

## *Principal's Report from Mr Coffey*

### **2020 Attitudes to School Survey**

Our school will be conducting the annual Attitudes to School Survey, for students from Year 4 to Year 12, starting next Monday the 24<sup>th</sup> through until Friday the 18<sup>th</sup> of September.

This year's survey includes some additional questions on general health and wellbeing and students' experience of the coronavirus (COVID-19) situation.

Due to this change in the format of the survey questions, participation in this survey is **voluntary**. If you **do not** wish for your child (ren) to do the survey, please opt out via email to [Alan.Coffey@education.vic.gov.au](mailto:Alan.Coffey@education.vic.gov.au). Please do so before Monday the 24<sup>th</sup> of August stating that you wish to opt out of your child's participation, along with their name(s) and year level.

If we do not receive a Refusal of Consent email from yourself before the survey commencement date, it means you give your consent for your child (ren) to participate in the 2020 Attitudes to School Survey.

Each student will have an individual student ID and password that will be distributed, by the junior teachers using the Learning Packs and the senior students through the student's home group teachers.

The link for all students to access the survey is <https://research.orima.com.au/vic/schoolsurvey>.

This year there are 3 versions of the survey, the Standard Survey which most students will find accessible, the Accessible Survey that has reduced questions and simplified language and the Accessible Short Scale Survey that provides additional support for students undertaking the survey. (See letter attached at the back of this newsletter)



### **On-Site Learning**

Once again we are able to provide an On-Site Learning program for eligible students. The learning program delivered on-site will be the same as the learning program delivered to students undertaking remote learning. Students learning on-site will be supervised by school staff on-site but follow the teaching and learning program provided by their classroom teacher. A ratio of one staff member to 10 students for supervision of students will apply.

As many staff are working from home delivering the Remote Learning program it is essential that we know in advance the numbers of students accessing the on-site learning in advance so we can meet the 1:10 supervision requirement. If you wish to access the on-site learning program please read the information on the school's Facebook page and the Skoolbag app to check for eligibility and how to apply for places. Applications for the coming week **must** be sent to my email

[Alan.Coffey@education.vic.gov.au](mailto:Alan.Coffey@education.vic.gov.au) by 3:00pm each Thursday so I can arrange the required level of supervision.



### **Stay Informed**

I encourage all parents and students to continue to access the Department of Health and Human Services website for the latest public health information.

<https://www.dhhs.vic.gov.au/coronavirus>

### **More Information**

More information about schools and coronavirus (COVID-19) can be found on the Department's website, which will continue to be updated:

<https://www.education.vic.gov.au/about/department/Pages/coronavirus.aspx>

### **School Council and Parents and Friends**

The next School Council meeting will be held on Monday the 14<sup>th</sup> of September at 7:30 pm.

The next Parents and Friends Association meeting will be held using Zoom on Friday the 11<sup>th</sup> of September at 10:00 am.

Join Zoom Meeting

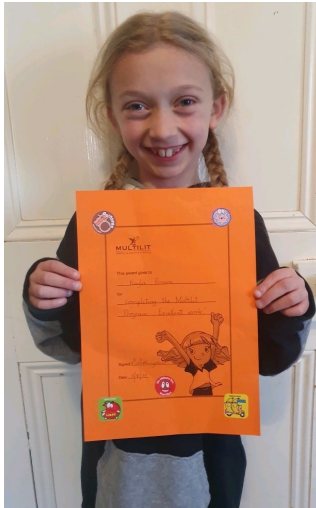
<https://us04web.zoom.us/j/79373041341?pwd=VFpJYVJwRm9kdDlIN1ExVG1wellrdz09>

Meeting ID: 793 7304 1341

Passcode: 2XYJvq



## MultiLit



A big smile from Kayla as she proudly shows us her completed MultiLit Certificate  
Congratulations Kayla



