

Omeo Primary School Newsletter



Omeo Primary School
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Acting Principal - Jeff Wilson
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Wednesday 22nd February 2023

Respect Inclusion Persistence Enjoyment Excellence

Calendar dates

FEBRUARY :

Book Club Orders due

Friday mornings: Breakfast Club run by Renata and Ryan **NO BREAKFAST CLUB THIS FRIDAY 24TH FEB**

Wednesday 22nd February- **Western District**

Swimming Carnival- Bairnsdale Pool (outdoor)

MARCH:

1st – Info evening, community BBQ and O'me'O Museum (see below for details)

Birthdays



Happy Birthday to Oliver and Josh Pendergast for the 18th February.

From the Principal



Dear Families and community,
Sometimes my newsletter items will be about my thoughts for childrens' learning. After all learning is one of the main goals of schooling.

One of the most important ideas we can communicate to our children is the importance of reading and literacy in general. If a child can become highly literate it opens doors to many pathways in the future. Mem Fox (author) once said: 'When I say to a parent, read to a child, I don't want it sound like medicine. I want it to sound like chocolate.'

Reading is more than just a universal literacy goal. Reading also has massive benefits for children to understand themselves and interpret the world. Children's literature helps children experience the joy of sounds and images; the pleasure of words; the excitement of meeting the feelings of characters as well as putting themselves in the shoes of a character.

How can you help your child with reading? The principle is easy: **To, with, by.** Read **to** your child, read **with** your child and have your child **read to you** (by the child). If you find a book is too difficult for your child to read it is okay to read it to them instead.

I continue to encourage massive efforts so that all our children can be successful readers.

Please see the School's Privacy policy 'Information for Parents' at the end of this newsletter.

Kind Regards,

Jeff Wilson.

**Info evening,
community BBQ
O'me'O Museum:**



and

This year we are running our parent Information Evening a little differently. The structure is as follows
Wednesday 1st March:

5:00 pm: Junior class session with Kate Freestone
5:30 pm: Senior class session with Gemma Rendell
6:00 pm: Community BBQ: we would like to invite all families and community members to our school for a BBQ dinner, tours of the school and the unveiling of our O’me’o Museum, which will showcase the children and staff at our school and allow you to get to know us all a bit better. Please extend this invitation to your family and friends.

The PFC will be providing meat however we ask families to also contribute a dish. **Junior class are asked to bring a dessert, Senior class a salad.** If you have children across both classes you may choose either dish. **A note went home with children on Tuesday 21st for you to indicate numbers attending and dietary preferences. Please get these back in by Friday 24th February.**

School bank details CBA: BSB: 063-857; Account No: 10006685. Please mark your transaction with family name and what it is for eg: *Shepherd Fees 22*

From the Office

Voluntary Fees: NOW DUE

A thankyou ONCE AGAIN to the parents who have already paid their Voluntary fees: \$140.00 for Senior students/ \$110 for Junior students. Payment method preferred is direct credit into the school’s account. Please see above for Bank details. **Some of your fees go towards our successful swimming program- the bus costs are always the most expensive part of the programme, so looking forward to those fees being paid to the school for 2023.**

PFC CALF SALES FUNDRAISER

PFC have put out a request for helpers for the PFC Calf Sales Fundraiser- at this stage we have 1 person- Kate Freestone who has returned her form to say she will help! Please, the PFC need your help- they do a fantastic job in raising money through their hard work which benefits ALL THE CHILDREN AT OMEO PRIMARY SCHOOL.

BOOK CLUB

Still looking for someone to assist Kate- she is terribly busy and just a hand would make her load much lighter.

ENROLMENT INFORMATION- Keep these coming!

Last week, enrolment forms came home to families to check that the information and data we have on line is correct. This is most important for parent contact numbers and emergency numbers.

If you have any questions about anything mentioned here ‘From the Office’ or just have a general query, please don’t hesitate to contact me- Andrea on 5159 1313 or by email-

andrea.shepherd@education.vic.gov.au

I work 3 days a week: Monday, Tuesday and Wednesday.

Looking forward to receiving the requested information and forms from parents.

Andrea Shepherd- Business Manager

Student of the Week - Demonstrating our school values.



Our Value Mascots

Back: Emma Enjoyment, Pippa Persistence, Riana Respect,
Front: Isaac Inclusion, Eddie Excellence

This week the junior room congratulates:

Landyn Snape

For your continued demonstration of our school value of Excellence. Landyn you always go above and beyond in all learning activities and interactions at school, continuously doing your best. Well done!

