



ST. FRANCIS OF THE FIELDS STRATHFIELDSAYE

School Bulletin – Thursday 4 June 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 we celebrate World Environment Day. Our patron saint, St. Francis of Assisi, was one of the earliest champions of environmental sustainability. I share with you a prayer honoring our environment.

This blue planet is a one-off, unique and marvellous creation that offers us refuge, abundance and constancy. As we celebrate World Environment Day, let us thank God for Mother Earth's beauties and mysteries. Let us decide to change our impact on the natural world around us. Let us be reminded that all life on earth is miraculous.
(Ann Rennie)



Changes to school protocols

We look forward to welcoming back our Year 3-6 students from Tuesday 9th June. We have made a number of changes to accommodate the increased numbers of students onsite. These changes are highlighted in blue.

We ask all families to display their surname on their car sunvisor during pick up in the afternoon. This makes the process quicker for both teachers and families.

Drop off in the morning - Beginning Week 9 (Tuesday 9 June)

- Parents are able to park in all normal car parks, but are asked to avoid entering school buildings.
- Parents may choose to walk their children to the paths at the front of the school, before farewelling their child/ren.
- Parents may continue to use the coloured drop off zones at the front of the school from 8.30 - 9.00am.
- Staff members will continue with supervising the drop off duty until Friday 12 June.
- Children move to the classrooms as normal, and then to the basketball court and soccer oval.

Pick up in the afternoon - Beginning Week 9 (Tuesday 9 June)

- Parents are able to park in all normal car parks but are asked to avoid entering school buildings. Parents are also asked to avoid congregating out the front of classrooms.

- Parents tell their child/ren where they will be picking them up from. (Clear, simple instructions)
- Please note that the school round-a-bout will be supervised from 2.45pm.
- Parents will use the coloured pick up zones at the front of the school at the times allocated below.
- Week 9, 10 & 11 - Pick up times are as follows:
 - 2.45pm - Fdn / Yr1 / Yr2
 - 3.05pm - 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 their allocated time above.
- 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 9, 10 & 11 - Spaces allocated to year levels
 - P/1 - Basketball courts, sandpit & playground (Basketball & Passive)
 - Yr. 2/3/4 - Soccer oval & 2 playgrounds (Hill & Basketball and Paddock Playground)
 - Yr. 5/6 - Football oval, quiet area & memorial garden area (Oval and Playground)
- Children must sanitise their hands prior to, and after returning from recess and lunch.

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 their child.

Water Bottles

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



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 to remember

Term 2

Tuesday 9 June

No longer a Pupil Free Day.

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

Term 3

Friday 17 July

Pupil Free Day: NCCD

Thursday 23 July

Maths Parent Information night with Leonie Anstey via Zoom (see flyer below).

Friday 24 July

Pupil Free Day: Mathematics with Leonie Anstey

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

Tim Moloney – Principal

MATHS PARENT INFORMATION NIGHT

with Maths Consultant
Leonie Anstey

**THURSDAY 23rd JULY, 7PM
VIA ZOOM**

To register for the workshop,
please email Amy Delaney or Kate Ellis
adelaney@sfstrathfieldsaye.catholic.edu.au
kellis@sfstrathfieldsaye.catholic.edu.au.



DISCOVER YOUR WAY

WHERE ARE YOU HEADING?

VCE
TRAINING
APPRENTICESHIP
VCAL
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RE-GEN
UNIVERSITY

ENROL NOW

ENROLMENTS FOR YEAR 7, 2021
We welcome enrolments from all families in our region.
Enrolments for Year 7, 2021 close Friday 12 June, 2020.
VIEW PROSPECTUS | DOWNLOAD ENROLMENT FORM
www.cmc.vic.edu.au
Get the Catherine McAuley College App from App Store/Google Play

COLLEGE TOURS & ENQUIRIES
Please contact Audra Petri, College Registrar, for details of future College Tours and for all enrolment enquiries.
☎ 5449 3466 ✉ info@cmc.vic.edu.au
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SCHOOL HOLIDAY PROGRAM WINTER 2020

WEEK ONE 29 JUNE - 3 JULY

CHILL OUT DAY

Mon 29 June

Come in your PJ's for a chilled day as we sit back and relax for our Beauty and Barber experiences. From creating fake nails to paint and decorate to making funky hair models to cut and style. Then we'll be relaxing with a movie.

ALL ABOUT NATURE

Tue 30 June

We're getting back to nature by designing a mural using rocks for paint and a wide variety of natural materials we have on site as well as some we'll go exploring for. Then we're going to grow grass heads in eggshells.

WEIRD SCIENCE

Wed 1 July

From paper cup phone experiments, straw rockets and volcanoes. This will be a science day with a difference!

LET'S GO ON SAFARI

Thur 2 July

Dress ready for a safari! We're making our own binoculars and heading outside to spot the hidden objects. Create your own animal mask and explore the many footprints left in our animal kingdom.

