

Tin Town Tales

Emmaville Central School & Community News

Find us at: 20 -28 Park Road Emmaville NSW 2371 Ph: 67347235 Fax: 67347492 emmaville-c.school@det.nsw.edu.au



Issue 16

Tuesday 3 November 2020

Term 4 Week 4

FROM THE PRINCIPAL'S DESK

Dear parents, carers and community members

A big thankyou to all for your support throughout the term, especially with abiding by our covid-19 restrictions. Your help and thoughtfulness is very much appreciated.

Care and Connect resources

New resources for staff and students are available at the following link of [Care and Connect resources](#) so that students and staff can continue to check-in about their mental health and wellbeing

School Safety App

Staff and parents are encouraged to [download the School Safety app](#). This app is one of the main communication tools that the department will use to notify families of school closures due to COVID-19 or a natural disaster.

Bushfire season

As we enter the bushfire season, it's important to stay up to date with local bushfire activities. You can do this by monitoring the '[Fires Near Me](#)' website and app, listening to local radio and TV, and becoming familiar with the Department's bushfire planning and response [resources](#) (including the new 'Secured Communications' App).

SAVE THE DATE:
Presentation Day
will be on
Monday 14th December at 1:30 pm

Year 7-2020 Selective School Applications

Attached is a copy of the booklet Placement in selective high schools for Year 7 entry in 2022. It is also available at <https://education.nsw.gov.au/public-schools/selective-high-schools-and-opportunity-classes/year-7>

Important information

- Applications for Year 7 entry to selective high schools in 2022 will be accepted from Tuesday 13 October 2020 to Monday 16 November 2020.
- Parents must apply online at <https://education.nsw.gov.au/public-schools/selective-high-schools-and-opportunity-classes/year-7>
- All applicants are required to sit the Selective High School Placement Test to be held on Thursday 11 March 2021.

New Enrolments for 2021.

Parents of Kindergarten students are asked to please call the school so that an appointment can be made to complete enrolment applications and have an interview with me. This is part of our transition to school program. I look forward to meeting with parents and our new students in the near future.

Wellbeing policy

The executive staff have been reviewing our school wellbeing procedures in light of some recent changes to departmental policies. We are asking for all parents to please view the enclosed link https://emmaville-c.schools.nsw.gov.au/content/dam/doe/sws/schools/e/emmaville-c/important-documents/2020/Student_Wellbeing_Procedures.pdf and please email any suggestions back to the school email address by the 30th October. I have also enclosed a summary flow chart below.

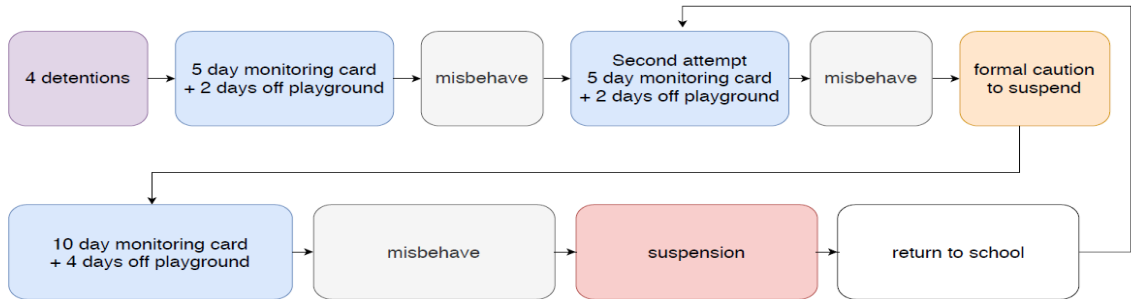
Emmaville Central School Well-being Procedures



What happens during class?



What happens if misbehaviour continues?



Take care

Mrs.
Gillian
Davis
Principal

Serious misbehaviour may result in going straight to any of the consequences above.

