



Tuntable Falls Community School

www.tuntablefallsschool.nsw.edu.au

tuntableschool@gmail.com (Ph) 0491 466 619

117 Upper Tuntable Falls Road Nimbin NSW 2480

9 August 2022, Term 3, Newsletter 9, Next issue due 23 August 2022

From the Committee:

Dear Families,

"It's starting to feel a lot like..." Tuntable Falls Community School again. How wonderful the feeling was last week, when I dusted off the tent (literally) and filled the car with all of our gear for the **first overnight camping excursion in years**. Many thanks to Ishta for organising and many thanks to all of our wonderful parents for coming and being a part of our children's experiences. We all got to hang out. Fionn camped and Emmy came out for an evening too. It was a real winner and worked beautifully due to the teamwork of all involved. Here's to many more cool camps and excursions!



It's been so lovely seeing parents coming back into the school. The smiles on their faces as they leave a classroom after a session supporting the teacher and being with their child's cohort is priceless. If you are thinking of coming in and don't know what to do, just have a chat to your child's teacher. They will definitely have something for you.

Many thanks to Chantelle and Mya Raine!! Preston's mum and nan are cooking up a storm in the kitchen of a Thursday preparing and serving up wonderful hearty **school lunches**. These meals are available as a lunch order for \$4.00. If your child would like a hot lunch of a Thursday, they just need to let their teacher know on the day. It will be charged to your fees at the end of term. We will send out a message the day before with the menu.

School Calendar:

- **Term 3 Ends**
Friday, 16 Sept 2022
- **Term 4 Begins**
Monday, 10 October 2022

School Bell:

- School starts: 9:05
- Recess: 11:00-11:30
Thu: 10:30-11:00
- Lunch: 13:00-13:45
Thu: 12:30-1:15
- School ends: 14:45

Committee Meetings:

Thu, 11 August, 3pm
Thu, 18 August, 3pm
(At school, times are subject to change)

Yuruugin Camp

23-25 August

Book Week

22-26 August 2022

Guruman Writing Workshop

24 August 2022

NAIDOC Celebration

25 August 2022

Garden Day

15 September 2022

Can all parents please
label clothing & gear to
reduce lost property.

Hot meals have always been a special part of our school day.

If you would like to partake in cooking a school lunch, on a regular basis or just as a one off, find someone to lend a hand and let us know what you would like to cook so we can support you in the shopping process.

We welcome Marishia Crooks to the team. She will be at school one day a week working across all years, focussing on building self-awareness and body awareness through movement and creative therapies. If you happen to be around on a Monday, please say hello and get to know her.

We are very excited that we have past students coming into the school doing their **work experience**. This week we have Orlando, and Elke and Toph will be here in the coming weeks.

Some housekeeping:

Don't forget we are a pretty messy bunch and love to get wet and dirty. Please make sure you have a **change of clothes** in your child's bag every day.

Winter makes our kids hungry, not to mention the growth spurts. Please make sure you are filling up those lunch boxes with lots of food. Nude food would be best 😊 I have noticed that some students choose not to eat what's in the box; could you please chat with them about the food they would like to eat, as it otherwise finds its way into the garden or compost bin.

Nits about!!...well do they really ever leave? Let's work together and have a big push this week. If we all check our children's head at the same time and work to get rid of them, we might have a chance. One session isn't enough. Break the cycle and attack again in a week.

Have a great fortnight,
Nicole



Communication:

Please read the last page of this newsletter for the school's revised COVID-19 Risk Management Plan for 2022.

Absentees:

- It is important to **call the Office by 9:30am** if your child is unable to attend school for any reason.
- If children arrive after 9:05am or are picked up before 2:45pm, parents/carers need to sign the **Late Arrival/Early Pick-Up Register** in the office.
- Please provide a **Doctor's Medical Certificate** to the Office if your child is absent due to illness for **five consecutive days** or more.
- If you are **planning time away from school** during the term, please complete an *Application for Exemption from School* form at the Office.

Committee:

The committee feels strongly about open communication at the school. Please keep our contact details handy and don't hesitate to contact whomever you feel comfortable with.

Committee Member	Position	Phone Number	Email
Blossom Gillard	President	0497 800148	blissbloss@gmail.com
Contact regarding complaints/compliments, committee inductions, TFC liaison, TFC work levies			
Jacinta Duivenvoorden	Vice President & Secretary	0422 817 151	jacinthafrances@gmail.com
Contact regarding school newsletter, TFC work levies, concerns around cleaning, TFC liaison			
Kristoff Brunet de Courssou (Adjana Flow)	Treasurer	0481 090 348	kris.bdc@gmail.com
Contact regarding fees			
Nicole Devery	Member	0432 429 296	nicolepeisto@hotmail.com
Contact regarding school newsletter, teacher liaison, staff issues, maintenance, social media			



Birthdays

We would like to congratulate the following student on their birthday.
Happy birthday precious possum!