## This weeks recipe

### **Cheese & Vegemite Scrolls**



### Ingredients

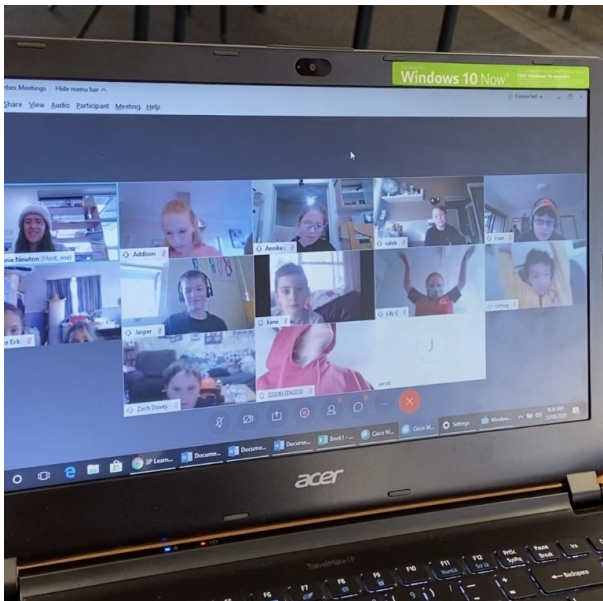
2 sheets frozen puff pastry (semi defrosted)  
3 tablespoons of Vegemite  
2 cups tasty cheese (grated)

### Method

Preheat oven to 180°C or 160° fan-forced. Line a baking tray with baking paper and set aside. Spread each sheet of pastry with 3 tablespoons of Vegemite and sprinkle 1 cup of cheese evenly over each sheet. Roll each sheet tightly into a scroll and slice the scroll evenly into 12 pieces. Place on the tray and bake for 10-15 minutes. When cooked cool remove from oven and place on cooling rack.

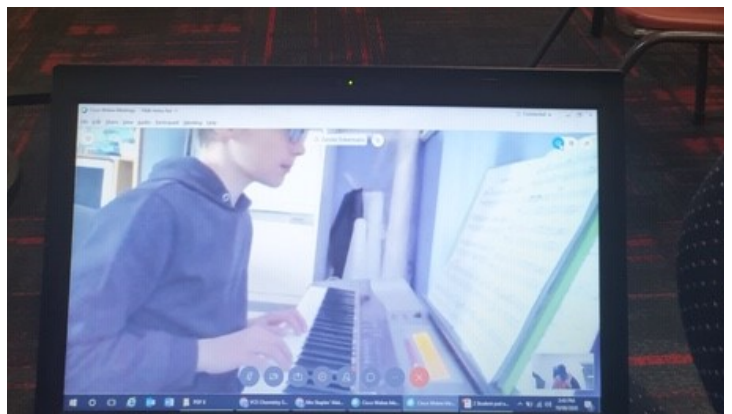
## Webex in action

### Grade 4 Webex Fun with Miss Newton



Last week we had a Webex where we did the Mexican wave.  
Here is Lily and Riley in the middle of it.

### Piano Exam Practice



Zander is pictured on Webex perfecting his piano exam pieces

Seven students are busily practicing for their upcoming Piano Exams. Usually this would be in the music room but with learning from home they are able to do their exam pieces via Webex with their teacher Mrs Staples in the music room at school.

## **New Library Books from Miss Wizz**

We have a lot of new books in the main library (senior area), with more to come thanks to a generous donation from the Parents' Club. I would love to hear recommendations from students, so that the money is spent on the books they WANT to read. The books in this space are generally suitable for students from around Grade 5/6 upwards.

### **Thank you**

Thanks to Allira Roberts and family for the generous donation of books to the library.

**New In** We have just received several box sets including The Hunger Games, Twilight, The Maze Runner and The Darkest Mind.

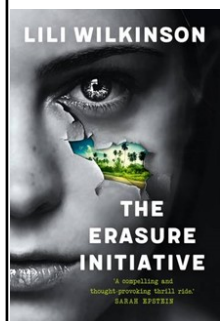
**On the way** I have ordered the Divergent Series, as well as the Tomorrow When the War Began series for our lovers of Dystopian Fiction, and Moana Hope's My Way, The Mamba Mentality by Kobe Bryant, and Able by Dylan Alcott, for the sports fans out there. These books should be arriving in the next week or so.



