



LUCKNOW BELL

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School Calendar Term 4 – November

SUN	MON	TUES	WED	THURS	FRI	SAT
22	23	24	25	26	27	28
	Prep Transition	Prep Transition			Dress Up Day for book week	
SUN	MON	TUES	WED	THURS	FRI	SAT
29	30	1	2	3	4	5
	Prep Transition	Prep Transition Nagle Transition			Parent requests for printed copies of reports	
SUN	MON	TUES	WED	THURS	FRI	SAT
6	7	8	9	10	11	12
	Prep Transition Grade 4 Camp Grade 5 Camp	Prep Transition Grade 4 Camp Grade 5 Camp Statewide Transition	Grade 4 Camp Grade 5 Camp	Grade 6 Graduation	Grade 2 Excursion	

PRINCIPAL'S REPORT

Why is Lucknow a Professional Learning Community?

Research tells us that if schools want to improve student achievement they must focus on the collective analysis of evidence of student *learning*. The key to improved student learning is to ensure more good teaching in more classrooms more of the time. The most powerful strategy for improving both teaching and learning, is by creating the collaborative culture and collective responsibility of a professional learning community (PLC).

Teachers in schools that have embraced PLCs are more likely to

- Take collective responsibility for student learning, help students achieve at higher levels, and express higher levels of professional satisfaction.
- Share teaching practices, make results transparent, engage in critical conversations about improving instruction, and institutionalize continual improvement.
- Improve student achievement and their professional practice at the same time that they promote shared leadership.
- Experience powerful and beneficial professional development.

In a professional learning community, teachers engage in collective inquiry to decide on the work that will most benefit their students. To help more students learn at higher levels, team members ask themselves,

- What knowledge, skills, and dispositions should all students acquire as a result of the unit we're about to teach?
- How much time will we devote to this unit?
- How will we gather evidence of student learning throughout the unit in our classrooms and at its conclusion as a team?
- How can we use this evidence of learning to improve our individual practice and our team's collective capacity to help students learn, to intervene for students unable to demonstrate proficiency, and to enrich the learning for students who have demonstrated proficiency?

Marcus Batt, Principal

ENVIRONMENTAL NEWS

Do you ever wonder what happens to those pens and textas you chuck out? Did you know pens can never decompose? This means they on the on the earth FOREVER!

Lots of stationary gets chucked out every year, and that's awful. But we have a way on how to stop this happening at Lucknow Primary School.

We have set up a box to recycle used Writing Instruments so they can be melted and turned into benches and playgrounds.

If you would like us to recycle your writing instruments you have at home, please send along with your child and place them in the box in the office.

Environmental Leaders – Bailey G, Taro B and Amber C



JUNIOR SCHOOL COUNCIL

Recently the JSC were involved in fund raising for an extremely important cause. It was Remembrance Day. This day marks an important time in history. The poppies sold raise money for soldiers who have fought in the War and for those that have returned, as well as their families. As a whole school we exceeded our expectations of the money raised. We thank you for your support and appreciate your help in recognising the soldiers during the 1 minute silence and the activities undertaken during the week.

The JSC were involved in organising a Pyjama Day, which raised money for Farmers who have, and still continue to face hardships brought on by the drought. The amount of \$531.00 was an excellent total, which will be greatly appreciated by those doing it tough on the farms. Thank you to everyone for supporting this excellent cause.

SEMESTER 2 STUDENT REPORTS

Please be advised that students will receive a modified report this Semester. This year reports will be available online via uEducateUs unless a request is made for a hard copy paper print out.

The report will include the following:

- A personal comment in relation to your child's learning behaviours and social skills.
- A summary of the concepts learnt in numeracy (maths).
- A summary of the concepts learnt in literacy (reading, writing and speaking and listening).
- A summary of the concepts learnt in the specialist classes relevant to your child's class.
- Teacher judgement scores for literacy and numeracy.
- Student self reflection.

These reports will be made available to download via uEducateUs on Wednesday 16th December.

If you would prefer a hard copy print out of your child's report you must return the below slip by Friday the 4th of December.

Emily Forbes – PLC Leader

FORM TO FILL IN TO REQUEST HARD COPY PRINT OUT OF STUDENT REPORT (SEMESTER 1).

Must be handed in by Friday the 4th December.

