

## Daylesford, Drummond & Yandoit Primary Schools

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Ph: (03) 5348 2480 Fax: (03) 5348 3958

Website <http://www.daylesps.vic.edu.au>

**“SEMPER MELIORA” (Always better things)**



*We are Respectful, We are Responsible Learners, We are Honest and Trustworthy, We are Caring and Compassionate, We are Good Citizens*



*We pay our respects to elders past, present and emerging.  
We are proud to acknowledge Dja Dja Wurrung as the Traditional Owners of this Country.*

### DIARY DATES

#### APRIL

Remote Learning until further notice

**'All students who can learn from home,  
must learn from home'  
as directed by the Victorian Government.**

#### May

Fri 22<sup>nd</sup> Yr6-7 Transition Applications due back  
to DPS Office

Office Hours: 8.30am to 4.00pm

#### 2020 TERM DATES

Term 2: 14<sup>th</sup> April to 26<sup>th</sup> June  
Term 3: 13<sup>th</sup> July to 18<sup>th</sup> September  
Term 4: 5<sup>th</sup> October to 18<sup>th</sup> December

#### 2020 Pupil free days:

June 9<sup>th</sup>, Aug 10<sup>th</sup> & Nov 2<sup>nd</sup>

#### School hours/bell times:

School commences: 9.00am  
Morning recess: 11.00am – 11.30am  
Lunch: 1.30pm – 2.20pm  
School Dismissal: 3.20pm

### WE ARE A RESPECTFUL RELATIONSHIP SCHOOL

**KIDS HELPLINE FOR YOUNG PEOPLE: 1800 551 800**

**HEADSPACE FOR TEENS: 1800 650 890**

Sometimes talking about what has been happening in your life can bring up concerns, where you may need to seek extra support.

#### Yr 6-Yr 7 Transition Parent Information Packs

have been emailed to all Grade 6 Families. If you haven't received an email or need a paper copy, please contact the school office on 53482480. We would appreciate the application forms back by **Friday 22<sup>nd</sup> May.**

### CURRENT FOCUS

Respect (self and others)



Birthday wishes to the following students who have their birthdays in May.

Oliver	56S	Hayden	34E
Otis	34K	Rylie	12A
Leon	12S	Amelia	34E
Gemma	56P	Lachlan	34W
Noah	56S	Tom	56S
Charlie	12S	Tamara	56P
Zac	56P	Joshua	56P
Mimi	56T	Mae	12A
Maisie	12A	Isaac	12S
Martha	56P	Dalton	12S
Matilda	34K	Ava	OFM
Fox	OFM	Som	12A
Mala	OFM	Amelia	56S
Mia	56P		

Term 2 2020 No.10 Friday, 1<sup>st</sup> May



Current Focus 'Respect self & Others'

## PRINCIPAL'S REPORT

Greetings to all in the Daylesford Yandoit and Drummond communities. We have now passed the two week mark of remote learning and I would once again like to thank you for your efforts. It has been unbelievably challenging for our students, staff and particularly our families.

Variables such as learning spaces, number of devices, internet access, number of children in the home and parental work demands make every situation unique. All of the staff at our schools recognise this, and many of our staff also have children at home studying. On a personal level, my son is experiencing some challenges with his remote learning program. It just seems to reinforce the importance of collaboration.

I just want to reiterate that we are here to help you and support your families as best we can;

- If you need support with your child's on line learning platform then call the office and we can get your child's teacher to contact you 53482480
- If your need tech support with your device you have loaned from school call us and we can arrange help, either on site or when our IT specialist is at school
- If you would like to borrow books from our library we can do that (check the timetable in the newsletter). If you wish to make family visits just let us know and we will make it happen
- If you need support for your child's well-being contact Karen our Assistant Principal and she can source Regional Support
- If you have any questions for me, send them through to our Daylesford email address (daylesford.ps@edumail.vic.gov.au) and I'll respond
- If you have any feedback about your child's learning let your child's teacher know, or call the office and we can pass it on
- If you need any help what so ever please contact our office and our support staff will either source something for you or help you find community support

Attached to this newsletter is some really useful material released by the Education Department about student and parent well- being. It has tips for parents, tips for students and lots of community sites and contacts for support if you need it.

Finally I would once again encourage all families to consider our library borrowing opportunities. Sherilee and Bev are doing a wonderful job.

Brett Millott  
Principal

## RRRR

Grade 1/2T did an activity last week for Resilience, Rights and Respectful Relationships that I'd like to share.

The activity was to help decide who goes first in a game and how to cope with losing a game.

They played the Rock, Paper, Scissors game and then spoke about what it feels like to lose and what strengths you might need to deal with these emotions.