***Here are just three of the new books we have available – I will showcase more in the next newsletter***

Lona has dropped out of art school and no one is quite sure why, least of all Lona. It's just that nothing in her life seems to make sense anymore, including art. She spends her days sneaking into the darkroom at her old school to develop photographs and her nights DJ-ing at the local roller disco.

Her aimlessness terrifies her, but everyone else appears oblivious to her fears: her parents are bewildered by her sudden lack of ambition, her brother is preoccupied with his new girlfriend, and her best friend Tab seems to be drifting away. Even a budding relationship with a bass-playing, cello-shredding med student isn't enough to shake her existential angst. Lona knows it's up to her to figure out what she wants to do with her life: the problem is, she has absolutely no idea where to start.



*I wake up, and for a few precious seconds I don't realise there's anything wrong. The rumble of tyres on bitumen, and the hiss of air conditioning. The murmur of voices. The smell of air freshener. The cool vibration of glass against my forehead.*

A girl wakes up on a self-driving bus. She has no memory of how she got there or who she is. Her nametag reads CECILY. The six other people on the bus are just like her: no memories, only nametags. There's a screen on each seatback that gives them instructions. A series of tests begin, with simulations projected onto the front window of the bus. The passengers must each choose an outcome; majority wins. But as the testing progresses, deadly secrets are revealed, and the stakes get higher and higher. Soon Cecily is no longer just fighting for her freedom - she's fighting for her life.

*'Clever and compelling, this ethics-driven thrill ride will have you racing through in search of answers while it challenges your moral compass.'* - Sarah Epstein



Meet Tariq Nader, leader of 'The Wolf Pack' at Punchbowl High, who has been commanded by the new principal to join a football competition with his mates in order to rehabilitate the public image of their school. When the team is formed, Tariq learns there's a major catch - half of the team is made up of white boys from Cronulla, aka enemy territory - and he must compete with their strongest player for captaincy of the team.

At school Tariq thinks he has life all figured out until he falls for a new girl called Jamila, who challenges everything he thought he knew. At home, his outspoken ways have brought him into conflict with his family. Now, with complications on all fronts, he has to dig deep to control his anger, and find what it takes to be a leader. In confronting and often hilarious situations, Tariq's relationships with his extended Lebanese family and his friends are tested like never before, and he comes to learn that his choices can have serious consequences.

### **BORROWING**

If you would like to borrow a book, please contact the college and leave a message for Miss Wizz at the front office - I am at school on Tuesdays and Thursdays, and can leave books at the office to be picked up.

Alternatively you can email me at [ella.wisbey@education.vic.gov.au](mailto:ella.wisbey@education.vic.gov.au) - I let me know if you want a recommendation!

## **Inspired Writing** from Mrs Leach

Back in Term 2, students in Year 8 & 9 studied the text in English, 'By The River' by Steven Herrick. It tells the story of Harry Hodby whose small town was flooded. It is written in a narrative verse style which often looks like poetry.

It has been the inspiration for some terrific writing by the students as they wrote about personal events, people and places in their lives. I was most impressed by the standard produced by each student.

So I encourage you to read the following pieces of writing and hopefully enjoy them as much as their classmates and I have. Students have written a variety of stories...these are the ones inspired by "The Colours of my town". More next week!!

### **The colours of my town by Flynn Smith**

Green

the colour of the paddy melons  
that wrap around a farmer's tines of their seeder  
and ruin that farmer's day time and time again.

Silver

the colour of a field bin  
booming down the road  
ready to store a farmer's precious harvest.

White

the colour of a merino ewe  
fat from eating luscious green Lucerne hay and  
grain.

Golden yellow

a paddock of wheat ready to be harvested  
when mad season arrives.

Fluoro green

the colour of the spray trail my dad applies  
to the crops of which he tends to.

