



Broadford Primary School

Respect Responsibility Resilience Readiness

Believe in yourself

Term 3, Week 7 Friday 27th August, 2021

Introducing Nina

We would like to introduce the newest member of the Broadford Primary School community. Nina will be joining us when we return to on site learning as our school dog.



Name: Nina

Breed: Toy Poodle

Size: 24 – 28cm

Coat: Hypoallergenic and doesn't shed

Toy Poodles are one of the **most hypoallergenic dogs** you can own and are the perfect breed for those who have pet allergies.

Nina's Mum (Peggy) and Dad (Alfie) have very calm and friendly natures. Their owner is a registered breeder, with Alfie in high demand because of his friendly nature.

Training: Nina is already in training. She and her owner Terri are currently attending puppy training school and will upgrade to each training level as age appropriate, with certificates of completion received, as they pass the required checklists.

Introduction to the children: As Nina is currently 10 weeks old, she will be introduced to the children at about 10/15 minute intervals and housed in her enclosed play pen, away from the children, with her toys, food, water and bed, for the remainder of each hour (although she usually sleeps for most of this).

As she is very calm and loves a cuddle, she can also sit on the child's knee whilst they are reading or writing. This helps children focus on their work, as they will know it is part of the prerequisite of having Nina visit. Nina is also good at calming anyone who is anxious or upset.

There are many benefits to having a therapy dog in school, including but not limited to:

- Enabling children to put our school values into practice: Respect; Responsibility, Resilience, readiness
- Increase in school attendance
- Decrease in learner anxiety
- Improved motivation
- Increased social support and peer interaction
- Gains in confidence and building self esteem
- Support for students who are feeling vulnerable, have suffered trauma or are going through upsetting/difficult times
- Increased empathy through a connection with an animal

Attached to this week's newsletter is our draft Therapy Dog School policy. If you have any feedback or questions please send us an email or phone the school office.

What's in the Wellbeing Window this week?

Building Resilience in Children

Resilience is one of Broadford Primary's school values. It's a familiar word, isn't it? But what does resilience really mean? When we talk about resilience, we're talking about a child's ability to cope with ups and downs, and bounce back from the challenges they experience during childhood – for example moving home, changing schools, studying for an exam or dealing with the death of a loved one. Building resilience helps children not only to deal with current difficulties that are a part of everyday life, but also to develop the basic skills and habits that will help them deal with challenges later in life, during adolescence and adulthood.

BPS External Wellbeing Support Directory

If someone is in immediate danger always call 000

Helplines

Lifeline 24 hour crisis support and suicide prevention service 13 11 14 Lifeline Australia - 13 11 14 - Crisis Support, Suicide Prevention.	Kids Helpline Phone counselling service for children and young people. 1800 55 1800 Web Chat and text service also available at https://kidshelpline.com.au	Beyond Blue phone counselling and support 1300 22 4636 Web Chat also available www.beyondblue.org.au/get-support/get-immediate-support	headspace free online and telephone support and counselling to young people 12 – 25. 1800 650 890 Anonymous group chat also available https://www.eheadspace.org.au/
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Grade 3 Camp 2021



Grade 4 Camp 2021



Magnificent Maths!

Exploring Mathematics with your child!

Maths includes noticing numbers, shapes, patterns, size, time and measurement. Incorporating maths into everyday experiences is easy and fun. Maths is everywhere – in the playground, at the shops and at home.

Providing opportunities to discuss and engage in mathematics supports your child's learning in and out of school. Your child will also begin to connect the importance of maths with their everyday activities, such as navigating public transport, comparing and choosing the best item to buy in stores, setting a budget, and cooking.

Here are some ways that you talk about and practise maths at home.

Some activities to develop mathematical language:

- Use specific terms when asking for items. For example, ask your child to get the 'one litre' milk bottle from the fridge, or the 'one kilo' bag of flour from the cupboard.
- When cooking, talk about different measurements used, such as teaspoons, millilitres, litres, and cups. Discuss ideas about empty and full.
- As you walk, talk and play together describe your child's movements as they climb 'over' the fence, slide 'between' the poles, and swing 'under' the monkey bars. This helps your child understand language related to spatial awareness.
- Sorting activities support your child to understand concepts such as 'same' and 'different'. Use recycling as an opportunity to sort items to place in the rubbish. For example, paper, plastic, food waste and general waste.

