

Tarwin Lower Primary Newsletter

School Road, Tarwin Lower

Ph- 5663 5263

Email- tarwin.lower.ps@education.vic.gov.au



Tarwin Lower Primary School

Small School, Big Opportunities

17th November 2021

Newsletter No. 18

Dear Families,

It is great news about the opening up of Victoria, however it does mean that the positive cases in schools is creeping slowly closer. There are cases in Wonthaggi PS, Korumburra PS and Inverloch PS.

Thank you to all of you who continue to socially distance during pick up and drop off, and the vaccinated adults who enter the office and QR check in and wear a mask.

Thank you to everyone for your understanding that we need to sight the green tick on your QR check in, or the certificate, and we are following Education Department procedures. By following all these COVID safe arrangements we are optimising the safety and wellbeing of all students at Tarwin Lower Primary School.

Where possible and practical, all doorways and multiple windows are being kept open during the school day to ensure maximum natural ventilation through our learning spaces. When entering the classroom after recess and lunchtime students are still being supported to use hand sanitiser before settling into their work. Face masks are worn in the classroom by students in Years 3-6.

Like you, we hope that all of our extensive procedures and great working relationships with families avoid any potential closures. To this end, we seek the support of all families to vigilantly monitor children for symptoms and if in doubt to get tested immediately.

The latest full information from the department is in this newsletter (*Vaccination requirements for parents, carers and other visitors not performing work*). It states only fully vaccinated adults are able to attend outdoor school gatherings and



the school must check QR check ins of all attendees. As the school has multiple entry points and the task of checking would be challenging, we have decided to have the school concert recorded and available for viewing online.

I understand that this will be disappointing for many, nevertheless we want our school community to be safe, especially for the beginning of the Christmas holidays. We will however pivot to an onsite concert for all if the requirements change. I will discuss the grade six graduation directly with the families involved, and what the arrangements will be,



We do have some good news. For the next three years we will have OSHC (Out of School Hours Care) running at our school for, before and after school care. And we hope if there is enough school support, it will continue to run past the three-year contract. School Council has employed TheirCare as the school provider – it is Australian owned and is Australia's most popular Before & After Care School Provider. There is more information in the newsletter and also [here](#).

We also have our school camp for the grade 3/4 's in two weeks, and hot off the press – there will be a surfing excursion to Sandy Point for the grade 5/6 students on Friday 3rd December. More information with times and costs will be out shortly.

Have you read your child's latest report on Compass? Stay up to date with your child's progress by logging onto Compass. This term there is already a Social and Emotional comment and a Reading comment. By next week there will also be a Maths comment.

Warm Regards,
Jennifer Cox
Principal





Bus Stop Changes

If your child is a regular bus user, and you wish them to get off the bus in the afternoon at a stop that it not their usual one, you will be required to **send in a note or make a call to the office.**



We have had students telling the bus driver that they need to get off at a different stop (e.g. the park). He has no way of verifying this and there is always the risk of the child being left somewhere they are not meant to be.

So, if there is no note, or no phone call the students will only be allowed to leave the bus at their designated stops.

Thank you for your understanding and cooperation.

Forest Lodge Camp - Grades 3 & 4

Payment must be received in full by Wednesday 24th November.

Payment can be made in instalments if you wish. Please pay by direct debit (see bank details on this page), cash or cheque or Compass Pay. (please note that if you use Compass Pay you will be asked to give permission again).

Please let the school know any of the following:

- Does your child require any medication while on Camp? Remember that we must have a doctor's letter outlining medication, dosage and time.
- Does your child have any special dietary requirements? Eg Vegetarian, Vegan, Allergy to certain foods.

Transition from Kindergarten to Prep

Our transition program for our 2022 preps continues on Friday 19th November.

Transition dates are on the last page of this newsletter.

An email will be sent to parents of 2022 preps reminding them of the dates.

If you know of any preschoolers in the area, please pass this information on to them.

Book Club

Issue 8 will be coming home today. Orders must be in by Friday 26th November. Please use this as an opportunity to purchase books for the children to receive from Santa on the last day of school. Please bring wrapped and labelled books to the office for Santa to hand out (sooner rather than later if possible).



Prep Transition



Happy Birthday

We hope you had a great day on your birthday

◆ Lilly

◆ Evan



Bread Tags

Remember to continue to collect your bread tags this year.