Pink

the colour of my boots after  
filling a seeder with precious treated seed

### **The colours of my town by Tessa Leach**

Grey- the winter mist that fills the sky early in the morning, reminding us of when we had to get up for netball

White- the clouds that move across the sky and create pictures for the world to see

Green- the lawn in the backyard that gets covered in leaves during autumn, the netball dress that is waiting for the next game

Brown- the table outside that has seen lots of get-togethers with friends and family

Red and pink- the Mallee sunset that people see every night

### **Colours of my town by Shanae Bastin**

White

the colour of the frost  
the first thing you see  
out your window  
on cold winter morning.

Red

the colour of my school uniform  
waiting to be worn.

Blue

the colour of the pool edge  
waiting to be filled in the summer time.

Orange

the colour of the sun  
shining through the clouds  
as I watch it go down  
outside my window.

Green

the colour of the sparkling grass  
from a heavy rainfall  
that night while we sleep.

Pink

the colour of all the young girls bows  
as you walk past the playground.

Brown

the colour of my favourite zooper dooper  
waiting for me to eat  
after walking home from school  
after a hot summer day.

Yellow

the colour of the hot sun  
that you can't look at  
without squinting with both eyes.



## Poetry continued.....

### The colours of my town by Lucy Thomas

- Green** The colour of the big green tractor that hums all night planting the seeds.
- Red** The colour of the big header that comes to strip the paddock bare.
- Orange** The colour of the flashing light escorting the massive machinery to the next block getting ready to go for the night.
- Golden** The colour of the chaff that creeps into the house through the smallest gaps.
- Blue** The colour of the lunchbox which supplies the food to the hungry hard worker.  
The space that provides a seat for the curious eyes of the children.
- Brown** The colour of the fresh dirt being turned over waiting for a rain.
- Yellow** The colour of the bright lights from the headers that can be seen for miles.  
The light that shines through my room shows me standing on a chair trying to get a glimpse of the big machine.
- White** The colour of the Utes coming in to swap drivers for the night... a quick handshake and a "thanks for taking over."
- Grey** The colour of the dinner plate with a cooked tea waiting to be heated up again at God knows what hour.
- Blue** The colour of the steaming hot water washing away the dirt and dust of a hard day.
- Pink** The colour of the little girls pj's waiting for a goodnight kiss from her hard working dad, a sight she's almost forgotten.
- Black** The colour of the house after turning all the lights off carefully and quietly sneaking his way to bed.
- Red** The colour of the clock telling the farmer to get up and start it all over again.

### Colours of Country Footy by Lewis Cocks

Green, the colour of beautiful footy oval that the boys run out onto on Saturday.

Red, the colour of the football that all the boys are urging to kick through the big sticks.

Pink, the colour of the water boys running out to give the hardworking boys a drink of ice-cold water, and the colour of the runner running out to give a pat on the back after a courageous effort.

Black, the colour of the soy sauce on delicious dim dims for lunch.

Silver, the colour of the whistle that blows to signal the end of the game.

Blue, Yellow, Red and Purple, the colours of the Powerade going all over the change room while the boys are singing the song after a well-fought victory.



### The Colours of my Town by Ayla Roberts

Pink, Orange and Purple is the colour of the beautiful sunset on a warm summer's night.

Green is the colour of the football oval we normally run a lap of every Thursday night.

Red and navy was the colour of the school uniform that hasn't been worn for weeks.

Light blue is the colour of the sky on a cold morning.

Yellow is the colour of the crop that surrounds.

Green and blue the colour of the scrubs that some of the most important people in the world are wearing right now.

Brown is the colour of the iced coffee that I have every day.

Grey the colour of the roof that I sit on all the time to watch the beautiful sunset on.



Forky presents the

# Wellbeing Info. section....

## Pos. Ed. revisited

PEEC stands for Positive Education Enhanced Curriculum.

At Rainbow P-12 College we use this program for Personal Learning.

Here is this week's focus...