This week the senior room congratulates:

Imogen Fitzgerald

For challenging herself in maths when constructing bar graphs and ensuring her data was well organised and presented. Well done Immy for persisting and showing excellence.

School information and news

Best of luck to our High Country swimmers, participating in the Western District Swimming Carnival at Bairnsdale pool today. Representing the High Country, along with Swifts Creek students are: Arle Kewish, George Hill and Bodhi Van Heek.

'Handle with care'

Has your child had a rough night sleep? Or something else that may affect their school day? If your family is experiencing difficulties at home, we would like to provide additional support at school. To ensure we can understand and provide supports for your child please message your child's teacher 'Handle with care'. You do not need to give any reasoning, although we encourage you to let us know if anything major has happened. We understand how busy the mornings are! So, a simple 'handle with care' note is all that's needed to allow us to understand.

Junior Class News

It has been lovely to spend this week in the classroom getting into more of a routine as swimming has finished. From next week the Preps will be joining us each day too!

We have been talking about noise level this week even though LOTS of learning is happening, at times there is also LOTS of chatting with friends. I would love our classroom to have a 'learning buzz', however excess noise and off task chatting takes learning away from ourselves and others. We will be working on this in the coming weeks.

We loved our first Respectful Relationships session with Ashleigh yesterday in the Wellbeing Room, and our learning about engine speeds in this session will facilitate our creation of a 'learning buzz' in our classroom.

Please help your child choose 3-5 items to bring to school on **Monday 27th of February** for their 'Me Bags'. This could be a favourite teddy or toy, photos of family or a favourite holiday, books that have been enjoyed in your family, basically things that are important to your child so we can all learn more about them. Parents and siblings are welcome to bring 'Me Bags' to school also. I have lots of bags in

my room that are perfect. Items will be kept at school for the week to make up our 'O'me'o Museum as part of our Information Night and Community BBQ next Wednesday 1st March.

Kate Freestone

Senior Class News

It has been lovely to be at school for a few days in a row! It has allowed us to re-evaluate our routines and classroom systems. Students have settled straight back in after swimming and are eager to learn.

In mathematics we have begun learning about data collection and different types of graphs such as bar charts. We constructed bar graphs with data about our classroom birthdays and have begun collecting data and constructing bar graphs that are split into boys and girls columns. Being able to read and understand graphs has been and will continue to be a key focus over the next week. We will explore line graphs and pie charts over the coming week.

Within literacy we have been continuing to learn about narrative texts and their features. We have explored nouns, verbs, adjectives, conjunctions and interjections and found them within picture story books. We have begun Words Their Way and most students have completed their spelling test for this. Within writing our Year 5 and 6 students have been working hard on their School Leaders' Speeches to allow them to speak in front of the school and run for school leader – good luck to all! Our Year 3 and 4 students have been working hard to better their narrative writing. Many have been editing and typing up their narratives ready to publish.

Science this week gave students the opportunity to work on their science projects of exploring and gathering information on a significant place in Australia. Students have used both the internet and books from the school library to gather this information.

Please help your child choose 3-5 items to bring to school on **Monday 27th of February** for their 'Me Bags'. This could be a favourite teddy or toy, photos of family or a favourite holiday, books that have been enjoyed in your family, basically things that are

important to your child so we can all learn more about them. Students are encouraged to 'think outside the box' with what items they bring!

Items will be kept at school for the week to make up our 'O'me'o Museum as part of our Information Night and Community BBQ next Wednesday 1st March.

A friendly reminder to touch base if you have any questions or concerns. Keep an eye on Class Dojo for photos and updates throughout the week of what we are up to!

My email is: gemma.rendell@education.vic.gov.au

Gemma Rendell

Wellbeing and Engagement

On Tuesday we had our first Resilience, Rights and Respectful Relationships sessions. The students and staff were excited to utilise the 'Wellbeing Space' for these sessions. Tuesday was all about introducing our new students and staff to our 'engine speed' analogy, which Sophie taught us in 2021. This analogy is about noticing where our engines are running; 'too slow', 'just right', 'revving up' or 'too fast', and then thinking of ways to help shift our engines to 'just right' for any given task.