The lesson is below. You might like to try it out at home with your children.

What is the 'Rock, paper, scissors' game used for?

- *The game is often used to help people to work out who goes first in a game, or who gets to choose a game.*

*This can help friends to work this out without fighting or arguing with each other.*

What does it feel like when you lose in a game?

- *Disappointed, mad, upset, angry or sad.*

What strengths might we need to deal with these negative emotions?

- *Fairness, forgiveness or patience.*

Below are some responses from parents about the activity.

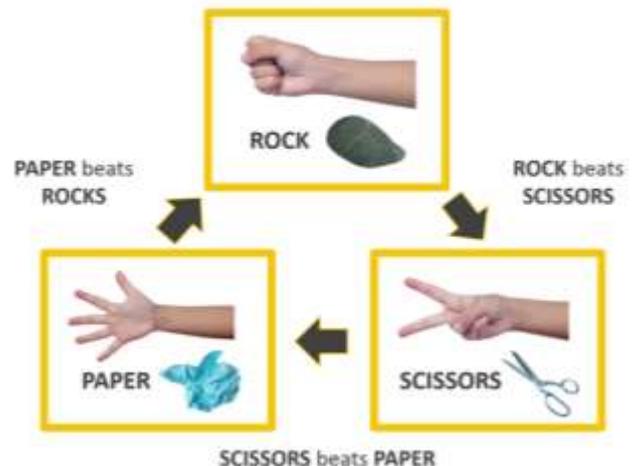
*This was a great way to start the day :) we have played lots of games over the weekend and sometimes we lost! But having a good discussion about it may help us if we play something again later (Cassie)*

*This was a really good discussion to have with Otis and he realised that if he wins all the time, then the people he's playing with might feel sad as they wouldn't have a chance to win too. (Ingrid)*

*This is a great idea for seeing who goes first in a game. Thank you Ms Trembath :) (Justine)*

*We love this game! We talked about how the winner's reaction can make a big difference on how the other player feels. That winning is great but you should never taunt or talk down to the person you beat. (Judi)*

Trudi Blick



**School may not look like it usually does but the learning continues.**

Congratulations to all staff, students, parents and carers – you’ve been absolutely wonderful. We also wanted to acknowledge the support for teachers at this time. Thank you for your thoughtful and constructive feedback at a time when we’re all learning together. Go team DPS!



3 / 4 Unit staff meeting



Claudia reading



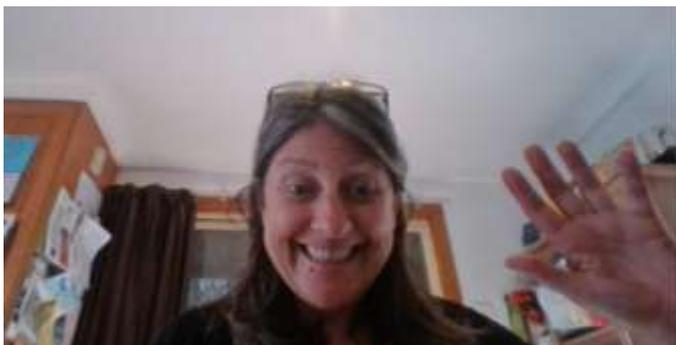
Oscar's vegetable catch



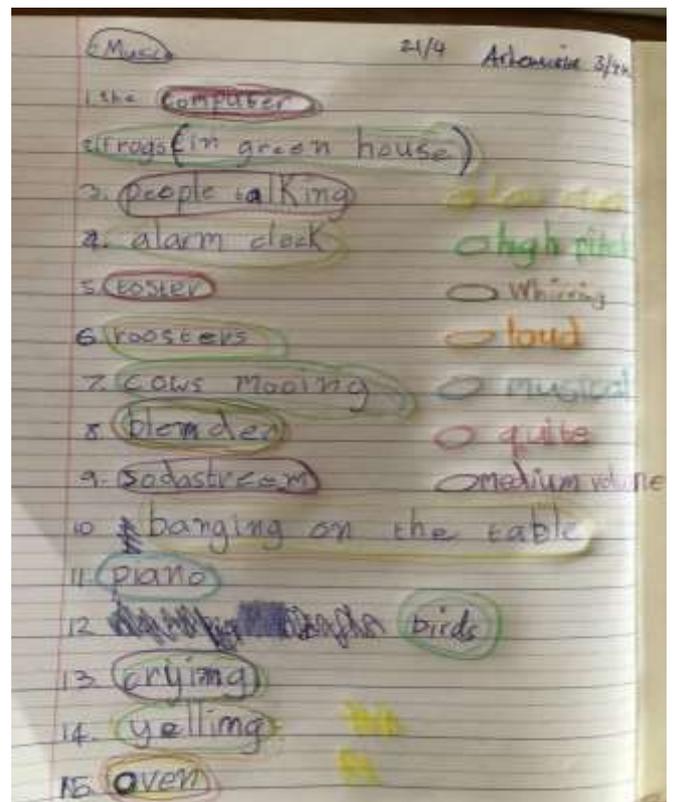
Arlo making pancakes



Seb and blue tongue



Ms Wells' new learning



Artemisia's Performing Art's work. She has carefully listened to, identified and categorised sounds around her home

