

FROM THE PRINCIPAL'S DESK

Dear Parents and Carers,

On Tuesday the Victorian Government made announcements in relation to arrangements for schools in Victoria from and including Wednesday 21 July.

Based on advice from the Victorian Chief Health Officer, all Victorian schools will continue with remote and flexible learning, at this stage until Tuesday 27 July.

You will have received all remote learning documents from your child's teacher via email. Remember we are here to support you. If you have any questions or concerns, contact your child's teacher or contact the school office.

Our school will continue to provide on-site supervision for students in the following categories:

- Children where both parents and or carers are considered authorised workers who cannot work from home, work for an essential provider and where no other supervision arrangements can be made:
- where there are two parents/carers, both must be authorised workers, working outside the home in order for their children to be eligible for on-site provision.
- for single parents/ carers, the authorised worker must be working outside the home in order for their children to be eligible for on-site provision.

Children experiencing vulnerability, including:

- in out-of-home care
- deemed vulnerable by a government agency, funded family or family violence service, and assessed as requiring education and care outside the family home
- identified by a school or early childhood service as vulnerable, (including via referral from a government agency, or funded family or family violence service, homeless or youth justice service or mental health or other health service)
- where a parent/carer indicates that a student with a disability is vulnerable because they cannot learn from home, and/or informs the school the student is vulnerable due to family stress. This may apply to students enrolled in specialist schools and students with a disability enrolled in mainstream schools.

VULNERABLE CHILDREN AND CHILDREN OF AUTHORISED WORKERS LEARNING ON-SITE

If you require on-site supervision of your child/children, please advise us of the days required by completing the form available here: <https://form.jotform.com/211950963215051>

KEEPING STUDENTS ACTIVE WHILE THEY ARE LEARNING FROM HOME

When children participate in regular physical activity, it boosts their physical and mental health and improves academic performance. Physical activity throughout the day also improves concentration, and the ability to retain information and solve problems.

There are many benefits to being active and getting your move on, but a lot of children aren't moving enough, particularly while learning from home. 15 minutes 4 times a day is all it takes.

To help support your children to stay active while learning from home, families can access a range of free COVIDSafe ideas to stay active and games through [Get Active Victoria](#).

Families should remember that whatever gets children moving, gets them active.

Continued...

FROM THE PRINCIPAL'S DESK *continued...*

SUPPORTING MENTAL HEALTH AND WELLBEING

It can be challenging to process and manage changes to routines and the uncertainty that comes with COVID-19 and related restrictions – including moving to remote learning.

To support our school community during this time, resources and support are available for parents, carers and families. These resources will help to support the mental health and wellbeing of our students and the young people in our care during this time.

I encourage everyone in our community to access these resources and take care of themselves during this time. Services and support for students and their families. A [Quick Guide to Student Mental Health and Wellbeing resources](#) is available for students, parents and carers looking to access expert guidance and resources to support wellbeing.

Supporting the mental health and wellbeing of our students remains our priority this year, especially during the continued COVID-19 pandemic and while students are learning from home during the current circuit breaker restrictions.

For students, the guide includes resources to support their own mental health and wellbeing.

- Advice and resources for students about ways to adapt their learning during COVID-19, to look after themselves and where to get help.
- Wellbeing activities featuring AFL and AFLW players with tips on managing stress, staying active and gratitude.
- Kick it with Victory physical activities with Melbourne Victory Football Club.
- Smiling Mind mindfulness activities for senior secondary school students, including short videos, online tip sheets and meditations

The guide also includes resources and supports for parents and carers to help them build their child's physical and mental health and wellbeing. This includes:

- resources to support children's physical, mental health and wellbeing
- wellbeing activities and conversation starters
- Raising Learners podcast series
- how to talk to your child about COVID-19.

Wellbeing guidance for parents and carers is also available on the Department's website, or through the confidential parent support hotline, Parentline, available 8am to midnight, seven days a week. Phone: 13 22 89.

STUDENT REPORTS AND PARENT TEACHER INTERVIEW SURVEY

Thank you to those parents who took the time to give us feedback on our revised Student Reports and Parent-Teacher interview process. There have been a good range of responses from parents with children in all year levels, but the majority of respondents were from the Junior School.