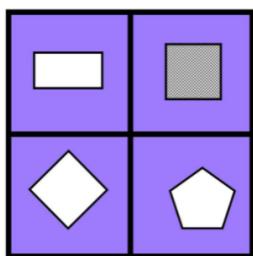
Browsing catalogues

Discussing catalogues can be a great way to improve your child's maths knowledge of money and percentages. Here are some questions you could ask:

- How would you spend \$40 from a catalogue? How many products can you buy for \$40?
- Select five products from the catalogue, then calculate what the cost would be if there was a 50% sale. Does it make a difference if you add up the items, and then deduct 50%, or if each item is reduced by 50% then totalled?
- What is the best value sale item in the catalogue? Can you explain your reasoning?
- Compare the cost of a product across different stores using different catalogues. What did you find?

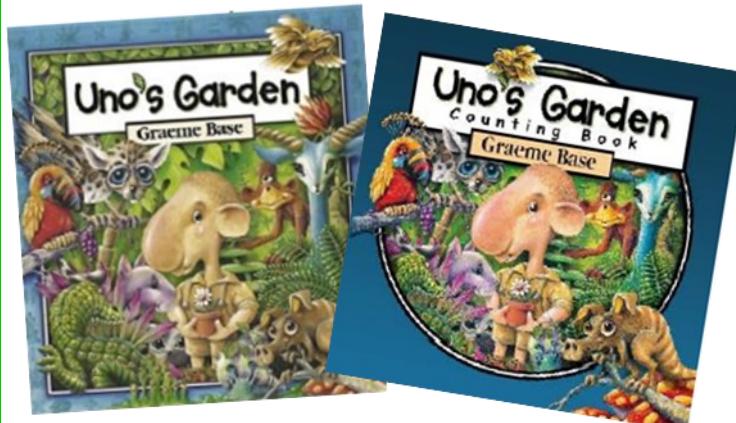
From Literacy & Numeracy – Tips to help your child (Department of Education and Training)

Which one doesn't belong? Give reasons for your answer!

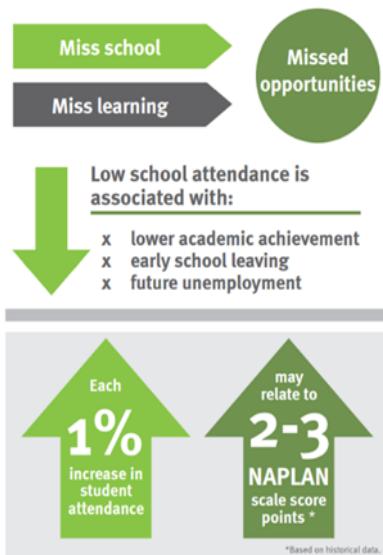


Numeracy Picture Books of the Week!

"Uno's Garden" by Graeme Base



Attendance and Academic Achievement



Every day counts at Broadford Primary School (even during Remote and Flexible Learning) because going to school (whether onsite or at home) every day...

- will make sure your child gets the most out of their learning
- will make your child's transition into following year easier
- improves your child's reading, writing and maths
- builds a positive approach to learning
- strengthens your child's independence and confidence.

It is vital that your child is at school every day. At Broadford Primary School, we deliver developmentally sequenced units of study in Reading, Writing and Mathematics. Each lesson is designed to build on the skills learnt the day before. When your child misses a day of schooling it is difficult for them to understand the content of the learning having missed the first step the day before. Regular school absence results in confused students with gaps in their knowledge and learning.

What will the school do?

- Deliver the content of the Victorian Curriculum.
- Monitor your child's attendance.
- Talk to you about any unexplained absences.
- Work with you to overcome problems affecting your child's attendance.
- Give your child support for any additional learning needs they may have.
- Offer developmentally, socially and culturally appropriate learning opportunities.

