

NEWSLETTER

September 2nd 2020 - Week 8 Term 3

Principal's Message

At this stage we are working on the current expectation that students will all return to classrooms at the start of Term 4. This will be helped by everyone continuing to follow the rules around social distancing, hand sanitising and mask wearing. When we are given any information about changes we will ensure that the impact of these on how we can operate are passed on as quickly as possible.

As we come toward the end of this term teachers will be preparing brief interim reports for all students. These reports will reflect the change to learning from home. The intention is to provide feedback about student progress during this period. Also, older students will be asked to provide some information for parents and teachers about how remote learning has worked for them. To achieve this, over the next little while Home Group teachers of Years 5 to 12 will be asking each student to complete these sentences:

My engagement with remote learning this term has been ...

One thing I like about remote learning was ...

One thing I found challenging about remote learning was ...

Something I could do better in future would be ...

Students and parents will be also be asked to complete a short survey conducted by Pivot Professional Learning prior to the end of term. These surveys will provide us with data that will allow us to further refine teacher practice, and will help us as a school to be even better, if we have to go into a third round of learning from home in the future. So when the invitation to the survey is extended, please respond. The more data we have, the better we are able to provide everyone with what they need and want.

Our students in Year 12 completing VCE only have a short period of time left to satisfy the outcomes for the VCE, so the next few weeks will be extra busy for them. We know that the GAT (General Achievement Test) is in Week 1 of Term 4 on Wednesday October 7, then those Year 12 students who are looking to gain an ATAR - or just want to enjoy the exam experience - will be in revision mode preparing for exams which commence on November 10.

So as we deal with a very challenging year we need to be aware that for some of our students the year is rapidly drawing to a close and there is much to be done.

I am aware that some households are being impacted by planned power outages for maintenance. If that is your household, your students do have options. They can come into school and work for the day here so they do not lose a valuable day of learning.

Robert Boucher



We All Need Boundaries!

Who is in the best place to tell us that not only do children and young people **need** boundaries to be put in place but they **want** them to be? Those children who are now adults!

Having worked with many adults and their families, one of the most significant conversations has been with those who as children never felt a sense of security or safety or the confidence in knowing that their parents or caregivers had boundaries and house rules in place to protect their best interests.

As children, and especially in adolescence, they were often considered to be the “the lucky cool kids” by their peers because they could do and say whatever they liked without obvious consequences at home and in school. Each of these adults have told me that in reality that overwhelming feeling of insecurity and uncertainty was frightening, often leaving them feeling anxious and unhappy and not at all lucky or cool.

Children feel insecure when they don’t have boundaries. Just as children need regular bed times, plenty of sleep, and a healthy diet, they also need boundaries to give them a sense of safety and security. When parents and caregivers do not provide clear boundaries, or allow their children to have control over what is decided in their home, the balance of power shifts towards the child, which is harmful to both children and parents. A lack of boundaries can skew a child’s sense of themselves and without boundaries they can lose their way. Setting boundaries for children from a young age can ensure that relationships can be mutually respectful and appropriate, and can help to set them up for life feeling good about themselves.

Setting good and clear age appropriate boundaries is one of the best ways to reduce conflict, improve communication and build trusting relationships between parents, children and teenagers.

A good boundary is one that is clear and reasonable. Clearly agreed boundaries mean that everyone understands what the expectations are. This eliminates the need to always argue and debate, as the boundary acts as a reference point to help determine the outcome.

Similarly, boundaries can be adjusted to acknowledge the fact that your teenager, for example, is growing up and as they mature the parental control can be loosened little by little. There is no hard and fast list of boundaries and every family is different. However, there are some issues that are fairly common amongst households with teenagers including:

- **Contribution to the household chores, mealtimes, etc**
- **What nights can be spent out of the house, where and with whom and the times to be home**
- **Use of phones, computers, internet, social media**
- **The consumption of alcohol, tobacco, other drugs**
- **Attendance at school and school work**