### Kindness and Connections

This week's PEEC topic is 'Kindness and Connections', which sits under the Positive Relationships domain. Kindness is about caring for others through helpful and generous acts. It can involve doing favours and good deeds, providing emotional support, or offering our time and skills to others. Being kind helps us build meaningful connections with others.

Humans are born to be kind. In order for humans to have survived as a species, we needed kindness! We needed to learn to cooperate and deal with conflict peacefully in order to build a healthy, well-functioning society. Stephen Post, a researcher and best-selling author, says, "We eat because it keeps us alive, and we help others because it keeps us human." Kindness is at the core of our connection to others.

Not only does kindness help us connect with others, research shows that it has positive effects on our wellbeing too. When we help and give to others, we feel happier, more energetic, stronger and calmer, as well as less anxious, depressed and stressed. We are wired to feel good when doing things for others – when we carry out acts of kindness, the pleasure centres of our brain light up. Kindness is its own reward!

We can foster our children's kindness through modelling kindness ourselves, giving them responsibilities and opportunities to be caring and helpful, and exposing them to kind, inspiring people. This communicates the importance that society places on kindness and helps children recognise how connected we all are.

*Try this at home:* With your children, create a list of five ways you can each show kindness to others as a way to spread joy and build your positive connections. You could even make a plan to carry out all five random acts of kindness today!





Wellbeing info. section continued...



## In this edition of SchoolTV – Suicide & self harm

Young people today face a multitude of stresses in many areas of their life. Some of these stresses are the result of negative experiences. Unfortunately, as a coping mechanism, some young people resort to self-harm. The reason for this behaviour will vary for each individual, but generally, those that self-harm do not necessarily wish to commit suicide.

Tragically, suicide is the biggest killer of Australian youth and the statistics are alarming. Studies have shown that nearly 1 in 5, Year 12 students, have considered suicide or self-harm, because of exam and homework pressures. Self-harm in girls has increased by 200% over the last decade, and suicide calls to Kids Helpline have increased by 22%.

In this edition of SchoolTV, parents will learn to understand and recognise the warning signs in order to prevent the unthinkable from happening. The focus for parents should always be on identifying the underlying difficulty the child may be facing and be proactive in finding the best preventative measure.

We hope you take time to reflect on the information offered in this edition of SchoolTV and we always welcome your feedback. If you have any concerns about your child, please contact the school counsellor for further information or seek medical or professional help.

Here is the link to the **Suicide & Self Harm** edition of SchoolTV  
<https://rainbowp12.vic.schooltv.me/newsletter/suicide-self-harm>



What is the best way to support youth at risk of suicide or self-harm?



The Department of Education (DET) has been working hard to create a resource that brings together info for students on health and wellbeing and curriculum etc.

Here is the link...

