

DATES TO REMEMBER**Term 3 ~ 2023**

Monday 10 July to Friday 15 September

August

Thursday 14

Cookie Delivery TBC

Friday 18

Prep 2024
Story timeMonday 21 to
Friday 25

Book Fair

Thursday 24

Book Week Dress Up Day

Thursday 31

PACC
Father's Day Stall**September**

Friday 1

Years 1 & 2 Disco
Year 2 Sleepover

Sunday 3

Father's Day

Monday 11

Years 3 & 4 Camp
Information Night

Friday 15

Last Day Term 3
Dismissal 2.30pm**Term 4 ~ 2023**

Monday 2 October to Friday 20 December

October

Monday 2

First Day term 4

Wednesday 4

Years 3 & 4
Campers Leave

Friday 6

Years 3 & 4
Campers Return

Wednesday 11

Art Show

Monday 16

6.30 to 7.30
Prep 2024 Parent
Information Meeting

Friday 20

9.00 to 10.30
Prep 2024 Transition Day 1**November**

Friday 3

9.00 to 10.30
Prep 2024 Transition Day 2**FROM THE PRINCIPAL'S DESK****Positive Relationships**

Clarinda Primary School is a harmonious school for the majority of the time, but as we know, children can sometimes make poor choices.

As we all may remember from growing up, the 'play time' was where we learnt the art of conflict resolution. For anyone driving around the neighbourhood after school, it might seem as though play time has vanished from our children's lives. I nostalgically recall riding my bike to the local park after school most school days and then later in the evening playing a game of cricket or football on the street with all the neighbourhood kids.

With the greater availability of screens combined with many parents no longer feeling comfortable in letting their children play outside unsupervised, this loss of play has been exaggerated by the COVID lockdowns as some children missed important moments to play with others, negotiate and problem-solve when faced with conflict.

At school one of our main goals is to teach children to behave in a positive manner by showing them what the behaviours look like and why they are important. All our expected behaviours follow our school CARE values and most children follow them well. In addition to this we also explicitly teach other important social skills through a number of frameworks - including Play is the Way and the mandated Respectful Relationships program (recommending for those concerned to read [some myths about Respectful Relationships](#)).

At our school we work hard to maintain an environment in which children feel safe and supported, and focus on prevention rather than reaction. Similar to our no 'one size fits all' approach to improving academic outcomes, our real work is based on building strong and positive relationships. To do this we provide children with a number of prosocial frameworks to build resilience, develop better mental health, and enable students to be the best they can be.

FROM THE PRINCIPAL'S DESK *continued from previous page*

On occasion we are called upon to manage 'bullying' type behaviours, although we usually find they are not always bullying in the truest sense. Whilst being subjected to anti-social behaviours from another student is distressing, it becomes bullying when the behaviours show a repeated pattern. Usually there is also a power imbalance between the individuals, with one person using this power to hurt (physical, verbal, exclusion) the other. Often this kind of behaviour is covert (kept secret), so it is not always obvious or easy to see. For detailed information about our bullying prevention policy please access our school website.

What can you do? If your child experiences something at school that is cause for concern we encourage you to empower them to 'tell their teacher'. (NB: it is intriguing that this is sometimes considered 'dobbing or snitching', with the difference being that if there has been something said or done to harm or upset a child, they have a right to tell). If they do not feel comfortable doing that then we urge you to contact your child's teacher as a first step. It helps to be aware that it takes some time to investigate the situation properly and during that time we ask for your patience whilst we get a clear understanding. Rest assured the matter will not be closed until we have a plan in place that addresses the situation. Our aim will always be to maintain the safety and wellbeing of our students. Not that any parent wants to hear that their child is a bully, we ask parents to read the article below from Happy Families. It's awful to think that your child maybe inflicting harm on others, and as parents [we all want to stick up for our kids - but they are not always right](#).

Specific training about bullying is a significant factor in teachers' ability to effectively respond to bullying. We have a [restorative practices](#) approach which views incidences as an opportunity to mend relationships and learn from the wrongdoing. This is why teachers facilitate on-the-spot discussions with individuals concerned, as well as follow up discussions. As we reference philosophies such as 'having a growth mindset' or 'jumping into the learning pit', please support the development of emotional literacy with your children at home through use of language from the [Zones of Regulation](#).