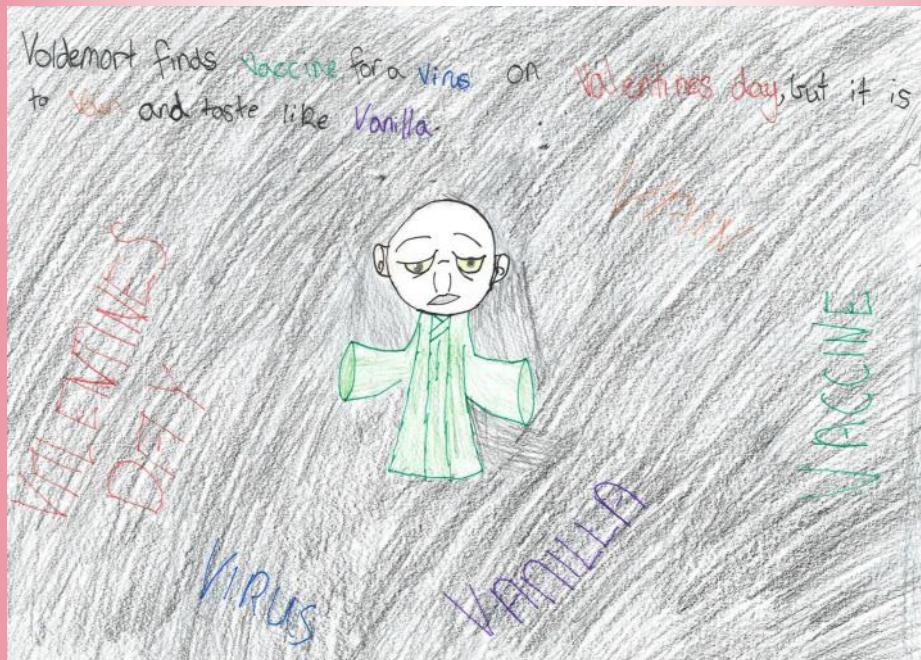
When rules are broken there needs to be consequences as boundaries are meaningless without them. The consequences should be in proportion to the relevant wrong doing as an over the top response will encourage resentment and rebellion. However, if the response is insignificant and inconsistent, the boundary will become meaningless and ignored.

This is why agreeing to the consequences when setting the boundary is helpful. Make the consequences fit the rule that was broken, eg, if they came home late, they have to come home earlier the next time.