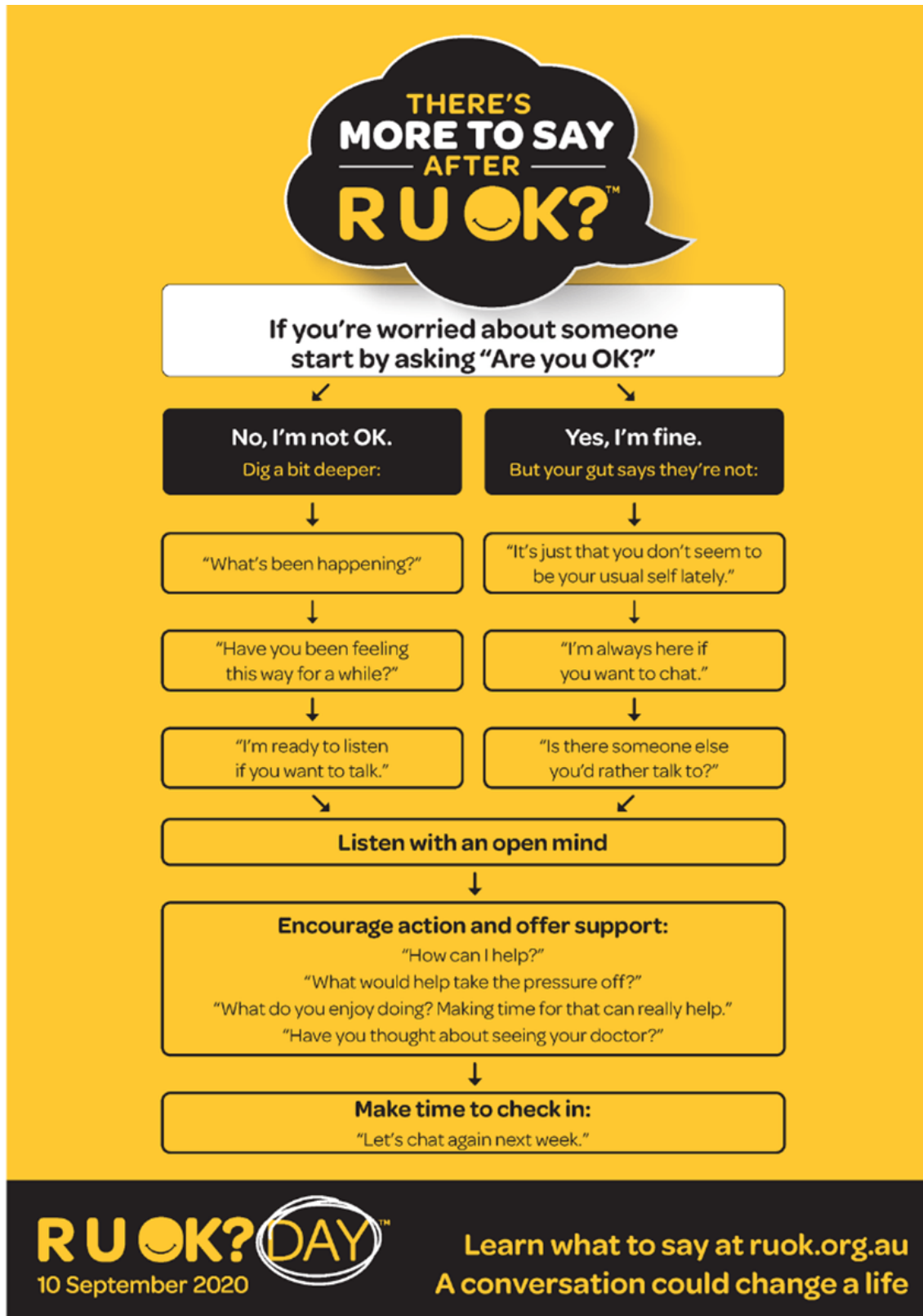
<https://www.education.vic.gov.au/about/department/Pages/coronavirus-advice-students.aspx>

Definitely worth checking out as it has some great advice and strategies as well as links to a variety of relevant websites and organisations.





Wellbeing info. section continued...



# How to help children deal with isolation - second time around



*Maggie Dent is one of Australia's favourite parenting authors and educators, and host of the ABC podcast, Parental As Anything, which recently ran a series of episodes for families in isolation.*

## HELP! Isolation — second time round

For the families in and around Melbourne who have gone back into isolation, this time for six weeks, the nightmare of this pandemic continues. Given that spikes like this could happen for the next six months or more, this reality could happen to other communities.

Despite the initial angst and frustration, especially for those with school-age children and who have to continue working from home, I have some good news for you. No, seriously, I do.

Firstly, unlike the first time round, you know you can do this. Not only have you done this before, you have learned many things in the last isolation. The key to being a resilient adult is learning to adapt to changes in circumstance and this will be another opportunity to learn to adapt to this new, unwanted reality.

You know what worked and what didn't work last time. Hopefully you will be less anxious and better organised than you were in the initial shutdown. There will be a noticeable difference in the grief response to this shutdown than to the first shutdown. However, be mindful it can be re-triggered.

Remember the plan you worked out with your kids around when to do school work, when to have fun and when to get outside and get some fresh air? If not it's time to work that plan again and aim to keep it flexible.

