



PATTERSON LAKES PRIMARY SCHOOL

No. 5190

Gladesville Boulevard Patterson Lakes 3197

P.O. Box 330, Patterson Lakes, 3197

Phone 9772 4011 Fax 9776 0421

Principal: Carole Mayes

Email: patterson.lakes.ps@education.vic.gov.au

Website: <http://www.patterson-lakes-ps.vic.edu.au>

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DIARY DATES



In line with the latest Covid-19 restrictions, all excursions, incursions, camps and events will either be cancelled or postponed. We will update you as information comes to hand.

PRINCIPAL'S REPORT

Dear Parents and Carers,

The Victorian Government has announced the Roadmap to Deliver the National Plan.

The Roadmap, which is based on advice from the Victorian Chief Health Officer, sets out the staged return to onsite learning in Term 4, with the plan being that all students return onsite by Friday 5 November as follows:

Year levels	Tuesday 5 October	From Wednesday 6 October	From Monday 18 October	From Tuesday 26 October	From Friday 5 November
Prep			Monday – Wednesday	Monday – Wednesday	✓
Year 1-2			Thursday – Friday	Thursday – Friday	✓
Year 3-4				Tuesday – Wednesday	✓
Year 5-6				Thursday – Friday	✓

Remote and flexible learning will be delivered to students on the days they are not onsite.

Vulnerable children and children of parents or guardians who are on the authorised provider and authorised worker list can continue attending onsite. Permits must accompany the onsite request form.

Outside School Hours Care (OSHC) programs will be open for all students during Term 4 in line with their return to onsite attendance at school.

Vaccination

Getting vaccinated is the best way to be protected from and prevent the spread of COVID-19. I encourage all students aged 12 years and over and their parents to get vaccinated as soon as possible. To book a vaccination appointment go to coronavirus.vic.gov.au.

PRINCIPAL'S REPORT

MANAGING ILLNESS AT SCHOOL

Attached to this newsletter you will find a document issued by the Department of Education and Training, which talks about managing illness in schools and things we can do to slow the spread of COVID-19.

In line with the Department's procedural guidance for the management of students with COVID-19 symptoms, we need to inform you that should students present whilst at school with COVID-19 symptoms, they will be required to wear a single use face mask and they will be escorted to a designated isolation area, which is not the first aid room, but the first Meeting Room in the front office. From here, parents or carers will be notified immediately to collect their child from the isolation area and students must be collected as soon as possible. You will then be advised that your child must be tested for COVID-19 and they are to stay home until they receive a negative test result and feel well.

For children with persistent symptoms due to underlying conditions such as hay fever or asthma, whose symptoms are clearly typical of their condition, they can continue to attend school, but they should be tested for COVID-19 if they develop symptoms that are different to or worse than their usual symptoms. We ask that parents and carers consider getting a medical certificate from their GP if they have persistent symptoms that may overlap with symptoms of COVID-19, such as a cough or runny nose.

We trust that you can all appreciate that we have an obligation to not only protect our staff and students, but the whole school community and we will take every precaution we can to prevent the spread of COVID-19. We thank you for your continued support in following these steps, so together we can all stay safe.

ICAS ASSESSMENTS

Last term, a number of parents enrolled their child into the ICAS assessment program. The school will support the administration of the assessments in Week 7, Thursday 18th November for Mathematics and Friday 19th November for English and Science.

ASSISTANT PRINCIPAL'S REPORT

STUDENT OF THE WEEK AWARDS

Congratulations to the following students who won our 'Student of the Week' awards for Week 1 of this term. Students will receive their certificates when they return to school. Keep up the super work everyone!

Foundation A – Sebastian G for making better choices daily.

Foundation B – Viaan P for working so hard on his writing. What a superstar, Viaan!

Foundation C – Arlo J for trying very hard to sound out each word when he is reading. Well done, Arlo!

Foundation D – Tyler H for putting your hand up and contributing to class discussions. We love to hear it when you share your thinking.

1A – George S for being such a super worker during remote learning. Well done, George!

1C – Ruarc D for making a wonderful effort to complete your tasks and join our Google Meets. Keep it up Ruarc. We love seeing you!

1D – Tyler B for your spectacular video about dinosaur facts. A very entertaining video with lots of interesting facts. Great work, Tyler!

2A – Zach B for trying his best during remote learning and being such a positive little super star.

2B – Payton C for fantastic writing for her two truths and one lie.

2C – Koen B for a great start to Term 4. Keep up the great work!

2D – Scarlett S for working hard on her schoolwork and her spelling activities.

3A – Archie C for giving his all to his learning. You try so hard in our meets and always come on with a smile. All of 3A is so proud of you, Archie!

3B – Jimmy M for contributing to Class Meets and trying his best during Remote Learning. Keep it up Jimmy.

