

BEEAC PRIMARY
SCHOOL
LANG STREET
BEEAC 3251
PRINCIPAL:
ANDREW ROGERS
PH. 0352 346 463

June 22: reports go home.
June 24 and 25: parent interviews by Skype or phone.
June 25: Colac Area Health dental screening **CANCELLED. No new date yet.**
June 26: last day of school. Finish time 2.30pm
September 8: Preps Grades P-2 COPACC visit to Edward the Emu.
September 9– 11: bike ed with a visit to Colac on the 11/9
October 15: bike ed challenge
October 26. Winchelsea NHW schools day
October 12: swimming term 4 1.15 to 2.15pm. 12/10, 19/10, 26/10, 2/11, 9/11
October 13: MSP photography, whole school photos (new date)
November 12: Red Rock gallery poetry competition.
June 23 to 25 2021: Rose Gap Grades 5 & 6 + three other schools
March 30 to 1 April 1 2022: Sovereign Hill Grades 5 & 6 + three other schools.

Student of the week
Violet Ohrwalder: for completing a magnificent week of work under trying circumstances. 29/5
Keely McEwan: for working independently from home without a fuss. She has been confident when presenting her work

Beeac Primary School



Beac Primary School is a child safe school 8 June 2020

Welcome back.

Welcome back to a school that hasn't had its full compliment of students for nearly three months! Will our students be permanently disadvantaged by such a long pause in their education? The research from other similar incidents like the recent Christchurch Earthquakes, where schools were shut for lengthy periods, is most telling. In short, John Hattie (Professor of Education and Director of the Melbourne Education Research Institute at the University of Melbourne,) comments, that after sifting through all the research, student results actually went up in the final exams and that high school students did not drop out. Indeed he says that, "the majority of students actually did better following the break from traditional learning."

However we know that education at Beac Primary School is not just about exam results. It's worth googling phrases like, "Christchurch earthquake children recovery social impact" and the like. The social impact of such a long isolation can have a negative impact on peoples' lives, especially the most vulnerable members of our community. In the coming months we will be keeping a watchful eye on what is happening now that everything is, supposedly, returning to normal.

And finally, from what I know of what has been happening in the Beeac community, I believe that collectively you should all give yourselves a pat on the back for being nimble, resourceful and rising to the challenge of putting the job of caring for our kids at the centre of your lives.

First day back, and beyond.

What follows is a summary of how we are making the school as safe as it can be.

- Parents/adults, should not come in to our school grounds. At pick up and drop off time we ask adults to remain outside, observing the 1.5m safety zone, or if possible, remaining in your car.
- Ring don't bring: if you need to drop your child off or collect your child outside of normal arrival/departure times, please ring the office and we will come out to you, rather than you come in to the building. Of course, this is not always a practical procedure.
- The bus pick up and set down zone will be separate from the rest of the school. Hand sanitiser will be available for children on the bus.
- Water fountains are not in use. Instead students will need to bring a water flask which they can refill at school. Please ensure your child's water flask is clearly labelled.
- Food: Students will not be able to microwave their food at school: (please see the separate article). The Breakfast at Schools program has been postponed for the moment.
- Unwell students should not attend school and should stay home until they are better. During these times we will be extra vigilant about this. Please notify us of any absence via Skoolbag, or ring the front office. Texting individual teachers can cause breakdowns and slowness in our process.
- Computers: those that were loaned to families for remote learning need to be returned to school on June 9th. These computers will then be sanitised or stored for a lengthy period and then returned for classroom use.
- Assembly: we will no longer hold whole school assemblies. Instead we will have individual class briefings at the start of the day, led by students. They will be held on alternative days.
- Volunteer parent readers and all other parent helpers will not be able to assist us at this time.
- Hand sanitisers are placed at the entrance of each classroom. Everyone is expected to use the hospital grade cleaner before entering. Individual families have approached me because of medical skin problems that their children have. As long as we can be persuaded that an alternative cleanser or method of cleaning works, we are happy to accept alternatives. We are researching what moisturising barrier lotions are used at hospitals (such as Avaguard), and may add that to our hand cleaning routine.
- All interschool sport and other excursions will not go ahead at this stage. We have tentative bookings for things like school photographs and swimming, but these events cannot be confirmed at this time.
- MACC/MARC: students will participate in their own classrooms, using only our school resources. Library books are either wiped and returned or stored and returned later.
- Play equipment: a different selection will go out over a five day rotation.

- DET personnel will be permitted on-site only for essential student support and assessment purposes. All other agency staff will communicate via Webex, Skype etc, or communicate off site if face to face contact is required.

- Piano tutoring: off site via Zoom

- Cleaning, We will continue to provide extra cleaning throughout the day. Tammy Coysh comes in twice a day to clean all high use areas. These include, but is not limited to, entry and exit points, shared surfaces including chairs and desks, benchtops, hand sanitising units and drinking troughs (water fountains cannot be used), and bathrooms (including toilets, washbasins, soap dispensers). Fresh play equipment is handed out at the start of the day and, at the end of the day, is quarantined until the following week.