ART WITH FOOD

Fri 3 July

Did you know that you can use food to make art? Make shapes with bread, try out pancake art and create fun food stamps.

WEEK TWO 6 JULY - 10 JULY

AROUND THE WORLD

Mon 6 July

We start with making your own mini plane and imagine flying off to the rainforests of Brazil. Then we head to China and Italy before we come back home for some cool Aussie activities.

COME JOIN THE CIRCUS

Tue 7 July

Come one, come all for a fun filled day. Learn circus tricks and try your luck in the arcade games. You can even make your own juggling balls.

WOOL WEDNESDAY

Wed 8 July

So much wool and so many projects! Create your own dream catcher and learn to knit using only your fingers. These are just a few of the fun activities we will do with wool.

WOODWORK WORKSHOP

Thur 9 July

We're getting crafty with wood and you get to design, build and decorate your very own bird feeder to take home.

CAMPING PARTY

Fri 10 July

Let's get active with our fun relay races and bush activities. Enjoy a toasted marshmallow at the campfire and Pizza will be supplied for lunch.

\$84 per day - bookings can be made through your My Family Lounge account
What to bring: Warm hat and coat, drink bottle, lunch, snacks.

BENDIGO SCHOOL HOLIDAY PROGRAM

Lightning Reef Primary School | 74 Holmes Rd, North Bendigo VIC 3552
p: (03) 5444 6666 | e: bendigo@ymca.org.au | w: childrensprogram.ymca.org.au



Scholastic Book Club

Catalogues for Issue 4 have gone home with Foundation - Grade 2 children this week. Grades 3 -6 will be able to collect their catalogues next week once they return to school, but I have included a link below for you to browse as orders will be due next Wednesday 10th of June. Thank you.

https://scholastic.com.au/media/5610/bc_420.pdf



Every Child Deserves a Good Book



Pastoral Wellbeing

Conquering kids' techno-tantrums

By Dr Kristy Goodwin



Many of us have witnessed our kids or teens emotionally combust when asked to switch off their gaming console or put their phone away. I colloquially call these 'techno-tantrums'. Many of us fret that this signals that they're 'addicted' to technology and find ourselves worrying about why they behave in such intense ways.

So, what makes technology so psychologically appealing for kids and how can we help them to unplug so that screen-time doesn't end in scream time?

Technology is so appealing

Technology has been intentionally designed to cater for our kids' most basic psychological drivers. As humans, our three most basic psychological needs are the need for connection, competence and control.

Technology caters for these needs in very clever ways. For example, our need for relational connection explains why many of our boys are obsessed with multi-player video games and girls are infatuated with social media. These online tools have also been designed to help young people experience competency- gamers see tangible measures of their performance by their levels of attainment, or battles won. Scrolling through YouTube and 'selecting' which video they'll watch next also enables young people to experience a sense of control and agency over their lives - something they biologically crave.

Here's what technology does to their brains and bodies

Digital technology impacts on children and young people in the following ways:

'It feels good'

When our kids use a screen it's usually a pleasurable experience for them. Their brains secrete the neurotransmitter dopamine, which makes them feel good. This means, when you demand that they turn the device off, you're terminating their production of dopamine (pleasure response). It's better to provide a choice of more appealing transition activities when you want them to move away from a screen. For example, suggest that they ride their bike, or walk the dog after they've switched off the device.

'I want more'

The online world has no stopping cues, so our kids and teens never feel 'complete' or 'done'. They can always

refresh social media; continue to play to attain another level in a game; or watch another YouTube clip. This is also referred to as the state of insufficiency.

One parenting tip that works is to give your children and teens hard endpoints. Rather than giving them a quantity of time (for example, you can watch an hour of TV today), give them the finish time (for example, I'd like you to switch off the TV at 4:30pm).

'It's so novel'

Our brains are wired to seek out new and interesting stimulus. The online world is always instantly gratifying, fast-paced and requires minimal cognitive effort. In comparison the offline, real world doesn't always offer novelty. The real world is a lot slower-paced, and it's not always instantly rewarding and interesting like our kids' digital world.

Ensure your kids and teens have ample time to experience boredom. Our brains were never designed to be switched on and processing information as they are in the digital world. Opportunities for boredom allows the brain time to reset and help our kids become accustomed to not always being 'switched on'.

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.

Regards,

Grace Scalora
Deputy Principal - Pastoral Wellbeing

gscalora@sfstrathfieldsaye.catholic.edu.au



YEAR 7 ENROLMENTS FOR 2021 ARE OPEN

Head to the website
for application forms,
virtual tours and information.

<http://www.marist.vic.edu.au/wp/enrolments/>

APPLICATIONS CLOSE FRIDAY, 19 JUNE 2020.

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 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](#).