School Bank Details

ACC NAME:	Tarwin Lower Primary School
BSB:	633108
ACC:	151500626



DATES TO REMEMBER

Friday 19th November	Prep Transition Day #2 11.30am - 1.00pm
Friday 26th November	Prep Transition Day #3 11.30am - 1.00pm
Tuesday 30th November	Curriculum Day - No students at School
Wednesday 1st - Thursday 3rd December	Forest Lodge Camp Grades 3 & 4
Friday 3rd December	Surfing @Sandy Point Grades 5 & 6
Friday 3rd December	Prep Transition Day #4 11.30am - 1.00pm
Tuesday 7th December	Orientation Day - Gr 6 to Secondary/Preps 9.00am - 11.00am
Wednesday 8th December	End of Year Excursion - Fun day @ Toora Pool
Friday 17th December	Last Day of Term 4 - Happy Holidays!!

Vaccination requirements for parents, carers and other visitors not performing work

All parents, carers and other visitors attending schools, including for drop off and pick up must also adhere to physical distancing, density limits, face mask requirements and practise respiratory etiquette and good hand hygiene.

Parents, carers and other adult visitors not performing work who enter school buildings must check in using the QR code and schools must sight vaccination information, but do not need to collect, record or hold the information.

Parents, carers and other adult visitors who enter school buildings must also have had at least one dose of COVID-19 vaccine and must have had two doses of COVID-19 vaccine by 29 November 2021 or have a valid medical exception with the following limited exceptions:

- when attending to administer medical treatment to their own child when the treatment cannot be administered by the school
- when attending to collect their child who is unwell and cannot leave the school building unaccompanied by their parent/carer when attending for a momentary period that does not involve any sustained contact with staff or students, for example, to collect a completed art project or similar.

This vaccination requirement applies to all school activities inside school buildings, including but not limited to tours, graduations, kindergarten transition activities.

Parents, carers and other adult visitors attending an outdoor event or gathering held at schools, such as a fete or school production, are also required to be fully vaccinated. In these instances, parents, carers and adult visitors must check in using the QR codes (located at suitable entry points for outdoor events

and gatherings) and schools must sight vaccination information.

Meetings and other discussions (such as Student Support Group meetings) with parents and carers who do not meet vaccination requirements should be held virtually.

Parents and carers attending school sites for drop off and pick up who do not enter school buildings do not need to comply with vaccination requirements.



Congratulations to our award winners from the last two Fridays. Well Done!!



TARWIN FOOTBALL NETBALL CLUB

Tarwin Sharks are looking for enthusiastic Netballers, Girls and Boys to play in the 13 & under 2022 competition in the Mid Gippsland league.

We also run a Net Set Go programme on Thursdays after school starting around Mid April 2022.

If your child is keen to play but is a bit young for 13 & under competition this programme is a great way to learn the game.

If you are interested in having a go please
Contact: Michelle Burggraaff 0428 562 478

We would love to see you at Shark Park





"Small School, Big Opportunities"
Kindness, Cooperation, Resilience, Respect

Tarwin Lower Primary School
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Fax. 5663 5474
tarwin.lower.ps@education.vic.gov.au

TARWIN LOWER PRIMARY SCHOOL TRANSITION DATES FOR PREPS BEGINNING IN 2022



1.	Friday 12 th November 2021	11.30am – 1.30pm
2.	Friday 19 th November 2021	11.30am – 1.30pm
3.	Friday 26 th November 2021	11.30am – 1.30pm
4.	Friday 3 rd December 2021	11.30am – 1.30pm
5.	Tuesday 7 th December 2021	09.00am – 11.00am



School tours are very welcome.
Please call 5663 5263 to arrange a visit.



Child Care Subsidy

Information for families and carers

The Child Care Subsidy (CCS) is the main way the Australian Government helps families with childcare fees. This includes fees for outside school hours care programs.

Child care providers are granted approval under Family Assistance Law to receive CCS on behalf of families. CCS is paid to child care providers, who pass it on to families as a fee reduction. Families then pay out-of-pocket the difference between the provider's fee and the subsidy amount. Families can get CCS when their child is unable to attend child care up to 42 days a year. Families can also access extra absence days in certain circumstances, which are [outlined on the Services Australia website](#).