- Staffroom area/ office: a maximum of two adults at any one time, where practical. No students to enter the area..



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Beac Mechanical,
55 Main St, Beac
 Servicing, break downs and repairs to late model cars, lawnmowers and some machinery. Towing cars available. Now carrying out servicing on vehicle air conditioning.

For all enquiries and bookings call Damien on 0417 412 152

Student reports: Skype or phone us.

Modifications to first semester reports will follow advice from the Department of Education:

- no 5 point scale for curriculum areas (ie A to E)
- parents/carers can discuss the school report
- The report will have:- a description of the areas of the Victorian Curriculum F-10 taught
- a succinct descriptive assessment of student learning achievement, based on the Achievement Standards in the Victorian Curriculum F-10 (I statements)
- a comment on how the student has adjusted to the remote and flexible learning environment, with reference to the Personal and Social Capability curriculum. (we have adopted our present tick box for this).

The reports timeline is tight. We will issue highly modified student reports on Monday the 22nd of June. We will hold interviews via Skype or by telephone as follows:

Paul through the day on Wednesday the 24th June
 Kara through the day on Thursday the 25th of June.

The report format has been formalised, so interview availability sheets will go home shortly.

No microwaved food from the 9th of June.

We don't have suitably equipped catering staff available to assist with individual student requests so we don't have a way of preventing cross contamination of food. For the safety of our students we will not allow students to warm their food in the school's microwave oven from next Tuesday onwards.

Do please contact me if you wish to discuss this matter further.

Why are we doing this? Operations Guide Term 2 "As the greatest risk of transmission of coronavirus (COVID-19) in the school environment is between adults, close proximity between staff should be avoided where possible and especially in offices and staff rooms". Also "Where relevant, ensure the highest hygiene practices amongst food handlers."



Bring in your bikes and skateboards every Friday.

Always keen to ride his bike as much as possible, Josh Kennedy has persuaded us to reintroduce bike riding Fridays, which we used to enjoy last year. Unfortunately, as a sign of the times, students won't be able to share bikes or helmets. If you want to ride a bike or use your skateboard, you will need to bring in your own bikes, skateboards, helmets etc. I am reminding students that they will not be able to ride if they do not have a helmet.

Well done Jack Clarke

What a great sight it was to see one of our students voice their opinion about keeping the present playground at Colac Memorial Park. Writing for a purpose is at the heart of any good writing, and Jack has managed to state his point of view in a very tight way. Well done Jack.

Security: installation of an intruder detection system at Beac PS.

The Department is funding the installation and maintenance of a new intruder detection system at our school. Once activated the system will monitor, alert and enable a response to alarm activations via its 24-hour coordination centre. The wiring has nearly been completed and we expect that the system will be activated before the end of this term.

Planting: thank you students.

Space doesn't allow me share the pictures, but students have planted two seed beds with an autumn crop of cabbage, peas and broccoli. In the far paddock students have also dug in plants given to us by Ecolinc. Each student adopted a plant and was responsible for digging them in to the area that this time is protected with weed mat. The new plants will replace some of the plants that failed to thrive in the first planting at the end of last year.

On Thursday we were lucky enough to get some donated wood chippings from a company that was pruning nearby trees. Our little kids spent two days, in their own time, spreading the chips around the vegetable growing area at the rear of the school. Well done to everyone who freely gave of their time to complete the projects..



Term Dates	Start	Finish
2020 Term 1	29/1	27/3
2020 Term 2	14/4	26/6
2020 Term 3	13/7	18/9
2020 Term 4	5/10	18/12
2021 Term 1	28/1	1/4
2021 Term 2	19/4	25/6
2021 Term 3	12/7	17/9
2021 Term 4	4/10	17/12
2022 Term 1	31/1	8/4

Returning to school anxiety free

- **CORONAVIRUS SUPPORT**

by Michael Grose

Going back to school after the enforced COVID-19 break is a source of mixed emotions for many children and young people. Some students, who revel in face-to-face interactions, just can't wait to reconnect with friends and teachers. Others who have appreciated the break from constantly being emotionally switched on when at school may be reticent to return. Regardless of how your child reacts there's bound to be a level of anxiety attached to returning to school after such a long break. The following strategies sourced from my book, [Anxious Kids](#), will help your child make a smooth transition back to school.

Park your expectations

School undoubtedly will be a different experience for students post COVID-19. It may require you to adjust your expectations, particularly academically, so patience is definitely required. Education is a long game, so if you are worried about your child missing the educational beat, recognise that this experience has been a blip on the educational curve. It's worth remembering that anxiety loves company. Park your expectations for a time, so your child won't pick up your anxieties.