5A – Beau M for an excellent start to Term 4. Keep up the good work Beau!

6B – Kobi B for his thoughtful persuasive writing on skateboard parks.

6C – Jak M for having a positive year and for doing a commendable job during remote learning. Nice work, Jak!

YEAR 2 - REMINDER: 1:1 DEVICES PROGRAM

Dear Year 2 Parents and Carers,

Earlier today you would have received a message via Compass, reminding you that we require you to complete the Google Form with your intention to participate in next year's 1:1 Devices Program, along with all the details relating to the Program. We would like to thank the Year 2 families that have already responded. For those families that are yet to do so, can you please complete the Google Form with your intention to participate in the 1:1 Program as soon as possible.

The link to fill in this form is: <https://forms.gle/aofevyKWnEKMTQo9>

HAPPY BIRTHDAY

Happy Birthday to the following students who are celebrating their birthday over the next week. We hope you have a lovely day.



NAME	BIRTHDAY
Oliver C	7 October
Olivia V	7 October
Seth P	8 October
Lukas Q	9 October
Charlotte B	10 October
Sienna H	10 October
Jay M	10 October
Alessia P	11 October
Riley M	11 October
Logan N	13 October

CYCLING AND WALKING PLAN

The City of Kingston will be updating its Cycling and Walking Plan. This five-year Plan will provide us with a framework to guide improvements to cycling routes and walking paths in Kingston.

We hope to develop a network of trails and cycleways that are accessible, integrated and connected to other modes of transport to ensure residents and visitors to the City of Kingston have a range of safe and sustainable travel choices.

The Plan will:

Help Council make informed decisions about future investments in bicycle and pedestrian infrastructure and develop a capital program of works for improving bicycle and pedestrian facilities.

Key to the success of the Plan is consultation, collaboration, and coordination between Council departments, external stakeholders, and the wider community – and a joint effort with many authorities responsible for realising the network. We want to make sure Council takes on board your ideas and experiences of walking and cycling in our city, to get it right.

We are opening this subject up for community consultation from 20 September - 24 October and encourage you to get involved and to 'help us to map out a pedestrian and cycling-friendly Kingston.'

As part of this first stage, we hope to identify:

- any priorities for making walking and cycling the preferred transport choice, particularly for short local trips
- concerns about (or barriers to) providing for cyclists and pedestrians, and
- specific locations (using on-line mapping software) where improvements for pedestrians and cyclists could be made – such as missing gaps in the network, new cycle parking, wayfinding, safety issues, new road crossings, cleaning and maintenance, and accessibility for people with a disability.

We would like you to share your ideas on how we can improve the cycling and pedestrian experience in Kingston. You can also share your views by:

Taking part in our online survey at yourkingston.your-say.com.au/map-out-a-pedestrian-and-cycling-friendly-kingston Making a further submission by emailing info@kingston.vic.gov.au or mailing PO Box 1000, Mentone 3194.

Thank you for your support and feedback.

One of the most important things we can do to slow the spread of coronavirus (COVID-19) in our community is to stay at home when we are unwell, even when we have the mildest of symptoms.

What you need to know

1. If a child is unwell, even with the mildest of symptoms, they must stay at home

If a child becomes unwell during the day, they must be collected from school/early childhood education and care (ECEC) as soon as possible.

2. If a child has any of the symptoms of coronavirus (COVID-19) outlined below, however mild, they should get tested and they must remain at home until they receive their results:

- fever
- chills or sweats
- cough
- sore throat
- shortness of breath
- runny nose
- loss of sense of smell or taste.

In certain circumstances headache, muscle soreness, stuffy nose, nausea, vomiting and diarrhoea may also be considered symptoms.

For further advice:

- call the 24-hour coronavirus (COVID-19) hotline 1800 675 398
- call a general practitioner
- use the Department of Health and Human Services (DHHS) [online self-assessment tool](#).

Visit: [Where to get tested](#).

3. A child must stay at home until they are symptom free, even if their coronavirus (COVID-19) test is negative

If a person has tested positive for coronavirus (COVID-19) or been identified as a close contact they must isolate/quarantine until they receive clearance from DHHS.

Children with persistent symptoms due to underlying conditions such as hay fever or asthma

whose symptoms are clearly typical of their condition can continue to attend ECEC/school. They should be tested for COVID-19 if they develop symptoms that are different to or worse than their usual symptoms. They should consider getting a medical certificate from their GP to attend ECEC/school if they have persistent symptoms that may overlap with symptoms of COVID-19 such as cough or runny nose.

Younger children (pre-school up to Grade 2) may have prolonged post viral symptoms

such as a runny nose or cough and may return to school/ECEC following a negative COVID-19 test even if they are not completely free of symptoms. They will need a medical certificate from their GP to confirm they are otherwise well or have recovered from their acute illness.