# Visual Art at Daylesford Primary school

At the end of the year we send home a deliciously bulging folio of beautiful creations made by your children in the art room over the preceding year (especially in the lower grades with most weeks a new activity).

I get some great feedback about how much you enjoy this explosion of creativeness, however beautiful artworks to cherish is not all that folio contains....I thought It might be a good time to reflect on what we do in Visual art at Daylesford Primary School and why it is so important for our students learning.

Each of those artworks has another story involving the development and practice of such skills as: Critical, creative and divergent thinking, justifiable reasoning, decision making, visual literacy, visual communication, collaboration, compromise, resilience, persistence, time management, oral language skills self-reflection, self-expression, Peer support and assessment ...

These skills are introduced at foundation level and built on over time and practiced in a variety of contexts, building habits of mind and ways of working that are vital for the future employment and life choices these students face in the 21<sup>st</sup> century.

It is sometimes invisible learning and hidden within the artworks that we love and enjoy just for themselves but the learning that goes into their creation is so very valuable across the whole curriculum and indeed into all aspects of a child's life and learning.

## ART MATTERS!

Nicole Wassell (Visual Arts)



Claudia ... 3 / 4 E... My Place

# Time table for library borrowing weekly.

Year level	Day
Prep	Monday
1-2	Tuesday
3-4	Wednesday
5-6	Thursday

# Borrowing Limit is now 2 books

# Books borrowed last term must be returned if you wish to borrow.

# If needed we will have a Social Distancing que through the front door & out the back door

# Limit of 6 people in the library at any one time (1.5m distance)

# If you are not borrowing you can drop library books off at office during office hours (9am-4pm)



The **Skoolbag App** is an important tool in communication from our school!  
Please download if you haven't already done so!



1. Get your favourite mobile device
2. Open the App Store/Play Store
3. Search for "SkoolBag"
4. Download the free app
5. Open the app and add your school(s)



for more info visit [skoolbag.com.au](http://skoolbag.com.au)



### To submit an absence for your child:

Log on, once in SkoolBag, click on the Daylesford Primary School logo, tap on 'eforms', then tap on 'Absentee Form' and complete.



Daylesford Primary School Accreditation



# TALKING TO YOUR CHILD DURING CORONAVIRUS (COVID-19)

## Minister's message

Your kids, like mine, will have many questions about Coronavirus and what it means for them – and for the people they love.

I know it can be daunting for parents and carers to answer those questions. That's why, in close consultation with our child psychologist team, we've developed a resource to help guide you through these conversations.

Everyone's child is different, and some will want to talk more than others. What's most important is that you're there for them when they're ready to talk.

Without doubt, we face an enormous challenge.

But I want you to know that as parents, caregivers and Victorians, we are in this together.

**The Hon James Merlino, MP**  
Deputy Premier  
Minister for Education

This guide will help you talk to your child about coronavirus (COVID-19). It includes tips on how to have a safe and reassuring conversation and links to resources to help you and your family.

## Essential actions

- Don't be afraid to discuss coronavirus (COVID-19) with your children
- Be guided by your child
- Stick to a routine
- Close conversations with care
- Remember to look after yourself

## Don't be afraid to discuss coronavirus (COVID-19) with your children

- Most children will have already heard about coronavirus and parents and carers should take the opportunity to talk to them about the current situation.
- Honest and regular communication is key. Not talking about something can make children worry more.
- Children often rely on their friends and social media for the news. Parents and carers can help by positioning themselves as a trusted source for information and as a person who can help children with their questions.



### **Adapt information depending on your child's age**

- Try to remain calm and positive when talking to your child.
- Think about your child's age. Offer information using language and examples they will understand.
- It's okay if you can't answer everything – and to say you're not sure. Use this as an opportunity to find out information together. Being available to your child is what matters.
- Be careful not to share too much information all at once, as this may be overwhelming.
- Avoid talking in a way that could make your child feel more worried.

