

**Thursday 15th October 2020**

Dear Parents and Carers

Thank you for all your efforts in supporting your children in returning to school this week. Our attendance rate this week has soared to 97% well above pre covid-19 numbers. This could indicate that you were happy to see them go to school or the children were keen to get out of the house- you choose your selection.

Our students are to be congratulated for the way they have returned to school, and the ease at which they have re-engaged with the school, our staff and their classmates. Teachers have focussed, this week, on encouraging and supporting the social and emotional needs of our students. Providing times and activities that encouraged students to reconnect with their class and discuss their home learning experiences, was time well spent. Our next priority is to identify our students' current level of ability, especially their literacy and numeracy capabilities. Next week we will commence this important task which will enable us to support student learning based on their current needs. It will also support some important decisions to be made in preparation for the 2021 tutoring program announced by the Education Minister this week.

There are a number of organisational issues that still need to be finalised. At this stage, due to the current protocols, not a lot has changed from last term. I wish to give you firm decisions on when we are given permission to enable greater access to the school site. I will be relaying this information to you as soon as possible. Presently we are in discussion with the school photographer and also another important activity is our *HEADSTART* program for our 2021 prep families. We are also investigating alternative ways to acknowledge and celebrate Year 6 Graduation and End of Year Carols.



***Birthday wishes to all these children who celebrate their birthday this***

***week:*** Alexi Prep H, Yasmien Prep D, Luke 3N, Christian 1G, Chloe 3W, Fadi 1M, Carlos 3W, Shiny 1T, Ayla Prep H, Sandra 4C & Jordan 1T

**HAPPY BIRTHDAY EVERYONE !**

#### **Term 4 School Events & Important Dates :**

- Friday 23rd October: AFL Grand Final Public Holiday
- Wednesday 28th October : School Photographs : Decision pending, but not hopeful
- Monday 2nd November: Pupil Free Day; No School
- Tuesday 3rd November, Melbourne Cup Day Public Holiday
- Tuesday 15th December, School finishes for 2020

### Managing safe school arrival and departure from school

All families should be familiar with designated drop off and collection points and times. Please consult the attached plan of the school for further details. The 'Drop and Go' procedures do work effectively if parents do not leave their car, and children have their school bag on their body ready to leave the car when safe to do so. When students leave the car with their bag, they are supervised by school staff who direct them to the entry point if required. When collecting students in the afternoon please arrive at the appropriate time at the appropriate gate and adhere to social distancing regulations.

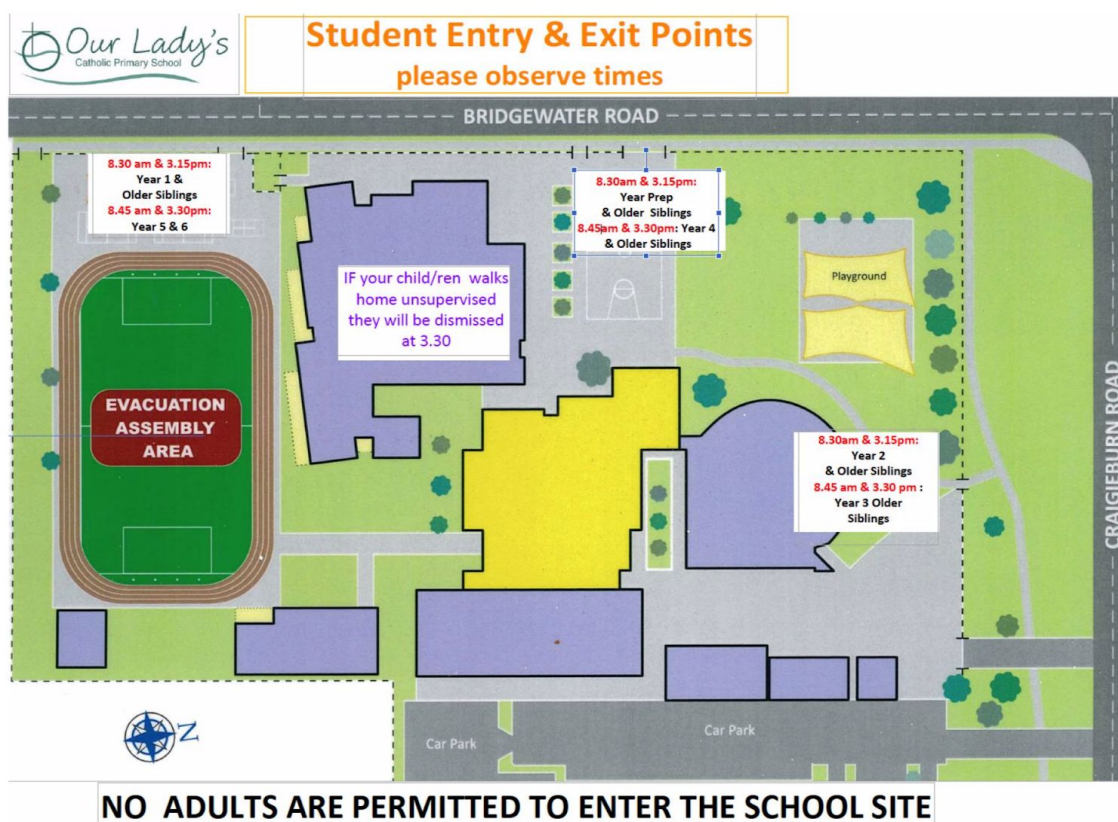
***Please ensure children have a raincoat in their bag - no umbrellas , parents can have those.***