I thought I would share with you some of the responses so far.

- 81% of respondents *understand what level of student achievement my child has made in all subject areas*
- 90% of respondents *understand what my child needs to focus on in their future learning*
- 44% of respondents *my child's teacher knows and understands my child and how they learn*
- 50% of respondents *my child's teacher clearly knows and understands my child and how they learn*
- 53% of parents attended Parent-Teacher interviews on site
- 39% attended Parent-Teacher interview via ZOOM

This survey is still open for you to participate in. <https://www.surveymonkey.com/r/965N3LH>

Once again, I would like to thank you all for your support and understanding during remote learning. The staff are working hard to support your child's ongoing learning and we cannot wait until we have all our students back at school where they belong.

Look after yourselves and each other!

Julie O'Brien - Principal

ASSISTANT PRINCIPAL / IB PYP COORDINATOR

RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS (RRRR) PROGRAM

Last term, our Senior School students participated in Body Education sessions with lots of positive feedback received from the students and parents. Our Year 3 and 4 Body Education sessions have been postponed until Term 4. This term our whole school will be focusing on Units 7 and 8. Due to the sensitive nature of these lessons, teachers may postpone or adapt lesson during Remote Learning. Teachers will email classes with details and the reasoning behind teaching these very important lessons.

Units 7 focus on Gender and Identity. The main purpose is for students to understand that regardless of your gender, respect must be shown. Lessons are age-appropriate and evidence-based. Activities will help students:

- Analyse the impact of peer and adult actions in maintaining or changing contemporary gender norms
- Develop an awareness of the impact of gender norms on the attitudes and behaviours of those entering adolescence
- Identify the standards and associated actions that underpin respectful gender relations.

EVIDENCE BASE excerpts from FUSE RRRR DOCUMENTS

Research shows that children become aware of gender norms and make efforts to fit within gendered expectations by the time they are in kindergarten(49). As children learn about gender, they may also begin to enact sexist values, beliefs and attitudes (49-53). They may, for example, insist that some games are for boys and others for girls, and actively reject peers from certain games. This means that it is important to start work on building positive gender relationships within these early years.

Studies show that school-based violence prevention and respectful relationships initiatives can make a real difference, producing lasting change in attitudes and behaviours in students. (17-19) Providing explicit classroom programs to all students is a key part of a whole school approach to preventing gender-based violence and promoting positive relationships. (20) When teaching about gender inequality and related issues (such as gender-based violence), students need assistance to understand the difference between the inherent biological differences between males and females (e.g. termed differences between the sexes), and the learnt social and cultural differences (e.g. termed gender differences). Children benefit from learning about the ways in which gender norms are created and transmitted. They benefit from critical thinking exercises within which they detect and challenge the limiting nature of many traditional gender norms.

Classroom activities can be used to help children to explore gender identity, challenge stereotypes, and to learn to value and show respect for diversity and difference, and learn how to apply these attitudes within respectful gender relationships.

For more information on the lessons being presented to students, please use the link below:

<https://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R>

Otherwise, speak to your classroom teacher or contact Peita Cooper on 9787 6611 for more information.

IB EVALUATION

We are nearly there! Our evaluators will be ZOOMING in for three days in August to meet with our staff and visit our classrooms. I am so proud of the achievements we've had in the past 6 years and I'm looking forward to the next phase of learning. Part of the process is to hold a parent meeting with the evaluators.

This will be held via **ZOOM at 3.00pm on THURSDAY 5th AUGUST.**

If you are interested in attending, please email Peita Cooper at pcooper@menps.vic.edu.au



Peita Cooper - Assistant Principal

OFFICIAL FACEBOOK PAGE

Please like and follow our new official school Facebook account. <https://www.facebook.com/MountElizaNorthPrimarySchool/>

[MountElizaNorthPrimarySchool/](https://www.facebook.com/MountElizaNorthPrimarySchool/)

This is a fun platform for parents to see our students engaging in activities.



Find us on:
facebook®

FROM THE ASSISTANT PRINCIPAL / WELLBEING..