Thumbs up:**Staffing Challenges**

The nationwide teacher shortage is impacting on the availability of replacement teachers (staff who come in daily to replace staff who are away or sick:

Casual Relief Teachers), with a number of these CRTs also now employed daily. If we have staff away, we take immediate steps to 'book' the CRTs in for the days and dates we know, and although we get in early, sometimes these CRTs are unavailable or get sick too. I assure our families that everything possible is done to get CRTs, and furthermore, if it involves multiple days we try to get the same person - if there is somebody available at all!

Thanks to Erin Beissel (Assistant Principal) who is in the thick of these challenging times, organising and timetabling coverage so incredibly well each day to arrange the best possible coverage. This week we have had a daily average of 3 staff absent. Fingers crossed that Erin's phone doesn't ring late tonight or early in the morning!

FROM THE PRINCIPAL'S DESK *continued from previous page***Professional Learning Communities:**

Teaching is a collaborative profession by nature; and a strength of CPS is the productive teamwork where teachers methodically work together in Professional Learning Communities (teaching teams). Our PLC structure that enabled us to adapt successfully to meet the previous challenges of remote learning is enabling smooth navigation of teacher shortages.

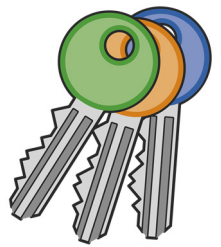
I thank our teachers for supporting this shared approach that benefits the students through delivery of a guaranteed and viable curriculum, grateful the work of our PLC Leaders: Katie Young, Jo Moriani, Nicole Delany, Jessica Brockman, Elena Ziebell and Erin Beissel.

Our leaders not only model best practice in their classrooms, but ensure (as all teachers do in case of illness/absence) thorough work-programs are left for replacement teachers so they can readily follow the scaffolding lesson plans.

Shaun Doolan:

Shaun is the 'gate keeper'. He supervises the opening and closing of the gate at the Clarinda Presbyterian Church before and after school.

On a daily occurrence, the role he plays helps to ensure Clarinda PS parents/ caregivers have safe parking spots and are adhering to the local road rules along Eulinga Road. Shaun will then wait for parents to vacant the car park before locking the gate to then return for the pick-up. Often giving more time than is actually required!



When you get a chance, please thank Shaun for his commitment to helping car park users each day.

*Take care and see you around the school,
Robbie Mallett.*

PREP 2024 TRANSITION PROGRAM IN 2023**Parent Information Night - Monday 16th October 6.30 – 7.30pm**

For the parents - All parents are encouraged to attend this session. Staff will discuss many important issues about starting school next year and preparing your child for the experience.

Transition Day 1 - Friday 20th October 9.00 – 10.30am

For the children – Step into Prep and find your feet. Wear your favourite colours to school.

For the parents – Principal, Parent and Community Club and School Council meet and greet session.

Transition Day 2 – Friday 3rd November 9.00 – 10.30am

For the children – Literacy activities.

For the parents – How will my child learn to read? Workshop information session.

Transition Day 3 – Friday 17th November 9.00 – 10.30am

For the children – Numeracy activities.

For the parents – How is mathematics taught? Workshop information session.

Transition Day 4 – Friday 1st December 9.00 – 10.30am

For the children - Activities with Grade 5 “Buddies”.

For the parents - Developing oral language / Questions & Answers.

10:30 – 11:00 Sausage Sizzle BBQ - parents / guardians are most welcome to join the celebration.