### Limit school access - Visitors to schools

Visitors to school grounds are limited to those delivering or supporting essential school services and operations. No parents are permitted to come onto the school grounds. Please ring the school if you require further advice on this matter. Office staff will provide you with your options. All entries to the school will be locked.

### School Canteen

The Canteen is currently operating for lunch orders only at this stage. The Canteen operates on: Monday, Wednesday, Thursday & Friday. The Canteen continues with its 'contactless' policy and all payments must be made via the COMPASS app. NO CASH.



Our school, working with you, has shown it can be flexible and adaptable in responding to the challenges of coronavirus (COVID-19) and will continue to meet student needs as we look towards the end of the 2020 school year and ahead to 2021.

I can only stress one aspect of our COVID Safety plan:

**If your child is unwell, please keep them at home**

Thank you for your ongoing support of all of our staff and please do not hesitate to contact me if you have any questions at this time. [principal@olps.vic.edu.au](mailto:principal@olps.vic.edu.au)

*Paul McEntee*

Paul McEntee  
Principal



NEW ADDITIONS TO THE SCHOOL



# RELIGIOUS EDUCATION NEWS

## Saint Mary of the Cross MacKillop

This week marks ten years since the canonisation of Australia's first saint, Mary of the Cross MacKillop.

From her earliest years, Mary MacKillop was impelled by the love of God and her belief in the dignity of all people.

Her belief that "there where you are you will find God" led her to respond in diverse ways to the needs of those who were poor or pushed to the margins of society. Through educating the poor, caring for the sick and providing shelter for women and children, Mary created opportunities for individuals to grow towards the fullness of life.



## Socktober Challenge at Our Lady's To Promote Social Justice



Socktober is held in the lead up to World Mission Month in

October and encourages primary and early secondary students to raise awareness and funds for other young people affected by various social issues, including poverty, lack of education, child labour, child trafficking and homelessness.



*Stay tuned for more details about how Our*

*Lady's community will be supporting this cause!*

# STUDENT WELLBEING @ OUR LADY'S

...PROVIDING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT



Our children have returned to school this week with smiles and enthusiasm. In conversations with them, the most common reason for this is because they are seeing their teachers and friends.

We know from research that the interactions we have with other people affect the way we feel about life and our relationships keep us grounded and influence both happiness and our wellbeing.

This week our main focus has been about reconnecting with each other. Classes have been busy doing lots of activities, indoors and outdoors that have allowed our children the opportunity to reconnect.







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# Parenting Group

## Program Outline

**Session 1:**  
Understanding child behaviour and increasing desirable behaviour

**Session 2:**  
Giving effective instructions and managing sibling conflict

**Session 3:**  
Responding to misbehaviour

**Session 4:**  
Managing strong emotions

**Session 5:**  
Parent self-care

## PROGRAM INFORMATION

5 Week Online Program for parents of primary school aged children run by provisional psychologists at Victoria University

Commencing October 15th 2020  
1:30-3:00pm

1st Session - October 29th  
2nd Session - November 5th  
3rd Session - November 12th  
4th Session - November 19th  
5th Session - November 26th

During the COVID pandemic, Victoria University is offering this group at no cost.

Register your interest:  
Email: [vupcevu.edu.au](mailto:vupcevu.edu.au)  
Phone: 03 9919 2353  
Website:  
[www.vu.edu/psychology-clinic](http://www.vu.edu/psychology-clinic)





### Importance of Narratives in Children and how to support them

Having good narration skills is an important type of discourse that has clear ties to socialisation, classroom discourse, and early literacy' (Gillam, 2018).

Engaging in narration skills at home with your child will help move them towards grade-level listening and reading understanding as well as speaking and writing story-telling skills. Narrative skills help children when talking with peers, being able to engage in classroom discussions and in their early reading skills.

#### How can I help my child with narration skills?

As parents, your role is important in helping develop your child's narration skills.