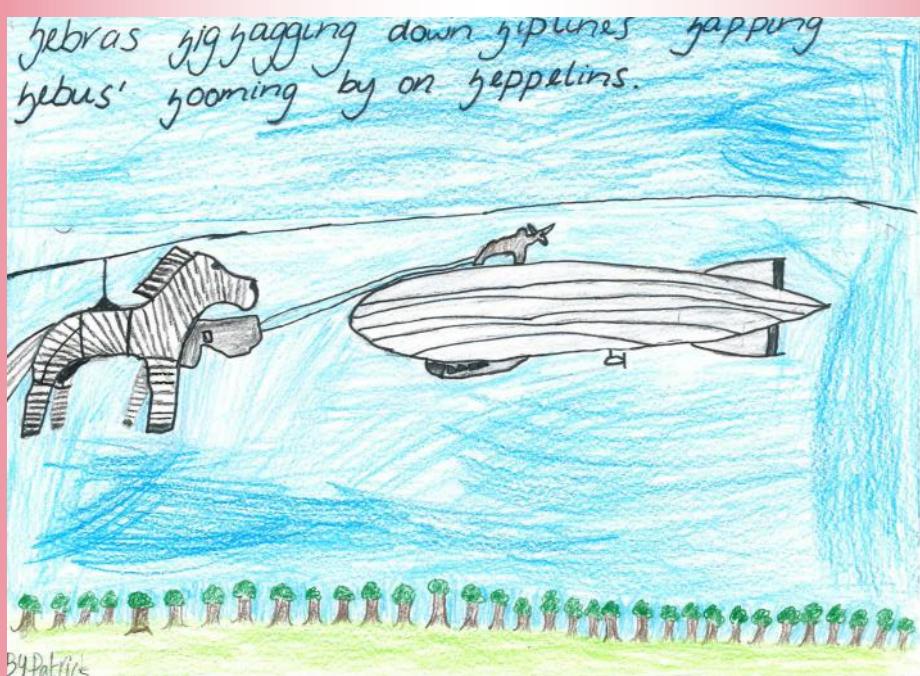
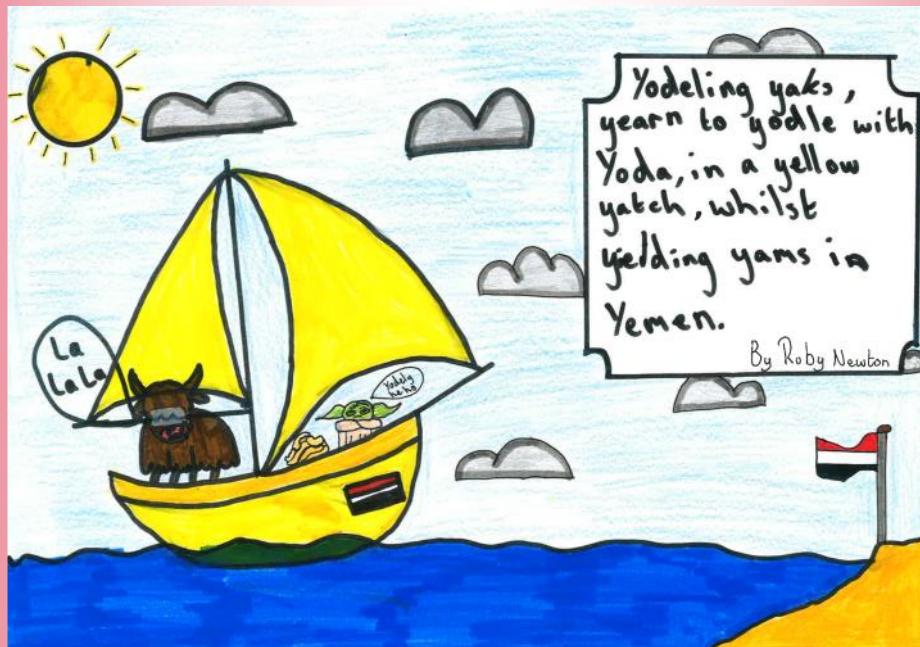
- **Listen to what your teenager has to say**
- **Don’t respond out of anger or a desire to punish - take a few deep breaths!**
- **Only make consequences that you can follow through or they won’t work.**
- **What might work for one young person might not for another**
- **Negotiate boundaries when setting them**

Be proactive when your young person has shown consistently their trustworthiness and reliability: expand their boundaries a bit without them having to ask. This is a powerful statement of support and affirmation for a young person to receive. One last thought: we all have to have realistic expectations. Don’t get too disappointed if and when they “stuff up”. None of us is perfect and your young person will be no exception!

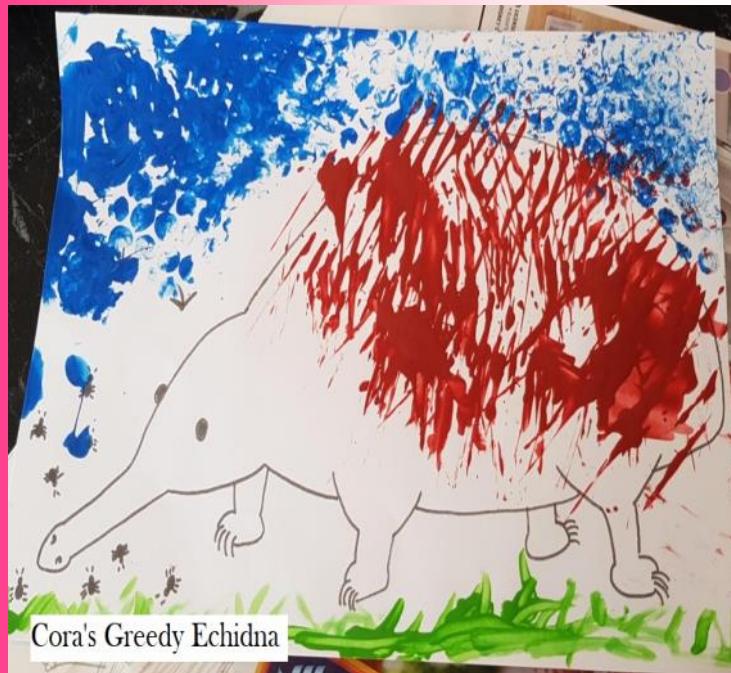
Year 8 English - 'Alliteration'