Children receive booklets with 2024 starting times

STUDENTS OF THE WEEK

Prep W	Brinda	For sharing well thought through questions about reading.
Prep Y	Jake	For improved effort and concentration in class.
	Mehar	For settling into her new school and making new friends.
Prep L	Ruwaifi	For outstanding work and effort in reading, writing and maths!
1/2K	Nirvaan	For always pursuing his personal best at school.
	James	For being brave and participating to progress.
1/2M	Leon	For publishing his writing carefully and including presentation Features.
	Mia	For pursuing her best in all areas of learning.
1/2P	Kai	For his excellent published writing piece.
	Reyansh	For settling well into his new school.
	Smit	Tutoring- a great attitude in tutoring, persisting, helping, trying and smiling.
3/4D	Dorothy	For always listening and showing respect and applying what she has learnt to her work tasks.
	Dean	Tutoring- a great effort in tutoring: getting started straight away, persistence and wanting to learn.
3/4T	Kiyara	For working really hard on her writing goal and on drafting her Fiction text.
	Peter	For his outstanding effort in drafting his Fiction text.
3/4A	Kunwar	For working hard to plan and draft his fiction text.
3/4N	Manasvi	For working hard to try and revise her fiction text to make it more interesting to the reader.
	Danara	For a consistent week and trying her best in all areas of learning.
	Annika	For continuing to work hard on her goal during Reader's Workshop.

STUDENTS OF THE WEEK

5/6B	David	For his enthusiastic attitude and willingness to help others. Keep up the great work!
	Evi	For being a supportive and inclusive member of 5/6B!
5/6W	Abhinav D	For working hard on his open cycle writing in the drafting stage
	Thomai	For her beautifully presented work books and taking pride in her presentation
	Twisha	For persevering with her times tables license and continuing to try her hardest in maths!
	Lavinia	For trying her hardest on her persuasive writing.
5/6A	Tony	For making deeper connections with his reading responses. Tony has listened to teacher feedback and thought about how he can improve by reflecting on his own reading process. Great work Tony!



Dear Parents, Grandparents, Carers,

It's about books. It's about your children.
It's about fun! It's our Scholastic Book Fair for 2023.

A special time for our entire school community, being held at Clarinda Primary School in our school Library.


Monday 21st August to Friday 25th August

Please plan now to attend our Family Event, scheduled for:

Monday 21st August to Friday 25th August - 8:30 to 9am and 3:30 to 4pm daily.

It's a perfect time to explore affordable books and products with your children. Plus, a portion of the sales benefits our school directly by providing new library books.
We encourage you to take time for this special event. Can't wait to see you!

Sincerely,
Book Fair Coordinator
Carol Mckinley

 SCHOLASTIC

RESPECTFUL RELATIONSHIPS IN ACTION¶

This week, the preps learnt about seeking help. They learnt about identifying people with which they feel safe, people from whom help can be sought and the importance of seeking help when problems are too big to solve alone. These discussions and skills were delivered through various Respectful Relationships activities.¶

Evidence-based learning¶

Children entering school for the first time are having to develop and negotiate new relationships with a number of adults and children.¶

Knowing who to go to for help and advice, and what help to ask for can be confusing and stressful.¶

Encouraging and fostering help-seeking behaviours is one way to improve mental health and wellbeing.¶



..... Page Break¶



Who can I ask for help?



RESPECTFUL · RELATIONSHIPS IN · ACTION



**RESILIENCE
RIGHTS &
RESPECTFUL
RELATIONSHIPS**



Newsletter

A message from your Coordinator- Rupali Bedi

Dear parents and families,

We had an amazing week where all children at OSHC got very excited and created a self-hand canvas painting for our School Principal. Children created Thank you notes to wish our gratitude to our dear Principal on account of National Principal Day. We also made some beautiful handcrafted colorful tissue paper flower bouquets to go with our greetings for both Our Principal and Assistant Principal. Other activities included Rice noodle safe cooking session in the kitchen as well as lots of fun arts and crafts activities. Please see the highlights below.

We are excited to announce that the booking window has opened for our **Spring Rocketeers Holiday Program**. Please get excited and book your children for amazing outdoor and indoor fun activities and games. Also book your children for upcoming Science Week fun activities at OSHC

Please Jump on to the Camp Australia website for booking or call at **0402353192** for any enquiries or please feel free to walk in to our OSHC space for any questions.

Activities coming up.

- Fun science experiments
- Baking soda and oil science activities

What's on the menu.