- Begin reading a story with your child
  - Ask questions about each page
    - **Who** is the story about?
    - **Where** are they?
    - **What** are they doing?
    - **How** does the person feel?
  - Talk more about what is going on in the picture than the words on the page
  - Once you've read the page and asked questions, have your child re-tell you what's going on in the story
  - Do this with each page of the story
- After you've finished reading the story ask your child to re-tell the story to you while looking back at the pictures
  - See if they can use the correct character, setting, action and feelings of the characters

#### Examples of how goals can be targeted during narration

**Speech-** if your child has a speech sound error, use narration skills to practice that sound. If you're reading a book with your child, emphasise that speech sound. "The Lion is the king of the jungle", "Lions hunt for prey." Then when your child is re-telling the story they you can help them emphasise the speech sound they have in error.

**Vocabulary-** When working on narration skills and you're are reading with your child, select 1-2 new words in the story and talk about they mean. Once you are done with re-telling the story you can look up the words/pictures for more understanding.

There are many opportunities to work on narrative skills with your child! Even telling them your own personal stories is incredibly important.

Here is a link to help work on narrative skills with your child:

<https://www.speechsproutstherapy.com/2018/04/how-to-improve-narrative-skills-in.html>

#### Reference:

Sandra L. G. (2018) Improving Narrative Production in Children With Language Disorders: An Early-Stage Efficacy Study of a Narrative Intervention Program. *American Speech-Language-Hearing Association*



### DET Primary School Nursing Program

Students can be referred to the Primary School Nursing Program (PSNP) at any time during their primary school years when there are family or teacher concerns. The Primary School Nursing Program aims to connect students and families with relevant health and wellbeing support services.

#### For Foundation students:

- Contact your Visiting Primary School Nurse for a School Entrance Health Questionnaire (SEHQ)
- The Visiting Primary School Nurse will assess the SEHQ to determine whether any assessments and supports are required

#### Students in years 1-6:

- Referral to the PSNP is via the "PSNP Student Referral Form" obtained at the DET website: [www.education.vic.gov.au/assessments/school/teachers/health/preferentialform.pdf](http://www.education.vic.gov.au/assessments/school/teachers/health/preferentialform.pdf)
- Class teacher to complete front of form prior to parents giving consent and providing additional information
- Students to consider referring to the PSNP:
  - Students who have newly arrived in Australia and been unable to access healthcare services
  - Program for Students with Disabilities (PSD) applications where families are unable to access optometrists or audiologists
  - Students in Out of Home Care
  - Students with multiple concerns who are not under care
  - Direct referral by parents

### General health concerns

#### Allergy and anaphylaxis:

- Action Plan to be completed by GP annually and returned to school
- Asthma:
  - Action Plan to be completed by GP annually and returned to school

#### Medical conditions:

- E.g. diabetes or epilepsy
- Action Plan to be in place at school, completed by specialist health care provider
- Request relevant reports from family
- Free or gross motor difficulties:
  - Refer to GP for "Chronic disease management plan" which will enable subsidised visits with Occupational Therapist or Physiotherapist for further assessment

#### Nutrition concerns:

- Dietician at local community health centre
- GP for general health assessment

#### Continence concerns:

- GP for physical assessment
- "Toilet Tactics" kit for schools from Continence Foundation Australia

### Mental health concerns

Mental health concerns may include the following: anxiety, school refusal, family violence, self-harm, bullying, trauma, mood instability, externalising behaviours such as aggression or violence, hyperactivity or concentration concerns, social challenges or difficulty with confidence and resilience.

#### Support options:

- Gather additional information: is the family also concerned? Have any relevant health professionals been involved? Is the school wellbeing team involved with the student?
- Refer to GP for "Mental Health Care Plan" which will enable subsidised visits with a Psychologist
- Local community health services may offer family counselling and support
- Child First for whole family support [www.service.dhhs.vic.gov.au/referral-and-support-teams](http://www.service.dhhs.vic.gov.au/referral-and-support-teams) (see website for contact numbers for each LGA)

### Hearing concerns

Hearing concerns include the following: speech or language delay, difficulty concentrating or following instructions, learning concerns, repeated ear infections, Aboriginal or Torres Strait Islander students.

#### Support options:

- GP for initial assessment
- Audiologist—16 available from Visiting Primary School Nurse
- Victorian Aboriginal Health Service Ph: 9403 3300
- Primary School Nursing Program—if unable to access external services

### Vision concerns

Vision concerns include the following: squinting, frequent blinking, headaches, difficulty concentrating when reading or holding reading material close to face.

#### Support options:

- Australian College of Optometry [www.aco.org.au](http://www.aco.org.au)
- Local optometrist—Medicare covers cost of assessment
- Distance vision assessment by Visiting Primary School Nurse if unable to access external services
- Children with a family history of vision concerns should also be encouraged to see an Optometrist.