Many of your children who had just returned to their social activities and sport are going to be pretty annoyed. Please validate all the big ugly feelings and really listen to them.

Try not to use platitudes like "you'll be right" or "it's OK it will go fast". No, instead tell them it does suck and it is unfair and you also wish it wasn't happening. Have a conversation with them about the things they enjoyed last time you were in isolation — and, yes, you may get back into more random cooking, more card games and more bike riding.

Whatever it was that sustained you last time and lifted your family spirits, you just prioritise. Many families have continued some of the warm and fun things they discovered during the last isolation period.

You may need to remind your kids how important connecting with their friends still is, especially for tween and teens. Prioritising positive digital connections is again something you need to build into your daily lives.

Keeping your kids engaged in healthy positive activities around the edges of online learning will also be important. There are some top tips that can be found [here](#).

Remember to encourage your children to think of the elderly in their neighbourhoods and encourage them to draw pictures for them or to bake for them. Giving children agency to make a difference in the lives of others is one of the best ways to lift the human spirit.

## How to help children deal with isolation - second time around continued

One thing that is different this time is that community transmission is a factor in how the virus is being spread, rather than it just being from people who had been on a cruise or just returned from overseas. This means there is an escalated sense of fear because the chances of picking up the virus from our own neighbourhoods is now higher.

This will be one reason why parents may be feeling more stressed even though they have successfully navigated four weeks of isolation in the past. Chat about why face masks are recommended when being out and about. This is the new unknown and, in a way, may make us even more cautious and wary of those closest to us. For essential workers, their stress levels must also be higher. For those who have lost their jobs, or whose businesses are struggling things will just get even tougher.

Remember our amygdala is meant to get triggered when things happen that are out of our control. This shutdown was out of your control and you can't control what happens right now outside of your home so just focus on what is within your control at this moment, one day at a time. It's important to care for your own mental health as well as your kids, so please take a look at some of these wonderful suggestions in these links from [BeyondBlue](#) and [Lifeline](#) as well as [Kids Helpline](#), and remember you are never alone.

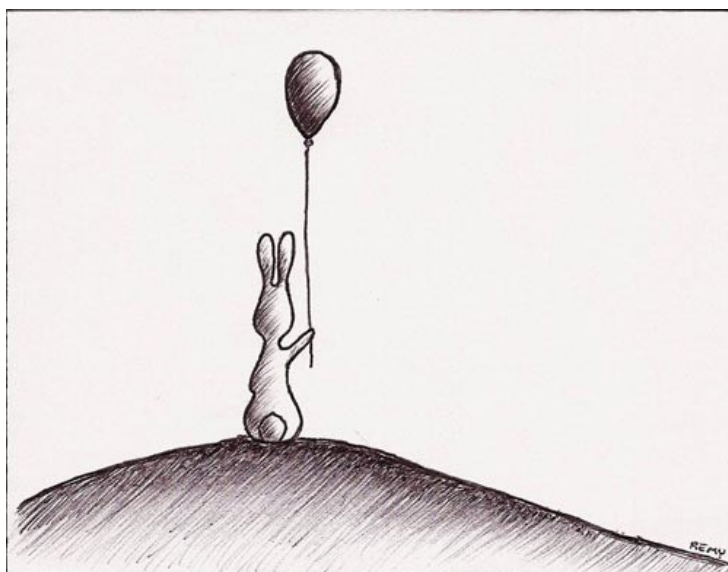
Some days will flow more easily than others. Some days will really test you to the edge of your being. On the days when the going gets tough, forget about thriving and focus on surviving. If that means you eat chocolate before lunchtime, and you have an extra coffee or you find yourself hiding in the toilet, so be it! The last thing you need to be doing is beating yourself up because things are going crappy. Be kind to yourself.

Also cut your co-parent some slack as well (and if you're [sole parenting through this pandemic](#), remember you've faced adversity before). Everyone is doing the best they can and some days the best is not very pretty. Learn to apologise quickly and strive to choose kindness every day.