- Popcorns
- Colourful pancakes



It's free to register

To attend our program, you must register your child. You can register an account with us at pp.campaustralia.com.au or by downloading our Camp Australia smartphone app from the Apple App Store or on Google Play. Once registered, it's easy to make bookings and manage your account.



**Your
OSHC.**

www.campaustralia.com.au



Welcome to the family



1166 Centre Road Clarinda 3169 T: 9544 3231 F: 9543 8839

E: clarinda.ps@edumail.vic.gov.au clarindaps.vic.edu.au

Program spotlight

Your
OSHC.

Clarinda Primary School

Your OSHC by Camp Australia provides enriching experiences for children during term – before school, after school and on pupil free days. At Your OSHC we give children a supportive space to continue their development, build confidence and socialise with their friends.

What's coming up at Your OSHC this week:

14/8/2023 - 18/8/2023

Monday	Tuesday	Wednesday	Thursday	Friday
National Science Week 22 Underwater Volcano What does a volcano look like underwater? Let's try this experiment and found out	National Science Week Dry wet paper towel Can paper towel stay dry while underwater? Let's try it	National Science Week Fun with water Colour then sort the drops of water	STEM 41 Colour run paper. Children will see the the coloured water soak up through the paper creating a rainbow.	National Science Week 13 Elephant Toothpaste! Lets make elepahnt toothpaste. A fun experient for all children, facilitated by Educators.
Galaxy 41 DIY Galaxy Telescope Make this fun DIY telescope.	National Science Week 32 Coloured Magic Milk What happens when colours are mixed with milk?	National Science Week 41 Erupting Lemon What the Lemon Colour Explosion!	Science 22 Water cycle Science experiment Learning about the water cycle	Fire Safety 51 Fire chatterbox Fun game to engage children as they learn some bush fire safety facts



Register for Your OSHC

Once registered, you'll be able to easily make and manage your bookings online via our Parent Portal.

Register now



Stop by and say hi!

Please feel free to visit the program with your children to meet the team and see what happens in our great program each school day.



Visit our blog

New articles are added each week for parents and cover various topics to help families.

Visit our blog

To register and book visit www.campaustalia.com.au

by Camp Australia

Welcome to the family



1166 Centre Road Clarinda 3169 T: 9544 3231 F: 9543 8839

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clarindaps.vic.edu.au



SCHOLASTIC **Book Fairs**

You're invited to our Scholastic

BOOK FAIR

**\$10**

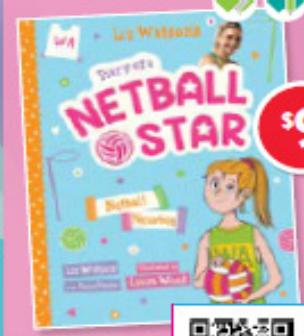
NO-ONE REALLY KNOWS AN AXOLOTL
You've never seen axolotls like this before!
100125951 | PICTURE BOOK | AGES 3+

**\$12**

BAA BAA BLACK BELT,
This sheep is aarate master!
Or is he?
100126000 | PICTURE BOOK | AGES 3+

**\$10**

TWENTY THOUSAND FLEAS UNDER THE SEA
Piggy has a diabolical plan!
100123795 | GRAPHIC NOVELS | AGES 7+

**\$9**

NETBALL NEWBIE
Liz nervously tries out for the netball team.
100125359 | CHAPTER BOOK | AGES 7+

**\$10**

THE BAD GUYS EPISODE 17: LET THE GAMES BEGIN!
Meet the real Dread Overlord Splaargh!
100125357 | CHAPTER BOOK | AGES 7+

**\$12**

I KNOW YOU'RE LYING
Sasha wants revenge, but first she needs to find the truth.
100124804 | PB NOVEL | AGES 10+

**\$15**

DRAGON DIARY PURPLE AND SILVER
Keep your secrets safe in this lockable notebook.
100125927 | ACTIVITY | AGES 8+

**\$10**

CRASH LANDING
The world's most embarrassing family goes on holiday, and it won't end well!
100126139 | PB NOVEL | AGES 8+



Find these books and more at the Fair!



