



What's On?

Thursday 21 & Friday 22 October

Year 1 & Year 2 return
two days per week

Tuesday 26 October

Year 7 & Year 11
Return full time

Tuesday 26 & Weds 27 October

Year 8 , 9 & 10 return
two days per week

Tuesday 26 Oct
School Council

Thursday 28 & Friday 29 October

Years 3, 4, 5, & 6 return
two days per week

Monday 1 November
Curriculum Day.
No students required at school

Tuesday 2 November
Melbourne Cup
Public Holiday

Friday 5 November
All students return to full time onsite learning

Friday 17 December 1pm
End of Term 4

Monday 31 January 2022
Term 1 starts

Dear Parents and Carers,

Class placement feedback - Please use the link on Seesaw to complete this Form.

We ask you to inform us of any information you wish to have taken into account regarding the placement of students into classes for next year. This process is not one in which you are invited to choose the teacher for next year. It is simply one in which you draw to our attention particular considerations which you would like taken into account. Often we are able to act upon the matters you have raised, but we do not guarantee that we will be able to do so.



In drawing up classes we strive to balance numbers, gender and social circles. We take into account parents/caregivers views and staff perspectives but make our final decisions on our perception of what is in the best educational interests of all the students. Once the classes are determined and announced to the community it is highly unlikely that they will be changed.

At this stage no final decisions have been made about staff placements or the school structure for next year. These decisions are not made until our confirmed enrolment and staffing situation is known. It is anticipated that we will have five primary, three secondary (yr 7-10) and three senior secondary (yr 11 &12) classes.

This year we are asking students to nominate up to three students they would like to be in the same class with in 2022. It may not be possible to accommodate all choices but we will endeavour to accommodate at least one of the choices.

Please ensure that the form is returned by Friday 22nd October 2021.

COVID-19 vaccinations are important to protect the health of students and families across our community. Vaccination is not mandatory for students, but it is highly encouraged. Getting vaccinated is the best way you can protect your child and your family from infection and serious illness from COVID-19 and our school community from further outbreaks and the spread of COVID-19. The Victorian Government has announced a push to vaccinate people with disabilities, with 10 pop-up vaccination hubs to be set up in local government areas of concern. We know some students with disabilities can face challenges getting COVID-19 vaccinations.

Disability Liaison Officer service I would also like to inform you about a service available to help people with disability access their COVID-19 vaccination. The Department of Health's Disability Liaison Officers (DLOs) can help you or your child to book a COVID-19 vaccination and to get a vaccination if you're not able to attend a vaccination centre.