### Oral health concerns

Oral health concerns include: broken or chipped teeth, difficulty chewing food, poor nutrition, bad breath or evidence of dental decay.

#### Support options:

- Community dental clinics
- Private dentists
- The Commonwealth Child Dental Benefits Schedule provides assistance with basic dental treatment for 2-17 year olds. Treatment is bulk billed through Medicare at local dentists or community dental clinics.

### Learning and behavioural concerns

Learning and behavioural concerns include the following: short attention span, disruptive during class, academic difficulties, difficulty with social interactions, difficulty with emotional regulation or being unable to follow simple instructions.

#### Support options:

- Gather additional information: did the student attend kindergarten or are reports available from previous schools? Are there other wellbeing concerns?
- Seek assessments to rule out vision, hearing, speech and language, mental health or developmental difficulties
- Implement an individualised Learning Plan in partnership with family
- Consider recommending assessment by a Paediatrician. A GP will need to provide a referral to either a private Paediatrician or one at a local community health service.
- Share concerns with family regularly in an objective manner
- Focus on School-wide Positive Behaviours. See DET website for more information.



### Speech and language concerns

Speech and language concerns include difficulty with: expressive or receptive language, articulation (multiple errors), fluency, pragmatic language or selective mutism.

#### Support options:

- Gather additional information—has the student previously seen a Speech Pathologist and are there any relevant reports available? Does the student speak another language at home? Do the parents have concerns regarding the student's speech in their home language?
- GP for ear, nose and throat assessment
- Assessment by Speech Pathologist
- GP can provide "Chronic disease management plan" which will enable subsidised visits to Allied Health Professionals (including Speech Pathologists)
- Audiologist for hearing assessment
- Selective mutism—consider support from Psychologist as well as Speech Pathologist
- Visiting Primary School Nurse will be able to share relevant resources for parents and teachers to support students' speech and language development

### For urgent support

#### Lifeline

13 11 14  
[www.lifeline.org.au](http://www.lifeline.org.au)

1800 Respect (Family violence)

1800 737 732  
[www.1800respect.org.au](http://www.1800respect.org.au)

#### Parentline

13 22 89

Beyondblue  
1800 224 636  
[www.beyondblue.org.au](http://www.beyondblue.org.au)

Safe Steps (Family violence)  
1800 015 188  
[www.safesteps.org.au](http://www.safesteps.org.au)

Kids Helpline  
1800 551 800  
[www.kidshelpline.com.au](http://www.kidshelpline.com.au)

SuicideLine Victoria  
1300 651 251  
[www.suiceline.org.au](http://www.suiceline.org.au)

Food security  
[www.aickizy.org.au/food](http://www.aickizy.org.au/food)

Drug and alcohol support  
1800 868 236  
[www.directline.org.au](http://www.directline.org.au)

OHHS Child protection  
(North Region)  
1300 664 977

Child First  
[www.services.dhhs.vic.gov.au/referral-and-support-teams](http://www.services.dhhs.vic.gov.au/referral-and-support-teams)

### Additional resources for parents and teachers

- **A&T**—directory of local support services  
[www.aickizy.org.au](http://www.aickizy.org.au)
- **ASCLA**—allergy and anaphylaxis resources and training  
[www.allergy.org.au](http://www.allergy.org.au)
- **Asthma Australia**—resources and training  
[www.asthma.org.au](http://www.asthma.org.au)
- **Continence Foundation of Australia (CFA)**—toileting concerns  
[www.continence.org.au](http://www.continence.org.au)
- **Speech Pathology Australia**  
[www.speechpathologyaustralia.org.au](http://www.speechpathologyaustralia.org.au)
- **Raising Children Network**—Australian parenting information  
[www.raisingchildren.net.au](http://www.raisingchildren.net.au)
- **Be You**—mental health initiative aimed at educators  
[www.beyou.edu.au](http://www.beyou.edu.au)
- **Children and Young People Mental Health Service (CYMHS)** - Royal Children's Hospital (1800 44 55 11) or Austin Hospital (9456 3620)
- **Berry Street**—Trauma informed practice  
[www.berrystreet.org.au](http://www.berrystreet.org.au)
- **Royal Children's Hospital** last streets  
[www.rch.org.au/austinfo](http://www.rch.org.au/austinfo)
- **Better Health Channel Victoria**—health and medical information  
[www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)
- **Amaze**—support and information about Autism Spectrum Disorder  
[www.amaze.org.au](http://www.amaze.org.au)
- DET website for information on Autism Spectrum Disorder learning support materials
- DET Koorie Engagement Support Officer team if student identifies as Aboriginal or Torres Strait Islander
- DET Inclusion Online training. See DET website