PARENT NAME: _____

STUDENT/S NAME: _____ **GRADE:** _____

_____ **GRADE:** _____

_____ **GRADE:** _____

_____ **GRADE:** _____



STUDENT OF THE WEEK



Class	Student
PAS	Theo Richards for the thoughtful contributions you make to class discussions, it is great to see such wonderful progress in your confidence and learning. Well done Theo!
PJS	Parvaan Kandola for working on improving his listening skills when sitting on the floor and choosing a good place to sit for the day. Well done Parvaan, you are making great choices!
PLB	Penny Lord for showing great improvement in her writing with hearing and recording sounds. Well done Penny!
P1B	Joel Elliot for the 'voice' he shows us in his writing. Joel it doesn't matter what you write we love hearing your general knowledge, descriptive words and imagination! Ellen Hill for her positive learning attitude each and every day! Ellen you are a great role model for others, thank you.
1VG	Dyson Cooper for his fantastic efforts in maths and demonstrating some great strategies to solve maths problems.
1MC	Huon Stephenson for his dedication to his learning and willingness to accept feedback to improve his work.
1MP	Braidy Volk for fantastic efforts to stay focused on learning. Keep it up Braidy! Kay Everson for jumping in the Learning Pit in Word Study and finding a way to climb out again. Fantastic Kay!
2KE	Adley Perry for the eye catching presentation of her procedure <i>How to feed a king parrot with a lunch box</i> . Leo Hall for using clear and specific details to explain his Maths thinking in problem solving and reasoning.
2BM	Braxton Albornoz & Amber Kavanagh for the great care and focus you have put into writing lessons and the presentation of your work. Especially your letter writing. Well done!
2DP	Analeigh Krastins for your continued dedication to your learning. You always push yourself to work hard and achieve the best you can.
23C	Bridget Nolen for creative thinking and the courage to share her ideas. Curtis Mcallister for his enthusiasm and creative ideas in writing and developing his Passion Project.
3CM	Ahren Hudson for confidently sharing the strategies he uses to solve word problems in maths. Claire Bryan for using self-feedback to improve her Narrative writing piece for her Passion Project about Cooking.
3CP	Lola Phair for completing an interesting Passion Project on people who have influenced the world. Jett Sellings for working hard to ensure his writing is super neat. Great Job!
34P	Isabelle Timmers for working really hard this week to complete the first part of her Information Report on Perth, keep working hard Izzy! Es O'Reilly for working really well on his Passion Project about the AFL. He has completed 4 different pieces of writing about a topic he loves. Well done Es!

4CT	Alliyah Hudson for being part of our Learning Classroom and being focused on your writing while working on your Passion Project.
4RP	Tom Carter For taking on feedback to make improvements to his Passion Project. Leon Rhode For being an honest and reliable class member and friend.
5CA	Nash Faithful for working well with others and putting more detail into his writing. Well done Nash!
5JS	Kassandra Hall and Charlie Trevaskis for always demonstrating our school values inside and outside of the classroom. Keep up the good work girls!
5JW	Mahalia-Pixie Stirling for putting in a huge amount of effort and for having such a great work ethic at all times. Issy Sykes for making great learning choices and for giving insightful contributions whenever she shares her thinking. Fantastic effort girls!
56A	Hirani Hudson for showing growth mindset by goal setting and striving to produce her best work.
56F	Tanika Krambehr for demonstrating excellent leadership skills by being responsible and diligent in her role as an ICT Monitor in our classroom. Thank you for your hard work!
6CM	Cody Williams for his helpful and kind nature. Cody is a quiet achiever who tries his very best in everything he does. It is a pleasure having you in 6CM Cody!
6FW	Charlotte Swaby for gaining confidence in everything she does this year - well done Charlotte!

RECOVERY FROM BUSHFIRE AND EMOTIONAL PREPAREDNESS FOR SUMMER

WHAT IS EMOTIONAL PREPAREDNESS AND WHY IS IT IMPORTANT?

Experiencing the threat of bushfire is generally a stressful and frightening experience. In Australia, every summer brings the risk of bushfire and whilst many people understand what it is to be 'physically' prepared (making sure long grass is cut, gutters are clean, and valuable items are packed up ready for evacuation), fewer people are aware of what it is to be 'emotionally' prepared. For those communities that have experienced bushfire, summer can be challenging.