Services Australia balances CCS payments after each financial year to ensure families are paid the right amount.

Family and carer eligibility

Families and carers must meet certain requirements to be eligible for CCS.

Families and carers must:

- care for their child at least two nights per fortnight, have 14% share of care, or receive Family Tax Benefit for their child
- make a co-contribution to their child care fees at an approved child care service
- meet residency requirements.

Their child must:

- meet immunisation requirements
- not be attending secondary school (unless an exemption applies)
- be 13 or under (except in certain circumstances).

Family and carer entitlement

Three factors determine how much CCS a family/ carer receives:

- [combined annual family income](#)
- [activity level](#), and
- [type of child care used](#).

Extra help is available for vulnerable and disadvantaged families through the [Child Care Safety Net which includes the Additional Child Care Subsidy](#). Families and carers can get an estimate of what they may be entitled to on [Services Australia's Payment and Service Finder](#).

Child Care Subsidy complaints

Parents and carers can raise complaints that relate to [Child Care Subsidy](#) payments, by contacting the Department of Education, Skills and Training by phone: 1300 667 276 or [email: ccshelpdesk@dese.gov.au](mailto:ccshelpdesk@dese.gov.au).

More information

For more Child Care Subsidy information go to: [Child Care Subsidy - Who can get it - Services Australia](#).

Term Dates Until the Year 2030

The Education and Training Reform Regulations 2017 require the Minister for Education to determine the days on which a government school is required to be open for attendance by students.

The Minister for Education has set the term dates for **2026-2030**.

Setting school dates well in advance assists with school planning and ensures the school community knows the days Victorian government schools are open for student instruction.

The 2026-2030 term dates are based on these criteria:

- there are four school terms
- the school year is 200 days
- the Australia Day holiday occurs before students return to school
- the first term vacation is to coincide with Easter that, as far as possible, a consistent pattern be maintained from one five-year block to the next.

More information and the dates until 2030 are on the Department's website: [School term dates and holidays in Victoria \(education.vic.gov.au\)](#)



The Power of Words

How to give praise that motivates and empowers

We all want to motivate our kids to be their best, but did you know that how you praise can make a big difference to their resilience and self-confidence?

There is a strong praise paradox - Praise for intelligence or ability backfires. By understanding why saying "you're so smart" can actually make a child less confident, and by finding more effective ways to praise instead, parents and teachers can help foster an attitude that keeps them striving for success — even when the going gets tough.

Understanding Mindset and whether you believe that your abilities are fixed or that they can be improved with practice is very important.

A **fixed mindset** means you're more likely to give up when you find a task challenging, because all the effort in the world won't make up for your lack of innate ability. Of all the subjects on earth, people think maths is the most fixed, that it is a gift, you either have it or you don't. Due to this belief, if they aren't achieving the perfection they are aiming for, many students will begin to avoid subjects where they might fail, as seen when many girls drop math and science subjects in secondary school.

A **growth mindset** means you believe that you can improve with practice. So you're more likely to persist and to see failures as an opportunity and that failures are a part of learning. Maths is seen as an acquired set of skills, not a gift you have or don't have, and they achieve a lot better.

Psychologist Dr. Heidi Grant Halvorson, has shown that bright girls are particularly prone to a fixed mindset: "More often than not, bright girls believe that their abilities are innate and unchangeable, while bright boys believe that they can develop ability through effort and practice." This difference in attitude is believed to develop in large part due to the kinds of praise and feedback children receive from parents and teachers.

There is a connection between the praise we give and a child's willingness to keep trying a challenging task. When you praise someone, and say, "You're smart at this," the next time they struggle, they think they're not.

But if you praise the process they engage in — such as taking on difficulty, trying many different strategies, sticking to it and achieving over time — they're more likely to develop a growth mindset, which fosters resilience that helps them thrive even when they encounter challenges.

Children's beliefs about their learning ability start developing early: Parent's praise to their babies, one to three years of age, predicts that child's mindset and desire for challenge five years later. It doesn't mean it is set in stone, but it means that kind of value system — what you're praising, what you say is important — it's sinking in.