The two main ways to reduce the stress hormone cortisol from your body are novelty - which includes fun and laughter - and relaxation. I've created a free series of short videos called [Maggie Soothers](#) for the whole family to help you find small ways to do this.

Finally, know that we as humans are biologically wired to survive frightening and scary things. You will survive. You will come out the other end of this definitely a little older and wiser. Maybe get those [teddy bears](#) back into your windows and buy more chalk for [footpath drawings](#).

Above all, take one day at a time and please take care.



**PARENT / GUARDIAN INFORMATION AND CONSENT LETTER****2020 Student Attitudes to School Survey**

Dear Parent / Guardian,

This letter is to inform you about the 2020 Student Attitudes to School Survey (AtoSS), that your child is invited to participate in.

**About the survey**

We value student voice as a means to improving student engagement, wellbeing and quality instruction and are conducting a survey to find out what your child thinks of your school.

The AtoSS is an annual student survey offered by the Department of Education and Training to assist schools in gaining an understanding of students' perceptions and experience of school.

**This year, the survey also includes some questions about student health and wellbeing and student perceptions of COVID-19.** Understanding health and wellbeing needs has always been important, but especially so this year, and the Department is providing this survey to allow schools to capture this information to support students. Students will be asked about their thoughts and feelings in relation to their school, family, friends, health (including mental health) and wellbeing, and bullying.

The health and wellbeing questions are taken from another Department survey called the Victorian Student Health and Wellbeing Survey (VSHAWS) that has been conducted with a sample of schools in Victoria since 2014. The questions about COVID-19 have been developed by or recommended by the Murdoch Children's Research Institute.

This year, the AtoSS will be conducted at your school over the period Monday the 24<sup>th</sup> of August to Friday the 18<sup>th</sup> of September.

**What are the risks?**

While we do not anticipate many risks of participation, some students may find the survey questions to be more personal and sensitive in nature this year. Should you agree for your child to participate, they are still free to skip questions or to withdraw at any stage if the survey makes them upset or uncomfortable.

**What are the benefits?**

In our experience, the majority of young people enjoy having the chance to have their say. Your school will use the survey results to plan programs and activities to improve your child's schooling experience.

**What will my child be asked to do?**

Your child will be invited to complete the survey **online during class time** using a purpose built secure online survey tool. It is important to note that we are not in any way "testing" your child. Please note:

Student participation in the survey is voluntary and students may withdraw at any time.

The survey will take around 30-40 minutes to complete.

## Attitudes to school survey letter continued



### How is my child's confidentiality protected?

Your child will be provided with a unique login to complete the survey from their teacher. The student login is an assigned identifier that may be used to link data for statistical and research purposes only. Personally identifiable data will not be recorded in the survey response file. This ensures that the confidentiality of your child's responses is protected at all times.

### How will results be reported?

The survey results will be reported back to the school in an aggregate form in term 4. All survey data that is made available in reports are for groups of students only so that no individual student can be identified. Data suppression rules are used for schools with low student numbers per year level.

#### Options for participation

Participation in this survey is **voluntary**. If you **do not** wish for your child to do the survey, please opt out via email to your school: [Alan.Coffey@education.vic.gov.au](mailto:Alan.Coffey@education.vic.gov.au) Please do so before Monday the 24<sup>th</sup> of August, stating that you wish to opt out of your child's participation, along with their name, school and year level.

If your school does not receive a Refusal of Consent email from yourself before the survey commencement date mentioned within this letter, it means that you give your consent for your child to participate in the 2020 Attitudes to School Survey.

A copy of the survey that we are asking your child to complete is available from your child's school. Please contact the administration office if you would like to see the survey before making your decision about whether you would like your child to participate.

If you would like more information, please speak to your child's teacher, or contact the Department at [attitudes.school.survey@education.vic.gov.au](mailto:attitudes.school.survey@education.vic.gov.au).

Yours sincerely,

The Department of Education and Training Victoria