August 2020

SECONDARY NEWS

Our outgoing Year 12 students continue to sit exams for their HSC. We have been so proud of the way that students have managed themselves during the exam period. Best wishes to students for any outstanding exams!

A-E Grades

During the next few weeks, students will have their final assessments for 2020. Teachers are also working on reports- for which students will receive a grade and comment for each subject. Some students have expressed concern about grades for assessments and reporting. There is a common grade scale that is used in all NSW schools to report achievement.

The Common Grade Scale describes performance at each of five grade levels and is outlined below.

A The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

6 into 7 Transition

Our first transition for students, for Year 6 into Year 7 was a huge success. Our next transition day is Tuesday 10th November.

Miss Rebecca Grant
Head Teacher- Secondary Studies.



K - 3 in the primary has been working hard over term 3 and term 4 in our garden. We started out with seedling that have now grown into giant plants. We are growing broccoli, cabbage, silver beet and onions. The silver beet has been picked and made into muffins, which the whole class enjoyed. We have been looking at different recipes we can make. We have also been learning how to know when potatoes and onions are ready to be harvested.

Any recipes would be more than welcomed for us to try with our homegrown plants.



BRIDGE - The Card Game

Helps to ward off Alzheimer's and Dementia. Keeps the brain active when the body can't be – Learn before the body starts telling you to slow down. All ages welcome from 10 – 80 or 90.

I would like to gauge the interest in opening a bridge club in Emmaville.

I am a qualified ABF (Australian Bridge Federation) Teacher and Director. Bridge is now a sport that competes in the Commonwealth Games.

One lesson a week for 6 weeks will give you the introduction and then you can gauge if it is for you or not. Cost will depend on the cost of the venue Plus small fee for stationary –Lesson notes and if you continue and really enjoy the competitive side there is a yearly fee to the ABF & NSWBA of around \$30 or we can stay as a totally social club.

It does become an addiction once you master the language of Bridge.. The Play is similar to 500, Trick taking with no bowers and no unknown surprises in a kitty.

Please register with me if you are slightly interested and then if there are a few interested I will seek to obtain a central venue.

Sandra Mc Bain
Bridge Teacher and Director
Ph: 0407420660.

Message me if I don't answer. There is no answering service on the phone. Look forward to hear from you all.

Three key strategies to assist with e Safety

See the web site at <https://www.esafety.gov.au/>

1. Be engaged, open and supportive

- Get involved. Share online time with your children as part of family life. Play games together. Talk about favourite apps, games or websites.
- Keep lines of communication open. Ask about their online experiences, who they are talking to and whether they are having any issues.
- Reassure your child they can always come to you, no matter what. Let them know you will not cut off internet access if they report feeling uncomfortable or unsafe when online — this is a real concern that may stop your child from communicating with you openly.
- If you notice a change in behaviour or mood, talk to your child about it. If you are concerned, consider seeking professional help — from your GP, a psychologist or school counsellor.

2. Set some rules

- Set age-appropriate rules for devices and online access, with consequences for breaking them.
- Seek your child's input — this will help them understand risks. As they get older you can review your rules.
- Consider creating a family online safety contract as a way to help you agree on the rules, and renegotiate it as required.
- The contract could cover the type of websites that can be visited, time spent online and acceptable online behaviour. This example from [ThinkUKnow Australia](#) can be a good starting point.
- The consequences for breaking the rules should be clear and should mean something to your child. [Raising Children Network](#) has some useful tips and advice.
- Consider making some 'rules for parents' too — and stick to them! Model behaviour that you would like to see.

3. Use the available technology

- Get to know the devices you and your children use and set them up for privacy and online safety. Take advantage of parental controls to monitor and control screen time and access to content in ways appropriate to your child's age and experience. See our guide to [taming the technology](#).
- Choose apps and games carefully, taking age ratings and consumer advice into account. Check the App Store or Google Play, and for games, the [Australian Classification Board's online database](#). [NetAware \(UK\)](#) has a comprehensive guide to popular social media apps and games. The [Australian Council on Children and the Media](#) and [Common Sense Media \(US\)](#) both offer information about apps, games and websites searchable by age.
- **Preschoolers (2 to 5)**

Online activity can offer preschool-aged children opportunities to learn through exploration, play and social interaction. It can also help develop their digital literacy in preparation for starting school.