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Prep/Grade 1 ART



Science experiments students have been working on these past few weeks.

Bouncy Egg Science Experiment

Materials

- Raw Egg
- Glass or Jar
- Vinegar



Instructions

1. Get a raw egg and carefully place it into a glass or jar
2. Fill the glass with white vinegar until the egg is completely submerged
3. Leave the egg in the glass for 1-3 days. Each day check back on the egg. When the egg has started to become translucent you will know it is ready.
4. Remove the egg from the glass and rinse it under some tap water. While rinsing the egg gently rub the outside of the egg and the white film will come off leaving you with a translucent egg.
5. Examine the egg. You'll notice that it feels rubbery (like a bouncy ball). Then lift the egg 1-2 inches in the air, let go and watch it bounce. Helpful Tip: And be sure to do the bouncing on a plate or other container...just in case.
6. When you are ready for some messy fun, lift the egg a little higher in the air and let it go....SPLAT!

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<https://coolscienceexperimentshq.com/bouncy-egg/>



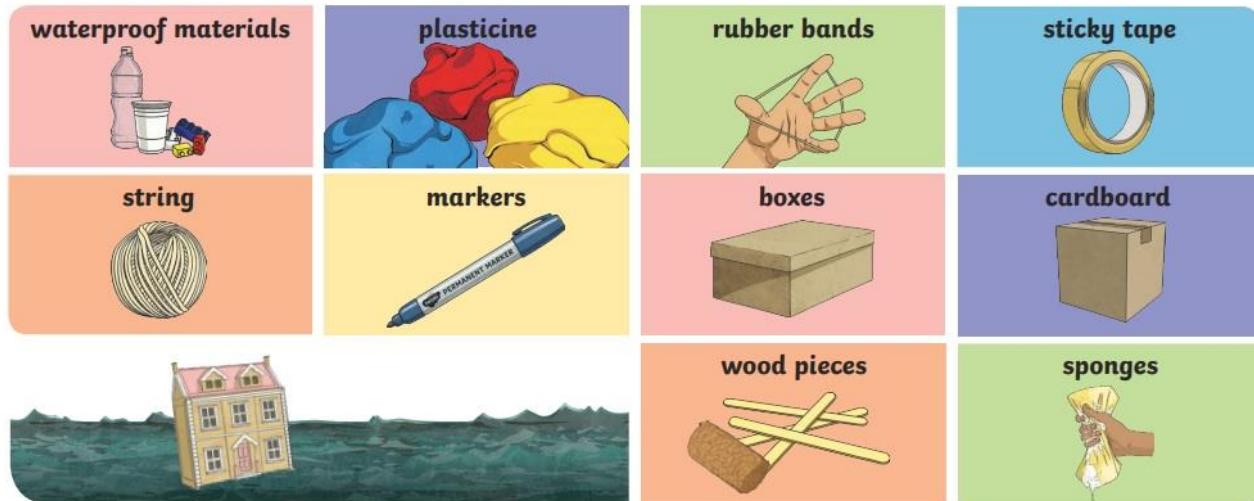
Zac Crisp's Skittles Experiment

Floating Hotel or Village - STEM

Can you plan and make your own floating hotel or village? Research some floating villages such as;

- Chong Khneas and Mechrey, Tonle Sap (Cambodia)
- Uros Islands (Lake Titicaca, Peru)
- Cua Van, Ba Hang, Cong Tau and Vong Vieng (Halong Bay, Vietnam).

Use the materials below to create your building(s).



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