

With organised extra-curricular activities put on hold most children have had a great deal of free time, which has placed the locus of control firmly in their hands. I suspect many kids will grieve their lack of freedom, as they've had a glorious glimpse of what an unstructured life is like. It may take some time for them to get back into the swing of school life.

With the return to school imminent here are some sensible strategies to make adjustment easier for students.

Get ready for a return

Worriers and anxious types in particular like to know what's ahead so your approach will make a difference. Prepare your child for a return by discussing the safety procedures the school will be implementing. Let young children know that an adult won't be accompanying them past the school gate. Ask your child what they are looking forward to and check in with how they are feeling about a return. Validate any fears and apprehensions and correct any misconceptions.

Go slowly

This period will mirror the start of the school year when your child had to adjust to new teachers, different classmates and a new year level. Adjusting to change takes a great deal of personal energy, so your child or young person may become tired, grumpy, even moody at home. Make allowances for these personal changes and make sure they have plenty of free time to unwind after school.

Focus on reconnection

Make reconnection the theme for your child's return to school. He or she will have to reconnect with friends,

teachers and learning, which takes time. In all likelihood, your child's teachers will use many strategies to help your child connect with their friends, reflect on their time at home and move them back into full-time learning mode. Support these activities and keep your learning expectations for your child in check.

It may take the rest of the term for some children to adjust to their life back at school.

Stay calm

Anxiety is very contagious, so it's easy for us as parents to take on our children's worries and fears. The reverse is true, and kids can pick up our worries, taking them on as their own. As a buffer against anxiety ensure you do something each day that brings you some joy, whether it's listening to music, going for a walk or having a coffee with a friend.

Look after yourself

In recent months parents and teachers have been doing significant emotional labour. The learning and adjustment curves have been massive, with little time to relax and take a break. Consider your own emotional resources and make your wellbeing a priority, which will make it easier for you to stay calm if your child experiences difficulties.

Communicate confidence

It's a fine line that many parents walk between being flippant ('you'll be right') and showing confidence ('you'll do okay') when kids struggle to adjust to change. My research into childhood anxiety reveals that children and young people want parents and teachers to understand their fears and anxieties, and to coach them to negotiate difficulties including adjusting to change. You can support your child through sharing stories of resilience, focusing on the positives and letting them know that will eventually adjust.

The COVID-19 pandemic has thrown up many difficulties requiring us all to quickly adapt to new situations. Flexibility is a prime characteristic of resilient people, so if nothing else, getting through these challenging times will make us all more resilient.

If you do have any concerns about the wellbeing of your child, please contact the school for further information or seek medical or professional help.



Grace Scalora
Deputy Principal - Pastoral Wellbeing

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Uniform Shop News....

Demand for uniform is high and as such we will increase the processing of online orders to three days a week.

To help with sizing we have set up a stand in the office where all uniform items can be viewed. All items, except hosiery, can be exchanged provided it has not been washed and price tags are still attached. If you require an exchange, please drop your items back to the office.

Thank you, Sarah, Stacy and Jade.



Nationally Consistent Collection of Data (NCCD) On School Students with Disability

What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or “help” at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student’s learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

What does the word ‘disability’ mean in the NCCD?

In the NCCD the word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social-emotional and physical.

Many students that need help at school can be counted in the NCCD. For example, students with learning problems, e.g. specific learning disability or reading difficulty (sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, Autism Spectrum Disorder, anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a student in NCCD. Teachers can use all that they know about the student’s learning and the records that they have collected over time to decide if a student can be counted in the NCCD.

What sort of help does the school give students?

Students need different types of help at school. Some students need a little help sometimes while other students need a lot of help nearly all the time. The type of help given depends on the needs of the student. The help can include changes to the school buildings or grounds (e.g. ramps or things like special desks or chairs), extra teacher help in classes, special learning programs, changes to the work they give the student or extra adult help.

How will the NCCD be different this year?

All schools have been counting students in the NCCD since 2015. The government will use the NCCD data as part of the funding to schools.

What will the school need to know about my child for the NCCD?

Schools work together with families to understand the needs of each child. It is helpful if families give their child’s teacher a copy of any letters or reports they have. The letters or reports will help the school understand the child and the help that they might need. Letters from doctors, psychologists, speech pathologists, doctor, and occupational therapists etc. can be very helpful for schools. These reports along with information that the teacher has (i.e. school based tests, your child’s work and learning plans) helps the school to understand and meet your child’s needs.

What happens to the NCCD data? Who will have the NCCD information?

Each school principal must check the NCCD data in August of each year. The school will give the information to the Catholic Education Office. The school will work with the Catholic Education Office to make sure that the NCCD data is OK before they give the data to the government. The government will not be given the names of any students or any letters or records. Please ask your school for their privacy policy if you need to know more.

Does the school need me to agree with them about counting my child in the NCCD?

Amendments were made to the [Australian Education Act 2013](#) and [Australian Education Regulation 2013](#). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

Where can I find out more?

Please contact your child’s school if you have further questions about the NCCD and/or refer to the national [NCCD Portal](#).

MATHS AT HOME

TOP 5 TIPS FOR PARENTS

Helping your kids to do maths at home can be a positive experience.

Here are our top five tips to help you stay calm and carry on!

1. LEARNING MATHS IS ABOUT STRATEGIES

Much of the actual maths is the same as what you may have learnt. Although learning maths is becoming more about understanding the reasoning and using a variety of different



strategies to do maths. The strategies you learnt at school are still valid too! Teachers value students using many strategies to solve problems and develop thinking.

2. ASK QUESTIONS



You don't have to know the answers! Nor do you have to know how to get there. Just ask questions and let your child think it through. Here are some of our favourites:

- What thinking did you use to get this far?
- What else could you try, is there another way?
- What could a next step be?
- How could you find out more about what to do?
- Do you think others may do something different?

3. BE PERSISTENT, LEARN TOGETHER



Maths can be challenging. Rather than saying 'I can't do that', or 'It's too hard', say 'I can't do that yet,' or 'We will work it out together'. Research shows parental support is a major factor for student success at school. Celebrate achieving small steps in solving a problem. Persist, be supportive and remember to focus on the thinking, not getting answers.

4. SEE MATHS EVERYDAY

There is plenty of maths around you to develop numeracy skills, such as calculating, measuring, using numbers, interpreting data and graphs, recognising patterns, and using language to develop mathematical understanding. Ask questions about the maths in activities like cooking, exercise, sport, budgeting and shopping. Playing games is also a fun way to practice and experience maths.



5. STAY POSITIVE, KEEP CALM

Don't pass on your baggage, this is not about you! Let your children experience maths positively, we need maths for everyday life, and maths graduates have excellent career opportunities.

Don't say 'I was never good at maths' or 'I never liked maths'. Maths can, and should be, really fun!



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