How To Give Process-Praise Vs. Person-Praise

Person-Praise 😞	Process-Praise 😊
Good job! You're so smart!	I'm impressed by all the creativity and hard work that you put into this project. Good job!
I knew you were great at math! See you got an A!	Great job! All that time you put into practicing math problems really paid off on this test.
That essay was great! You're such a good writer.	I love that you spent extra time brainstorming and researching the topic of your essay. It was fascinating to read!
You scored two goals this game; you're a soccer star!	Great game! All that time practicing your foot-work paid off with those stellar goals!

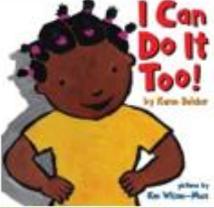
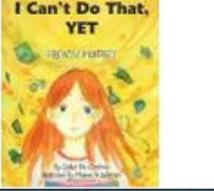
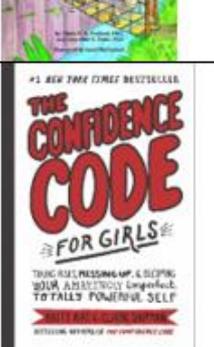
Focusing on how a child's effort led to success or furthered the learning progress is important. "Students know that they didn't make progress and you're praising them, it's a consolation prize," Carol Dweck says. "They also know you think they can't do any better."

When we praise children for their effort and their determination, the end result is positive in so many ways. It takes the focus off perfection, encouraging them to take risks, try new challenges, ask questions, and keep trying. That will serve them well, not just during their childhood and teen years, but throughout their life.

From A *Mighty Girl* blog – whole article can be read [here](#)



A Few Books Which Encourage a Growth Mindset

	<p>This little girl is proud to show all the people around her how independent she can be! Whether she's pouring juice at breakfast or riding a bike, her attempts may not always be perfect, but she knows that, with practice, there's nothing she can't learn to do. The bold artwork depicts the adults on one page and the little girl on the other, making this book fun as a read-aloud or for kids to look at independently.</p> <p>For a younger audience</p>
	<p>Enna loves stories before bed, but whenever her dad asks her to try reading the first page, all she can say is "I can't do that." In fact, that's the first phrase that comes to mind for anything difficult! But one night, she meets her future selves — Ennas who did all sorts of difficult, daring things — who tell her that any of those possibilities could happen with time and practice. By the time she wakes up, Enna realizes that "I can't do that" has become "I can't do that YET!" This empowering story will encourage kids to transform their own way of thinking.</p> <p>Ages 4-8</p>
	<p>Beatrice Bottomwell has never made even a single mistake in her nine years alive — in fact, her whole town knows her as The Girl Who Never Makes Mistakes. But when she almost makes her first right before the big talent show, she's rattled. Suddenly, she starts avoiding things she used to love, just in case she makes a mistake while she's doing them. However, when the inevitable happens and she does make a — very public and messy — mistake, something amazing happens; she laughs it off! It turns out that life is more fun when you realize that mistakes can be overcome... and that no one is perfect. This charming picture book will encourage kids to shake off their mistakes and get ready to try again.</p> <p>Ages 4-8</p>
	<p>Everyone makes mistakes sometimes... but for some kids, the possibility is terrifying. Perfectionism can trap kids in their worries, and even discourage them from trying something new and challenging in case they don't measure up. And with self-critical thoughts raging, it's hard to build confidence. Fortunately, with this interactive book, kids can learn to use cognitive behavioral approaches to understand their worries, quiet critical thoughts, and cope with mistakes. Encouraging and empowering, this accessible guide will help kids learn to live with imperfection and motivate them to push their limits.</p> <p>Ages 7-12</p>
	<p>Many girls are consumed by self-doubt on the inside, especially during the tween and teen years — but if they can crack the confidence code, they can learn how to set worries aside and focus their energy on what's really important: confidently pursuing their dreams and embracing their authentic selves! In this book, Katy Kay and Claire Shipman, the authors of the best-selling <i>The Confidence Code</i> for adult women, draw on the latest research to help tweens understand how to short-circuit the thoughts that drain your confidence and hold you back. Illustrations throughout help draw girls into the book, while lists, quizzes, and stories from real-life girls help readers understand how to embrace risk (and failure), overcome anxieties, and be happy in their own skins. Girls will also enjoy the companion journal which will help them put these skills into practice.</p> <p>Ages 8-12</p>



Outside School Hours Care (OSHC)

Information for Parents

Benefits of OSHC

OSHC supports children to develop social connection while having fun and learning with their peers. The benefits of OSHC include opportunities to engage in multi-age settings, participate in new activities, foster personal interests, and develop new friendships. Beyond benefits to children, OSHC services provide the opportunity for families to access an affordable and enriching care option that is local to a child's school or home.