EVERY DOLLAR EQUALS RESOURCES FOR OUR SCHOOL



SCHOLASTIC
REWARDS

AUSTRALIAN MADE:



AUSTRALIAN
AUTHOR



AUSTRALIAN PRINTED
& PAPER



AUSTRALIAN
PRINTED

SCHOLASTIC



Date _____

Time _____

Place _____



Scholastic Book Fair Pre-Payment

Your child's school is having a Scholastic Book Fair. Your child will bring home their wish list of titles they have discovered at the Fair. We encourage you to discuss the Book Fair and their wish list choices with your child. Once you have agreed which items you will purchase you can pre-pay for those titles by completing the following steps.

- 1** List the titles they are going to purchase from the fair.

Title	Price

- 2** Make a secure payment online by going to scholastic.com.au/payment or scanning the barcode below.



Book Fair Payment

- 3** Complete the Payment Form including the receipt number and amount paid. This form needs to be returned to the school.

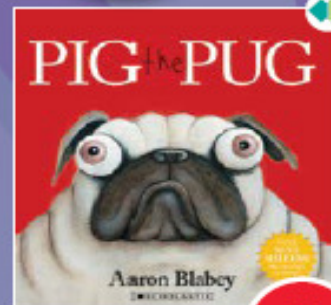
Receipt Number								Amount Paid					
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
First Name: _____													
Surname: _____													
School: _____													
Suburb/State: _____													
Daytime Tel: _____													

**THIS IS JUST A PRE-PAYMENT.
THIS FORM MUST BE PRESENTED TO THE SCHOOL DURING THE FAIR TO COLLECT YOUR BOOKS**



Every BOOK equals RESOURCES for our school.

Books
start at
\$5



PIG the PUG
Pig is the rudest Pug in the world!
100125494 | PICTURE BOOK | AGES 3+

\$5



EXIT 13
THE WHISPERING PINES
Ash and Willow check into the world's creepiest motel!
100125954 | PB NOVEL | AGES 9+

\$10



 **SCHOLASTIC**

Ali Hardaker ~ Wellbeing

5 Ways Anxiety Harms Learning and 8 Things Parents Can Do to Help

There is an 'epidemic of anxiety' among Australian children.
And many experts are attributing this to increasing pressure at school.
But when it comes to school and anxiety – it can be a case of:

What came first, the chicken or the egg?

How and why childhood anxiety develops is not the most important issue at hand, though.

What's important is that it's identified and addressed as soon as possible.

Because anxiety doesn't discriminate.

Anyone can experience anxiety, and any number of things — or combination of things — can cause or trigger it.

And childhood anxiety can affect all areas of a child's life.

It can have negative effects on social, physical, emotional, AND learning performance.

In 2015, research showed that 6.8% of Australia children suffered from an anxiety disorder.

And all signs point to these numbers growing.

So how does anxiety affect learning?

1. Anxiety may make a child uncomfortable in the school environment.

This discomfort is distracting...

It gets in the way of their concentration, and their ability to learn.

2. Anxiety affects working memory — our ability to hold information in our minds for short periods, in order to do something with it.

Think about it: if we can't remember the passage we've just read, how can we respond to it?

3. Anxiety makes thought processing less efficient.

Again, it makes sense: if we're distracted by being anxious, how can we concentrate?

This can lead to a student falling behind in class...

And their anxiety often stops them from asking for the help they need to catch up.

4. Anxiety can be hard to detect.

Particularly in the early stages, a child may be very anxious one day and not at all the next.

Unlike other issues that affect learning, this inconsistency makes it hard for teachers and parents to figure out what's getting in the way of learning.

5. Anxiety can lead to avoidance — of school or homework.

This leads to falling behind in class, and makes the anxiety about school even worse.

So if school is making kids anxious, and their anxiety is making them perform worse at school...

How can parents help?

Anxiety is not a life sentence. It can come and go, and it can be treated.

But early intervention is vital to stopping anxiety from getting worse...

And this means giving kids the tools and strategies they need to deal with anxiety and stress — now and in the future.