Djuna
12 August

Learning and Support news

Hello families! Many of you have already met me at school or spoken with me over the phone, but for those of you I haven't yet had the privilege to meet, let me introduce myself. I am the Learning and Support Teacher (or LaST) at Tutable and I have been working here since Term 1 this year. My main role is to support the learning of students with diverse learning needs by working with class teachers, teachers' aides, and families. By getting to know each individual student, their personalities, interests, strengths, and barriers to learning, we have been implementing strategies to support them at school.

At the end of last term, we introduced a self-regulation framework called **The Zones of Regulation** (the Zones) to some students, and this term we are teaching it across the whole school. The Zones teaches students to identify their emotions and levels of energy and provides strategies to manage them in order to engage and participate in learning and social situations. The **Green Zone** is where we want to be for optimal learning and engagement, and within the first week of teaching the first lesson, I have been hearing teachers and students using the language of the zones! Maybe some students have mentioned it at home?

See the attached sheet for more information but please get in touch with me if you would like more details. You can pop into the office, catch me on the school grounds or send me an email at ochitha.tfcs@gmail.com.

In the next newsletter I'll have some information on a program I would like to run next term, which has been designed to help children who have been impacted by natural disasters. This is an optional program for any children who would like to participate. More details coming soon.

Ochitha Karunaratne
Learning and Support Teacher (LaST)

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

The Zones of Regulation® is a framework and easy-to-use curriculum for teaching students to develop awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. The Zones approach provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools and strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and having healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

When you are in the **Blue Zone**, your body is running slow and you might be experiencing down feelings, such as when you are feeling sad, tired, sick or bored.

The **Green Zone**, like the green light, is when you are feeling “good to go”. When you are in the green zone you are in a calm state of alertness. You may feel happy, calm, content or focused. This is the zone where you can learn best.

When entering the **Yellow Zone**, proceed with caution and **slow down!** The yellow zone describes when you start to lose some control, such as when you are feeling frustrated, stressed, anxious, silly, wiggly, excited or nervous.

The **Red Zone** is used to describe when you may feel out of control, have trouble making good decisions and likely need to **STOP** to regulate. When you are in the red zone you may feel extreme emotions such as anger, aggression, elation, euphoria, devastation or terror.

All of the zones are natural to experience and everyone experiences difficulties in self-regulation from time to time. You might move in and out of them several times throughout a day. The Zones lessons will help you recognise and identify which zone you are in at different times and how to manage your zone based on where you are and who you are with. Learn more in the article, [All the Zones are OK! Tips for Managing the Zone You're In.](#)





Buribi (Kindy)

What a great start to this Term we have had. Each week has been full of fun and different activities surrounding various cultures. We have had Ochitha visit our classroom to explain the zones of regulation, as well as Marishia who has been showing us some new strategies for managing our feelings and moods. I have been enjoying the opportunity to meet with parents and discuss their child's learning experiences. With the increased presence of families and wonderful parent helpers, our school is feeling like home again. Thank you for coming in. There are many planned activities to look forward to so come and have a chat if you are interested. Some favourite pets have also made it in for special morning cuddles.



Grace with 'Simmy' the snake.



Kiro with 'Snuggleball'



Loki with his African Mask.



Building Stupas (Sharing Circle)

Our class performed a very soft and gentle 'The Buribi Way' song to the school for last Tuesday's Sharing Circle. This was followed by a story and making temples or 'stupas' in the sandpit as a large group. It was great seeing the older children help the younger ones.

Please send in the Home Reading Folder every Monday for a book swap. Teacher and Parent Meetings continue this week. Make a time with me to discuss how your child is developing at school. We will be continuing with cultural themes in music, art, literature and games throughout the following weeks, please contact me if you would like to share a special activity with us. Within the next 2 weeks: Ink calligraphy, Shibori tie dye, origami and much more.



Savannah helping the Kindies



A detail of our class symbols created in ochre.

Thank 
Fiona



Gooarng (Yrs1&2)

It is so wonderful to be taking the Gooarnj kids camping on country again. Flat Rock offered up the sunshine, the kids played beach soccer, made sand art and 'saw hundreds of star fish!'

The visit to the Maritime Museum and the Seabird and Turtle Rescue were informative and engaging for all.

Thanks to the parent's support for making the camp experience so full of ease and fun for all. It's so great to have the parents coming back into the school; this is truly what makes our school a connected community and such a special place to be.

Up we grow,
Ishta

Please make a time for a
parent/teacher meeting
9-22 August.
Times are on the classroom
door or message me or the
school.