Attendance at or above 98%	These students have only missed 4 days or less in a school year - They have every chance of achieving to the best of their ability - These students are likely to have positive friendship groups
Attendance 95 – 97%	These students have only missed 5-10 days - They are more likely to be achieving well at school - With only occasional absences, these students will find it fairly easy to get back in touch with the learning program after absences
Attendance 90 – 94%	These students have missed 11-20 days - These students may find it challenging to keep in touch with lessons or with class work - Aim to improve your attendance rate
Attendance 80 – 89%	These students have missed 21-40 days - These students have missed up to 1 day every week, which equates to 2 ½ years schooling missed by Year 12 - It will be very difficult to keep in touch with school work and to maintain social connections - Please contact the school immediately to discuss a plan for improving attendance rates
Attendance below 80%	These students have missed more than 40 days - These students have missed more than 1 day per week - Students will be 'disconnected' from school. They are almost certain to experience difficulties both academically and socially - Please contact the school immediately to discuss a plan for improving attendance rates



Broadford Primary School

SCHOOL THERAPY DOG POLICY

Purpose

A variety of animals, including dogs, are becoming an ever-popular and worthwhile addition to schools across the country. Children can benefit educationally and emotionally, increase their understanding of responsibility and develop empathy and nurturing skills through contact with a dog. In addition to these benefits, children take great enjoyment from interaction with a dog. We believe a school dog will be a unique way to enrich all areas of our student's wider education, skills and wellbeing.

This policy applies to the approved school dog only (Nina, toy poodle). It does not affect the school's right to prohibit other dogs on school property in accordance with our Dogs in School Policy.

Rationale:

There are a range of benefits to having a therapy dog in school, including but not limited to:

- Enabling children to put our school values into practice: Respect; Responsibility, Resilience, readiness
- Increase in school attendance
- Decrease in learner anxiety
- Improved motivation
- Increased social support and peer interaction;
- Gains in confidence and building self esteem
- Support for students who are feeling vulnerable, have suffered trauma or are going through upsetting/difficult times;
- Increased empathy through a connection with an animal;

Implementation

The dog is owned by ES staff member Terri Smith. Parents/carers will be informed of the intention to have a school dog before it comes to school. They will receive copies of the dog policy.

Broadford Primary School staff will take all reasonable care to avoid, as far as possible, any contact between the school dog and students, other staff and visitors where allergic reactions are a known risk. Staff will be mindful of any student who has an allergy and monitor this on a case by case basis according to advice from the family.

The dog's health and wellbeing is prioritised along with that of the children and staff. All vaccinations and vet checks will be up-to-date and paid for by the dog's owner. If the dog is ill it will not be allowed at school.

Anyone with a fear of dogs will be respected and never forced to interact with the dog.

Education and Standards

There will be appropriate adult supervision at all times when the dog is present with pupils.

Notices will be displayed to inform children, staff and visitors of the dog's presence. Students will be reminded of what is appropriate behaviour around the dog. We will use information from the RSPCA and Responsible Pet Ownership Program to guide our conversations and lessons with children.

Children should remain calm around the dog. They should not make sudden movements and must never stare into a dog's eyes as this could be threatening for the dog. Children should not put their face near a dog and should always approach it standing up. Children should never go near or disturb the dog if it is sleeping or eating. Students will not be allowed to play too roughly with the dog.

If the dog is surrounded by a large number of children, the dog could become nervous and agitated. Therefore, the adult in charge of the dog must ensure that they monitor the surroundings at all times.

Dogs express their feelings through their body language. Growling or baring of teeth indicate that the dog is feeling angry or threatened. Flattened ears, tail lowered or between their legs, hiding behind their owner, whining or growling are signs that the dog is frightened or nervous. If the dog is displaying any of these warning signs it will be immediately removed from that particular situation or environment.

Children should not feed the dog or eat close to the dog.

The dog will not be allowed to enter the school canteen, kitchen or any area where food is being prepared.

Children should always wash their hands after handling the dog.

Any dog waste will be cleaned immediately and disposed of appropriately. If any 'accidents' occur in areas where children have access to, appropriate measures will be taken to disinfect the affected site.

Related Policies

Broadford Primary School Dogs in Schools Policy

REVIEW CYCLE AND EVALUATION

This policy was last updated on 25th August 2021 and is scheduled for review in August 2023.