Eg. I get to school one morning after stubbing my toe at home. I'm feeling a bit sore and frustrated, so maybe my engine is 'revving up'. Someone accidentally bumps into me, and because my engine wasn't 'just right' I get upset and angry. How can I try to shift into 'just right' when I'm feeling frustrated? Students suggested talking to a teacher, spending some time in the wellbeing room, running some laps around the oval. All great ideas!

This 'engine speed' language is something most of our students are very familiar with and could be great for at home. If you would like to know more about it or would like some of our resources, please be in touch!



Ashleigh Pendergast



Breakfast club runs Friday mornings. Thanks to Renata and Ryan for their work every week in providing this

opportunity for your children.

Community Information

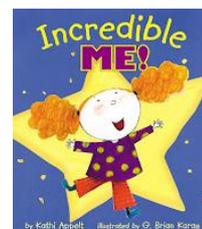


Storytime is back!

No bookings are required.

Storytime (for ages 2 - 5)

Omeo Library | Wednesdays at 11.15 am





SCHOOLS' PRIVACY POLICY

INFORMATION FOR PARENTS

The Schools' Privacy Policy informs the school community that information about students can be shared to fulfil the schools' core functions of educating and supporting our students.

The Schools' Privacy Policy establishes a clarified 'need to know' framework, where school staff share information about students with other staff who need to know as part of their role. This is consistent with Victorian privacy law.

Who does the policy apply to?

The policy applies to all central, regional and school staff including principals, teachers, visiting teachers, administration staff, social workers, wellbeing staff, youth workers, nurses, Student Support Service officers (SSSOs) and all other allied health practitioners. This means the 'need to know' framework below also applies to all school staff, whether employees, service providers (contractors) and agents (whether paid or unpaid) of the Department.

Need to know

All school staff can, and must, share information about a student with other staff who 'need to know' that information to enable the school to:

- **educate** the student (including to plan for individual needs or address barriers to learning)
- **support** the student's social and emotional wellbeing and health
- fulfil legal obligations, including to:
 - take reasonable steps to reduce the risk of **reasonably foreseeable harm** to the student, other students, staff or visitors (duty of care)
 - make **reasonable adjustments** for a student's disability (anti-discrimination law)
 - provide **a safe and secure workplace** (occupational health and safety law).

Please note: the Child and Family Violence Information Sharing Schemes allow prescribed organisations to share confidential information with each other to promote the wellbeing or safety of children, or to assess or manage family violence risk. Victorian schools and a range of other Victorian services fall under these schemes. For more information, refer to: <https://www.vic.gov.au/information-sharing-schemes-and-the-maram-framework>.

Who decides who 'needs to know'?

Subject to the principal's direction, each staff member decides who needs to know specific, relevant information about a student, based on the 'need to know' framework.

Sharing relevant information with other staff who 'need to know' is very different from idle conversation or gossip.

School staff are entrusted with a large amount of important information about students. Staff must treat all such personal and health information sensitively and

respectfully, and not share it other than on this 'need to know' basis.

What information and records can be transferred to a student's next school?

When a student has been accepted at, and is transferring to or from, another school (Victorian government, non-government and/or interstate), the current school transfers information about the student to the new school. This information may include copies of the student's school records, including any health, wellbeing or safety related information.

Parental consent is not required to transfer this information between Victorian government schools but must be obtained when the student is transferring to or from Victorian non-government schools, including Catholic schools or interstate schools.

Principals (or authorised representatives) determine what information to provide to the next school based on the 'need to know' framework:

What information does the next school 'need to know' to properly educate or support the student, and fulfil the school's legal obligations?

'NEED TO KNOW' framework

Duty of care

A school's duty of care to students means that a principal or other member of the leadership team needs to know about any **reasonably foreseeable risk of harm to anyone** because of the student's behaviour, disability, family circumstances or any other relevant circumstances related to the student.

So, for example, if there is a reasonably foreseeable risk to anyone because the student:

- displays violent behaviours
- is a victim or perpetrator of bullying, assault or age-inappropriate sexualised behaviours
- has emotional, wellbeing or self-harm issues

then staff must **tell the principal** (or other member of the school leadership team).

The principal will then share relevant information with any other staff member that needs to know because they work with, or supervise, the student. Staff must provide the

principal with enough relevant information required to adequately fulfil their own duty of care – so that the principal can fulfil their duty of care too.

Importantly, when there is a reasonably foreseeable risk of harm, staff should act on that information and share the information with other staff who 'need to know', even if the student or parent asks that information not be shared.