For information on the minimum periods students and children need to stay at home for other conditions, refer to the [DHHS school exclusion table](#).

4. Children do NOT need a medical certificate before returning to school/ECEC

Once symptoms have cleared, there is no requirement from the Department of Education and Training or DHHS for children/students to have a medical certificate before they return to school/ECEC.

Thank you for your support in following these steps, together we can all stay safe.





Physical activity and mental health

Regular physical activity is great for children and young people's healthy development and helps prevent and relieve mental health issues

How does exercise affect mental health and wellbeing?

Physical activity promotes many aspects of child and adolescent development, including social and emotional skills, as well as physical development of motor skills.

It also supports mental wellbeing. We know that high levels of inactivity can lead to a greater risk of both physical and mental health problems.

Physical activity:

- can increase levels of serotonin and endorphins, the neurotransmitters involved in regulating and improving mood
- promotes sleep – which also helps regulate moods, increase energy levels and improve memory and learning
- increases the connections between the brain neurons, which improves memory and learning capacity

- pumps blood to the brain to boost mood, concentration and alertness
- promotes relaxation by reducing skeletal muscle tension
- provides children and young people with an outlet for excess energy and frustration, which relieves tension
- provides an opportunity for children and young people to socialise and meet new people, reducing loneliness and isolation
- improves motor and cognitive skills, which boosts self-esteem
- distracts children and young people from negative thoughts.

These benefits also serve to improve classroom behaviour and promote a more positive learning environment.

How much exercise do children and young people need?

The 24-Hour movement guidelines outline the following recommendations for exercise for children and young people:

- **Infants** (birth to one year): 30 minutes per day of supervised interactive floor-based play including tummy time, reaching and grasping, pushing and pulling and crawling.
- **Toddlers** (1-2 years): at least 180 minutes a day, including energetic play such as running and jumping.
- **Pre-schoolers** (3-5 years): at least 180 minutes a day of which 60 minutes is energetic play such as running, jumping and kicking and throwing.
- **Children** (5-12 years) and young people (13-17 years): at least 60 minutes of moderate to vigorous intensity physical activity every day.

The percentage of children and young people meeting current guidelines is:

- 61% of two to five-year-olds
- 26% of five to 12-year-olds
- 7.9% of 13 to 17-year-olds.

What can your early learning service or school do to promote exercise?

Services and schools provide many opportunities for children and young people to join in physical activity, through both structured activities like formal classes or team sports and spontaneous play.

Though there are challenges integrating formal exercise programs into the curriculum (it takes specialist teachers, sports equipment and facilities), there are many ways you can engage children and young people in physical activity. You can:

- hold outdoor or walking classes where a lesson is conducted 'on the move'
- establish a 'bush kinder/class' session or incorporate walks to local parks or nature reserves as part of your early learning program

- include outdoor activities in subjects such as maths, science or geography
- try standing lessons to break up extended sitting time
- provide bats and balls and other play equipment during lunch and recess
- have play spaces and play equipment to encourage physical activity
- see if it's possible to partner with local sport and recreation clubs and local councils so you can use their equipment and facilities – perhaps you could apply for a physical activity grant to fund a project
- provide safe and secure bike parking
- promote active travel, such as encouraging children and young people to walk as much as possible and welcome active travel ideas like a walking school bus to your local community.

Some children and young people dislike competitive sport and anxiety about competition may worsen existing mental health issues.

You could consider offering non-competitive physical activities such as yoga and Pilates as an alternative. Or offer activities where the focus is on participation, not competition. It's more important for children and young people to learn that being active is fun rather than focusing on winning.

References

Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years). Retrieved from [https://www1.health.gov.au/internet/main/publishing.nsf/content/FCE78513DAC85E08CA257BF0001BAF95/\\$File/Birthto5years_24hrGuidelines_Brochure.pdf](https://www1.health.gov.au/internet/main/publishing.nsf/content/FCE78513DAC85E08CA257BF0001BAF95/$File/Birthto5years_24hrGuidelines_Brochure.pdf)

Australian 24-Hour Movement Guidelines for Children and Young People (5 to 17 years). Retrieved from [https://www1.health.gov.au/internet/main/publishing.nsf/Content/AC46EFBE3130BC97CA2583D00023E7B0/\\$File/Australian%2024-Hour%20Movement%20Guidelines%20for%20Children%20and%20Young%20People%205-17%20years.pdf](https://www1.health.gov.au/internet/main/publishing.nsf/Content/AC46EFBE3130BC97CA2583D00023E7B0/$File/Australian%2024-Hour%20Movement%20Guidelines%20for%20Children%20and%20Young%20People%205-17%20years.pdf)