



Respect



Responsibility

Edition 19 – September 1ST 2020



Doing Your Best



Care and Compassion

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Supervision Times: 8:15 Mornings Duty

3.20 -4:00 Afternoon Bus Duty

PRINCIPAL'S REPORT

Home learning is incredibly tough.

I take my hat off to all the students, their parents and the teachers.

I have been fortunate this term to get a perspective of home learning across the different ages. From my observations, a student's ability to learn independently during home learning is (not surprisingly) linked to their age. For my four children in high school, they are generally self-sufficient, but it is obvious that the younger ones have greater needs than the older two. The biggest struggle they all share is keeping them motivated. But then again, nobody is immune from motivation at this time. As parents, we try a wide range of different motivations to spur them on in their endeavours. Still, sometimes their wellbeing needs are so great that we contact the school and say we are doing a few of our own alternative activities today. They miss their friends, they miss class discussions and the feedback they would normally receive from anyone other than their parents. On most days they are mature enough to be able to focus for several hours. Mature enough to study, complete different tasks and ask their teachers relevant questions that enable them to keep learning.

For many primary school age students, the landscape is completely different. I've had the pleasure to sit in on a number of class Webex sessions and spoken with countless families about their progress. The struggles are real. Normally, primary age students would be sitting at the feet of their teacher. Minimal distractions, clear volume, no fuzzy internet or background sounds to contend with. When they would have questions, they might put up a thumb or their hand and receive almost instant feedback. Looking at a screen just isn't the same. Navigating to find the information, having to read it and interpret the words all has a cognitive load. Due to the age and deciphering skills of primary students, the demands often fall on the parents. As well as being the motivator and wellbeing coordinator, they are now a teacher's aide.

As a staff, we are all well aware of the struggles for our students and parents. We welcomed the feedback that many parents provided when structuring remote learning to suit our school. We've made it quite clear that students will not be assessed during this time and have aimed to provide a high standard of wellbeing supports for our school community. Still, none of these measures will replace face-to-face learning at school. We have all our fingers and toes crossed that students will return in the not too distant future. In the meantime, all you can do is take care of yourselves and your families. Continue working at managing a sustainable home learning environment and please reach out to us if you have any questions.

Gene VanderZalm, Principal

STAFF PLANNING DAY (STUDENT FREE)

Thursday 10th September has been scheduled as a Staff Planning Day. Teachers will not be setting SeeSaw tasks for students to complete on this day and there will be no attendance at school for those who are usually on-site Thursdays.

MULCH UP FOR GRABS

We have a pile of mulch sitting at school that we are not in need of. If anyone would like it for their garden, please contact the school to register your interest. It will be a case of 'first in'. If you are the lucky person, we will make arrangements with you for collecting the mulch.



CALENDAR

Upcoming

Sep 3rd – Wellness Thursday, 8pm

Sep 10th – Staff Planning day (pupil free)

Sep 10th – Wellness Thursday, 8pm

NEWSLETTER ITEMS

The newsletter is compiled on Monday afternoons. All items need to be submitted by 1:50pm to be included

RESPECTFUL RELATIONSHIPS

"Muuuuuummmmm, I am BORED." My kids say this to me about 10 times a day, usually when I am hiding in the laundry taking a work call or on a webex with either of the grades I teach. If there is no response to the "I'm bored" They will climb into the pantry / fridge or get into an argument or sometimes, many times, they actually progress from boredom into constructive, creative, co-operative play.

This is messy and loud I am often watching from my webex, trapped - as many things from the house go out into the yard or the painting things come out or the microphone or the piano. The poor cats are always part of the play, ears back searching for escape.

I come off my webex/ phone call/ Seesaw task setting time and my house is in disarray. There is usually water somewhere, the cats are up a tree or on the neighbours roof. There have been snacks made, usually involving a lot of honey. There is also usually a packet of Band-Aids that have been opened with all the little bits out of the packet everywhere.

I would like to say that we all have a Mary Poppins like family fun clean up time once I come back into mother mode, we don't! Everyone disappears when I say it is time to clean up and I have to choose between getting them back into help or plodding through it ALONE blissfully ALONE! I often choose the latter.

We know boredom is good, that is when the ideas come. It is tempting to go to the TV or screens for boredom but all the chaos around thinking of something to do is actually the stuff the kids remember, that gives them the problem solving skills they need for other situations in life!

I got talking to Kathy our crossing lady about her daughter and grand-daughter, who had to isolate from the family while waiting for COVID test results. The boredom did not keep them down - instead they had a proper fancy high tea complete with tiny food on tiered cake trays and dainty teacups. How wonderful is that?

Boredom makes room for magical childhood moments and memories.

I know times are trying right now but without even knowing it you are creating lifelong memories for your children right now by giving them time to grow and play.