Anti-discrimination law

A school's obligation to provide **reasonable adjustments** for students with disabilities (regardless of whether they are eligible under the Program for Students with Disabilities) means that relevant information about a student's disability and their needs must be shared with all staff who work with or supervise that student.

This is required to enable the school to make properly informed decisions about what adjustments are reasonable, and then to implement those adjustments.

This may also be required to meet the duty of care to that student (for example, a student with a medical condition who may require treatment).

This means that relevant information must be shared with all staff who work with or supervise that student, to enable them to:

- understand the student's disability and how it affects their learning and social or emotional wellbeing
- implement reasonable adjustments at school, including understanding all recommendations made by the student's treating practitioners.

The relevant school policies are followed by school staff when engaging with parents, such as wellbeing and behaviour policies. Go to your school's website for relevant policies. School staff are available to provide further information about school policies and handling of personal information or contact the DET Privacy Officer at privacy@education.vic.gov.au.

Lets talk spoons! Could the spoon theory help us understand why our child (or ourselves) copes with some things some days but other days it's just too much? Analogies like this one can be helpful in teaching what

our child is experiencing and creates some easy, safe language so that our child can communicate these feelings with us.

Teach me about SPOON THEORY



1

NeuroWild

Every day I have things I need to do.
Some of the things are FUN,
like seeing my friends.

And some things are BORING or ANNOYING,
like cleaning my room.

Each of these things
costs SPOONS.

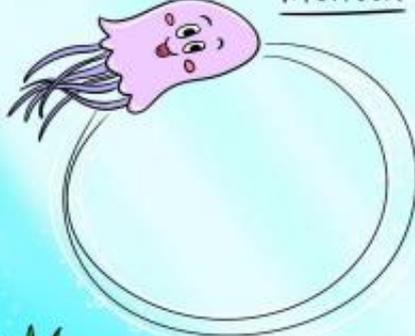


NeuroWild

3

4.

Spoons are
kind of like
mental energy!



NeuroWild

Everyone has a limited number of spoons
to spend each day.

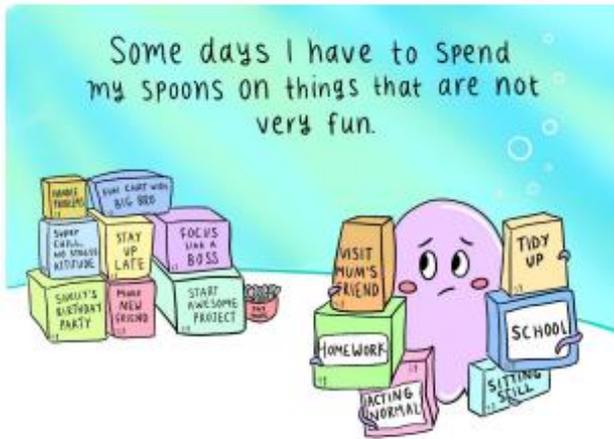
Different things
cost different amounts
of SPOONS.

It's a good idea
to be careful
with your SPOONS...

because once your spoons
are used up,
that's it for the day!



NeuroWild



Some days I have to spend my spoons on things that are not very fun.

And I don't have enough spoons for the things that I like.



When I've run out of spoons...



I get sad easily.



I get angry more quickly.



I find it hard to do things.



I just have nothing left.



So I don't run out, it helps to make a plan about how I will use my spoons.



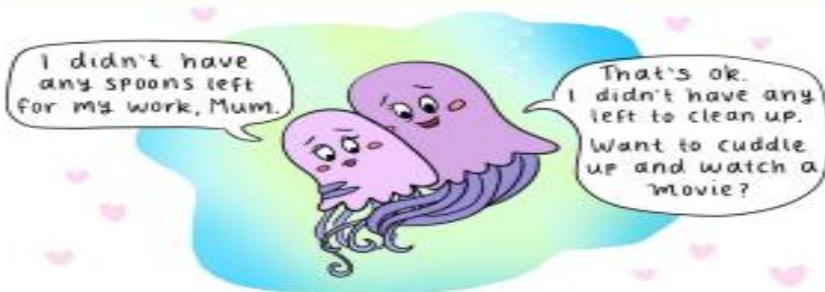
If I know there's something expensive coming up, I will SAVE some spoons for that.



It also helps to know that I can get some spoons back by:



Some days it's hard to keep track of how many SPOONS I've used, and I don't realise until it's too late.



When that happens, I know who can help me.