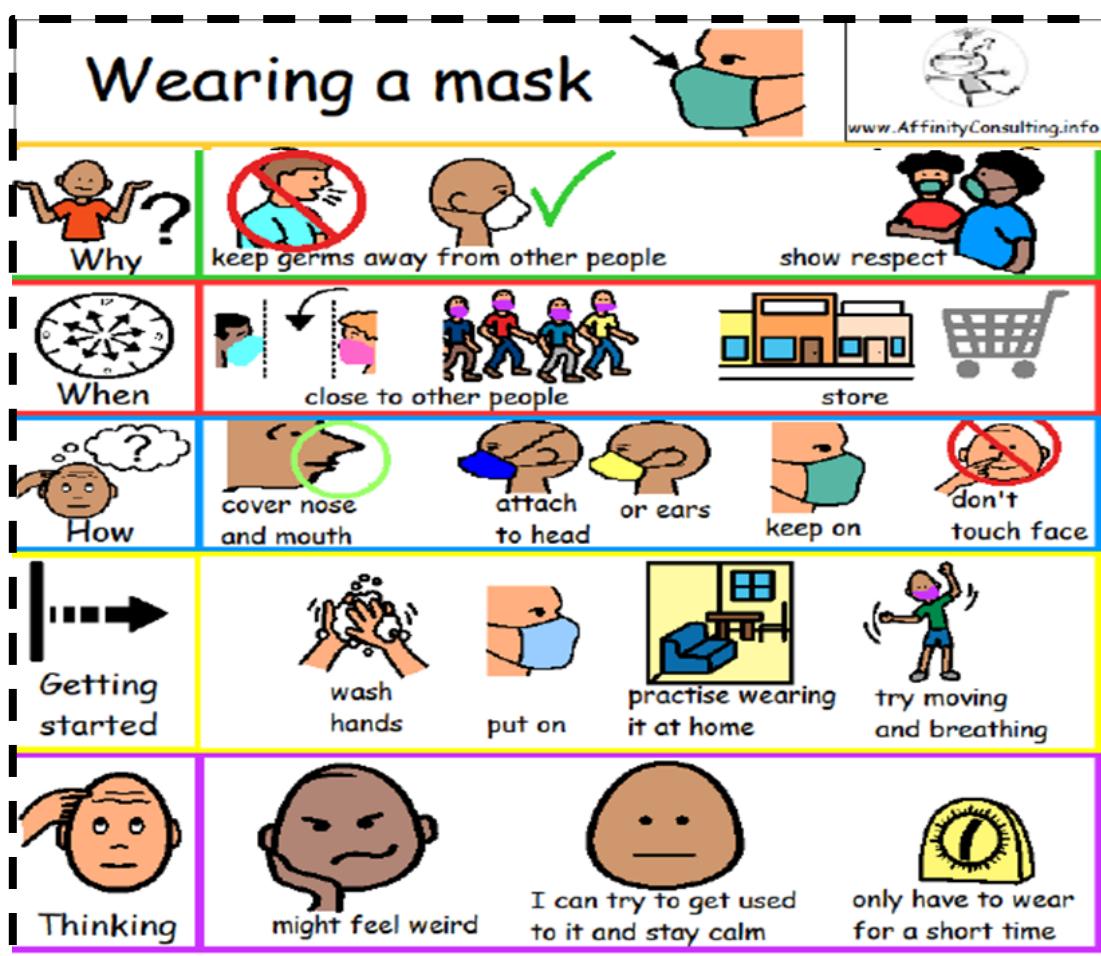
You can contact a DLO by either completing this online form [Request for Disability Liaison Officer support](#) [Request for Disability Liaison Officer Support](https://www.dhhs.vic.gov.au/Request_for_Disability_Liaison_Officer_Support) or emailing DLOcoordinator@dhhs.vic.gov.au to access reserved appointments and drive-through centres.

Cont/d...

For some students with a disability, a drive-through centre can be a good option to get vaccinated. If a student does not need any additional access support, a booking can be made by calling the Coronavirus Hotline on 1800 675 398. From 8 October, all state-run vaccination centres will accept people with disability without a booking.

If you have any health concerns regarding COVID-19 vaccines, please speak to your GP. You can also refer to the Department of Health website for information on vaccine safety and possible side effects.

Christine Monahan
Assistant Principal-Student Wellbeing



Allied Health News

Key word sign of the week is “School”

Move open dominant hand, palm toward head, diagonally at the side of face, twice.

See Getty and Aleyna's Z- Admin
SeeSaw demonstration



Core Word of The Week

Practice modelling the core word on the AVHS communication board.

“Go”

See Getty and Aleyna's Z- Admin
SeeSaw demonstration

We will **GO**
back to
school
soon”“



Room 1 Learning

Scan the QR Code to watch Room 1 show you what they can compost.

COMPOST

Compost
I can compost
banana peel
go green

Compost

Compost

Have You Seen Tristan?

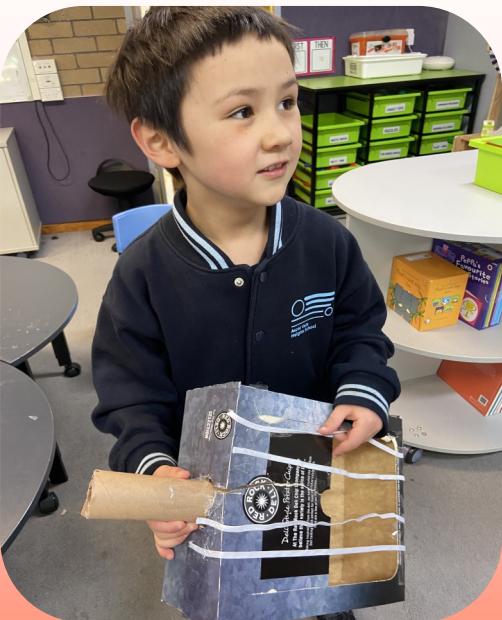
Tristan from Room 1 is everywhere in an advertisement for Kmart.
Look out for him on billboards around the city.