We can think about and understand emotional preparedness in two main ways (see below) but first it is important to understand a little about the human body's inbuilt 'threat detection' system. Sometimes we also refer to this as 'survival mode', which means that whenever we are involved in a threatening situation such as a car accident, armed robbery, farm accident, or bushfire, our mind and body adapt very quickly and enter into a specialised state of functioning. The purpose of this state is to increase the chance that we will successfully get through the 'threatening' situation and survive. A whole series of changes take place such as heart rate increasing, breathing becoming more rapid, and we also become full of energy due to adrenalin and sugar being released into the blood, to name a few. In regard to 'emotional' preparedness for bushfire, it is important to realise the following:

1. That as summer approaches and as the weather conditions change (grass drying out, the temperature increasing, northerly winds becoming more frequent) the 'threat detection system' may start to turn on. That is, it may start to tell us that there is the threat of bushfire (even if there isn't) and we may start to experience physical changes (like those mentioned above), emotional changes (anxiety and fear) or thought based changes ('what if there is a fire again', 'I'm not sure I can go through that again'). People may also start to remember parts of their previous bushfire experience.
2. Should a bushfire actually occur and, unless we are prepared for the changes that take place in the body and mind when 'survival' mode turns on and know how to manage these changes, we may not be able to put into practice a physical plan or respond to unanticipated events (for example, a petrol generator breaks down). This has to do with the fact that our brains function very differently and we are not able to think clearly and solve problems when we are under threat, especially if we panic or become overwhelmed.

HOW DO I PREPARE EMOTIONALLY FOR SUMMER?

One way to become emotionally prepared for summer and for the potential of bushfire is to remember the word **AIM**, which is explained below:

- **A = Anticipate:** that summer probably will be stressful and that different parts of the mind and body's 'threat detection' system may well turn on if triggered. If you can understand that this may happen then you can learn how to manage your reactions better.
- **I = Identify:** your own unique physical, emotional and thought based reactions to the threat of bushfire. Every person responds in their own way and it is important to be able to recognise these reactions. It is also important to realise that these reactions are a sign that our mind and body are doing what they are supposed to do to prepare us.

- **M = Manage:** if we get overwhelmed or go into a state of complete fear or panic, not only is it a very unpleasant experience but we if we need to respond to a real threat of bushfire we may not be able to think clearly enough to do so. See the 'Tips and Suggestions' mentioned below.

Lastly, it is important to combine emotional preparation with physical preparation by having a clearly identified bushfire survival plan and rehearsing it until it becomes something you are very familiar with and feel like you can do automatically.

ADDITIONAL TIPS AND SUGGESTIONS FOR BUSHFIRE

1. **Monitor media exposure** for children and adolescents so as to prevent unnecessary anxiety and concern.
2. **Listen to children and talk to them** about any concerns they may have and try to provide reassurance.
3. **Allow children to express feelings:** don't shut them down or tell them to not feel the way they are describing.
4. **Remain aware of the content of adult conversations** around children. It is not always necessary for children to be aware of adult issues as they may cause concern and worry.
5. **Be aware of your own emotional reactions:** if you are anxious and stressed around children, this will likely affect them. Try to be calm and confident and let children know that you will keep them safe.

RESOURCES

The following is an article (written but you can also listen to it in audio format) with David Younger, Clinical Psychologist, about 'Preparing for the First Summer After Bushfire'
<https://www.beyondblue.org.au/personal-best/pillar/in-focus/preparing-for-the-first-summer-after-bushfire>

TRAUMA RECOVERY TEAM SUPPORTS AVAILABLE

Please contact your Area Bushfire Recovery Practitioner or email trauma.recovery@education.vic.gov.au for further information or requests for support regarding emotional preparedness and bushfire recovery.



Instagram

Instagram is a photo, video, and message sharing app with a huge following, especially among young people. Young people use it to capture special moments, but also to carry on conversations in a fun way – using photos, videos, filters, comments, captions, emoticons, hashtags and links to talk about things and share their passions. The minimum age to have an Instagram account is 13.

ACCOUNT PRIVACY The first choice you can make with your child is whether their account is public or private. If your child’s account is private, they approve the people who follow them, and can remove followers at any time. Private accounts mean your child’s content can’t be seen by anyone they haven’t approved. If your child is public, anyone can see the content they post on Stories, Feed, or Live, and can follow them without needing approval. If your child already has a public account, they can switch to private at any time; they can also go from private to public. They can remove followers, choose who can comment and more. Your child can also turn off “Show Activity Status” so friends can’t see when they’re online.

BLOCK UNWANTED INTERACTIONS Your child can block accounts they don’t want to interact with. This will block people from seeing and commenting on their posts, stories, and Live broadcasts. When you block an account, that person is not notified. You can unblock an account at any time.

REPORTING Let your child know that if they spot an account, photo, video, comment, message or story that is intended to bully or harass someone, they can report it from within the app by tapping “...” on the top right corner of the post or profile, swiping left on the comment, or tapping and holding the message, and tapping “Report.” Reporting is totally anonymous;

More info can be found at

<https://www.csyw.qld.gov.au/resources/campaign/stop-cyberbullying/convo2019-presentation-instagram.pdf>