Yet sometimes those days can long and hard and you need someone to talk to. Please reach out for a laugh, a cry, a frozen dinner or any other support. Donna.giliam@education.vic.gov.au 03 90801881 or find me on messenger.



Week 7 Learning

Grade 1/2LJ – Descriptive Writing

Grade 1/2LJ have been practising adding descriptive words to their writing to interest and engage the reader. Last week, we tried to describe an animal using lots of adjectives and without using its name. Can you guess which animal matches each description?

I am thinking of an animal. I am small with brown and white fur. I have red eyes and can be fast and sneaky. I am fluffy and cuddly. – Dominique Q.

I am big. I am black and white. I have four stomachs. I have four legs. I eat green grass. –Ryker D

I am thinking of an animal. It lives underwater. It is huge. It's also heavy. It's blue. It's the biggest mammal underwater. – Jordyn B

I am thinking of an animal. It is small and fast and slippery. It is cold and wet. It does not walk. –Benjamin L

I am thinking of an animal. It is brown and yellow with spots. It has four legs and a tail. It is really big and tall. It has a black tongue. My animal is a..... – Harriet F

I am thinking of an animal. It has four legs. Sometimes it can have white socks. I like to eat big carrots. I like to gallop fast! I like to sleep in a big and cosy stable. I am a – Indie H

The animal I am thinking of is big. It is orange and black. It eats red meat. It is fast and has big claws. My animal is a ... -Louie T

I am thinking of an animal. It is fat and it is brown or pink. it has four legs. It also has a curly, short tail. It likes brown sloppy mud. It is smooth. It has pointy ears and a long nose. It is fattish. My animal is a..... – Winnie S



Whale

Cow

Tiger

Guinea Pig

Fish

Pig

Giraffe

Horse

3/4RG Acrostic Poems

Winter
 Winds blow making it
 icy cold days are shorter
 Nights flow with rain flooding water
 Time seems too slow
 Easy to lag by the fire and to
 Rag up and retire

By Cooper K

family by Hayley Donchi
 fun playing
 always happy for a hug
 Murr and dad i love
 Love my family
 Lots of Love
 Yay for family

Hayley

Acrostic poem
 by Charlotte

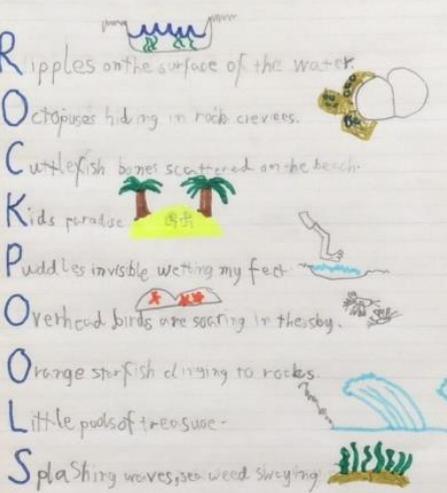
Cute
 Happy
 Adventurous
 Respectful
 Laudable
 Okay
 Talented
 Trustworthy
 Energetic



Charlotte

Rockpools by Christian

Ripples on the surface of the water
 Octopuses hiding in rock crevices
 Cuttlefish bones scattered on the beach
 Kids paradise
 Puddles invisible wetting my feet
 Overhead birds are soaring in the sky
 Orange starfish clinging to rocks
 Little pools of treasure
 Splashing waves seaweed swaying



Christian

Season for cricket, sweaty boddy.
 Umbrellas cover the golden sand.
 Making hay on hot days.
 Melting ice-creams fall to the foot path.
 Eaten alive by mosquitos.
 Really happy laughing lots.

Josh

SUMMER by Cole

Sparkling bon fires all around the world
 Umbrellas being packed away
 Mountains being climbed
 Moonlit walks happening under the stars
 Everyone having fun
 Rockpools being explored



CHILD SAFETY STANDARDS WHAT WE EXPECT AT MEENIYAN PRIMARY SCHOOL

- ❖ Everyone connected to our school can help children be safe.
- ❖ We have zero tolerance of any abuse of children.
- ❖ We have policies and procedures in place to protect the care, safety and welfare of children.
- ❖ There are clear boundaries about how adults in our school community may interact with our students.
- ❖ The new Child Safe Standards go further than child protection arrangements did in the past.
- ❖ The Child Safe Standards apply to school staff, volunteers, contractors, visitors and students' family members.
- ❖ Keeping children safe is everyone's responsibility.
- ❖ We want to ensure you know how we are keeping your children safe at school, and how we would like you to support us.
- ❖ Unsupervised contractors will be asked about their child safety arrangements as a condition of working with us if they work with children enrolled in the school (or children can reasonably be expected to be present while they are at the school).

Please see further information on Child Safe Standards on our school website.

Community members are encouraged to raise any concerns about child abuse with the Principal or report directly to Child Protection / Police.