Room 11 working in the garden



Room 3



Room 3 have been learning about upcycling in our inquiry
“Don’t waste, create!”.

We have made musical instruments out of recycled items.

Question to get your child talking about school

It is not always easy to get information from your child about how their school day was. A typical after-school conversation might go a little something like this:

“How was your day?” “Good.” “What did you do?” “Nothing much”

You continue on with your afternoon or evening with no further information, feeling frustrated or disappointed that your child doesn’t want to talk to you about school. If you are tired of repeating this process each day, it might be time to ask some other questions instead. Leading with a question that requires more than a simple yes or no is a great way to open a conversation and get your child talking about their day. Try one or more of these questions tomorrow and see how your child reacts:

1. What was the best thing you did today?
2. What was something different that happened today?
3. What made you laugh?
4. Who did you play with?
5. What are you looking forward to about tomorrow?
6. What did you learn about in music/PE/English?
7. What’s something your teacher said to you today that made you think?
8. If you could change one thing that happened today, what would it be?
9. What part of your day went the slowest? Why?
10. What games did you play at lunchtime?

Of course, if your child does not want to talk about school, you should respect that too. Some children need a little space and time to relax after school before they are ready to talk about it and by giving them a little space, they might be more willing to open up later.

By asking meaningful questions and really listening to the answers, you can get to know a lot about your child and how they are doing at school. It also creates a great connection between you, showing your child that you care about their wellbeing and are taking time to hear about how their day has gone.

Contacting the team

Speech Pathology

Getty getty@wordsinmotion.com.au

Working days: Wednesday and Friday

Mental Health Practitioner

Monique monique.parker@education.vic.gov.au

Working days: Wednesday and Thursday

The MHP role is funded to support secondary students only.



GET ACTIVE KIDS VOUCHER PROGRAM

Apply for up to \$200 to support your child in sport and active recreation activities.



To be eligible your child must be:

- aged 0 to 18 years
- a resident in Victoria
- named on a valid Health Care Card or Pensioner Concession Card and Medicare Card.

Visit getactive.vic.gov.au



**Looking forward to
seeing Year 1s and
Year 2s return
Thursdays and Fridays!**

Rest, Connect & Learn
Wellbeing strategies within our
little community...

THE SACRED NEST

CARER SUPPORT CIRCLE

Next Circle: **WEDNESDAY 20TH OCTOBER**
Including the Carer's Victoria Workshop
"Strong Boundaries, Strong Carers"
presented by Guest Speaker Jennifer Daddow

7.00pm to 8.30pm (online)
RSVP Cynthia 0417 500 197
www.thesacrednest.com.au
\$10 OR BY-DONATION

Boundaries are about drawing a line in the sand; deciding what you can accept from others in your life and what you can't. This workshop will give you practical strategies to protect your sense of self as well as your health and wellbeing.

WHO SHOULD ATTEND
The workshop is open to families and carers, particularly those who have difficulty setting boundaries and looking after themselves.

TOPICS INCLUDE

- What are boundaries?
- How do strong boundaries protect carers?
- How can carers protect their boundaries?

Return to Onsite Learning Timetable

Year of Birth	From Monday 18th October	From Tuesday 26th October	From Friday 5th November
2013 – 2015 YR 1 - 2	Thursday - Friday	Thursday - Friday	✓
2011 – 2012 YR 3-4	Vulnerable and Children of Essential Workers Only	Thursday - Friday	✓
2009 – 2010 YR 5-6	Vulnerable and Children of Essential Workers Only	Thursday - Friday	✓
2008 YR 7	Vulnerable and Children of Essential Workers Only	✓	✓
2006 – 2007 YR 8 - 9	Vulnerable and Children of Essential Workers Only	Tuesday - Wednesday	✓
2005 YR 10	Vulnerable and Children of Essential Workers Only	Tuesday - Wednesday	✓
2004 YR 11	Vulnerable and Children of Essential Workers Only	✓	✓
2003 YR 12	✓	✓	✓