Understand that their anxiety is real

An anxious child desperately wants a parent to understand that they feel anxious and apprehensive. Even if, you can't comprehend the impact that a return to school has on their state of mind and physiology, recognise that their anxiety is real. "Ah, I see you're worried that you won't know what to do when you go to school" is the type of response that an anxious child wants from a parent. Validating your child's feelings will help them feel safe and secure, putting them in a good position to make a return to school. "Mum/dad know that I'm feeling nervous" is very reassuring for a child.

Prepare them

Worriers and anxious types in particular, like to know what's ahead. Prepare your child for a return by discussing the safety procedures the school will be implementing. Let young children know that an adult won't be accompanying them past the school gate. Ask your child what they are looking forward to and check in with how they are feeling about a return. Check in regularly with how they are feeling and correct any misconceptions.

Focus on reconnection

Make reconnection the theme for your child's return to school. He or she will have to reconnect with friends, teachers and learning, which takes time. In all likelihood, your child's teachers will use many strategies to help your child connect with their friends, reflect on

their time at home and move them back into full-time learning mode. Support these activities and reassure your child that they'll feel comfortable very soon with their school experience.

Stay off the roundabout for a while

This period will mirror the start of the school year when your child had to adjust to new teachers, different classmates and a new year level. Adjusting to change takes a great deal of personal energy, so your child or young person may become tired, grumpy, even moody at home. Make allowances for these personal changes and make sure they have plenty of free time to unwind after school to relax and play.

Take care of yourself

In recent months parents and teachers have been doing significant emotional labour. The learning and adjustment curves have been massive, with little time to relax and take a break. Consider your own emotional resources and make your wellbeing a priority, which will make it easier for you to stay calm if your child experiences difficulties.

The COVID-19 pandemic has thrown many difficulties, requiring us all to quickly adapt to new situations. Flexibility is a prime characteristic of resilient people, so if nothing else, getting through these times will make us all more resilient.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.

The purpose of this guidance is to provide advice from the Victorian Chief Health Officer in relation to students with medical conditions and students living with medically vulnerable members of the community.

Advice from the Victorian Chief Health Officer



As Victoria's Chief Health Officer and as a member of the Australian Health Protection Principal Committee, and with the health, wellbeing and safety of students and staff front of

mind, I fully endorse a return to on-site schooling for all Victorian schools. [Health and safety advice for return to on-site schooling in the context of coronavirus \(COVID-19\)](#) is available to support schools to continue to provide safe teaching and learning environments for staff and students.

The available evidence largely indicates that transmission of coronavirus (COVID-19) between children in the school environment at the current time is very low and that the virus is generally milder in children than in adults.

Caution continues to be advised for students with complex medical needs. It is recommended that parents/carers of students with complex medical needs, seek advice from the student's medical practitioner to support decision-making about whether on-site education is suitable. It is important, however, that clinical risk be weighed against the consequences of a student missing the opportunity for face-to-face learning, particularly in the context of very low rates of coronavirus (COVID-19) transmission in Victoria.

Understanding risk and making informed decisions

An individual assessment is always recommended and decisions regarding school attendance should be informed by the nature of a child or young person's condition, its severity and intensity of required treatment. The presence of common conditions of childhood, such as asthma, epilepsy or Type 1 diabetes, in most cases should not preclude a student from attending face-to-face learning.

In keeping with national expert public health advice, people with a medically-diagnosed compromised immune system may be at increased risk of the complications of coronavirus (COVID-19). Such an occurrence is rare in children. As a result it should be an uncommon event for a child to be determined by a medical practitioner to be unable to return to school due to an ongoing medical reason raising concerns about coronavirus (COVID-19), outside of an acute illness.

Students who live with medically vulnerable members of the community

The risk of transmission in the school environment at the current time is very low. It is not recommended that students who live with someone who is [at risk](#) of severe illness from coronavirus (COVID-19) to remain at home at this time. Schools have put in place a range of measures to further reduce the risk of coronavirus (COVID-19) transmission and have clear protocols in place to quickly respond and manage a case of coronavirus (COVID-19) in a school.



Adj Clin Prof Brett Sutton
Victorian Chief Health Officer



Operational guidance

Continuity of education

The Department of Education and Training has developed a [fact sheet](#) that outlines the responsibilities of the school and of parents and carers and the circumstances where remote and flexible learning programs will continue in schools.

Managing and supporting students

Schools should ensure students with additional medical needs have an up to date [Student Health Support Plan](#) and accompanying condition specific health management plan (such as an [Asthma Care Plan](#)), based on:

- medical advice from the student's medical/ health practitioner
- consultation with the student and parents/ guardians.

Additional information to support decision making

- [Asthma Australia](#)
- [Royal Children's Hospital – advice for respiratory patients](#)
- [JDRF – Coronavirus and children with T1 diabetes](#)