But there may be risks if they use connected devices without supervision or for extended periods of time. Your child may accidentally come across inappropriate content, be exposed to potential contact with strangers and miss out on physical activity.



At this age, it is important to:

- Closely supervise your child's online activity. Explore content together. Play games together.
- Find age-appropriate content. See [are they old enough?](#)
- Limit the time your child spends online to ensure a good balance with physical activity. See [time online](#).
- Try to stick to the rules you set — not giving in to demands for more time will help instill good online habits for your child now and in the future.
- Start the conversation about safe and respectful behaviour online. It is never too early to do this and to help your child understand that what they say or do online is important. See [good habits start young](#).

Technology tips for parents of preschoolers:

- Ensure your own devices are protected by a password or pin, so your child cannot accidentally go online without you.
- Set parental controls on your computer, phone and any other devices your child will use so you can restrict content to apps and sites you have chosen. Choose a handful of sites you are comfortable with, and plug them into the device your child uses. You can add to the list as they get older and need greater access. See [taming the technology](#).
- Check out [Raising Children Network's healthy screen time and quality media choices: 2-5 years](#)

Kids (5 to 12)

As children start to navigate the online world and interact with others more independently, they are more likely to be exposed to risks of bullying or unwanted contact, accidentally coming across inappropriate content or racking up bills through in-app purchases.

Your guidance can help them be aware of the risks and understand what is expected of them. And let them know you are always there to support them.

For kids aged 5 to 12, it is important to:

- Keep the computer or device in an area of your home that can be supervised. And check in regularly with your child to see what they are viewing.
- Stay engaged with their online activity. If they agree, consider setting up your own accounts with the sites they use most so you can see how they work and understand the risks.
- Explore the online world with them to help establish that this is not just a solitary activity. Play games with them. Do a creative project together.
- Think about social media readiness. Most social media sites require users to be at least 13 years of age before they can register, although some sites are created especially for children under 13. See [are they old enough?](#)
- Encourage respect and empathy. Teach them to avoid sharing or posting things that may upset others. See [good habits start young](#).
- Start building resilience. Teach your child that there are ways they can deal with material that worries or frightens them. This includes immediately telling you or another trusted adult of any concerns or uncomfortable material. See [good habits start young](#).

Review your rules as your child grows older:

- Be clear about how much time they can spend online, the apps they can use, the websites they can visit and what they can share or post online.
- Refer to our advice about [time online](#) and [online gaming](#) if these are of concern.

Technology tips for parents of kids 5 to 12:

- Ensure your own devices are protected by a password or pin, so your child cannot accidentally come across inappropriate content.
- If you are thinking about giving them their own tablet or smartphone, check out [are they old enough?](#)

- Use parental control tools appropriate for the age and experience of your child. Be upfront about this and get your child on board. Let them know that these can be reviewed and changed as they get older and they continue to demonstrate responsible behaviour.
- Consider installing a 'child-friendly' search engine that will allow them to explore a limited number of sites. See [taming the technology](#).
- Check out [Raising Children Network's healthy screen time and quality media choices: 6-11 years](#).

Teenagers (13 to 17)

Teenagers can spend a lot of time online — instant messaging, sharing photos and videos, playing online games and using online chat and voice chat through social media services can be a big part of their social identity.

It can be a great experience but there are risks. You can help equip them with the skills to manage these risks and deal with negative situations.