### **Be guided by your child**

- Ask your child to tell you anything they may have heard about coronavirus (COVID-19), and how they feel about this situation.
- Check in with your child regularly. Give them opportunities to ask you questions over the coming weeks and months.
- Some children will worry more about others than themselves. Find ways for them to connect with family and friends as much as possible using technology.
- Be reassuring. Tell children that the changes in their life have been introduced to make us all safer. Tell them, that eventually, things will go back to normal.
- Be aware of the language you use with your child while you are around them. Remember that children will be listening to adult conversations more than usual.
- Don't dismiss your child's fears. It is understandable for them to be concerned because they have probably never experienced anything like this before.
- Tell your child that doctors and scientists all around the world are working really hard to learn more about coronavirus (COVID-19) and to keep us safe.

### **Focus on what you're doing to stay safe**

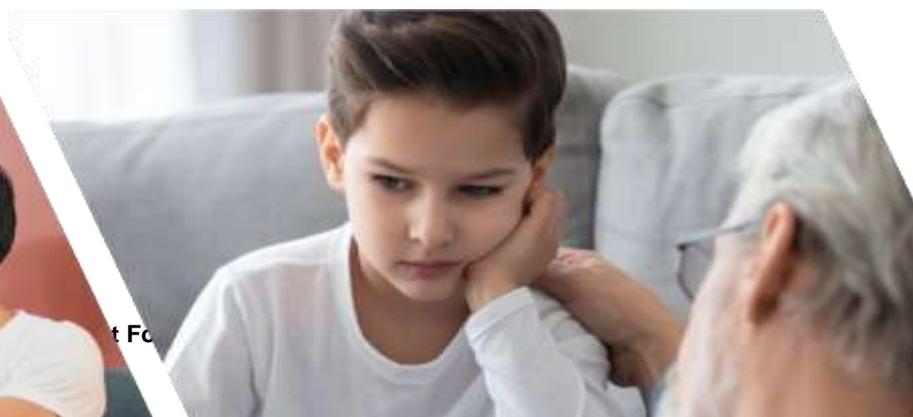
- Give them some control over what is happening. Teach the importance of physical distancing, hand washing and how to do these things properly. Remind them of their responsibility to protect others from coughs and sneezing.
- Remind them to call 000 if they or their family are unsafe.

### **Stick to a routine**

- Over the school holidays, structured days with regular mealtimes and bedtimes are still an important part of keeping children happy and healthy.
- Where you can, have a daily routine. Create a shared timetable with your family and put it up on the fridge where everyone can see.
- If possible, find a time every day to talk about the importance of good hygiene and teach them the essentials of practicing physical distancing.
- Include things like outside time, play time, free time on technology, creative time and learning time.
- It is okay to be flexible and respond to the needs and emotional state of your child.

### **Keep talking**

- Find out what your child already knows or is worried about. It's important to find out if they have heard incorrect information.
- Ask questions that don't have yes or no answers.
- If your child asks you something and you don't know the answer, say so. Use the question as a chance to find out together.
- If your children don't seem interested or don't ask a lot of questions, that's okay.
- Let them know that we are all going to keep listening and talking.



### Close conversations with care

- It's important not to leave children feeling worried after a conversation.
- When you wrap up your conversations, look for signs they are feeling anxious. This might be a change in their tone of voice, their breathing or body language.
- Comfort them if they feel this way.

### Things to look out for in your children

It is normal for children and young people to show signs of distress. Common reactions include:

- fear and anxiety
- anger and frustration
- confusion
- sadness
- denial

### Remember to look after yourself

- This situation can be stressful – regardless of your age. To look after the people you love, you also need to look after yourself.
- If you notice that you are feeling anxious, take some time to calm down before having a conversation or answering your child's questions.
- If you are feeling worried, tell your child that you will find some information and talk to them soon.
- The following external resources are also available to support your mental health and wellbeing:
  - [Headspace – for family and friends](#)
  - [Beyondblue – COVID19](#)
  - [Lifeline – Mental health and wellbeing during the COVID-19 outbreak](#)

### Additional resources

To support you when talking to your child

- [Raising Children Network – Coronavirus \(COVID-19\) and children in Australia](#)
- [Emerging Minds – supporting children during the coronavirus outbreak](#)
- [KidsHealth – Coronavirus \(COVID-19\): How to Talk to Your Child](#)
- [eSafety Office – COVID-19: an online safety kit for parents and carers](#)

To share with children and young people

- [headspace – how to cope with stress related to Novel Coronavirus](#)
- [ReachOut – coping during the coronavirus](#)

For up-to-date information and advice on coronavirus (COVID-19), visit:

- [DET coronavirus website](#)
- [DHHS coronavirus website](#)