WE'VE GOT THIS!

Thank you for all of your efforts in supporting your children throughout this period of Remote Learning. These moments in time can present many challenges and disruption to our daily routines and those of children. I was recently reading a great article from raisingchildren.net.au. It is an Australian Parenting Website and the article is titled [Covid19: physical distancing and family wellbeing](#).

The key points from the article were:

- Physical distancing can be both challenging and positive for families.
- Look after family wellbeing by making the most of family time, using routines, staying connected and managing conflict.
- If you're struggling, call Lifeline on 131 114 or Beyond Blue on 1300 224 636.
- If children are struggling, they can call Kids Helpline on 1800 551 800 or Youth Beyond Blue on 1300 224 636.

The link to the rest of the article is here: <https://raisingchildren.net.au/guides/coronavirus-covid-19-guide/coronavirus-physical-distancing-and-family-wellbeing>

I also attended a professional learning session last week that explored ideas around emotional self-awareness, that is, our awareness of the way we feel:

- Influences our thoughts and decisions we make
- Shows up in our behaviour (tone of voice, facial expressions and body language), and therefore plays a large role in how we connect, communicate and collaborate with others
- Influences our performance

I learnt interesting information such as...

- When we are asked to recall our feelings over a period of time, the ratio of pleasant to unpleasant can be around 5:1. That is, we remember five times more unpleasant feelings as opposed to pleasant feelings. This is not because we are being negative or that we are unhappy, it is in fact linked to our fight/flight/freeze response and is normal as we often spend more time thinking about things that keep us safe.
- An interesting activity to 'rewire' our thinking can be to write down five things each day that we are grateful for. This is also a great tool when talking about feelings with our children. It's good to acknowledge the unpleasant feelings and talk about them but to also take time to think about the pleasant feelings and what made us feel great. This connects back to the Resilience Project and is a great reminder to try and practise some Gratefulness, Empathy and Mindfulness each day.

It has certainly got me thinking and reflecting this week.

As always please speak to us if you have any questions. We can't wait to welcome students back to school as soon as we are able to do so. Meanwhile...stay warm and stay safe.

Yours in Learning,

Caroline Chilianis - Assistant Principal

STUDENTS TAKING ACTION

Hi, this is Alex and Lena, the SRC's from MAH.

We want to say a big thank you for collecting bread tags. We have another container full!

The bread tags are recycled to raise money to buy wheelchairs for people in South Africa who can't afford them.

Let's continue to take action and bring your bread tags to MAH!

Thank you.



MOUNT ELIZA NORTH PRIMARY SCHOOL – CALENDAR OF EVENTS

JULY 2021

				1	2	3
4	5	6	7	8	9	10
11	12 Term 3 start Yr 3 & 4 Swimming	13 Yr 3 & 4 Swimming	14 Yr 3 & 4 Swimming	15 Yr 3 & 4 Swimming	16 Remote learning start	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST 2021

	2	3	4	5	6	7
8	9	10 Yr 5 Film Making Incursion	11 Hoop Time - selected students only	12	13	14
15	16	17	18	19	20 Yr 3-6 House Athletics	21
22	23 Yr 5 Camp	24 Yr 5 Camp	25 Yr 5 Camp	26 Yr 5 Camp	27	28
29	30	31				

SEPTEMBER 2021

			1	2	3	4
5	6	7	8	9 Curriculum Day	10 Curriculum Day	11
12	13 9.15am Citizenship assembly Yr 5 Fantastic Film Premier - evening	14	15 Open Night Yr 6 Exhibition	16	17 Footy Parade Term 3 Finish 2.30pm	18
19	20	21	22	23	24	25
26	27	28	29	30		

DATES FOR 2021

TERM DATES

Term 1: 27 January (Teachers start) to 1 April
 Term 2: 19 April to 25 June
 Term 3: 12 July to 17 September
 Term 4: 4 October to 17 December

SPECIAL DATES/CURRICULUM DAYS

9 March - Mount Eliza North PS Curriculum Day
 9th & 10th September - Mount Eliza North PS Curriculum Day