For teenagers, it is important to:

- Keep things open. Have an 'open door' policy when devices are used in bedrooms, and check in with them regularly to see what they are viewing.
- Stay engaged. Ask about their online experiences, who they are talking to online and whether they are having any issues.
- Reinforce the importance of protecting their personal information and privacy. Remind them to create screen names or IDs that do not indicate gender, age, name or location and are not sexually suggestive.
- Equip them to use social media responsibly. Terms of use for each service cover the rules for using the site, the type of content that can be posted and any age requirements. Go through these with your child to make sure they understand what is expected of them.
- Explain that linking social media accounts can make it easier for strangers to learn about them, so it is best to keep accounts separate.
- Encourage them to think before they post. They should ask questions like: Who might see this? Could it be misread by others? Am I creating the right image for myself socially and for school and work opportunities?
- Remind them that they could expose themselves to risk by sharing sexually suggestive or intimate images of themselves or others. Check out our advice on [sending nudes and sexting](#).
- Keep building self-respect, empathy and resilience. In particular, be aware of the impact of social media on self-esteem. See [good habits start young](#).

Continue to review your rules as your child grows older:

- Be clear about where and when devices can be used — not at mealtimes, for example, or not until after chores or homework are done.
- Agree on a plan that fits into family routines — perhaps more screen time on the weekend when they have less schoolwork.
- Refer to our advice about [time online](#) and [online gaming](#) if these are of concern.

Technology tips for parents of teenagers:

- Use parental controls appropriately for the age and experience of your child — see [taming the technology](#).
- As they grow more independent and resilient, good open communication becomes more important than blocking or filtering content — realistically your teenager will become increasingly adept at getting around such parental controls anyway.



Australian Childhood Anxiety TREATMENT STUDY

Free home-based assessment and treatment for 7 to 12 year old children with fear and anxiety disorders.

Does your child become very afraid of certain situations or objects, worry about a lot of things, get very distressed, or try to avoid things they fear?

About the study

Our team at Griffith University may be able to assist you. We are conducting a nationwide study that includes the following services at no cost to families:

- A thorough assessment of your child's anxiety with a trained psychologist via the telephone;
- Your child receiving one of two kinds of home-based treatments delivered on a PC, laptop or tablet; and
- Two follow-up telephone assessments with a trained psychologist 6- and 12-months after treatment to track your child's progress.

The study aims to find out if these two treatments are as effective as each other, and which children have the best response to each kind of treatment. This will mean that there are more evidence-based treatments available for helping anxious children.

About the treatments

Each treatment involves your child completing treatment sessions at home on a PC, laptop or tablet.

Each treatment involves your child learning practical strategies to better manage anxiety.

- One treatment helps children learn to control the focus of their attention on helpful things around them.
- The other treatment helps children learn to think differently and approach things they fear.

Each treatment includes information, telephone or email support for parents in assisting their child to better manage anxiety.

Prior studies have shown that children who complete each treatment experience significant reductions in anxiety.

Contact us

This study is being funded by the National Health and Medical Research Council and is led by Professor Allison Waters and a team of experts in childhood anxiety disorders.

For more information about our study and our team, or if you would like your child to participate, please contact us:



(07) 3735 3351



cadrp@griffith.edu.au



griffith.edu.au/childhood-anxiety-treatment-study



Australian Government
National Health and
Medical Research Council

 **Griffith**
UNIVERSITY
Queensland, Australia

GU Ref No: 2019/146

HOT RICH POTATO SALAD

Serves 3

Ingredients

3 rashers bacon

750g small desiree potatoes

3 shallots, sliced thinly

2T chopped parsley

1/4t salt

Black pepper to taste

Dressing:

80g melted butter

1T Dijon mustard

2T white wine vinegar

Method:

1. Trim rind from bacon and cut into small squares. Pan fry until crisp drain on paper towel.
2. Place whole potatoes into a saucepan of salted water. Bring to the boil and 10 minutes until just tender, trying not to damage the skins. Drain
3. Make the dressing by whisking all ingredients together in a jug. Keep warm until required.
4. Cut potatoes into quarters and place in a serving bowl. Top with bacon bits, sliced spring onion, parsley, salt and pepper.
5. Pour over dressing and gently toss, serve warm.