Yuruugin (Years 3&4)

What a fabulous start to the term! Lots of fun and exciting events happening over the next month so, watch this space!

Yuruugin have been learning about the history of the *Gold Rush*, which has ignited much excitement in the sandpit for our digging enthusiasts. We had some fun creating our gold miner self-portraits with the use of watercolour and pencil shaving smudges to create that old-fashioned look. This was a tricky and detailed process. We also celebrated *National Tree Day* following "Angie's story time" on *Madagascar*, and painted silhouette baobab trees with stunning sunsets for the background. These turned out amazing!

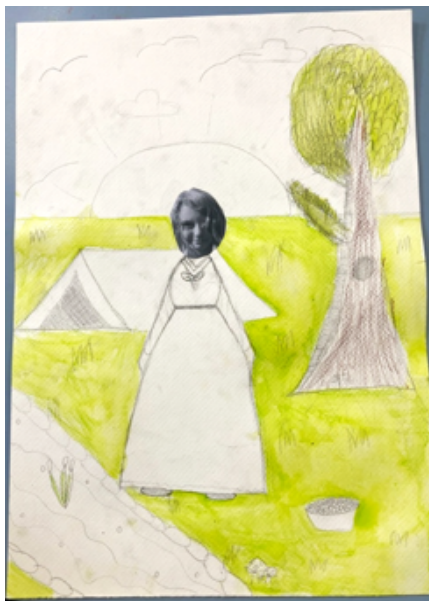
We all got very excited to celebrate my birthday together. There was cake, homemade gifts, a code-cracking scavenger hunt, dress-ups, and icy cold swims at the Ampí. What fun!

On the horizon:

- Camp: 23rd, 24th, 25th August (100 Tents, Kunghur Rd)
- Garden Day and Circus performance 15th September

*** Please see the timetable below.**

Tick or scribble/write me a note and have your child bring it back in.





Guruman (Years 5&6)

ADHD, by Rain Thomas

My head's up in the clouds
My whole world's spinning round

Yeah

From a very young age
Couldn't even think my thoughts
Would just draw and sink
Couldn't find a link
My brain is looping around
Like a skating rink

Yeah

My leg is shaking, fingers tapping
Found my way out by rapping
Need to get my energy out
The pool I'm lapping, sleep I'm lacking
Thoughts going through my head
My brain is fracturing
Cheeping like a hatchling

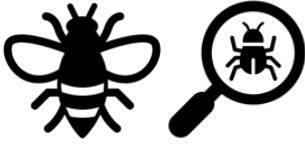
Yeah

Can't sit down
Always jumping around
This sound is like a medicine
Got that light like I'm Edison
Play the waiting game
Run my fingers across the wall
Like my imaginary race
Watch the expressions change on my face
Had the passion for rapping from a young age
Blurt out random noises
Like a 12 gauge
Need a little bit of change in my life
Like a switch up
I feel like a glitch up
I just want to be one of the greats
I don't care about the money
and I don't care about the fame
I just want to avoid being lame

ADHD
Thinking so fast
Might get a speeding fee
My lawyers are clever and so is my form
I'll knock you out and put you to sleep
Like I'm Chloroform
My flow is crazy
My lyrics are never lazy
And my speed is amazing
Your mind is fraying



Slam Poetry Workshop with Sarah Sherringham



SEE and STEAM with Emmy

What a fabulous fortnight! I am totally feeling the Tuntable love and grateful for all that we share. There's so much good stuff; the sunshine, our incredible space, the wildlife, jokes, good food, "ah-hah" moments, respectful communication, shared visions, freedom to teach creatively, fantastic colleagues and a bunch of young people who inspire and intrigue.

Highlights from the past two weeks include:

- helping to shape the school's future with Committee members and staff at the Strategic Planning Meeting.
- Getting a whole heap of high-quality **seedlings** (Thanks to Nerelle and team at the Nimbin Building Supplies and Nursery) into the garden. Go team green thumbs!
- **Yuruugin** getting so enthused with creating totems/tools using traditional materials. Their independence and skills are developing at warp speed.
- **Guruman** plugging away, with much guidance, to get their billy carts almost on the road. There has been so much learning with this project!
- Exploring the Flat Rock rock pools with **Gooarng** at low tide in the late afternoon. Sea stars, sea cucumbers, wobbegongs and much more.
- "Playing" down at the creek with **Buribi**. They are natural scientists – questioning, observing, testing and adapting.

Parents, you are always welcome to be part of this dynamic and vibrant learning experience. Drop in on a class or contact me.



Important Notices:

- No toys, sweets, money, or mobile phones are allowed to be brought to school or on the bus.