Activities offered at OSHC

The activities and routine at OSHC will vary depending on the individual needs of the children, the community, and the service provider. All activities at OSHC are supervised by trained educators.

Each OSHC service delivers an educational program plan that is designed to meet the interests of the children at the service. Programmed activities may include such things as arts and crafts, sport and recreation pursuits, gardening and sustainability, music and drama, incursions, excursions, cooking, and engaging games.

OSHC services provide children with the opportunity to engage in unscheduled and outdoor play (adhering to the physical activity guidelines). Some children may choose to use their time at OSHC to complete their homework tasks, read or engage in quiet activities.

Food at OSHC

Typically, children are provided meals at before school care and after school care and bring their own food to vacation care.

OSHC services offer menus that must meet the National Regulations and National Quality Standard, the Australian Dietary Guidelines, and the Australian Guide to Healthy Eating. The food provided must consider any health requirements (such as allergies or intolerances) as well as any cultural or religious requirements. The Healthy Eating Advisory Service (HEAS) supports OSHC providers to adhere to the guidelines and standards for food at OSHC. A sample menu can be found at the [Healthy Eating Advisory Service](#). Parents are encouraged to raise concerns or specific requirements for food at OSHC directly with OSHC services.

Enrolling in OSHC

Parents are required to complete an enrolment form for their child to access the OSHC service. Each OSHC service will have its own enrolment process. The enrolment form will capture important information about the child, their interests, medical and allergy support needs, and emergency contact details.

Hours of operation

Hours of operation vary depending on the school's timetable and community need. Before school care generally operates from around 7am until the first school bell. After school care generally operates from the end of a school day until 6pm. Vacation care generally operates between 7am and 6pm, though not every OSHC service will offer all these types of care. Some services will also offer care on pupil-free days, and on days where school ends earlier than usual, such as the last day of term. Typically, the school council influences the OSHC hours of operation based on parent and wider community childcare needs.



Costs/Fees

A standard fee is between \$7 and \$10 per hour, though for most families, access to the Child Care Subsidy means that this is heavily subsidised. Almost all families will only pay between 15 percent and 50 percent of this cost. This may mean that a session of care can cost as little as \$3.00-\$5.00 which will usually include a meal or snack.

Subsidies available and eligibility criteria

Parents and Carers can apply for Commonwealth subsidies through Centrelink - Services Australia. The subsidies available include:

Child Care Subsidy (CCS)

This is a subsidy available for parents and carers who use an approved childcare service and are responsible for the fees. It applies to children aged 13 or younger, or aged 14 to 18 with disability who need supervision. Almost all families are eligible for CCS. The amount that is subsidised depends on two factors:

- **Activity Test:** Whether parents or carers are undertaking activities such as work, searching for work, study, or volunteering. The list of recognised activities is available on the Service Australia website.
- **Income Test:** For families earning up to \$70,015 per annum, 85% of the cost is subsidised. For example, if the cost of a session is \$20, a lower income family only pays \$3, with the remaining \$17 being subsidised. For families earning more than this, the amount of subsidy reduces on a sliding scale, which can also be found on the Services Australia website.

Additional Child Care Subsidy (ACCS)

This is a subsidy available to some parents or carers who use an approved childcare service and are responsible for the fees, however this level of subsidy differs to the CCS in acknowledgement of the extra help that may be required for the family. To be eligible a family must meet one of the following:

- an eligible grandparent getting an income support payment
- transitioning from certain income support payments to work
- experiencing temporary financial hardship
- caring for a child who is vulnerable or at risk of harm, abuse or neglect.

For more information on these subsidies, consult the Services Australia website: [Child Care Subsidy](#) and [Additional Child Care Subsidy](#).

Payments made to OSHC services

Payment methods will vary from service to service. Some services will operate with a BPAY account or a direct debit service that is facilitated through the OSHC booking system. Some OSHC services may hold an account with a school (if the OSHC is a school council delivered program). It is important that parents read the payment of fees policy when exploring OSHC services to understand the variety of payment methods available.