Ali Hardaker ~ Wellbeing ~ *continued from previous page*

1. Develop a solid, consistent and productive family routine.

This offers familiarity and dependability, which makes kids feel safe and secure.

2. Talk to your kids about school (and everything), often.

This will help you to suss out when they may be struggling...

And it will make them feel comfortable to talk about it with you when they are.

3. Practice mindfulness.

Even for just a few moments a day.

Switching off from the world (and from screens, in particular), gives people of all ages some time to just 'be'.

And with a little practice, it becomes a life skill that can be used anywhere, anytime, particularly in panicked moments (like exams).

4. On that note, limit screen time.

Many researchers are finding links between social media use and childhood mental health issues.

You can't stop your kids from using social media, but you can encourage healthy habits.

Start with 'no screen zones', like during meals or in the car.

5. Make sure they are getting enough sleep.

A lack of sleep exacerbates anxiety...

And it inhibits kids' ability to concentrate the next day at school.

This is another good reason to introduce no screen zones — phones keep kids awake and alert for longer.

6. Be engaged with their schooling.

With so many kids in each class, it can be easy for problems to slip through the cracks.

Don't expect their teacher to be able to pick up everything, whether it's an anxiety issue or a learning difficulty.

Reading with your kids, watching them with their homework, asking about their day at school...

All these things will help you to know if there's a problem, or if they need some extra help.

7. Praise effort, not results.

Kids put enough pressure on themselves when it comes to grades.

Help to ease their anxiety about marks by taking the pressure of final results, and instead encourage and support the **process** that goes towards getting them.

This will ease their anxiety AND help them to become more resilient and motivated in the face of failure or setbacks.





**BOOK
WEEK
VOUCHER**

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Sheedy, Bec Cole, Kristy Wallace, Liz Watson, Kim
Ravallion, Mwai Kiumwenda, Kate Maloney, Kate Eddy,
Christian Petracca, Jack Higgins and many others.

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MathsOnline is the perfect online maths program for families. It consists of over 1,400 video tutorials and 50,000 interactive questions developed by experienced maths teacher, Pat Murray. MathsOnline helps guide your children lesson by lesson allowing them to pause, rewind and repeat all or part of any video tutorial until they fully understand it.

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Over 290,000 children are already using MathsOnline.

Start your MathsOnline FREE trial today at
www.mathsonline.com.au/free-trial



Foster-Care—Keeping Siblings Together¹

Michelle* was interstate when she got our call—we urgently needed a foster carer for a group of siblings in Melbourne.¹

A foster carer with Berry Street for just over one year, Michelle had shared with us that she was passionate about keeping sibling groups together. As a biological mother to two children, she'd witnessed first-hand how powerful the sibling bond is.¹

So, Michelle ended her holiday a day early to return home to welcome the three children—aged 9, 5 and 3 years old—into her home.¹

"As many of the children and young people that come into our care have experienced trauma, it's especially important that we try keep siblings together in foster care." Sarah Bartlett—Berry Street's Senior Manager—Home-Based Care & Complex Case Management¹

Berry Street provides tailored support to carers¹

Berry Street foster carers receive all the tailored support they need, including a dedicated caseworker, 24-hour support and practical help, training and programs, opportunities to connect with other carers and more. We helped Michelle set up her home and assisted with school and kinder drop-offs/pick-ups. As caring for a sibling group comes with added complexities, we were there every step of the way to ensure Michelle had the support she needed, both practical and emotional.¹

"There are not many foster carers who are able to care for siblings—not only did Michelle welcome the children into her home, but she hit the ground running at a moment's notice," said Sarah.¹

Join our community of carers: Become a foster carer today!¹

We urgently need more foster carers to support local children and young people who cannot live safely at home.¹

Join our community of carers and help make a positive difference to a child's life. If you're over 21 and can offer a child their own room in a safe and nurturing home environment, you can apply to become a foster carer. Call **1800-816-037** or email **fostercare@berrystreet.org.au** to start your journey.¹

¹ Name has been changed in the interest of privacy. The models and volunteers pictured are not connected to the case study.