2022 Term 2 COVID-19 Risk Management Plan:

- Students who are unwell, even with mild symptoms are required to stay home and undertake a RAHT or PCR test. If students test negative and symptoms continue your child should stay home and take another RAHT or PCR test in 24 hours. If that test is also negative, your child may return to school if another diagnosis is confirmed by a GP, such as hay fever.
- The school has advised families that Covid-19 vaccinations now available for 5-12 years.
- Families have been advised that students wearing masks in indoor setting is an effective way to reduce potential Covid-19 transmission, and that families wanting to do this will need to supply their own mask and instruct their child/children how to wear them.
- All sporting activities will be undertaken within the child/children's individual cohort. All equipment will be sanitised between use by each cohort.
- Contract cleaner is providing touch point and surface cleaning services daily.
- Teachers/teacher's aides are reminding children regularly about maintaining good hygiene practice and why this is necessary as part of daily class activities.
- Where practically possible children are encouraged to maintain social distancing.
- **Families are directed to discuss WHS concerns with committee members.** If staff are questioned by parents/carers, staff are encouraged to direct them to a committee member. This can be done via phone/email or Zoom if required.

Advice for Families from NSW Education.

Extracted from NSW Education, 20 July 2022 – <https://education.nsw.gov.au/covid-19/advice-for-families>

Close contacts attending school

Being together in a classroom is the most effective way for students to learn and grow. Since COVID-19 remains a relatively mild illness for most children, the NSW Government is committed to school safety in 2022.

Students and staff who are identified as close contacts and have no symptoms can attend school (excluding schools for specific purposes (SSPs) and support units) if they follow certain guidelines agreed with NSW Health in addition to the NSW Health guidelines:

- They must notify the school and/or early childhood education (ECE) service provider (including their outside of school hours care provider) if they are intending to return under this provision.
- They should conduct a daily RAT and return a negative result each morning before attending school for 5 school days.
- They (if in a secondary school setting) must wear a mask indoors except when eating or exercising. Primary school students are recommended to wear a mask indoors (except when eating or exercising).
- No student or staff member identified as a close contact will be permitted to participate in overnight excursions, including school camps.

Any visitor to a school site who is a close contact is required to advise the school that they are a close contact before they come on site. These visitors should conduct a daily RAT and return a negative result before attending. They must also wear a mask indoors at all times. Schools should consider if the visit can be conducted virtually.

Note that staff and students who have had confirmed COVID-19 in the last 4 weeks do not have to comply with the following guidelines if they become a household or close contact and are not required to self-isolate or test unless they develop new COVID-19 symptoms.

Testing

Remember: Staff and students cannot attend school if they are showing any symptoms of COVID-19.

If symptoms occur at any time, your child should not attend school and should undertake a rapid antigen test (RAT).

All students and staff in schools and ECE services will be provided with 1 multipack containing 5 RAT kits in early Term 3. These RAT kits can be used for symptomatic testing or for daily testing as part of the close contact requirements.

In addition to this delivery, the department has advised schools to maintain appropriate levels of RAT supplies to support symptomatic testing in the event of an outbreak.

- If a student is unwell and has any COVID-19 symptoms, even the mildest of symptoms, they should always test for COVID-19.
- If the test comes back negative for COVID-19, the student should still not return to school until either:
- The student no longer has any symptoms, or
- A medical certificate is provided to the school confirming that symptoms are explained by another diagnosis (such as hay fever)
- It is important that students do not attend school if they are unwell, even if they have tested negative for COVID-19. Rapid antigen tests can produce false negative results and symptoms of other illnesses can also be similar to COVID-19, including flu, the common cold and stomach bugs. Health advice is that students who are sick should always stay home to rest and recover and avoid putting other students and staff at risk of getting sick.

It is recommended that students and staff that return to school after recovering from COVID-19 do not participate in rapid antigen testing for 4 weeks following release from self-isolation unless they develop new COVID-19 symptoms. This is due to NSW Health advice that people who have recovered from COVID-19 have a low risk of contracting it again in the following 4 weeks.

For positive COVID-19 cases

If there is a positive case in your child's class, year or other grouping, your child can continue to attend school in line with NSW Health advice.

If a student or staff member receives a positive RAT test, they need to:

- record the positive RAT result through the [Service NSW websiteExternal link](#) or [Service NSW appExternal link](#) – please add details of your child's school or early childhood education centre when prompted
- notify the school of the positive RAT or PCR test result as soon as possible
- follow [NSW Health adviceExternal link](#) to isolate for 7 days.

Registering your child's positive RAT with Service NSW is a requirement of the Public Health Order and helps NSW Health track COVID-19 in schools and address any public health issues early on if required.

Negative results do not need to be reported to Service NSW or to the school.

Schools will inform their community when there is a positive case in the school and guide families on NSW Health advice, including monitoring for symptoms.