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WEDNESDAY 21st OCTOBER 2020



PRINCIPAL TEAM NEWS

Respect, Resilience, Achievement & Community



READING AWARDS

Lilly C; Annabell W; Gracie T; Laila D; Eydan H.

FOOTY COLOURS DAY

Children and staff enjoyed a fun day on Tuesday participating in various footy activities outside in the beautiful sunshine. This day provided an excellent opportunity to have the students be physically active and the staff came up with a variety of activities that allowed participation of all aged students. Special thanks to Mr Freer for his organisation and to all staff who supported him.





Some photos of the 3/4 unit on footy day

SCHOOL PHOTOS

One of the most frequently asked questions that families have been asking is, “Can school photos go ahead?” The Department’s *School Operation Guide* that we follow, has clearly stated this was a ‘no’; however, great news, this has now been changed to a ‘yes’. Mrs Kent, whose role it is to organise the photos, had been planning an alternative but very strategically had held a tentative date with the photographers in case a change did occur. So, school photos are now happening and will occur on **Tuesday 3rd November**.

Order forms will be sent home with children as soon as they arrive at the school. Orders need to be returned to school with the money before the day. Orders and payments can also be made online.

Children are required to be in school uniform for the photos. Family photos of Golden Square Primary School pupils who are siblings will also be taken. A separate order form is required for these.

We are very excited that the photos can happen, particularly for our little Prep students and our Grade 6 students for whom 2020 is a milestone year of their schooling.

STUDENT LEARNING

Another key piece of work outlined in our School Strategic Plan is the implementation of an instructional model across the school. We all know that the year has been interrupted, however, due to the hard work and commitment of staff, we are seeing evidence of implementation in our classrooms. The photos below show students involved in learning at various phases of the model.



Whole class



Small group



Individual conferences



Independent work



Share time

DEVELOPMENT OF A MISSION, VISION AND VALUES STATEMENT

As we have communicated previously, one of our Key Improvement Strategies in our School Strategic Plan is, *Establish and implement with fidelity the School Wide Positive Behaviour Support framework and Respectful Relationships throughout the school.* The School Wide Positive Behaviour Support (SWPBS) framework has what is known as seven essential features. Essential Feature 1 is a common language, vision and experience and hence the development of a mission, vision and values statement is viewed as being one action that is important to take.

Staff have spent time in Professional Learning and Collaboration sessions beginning the work in this area. We have looked at what the difference between a mission statement and vision is. The mission statement is our answer to the question, "Why do we exist?" The vision requires us to consider what our hopes and dreams for what Golden Square Primary School will look and feel like in the future are. We have worked collaboratively in teams to really explore our responses to these questions and are getting ready to hear what our beautiful students and their families think.

One of the highlights from today was the fun that was had while undertaking the task. At this time, being able to enjoy the work we are doing is even more critical than ever. Having staff suggest afterwards that we need to really share this work with our community showed how valued it was and we will consider how we do this.



Wonderful photos of our staff working as one with students at the centre of their thinking.

Kind regards

Leanne Miller
PRINCIPAL

Marita Eddy
ASSISTANT PRINCIPAL

Golden Square Primary School has a zero tolerance to child abuse.

Looking after your Mental Health at GSPS

Keeping your child active and eating healthy

Physical activity will boost your child's physical and mental health and help improve their wellbeing. It also helps with concentration, memory and solving problems.

Keeping active is also a great way to support your child's learning.

For ideas on how to keep your child active, visit: [FUSE: Physical activity](#).

Healthy eating

Eating well is another way we can help maintain our physical and mental health and wellbeing. Making lunches with your child can help to teach them healthy eating habits.

As much as possible, your child should be eating a wide variety of food, including:

- vegetables
- fruits
- grains and cereal based foods
- lean meat or protein alternatives
- dairy foods
- plenty of water.

Depending on your child's age, they could help with planning a meal, shopping on a budget and cooking. Have your child plan and prepare dinner, do some simple baking or write up the shopping list.

Try to avoid foods and drinks that are high in sugar, salt and fat, and avoid offering these foods as rewards for good behaviour.

For fun food related activities ideas which can be completed at home, visit:

[FUSE: Fun with food: Activities](#).

More information

- [The Australian guide to healthy eating for children](#) - provides up-to-date advice about the amount of food that we need to eat for health and wellbeing.

★HAPPY★
BIRTHDAY!

To the following Students

Lilly W-M
Sam F
Leila R
Curtis L
Evie C
Paisley C
Caspian P
Savannah F
Talia G
Jack A
Skylar H



PUBLIC NOTICES



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www.dtmaustralia.com.au

**2020/2021 JUNIOR SEASON
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RENAE BOUCHER 0403 233 232

REGISTER AT PLAYCRICKET.COM.AU

SEASON STARTING DATES TO BE
CONFIRMED AND WILL BE SUBJECT
TO COVID RESTRICTIONS



U11 -U18



ALL GIRLS



JUNIOR/MASTER BLASTER

Dear Grade 3-6 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 19 October to Friday 13 November.

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.

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: golden.square.ps@education.vic.gov.au. Please do so before Monday 19 October 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.

Yours sincerely,

The Department of Education and Training Victoria

GOLDEN SQUARE PRIMARY SCHOOL OSHC NEWSLETTER

Good morning/afternoon/evening all students and families! I hope everyone is settling in nicely to being back at school full time. Due to everyone being back I have been meeting lots of new faces and getting to know everyone and making sure everyone has a blast with Camp Australia.

This week we are focusing on a theme of "Hand-Crafted". Each day the students will have the opportunity to create something, Monday was chatterboxes and Tuesday was Origami. We have plenty more coming including something tasty the kids will make themselves to have in the morning and share with the students in after school care.

Just one quick reminder that with the beginning of Term 4 students need to bring hats to after school care. Any student without a hat will need to either remain inside or stay in only the shaded areas of the school grounds when we are outside of the OSHC room. Sunscreen is provided but if your child brings their own it needs to have their name clearly marked on it so we know who it belongs to if we need to look after it.

That's all I have for this week, looking forward to more fun filled and sun filled days as Term 4 progresses.

Your friendly neighbourhood OSHC Coordinator,
Keith

SCHOOL STRATEGIC PLAN OVERVIEW

Goal 1

To improve the learning growth and achievement of all students with a rigorous focus on literacy.

Key Improvement Strategies

- 1.1 To develop, document and implement a guaranteed and viable curriculum.
- 1.2 To develop the pedagogical practices of staff and leaders using an embedded PLC approach.
- 1.3 To develop staff capabilities in understanding data and consistent collection, use and evaluation of data to inform student learning growth and achievement.

Goal 2

All students are engaged and connected to their learning.

Key Improvement Strategies

- 2.1 To develop and implement student agency in their learning.
- 2.2 To develop and implement a distributed leadership model in the school to ensure engagement, wellbeing and achievement goals are addressed and enacted.

Goal 3

To improve student health, wellbeing and inclusion.

Key Improvement Strategies

- 3.1 Establish and implement with fidelity the School Wide Positive Behaviour Support framework and Respectful Relationships throughout the school community.
- 3.2 Further develop and strengthen authentic, collaborative and inclusive partnerships between the school and its stakeholders.