



ST. FRANCIS OF THE FIELDS STRATHFIELDSAYE

School Bulletin – Thursday 21 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,

Tomorrow is the Ascension of the Lord. This day commemorates Jesus Christ's **ascension** into heaven, according to Christian belief. I share with you this beautiful reflection from Anne Rennie...

"Jesus' ascension is symbolic of the eternal life we as Christians share; it is what we look forward to when our mortal days are done. As we go about our daily lives doing the best we can wherever we are, we know that despite our sins and stumbles, and despite the flaws embedded in the human condition, there is a place of grace for us in heaven."



If unwell....

To ensure the safety of all onsite at school I urge all students and staff members to stay at home if unwell. By doing so, I hope that we will avoid any future school closures due to COVID-19.

Changes to Home Learning

Schools will commence a staged return from remote and flexible learning. Please see the dates when students return:



Monday 25 May	Staff Planning day - no work is provided for students to complete.
Tuesday 26 May	All Foundation to Year 2 students return to school. No home learning is provided for F-2. All Year 3-6 students continue with home learning. The only Year 3-6 children who can attend school are those children of people who work in <u>essential jobs and the vulnerable</u> . Parents will have already registered students' names via PAM.
Tuesday 9 June	No longer a Pupil Free Day. All Year 3-6 students return to school. No home learning is provided.

Changes to normal school practice

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

- Parents will use the coloured pick up zones at the front of the school at the times allocated below.
- Children will be picked up at staggered times:
 - 3.00pm - Foundation
 - 3.10pm - 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
- Week 9,10 & 11 - Spaces allocated to year levels
 - 3.00pm - F/1/2
 - 3.10pm - Year 3/4
 - 3.20pm - Year 5/6
 - Older siblings will be picked up at the youngest sibling's pick-up time
 - Class teachers will supervise their Year level pick up
- Those parents who cannot pick up till 3.20pm - children will be supervised at the front of the school.
- Children riding a bike or walking home will leave at 3.20pm.
- Wet days - students and teachers will be standing at the front of the school under cover at their designated time.

Parents, volunteers and visitors entering the school

- Parents are asked to please avoid entering the school buildings, unless absolutely essential.
- If parents must enter the school, please sanitise hands immediately (sanitiser provided at front counter)



Recess & Lunch

- We will not stagger times as we have so much space available.
- Week 7 & 8 - Spaces allocated to year levels
 - Prep - Basketball courts, sandpit & playground
 - Yr. 1 - Soccer oval & 1 playground
 - Yr. 2-6 - Football oval & 1 playground
- Week 9,10 & 11 - Spaces allocated to year levels
 - P/1 - Basketball courts, sandpit & playground
 - Yr. 2/3/4 - Soccer oval & 2 playgrounds
 - Yr. 5/6 - Football oval, quiet area & memorial garden area
- Children must sanitise their hands prior to, and after returning from recess and lunch.



Other changes

Drink taps

- All students must bring drink bottles from home that are filled with water only.
- Students will be able to refill bottles from the designated taps only.



School Cleaning

- All learning spaces are provided with hand sanitiser for student & staff use.
- Our cleaning company will clean all high touch points twice a day - 11.00am and 4.00pm.
- Teachers are asked to wipe tables with disinfectant during the day.
- This will continue for Term 2 & 3.

Uniform - Repeat



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.

This means:

- Long school pants or Tunics/Skirts (for girls)
- School track pants are to be worn – **no stripes!**
- Correct footwear – **runners only on sports days.**
- No scarves or beanies are to be worn whilst at school.

If parents are having difficulty making an immediate change, please write a note to Tim Moloney stating when you will be able to pick up 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 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



Our School Information Night will be held via a Q & A session with our Leadership Team via Facebook Live on Thursday 21 May at 7.30pm.

Christ has no hands but yours.

Tim Moloney – Principal

CAN'T WAIT TO SEE YOU,



Pastoral Wellbeing

SPECIAL REPORT:

Coronavirus - The Transition Back



SPECIAL REPORT

Coronavirus - The Transition Back



As lockdown restrictions are slowly being lifted to varying degrees, we enter a time of transition and adjustment. The circumstances of this situation have significantly impacted us all. For some it has been an opportunity to reflect on what is important, whilst others have embraced the opportunity to learn new things.

Many young people may be excited at the prospect of restrictions being lifted; others may feel mixed emotions. Reactions will differ depending on how well they cope with stress and change. Keeping a check on your child's mental health and wellbeing as they adjust to new routines, will be vitally important.

There is still a lot of uncertainty ahead of us, so focusing on the things you can control or enjoy doing or even value, can help establish predictability and familiarity for the whole family. Adult carers need to provide young people with reassurance by acknowledging any concerns and fears they may have at this time. Consider this to be a normal reaction, however it may be best to focus more on their feelings and emotions, rather than the practicalities at this stage.

In this Special Report, we share a few ideas to help ease this time of transition and adjustment. We hope you take time to reflect on the information offered in this Special Report, and as always, we welcome your feedback.

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.

Here is the link to your special report

<https://sfstrathfieldsaye.catholic.schooltv.me/wellbeing/news/special-report-coronavirus-transition-back>

Regards,

Grace Scalora

Deputy Principal - Pastoral Wellbeing

gscalora@sfstrathfieldsaye.catholic.edu.au



Returning Home Reading to School

Dear Parents,

At the end of Term One each F-2 student borrowed a number of home readers to take home. On your child's return to school **next Tuesday**, we ask that these books are returned to your child's classroom so that we can quarantine and organise them again appropriately for home reading to continue the following week.

All students will be asked to use Wushka for their home reading next week.

We thank you in advance for your assistance in returning these books promptly so that we can return to our normal classroom routines for home reading as soon as possible.



Natalie Shearer
Learning & Teaching: Literacy (P-2)

St Francis of the Fields

Primary School

Pupil free day
Monday 25th May

8am – 6pm

The YMCA will be operating full day care on this day.



To secure your place log into My Family Lounge and place a casual booking or contact us on **0459 988 313**

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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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](#).