Qualifications of the educators at OSHC

OSHC service staff must meet the following criteria:



- At least one educator in attendance must have first aid, asthma and anaphylaxis qualifications
- At least one half of educators who are working directly with children must be working towards a Diploma-equivalent or higher qualification. The other half must be working towards a Certificate III-equivalent or higher qualification.

Supervision requirements at OSHC

Legally, the service must have at least one qualified staff member for each group of 15 children (or part thereof) in attendance. However, depending on circumstances, additional educators may be required to ensure adequate supervision, so this number is a minimum rather than a maximum. For smaller services, it is common that they operate with a single staff member and these smaller services will have policies and procedures in place to manage this.

Travel to and from the OSHC services

If a child is attending a service that is not at the school that they attend, the arrangements for travel to and from an OSHC service will vary depending on the distance of the OSHC service to the school site. In rural or remote settings, transportation such as buses may be arranged to transition a group of children from school to an OSHC service at another location. Generally, the following travel arrangements occur for OSHC services held on or within proximity to the school campus:

- A parent or authorised person will drop off a child at OSHC for before school care and vacation care
- At the start of a school day, children will make their own way from before school care to their classroom, with support of OSHC educators as required in a transition plan
- At the end of a school day, children will make their own way from their classroom to OSHC for after school care, with support of OSHC educators as required in a transition plan
- Children will be collected and signed out by a parent or authorised person at the end of after school care or vacation care

OSHC service delivery

The school council makes the decision as to whether it will deliver the OSHC service itself or outsource to a third-party provider. Most third-party providers are private companies, but in some cases, they can be local government or not-for-profit organisations.

All providers must hold approval under the National Quality Framework. Details of services operated by a provider, including the results of these services' Assessment and Rating against the National Quality Standard (NQS), are available at the Starting Blocks website. Services can be rated as "Working Towards NQS", "Meeting NQS", "Exceeding NQS" or "Excellent".

Supports available for children with special needs

Inclusion Support Agencies are funded in each state and territory to include children with disabilities or cultural differences in OSHC. In some circumstances, funding is available through an Inclusion Support Agency for OSHC services to access equipment or engage additional staffing. The Inclusion Development Fund and Specialist Equipment Library both support OSHC services to access equipment and resources and are facilitated through Inclusion Support Agencies. The Victorian Inclusion Support Agency is [Community Child Care Association \(CCCA\)](#).

Supporting children's medical needs and allergies

OSHC services are responsible under laws and regulations to ensure that medical needs and allergies are managed. If relevant to the child, parents must provide asthma, allergy



and anaphylaxis management plans to be followed by the service, and dietary requirements must be displayed at the OSHC service, visible for all staff. As above, every OSHC service must have an educator present at all times with first aid, asthma and anaphylaxis training. All plans must be updated either annually or as advised by the relevant medical practitioner.

Regulation of OSHC services

OSHC is regulated by the Victorian Department of Education and Training. The area of the Department that performs this function is Quality Assessment and Regulation Division (QARD). QARD can be contacted on 1300 307 415.

Difference between OSHC, long day care and family day care

OSHC is a standalone service that provides care outside school hours for children that attend school. OSHC services can provide care on pupil free days, before and after school hours as well as during school holidays.

Long day care and family day care are governed by the same legislation as OSHC. Long day care typically refers to care for young children (birth to 5 years) for a whole working day, starting and finishing between 7am and 6pm. Some long day care services may enrol children for OSHC if there is a community need and available spaces at the centre. Family day care is a type of care where a service operator coordinates care within educators' homes, or in community venues. In some rural or remote communities, OSHC can be provided under this model.

More information

- Australian Children's Education and Care Quality Authority (ACECQA) - [Guide to the National Quality Framework](#)
- Victorian Department of Education and Training – [Obligations to protect children in early childhood services](#)
- National Health and Medical Research Council – [Staying Healthy: Preventing infectious diseases in early childhood education and care services](#)
- Australian Government Department of Health - [Physical activity and exercise guidelines](#)
- Raising Children - [Child care in Australia: choosing the right type for your family](#)
- Care for Kids - [An Overview of Out of School Hours \(OOSH\) and Vacation Care](#) (Please note that this website uses the acronym "OOSH" (Out of School Hours). This is the same as OSHC.)