Hello everyone,

Following a hot start to the week, things quickly turned wet and cold! It is an important reminder that children need to be well prepared for school, with hats for term 4 as well as our school jackets to keep warm.

The latest news from Grove, the contractor completing the install of our new classrooms is that they should be ready for handover tomorrow! While they may be ready for occupation, we will not move classes into these rooms on a permanent basis until 2017.

Next week will see our second scheduled transition session. Classes have been refined through a feedback process with teachers analysing each future grouping. At Whittlesea Primary School our commitment is toward calm and orderly learning environments where students can have the best opportunities to learn. While the desire to be with friends is only natural, it is important to consider the need for children to broaden their friendship networks outside of their existing group of friends. It is also important to remember that for five hours a day in classrooms the focus is on learning. While this can and should be a social experience that involves communication and collaboration, this doesn’t necessarily need to be with ‘best friends’.

Have a great week

Ty Hoggins
Principal
Hello everyone,

We have all been very busy at school this week. Additional to all of the fantastic learning around our school, on Tuesday, our 2017 Foundation teachers ran their first transition session with their classes while Kellie Redmond ran a Literacy information session for parents.

Many of our F-2 children also attended the first of eight scheduled swimming lessons at the Whittlesea Pool. Despite some gloomy weather early on in the day, the rain subsided and all of our scheduled swimming classes went ahead. The children were very excited and the teachers and parent helpers all commented on how well the children walked to and from the pool, listened to their instructors and participated in swimming activities, showing our school values of Respect, Confidence and Community. A reminder to please send swimming gear on Tuesdays and Fridays for the next three weeks, the final lesson being Friday 16th December. If the weather is looking doubtful, we will always confirm with the pool by 10am and make a post on Facebook to let families know if lessons will go ahead. At Whittlesea Primary School, we recognise that swimming and water safety skills are just part of what your child will gain from swimming lessons. Swimming strokes such as freestyle and backstroke are an important part of swimming, however it's vital your children learn personal survival skills, not for just the pool, but in rivers, lakes and the ocean. Please clearly label all items of school and swimming clothing to assist your child in managing their personal belongings. We look forward to some sunshine on Friday for our next lesson and in the weeks to come.

Last night, our year 5 children embraced their ‘Stay Late’ opportunity. Commencing straight after school, the children donned their comfiest clothes and spent the early evening participating in student organised sports and a treasure hunt, followed by their choice of movie, Pan, Alice in Wonderland or Zootopia. The children enjoyed a dinner of pizza and fruit salad. Thank you to all of the year 5 children who attended and assisted Mrs Tolmay, Mrs Cook and Ms Dipaola for the duration of the Stay Late. For all of our F-4 children, I am excited to see what our teachers have planned for tomorrow night’s MEGA Stay Late!

Our next celebration to look forward to is the Christmas Carnival, just two weeks away, on Friday 9th December. Like many of you, I am also curious to see what the unveiling of the WPS Year of 1991 time capsule holds. Mr Hoggins sparked the children’s imaginations at assembly this week and later during first break on Monday when a few budding year 1 ‘treasure hunters’ were on the case, keen to find where the capsule was buried and what might be inside. We shared a conversation about how people listened to music back in the 1990’s. Some of the children suggested people listened to CD’s instead of iTunes! We hinted that perhaps there could have been something else people used back in the ‘old days’....what do you think we will find inside?

Best wishes for a wonderful weekend with your family 😊

Rae Gittos
Assistant Principal
Congratulations to our Mathletics Champions for the week Thomas Papadopoulos and Jaz Hird. Keep up the great work!

SCHOOL CHAPLAIN REPORT

Trust and Friendship Skills

Our children are in a constant state of development. Under our umbrella of positive nurture they become confident in who they are. They learn to trust that people will be friendly toward them. They begin to master an ability to appreciate how another is feeling, empathy being so important for trusting friendships. It takes skills to be a friend in the true sense of the word. They will do well when their social and emotional learning is adequately supported in all areas of school and family life.

There has recently been some talk that we are in a “post truth” world where a large proportion of society has become cynical of what is on mainstream media, and distrusting of stories from social media. Truth has lost its traditional base and many of us are looking for something else to put our trust in. There is a flow on effect to our children who watch and listen to the words we utter. They have to grow into this volatile world. It seems we have to find a better definition for “truth”, and we have to set aside time to listen to our children to sense where they are at.

Sharing how we maintain friendships is an excellent first step. Exposing our children to a variety of relationships is a good second step. Let us keep the communication alive without smothering them with advice and direction. Their world will be different to ours. They are already in the thick of it negotiating challenging relationships with peers and they may prefer to manage the amount of support they want. They definitely appreciate encouragement for the skills they have developed and have been practicing. And truth will be bigger. It will come from people they trust, people who they believe have their back.

Peter Ackland - school chaplain
<table>
<thead>
<tr>
<th>School/Year</th>
<th>Student Name</th>
<th>Reason for Award</th>
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<tbody>
<tr>
<td>Foundation</td>
<td>Thomas Habib</td>
<td>For: dividing objects into equal pieces when learning about fractions.</td>
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<tr>
<td>M/Powell</td>
<td></td>
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<tr>
<td>Foundation</td>
<td>Campbell Willoughby</td>
<td>For: taking big breaths when upset and calming down so she can solve the problem.</td>
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<tr>
<td>Powell</td>
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<tr>
<td>Foundation</td>
<td>Jaxon Moro</td>
<td>For: being a flexible and independent learner.</td>
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<tr>
<td>Redmond</td>
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<tr>
<td>Year 1 Capito</td>
<td>Max Ackroyd</td>
<td>For: being a fantastic classroom helper.</td>
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<td>Year 1</td>
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<tr>
<td>Year 1 Miller</td>
<td>Mikaylah Edwards</td>
<td>For: showing amazing improvements with her writing.</td>
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<td>Year 1</td>
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<tr>
<td>Year 1 Starkey</td>
<td>Jordan Heyman</td>
<td>For: getting better with his reading. Keep it up!</td>
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<tr>
<td>Year 1</td>
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<tr>
<td>Year 2 Goetzke</td>
<td>Marley Harris</td>
<td>For: displaying excellence when completing all his learning.</td>
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<td>Year 2</td>
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<tr>
<td>Year 2 Panahinejad</td>
<td>Tylar Falconer</td>
<td>For: improving his attendance at school.</td>
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<td>Year 2</td>
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<tr>
<td>Year 2 Vitale</td>
<td>Sienna Archer</td>
<td>For: showing excellence in all her learning. Well done Sienna.</td>
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<td>Year 2</td>
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<tr>
<td>Year 3 Kaur</td>
<td>Tea Morrell</td>
<td>For: putting in lots of effort into her learning this week when completing writing. Fantastic work Tea.</td>
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<td>Year 3</td>
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<tr>
<td>Year 3 Walsh</td>
<td>Holly Dawson</td>
<td>For: an impressive effort in narrative writing. Well done Holly!</td>
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<td>Year 3</td>
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<tr>
<td>Year 4 Mion/Wilson</td>
<td>Brodie Dixon</td>
<td>For: a fantastic effort in corrective reading.</td>
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<tr>
<td></td>
<td></td>
<td>Awarded to: Annie Edwards For: settling in 4W and always trying her best.</td>
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<tr>
<td>Year</td>
<td>Class</td>
<td>Awarded to:</td>
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<tr>
<td>Year 5</td>
<td>Cook/Tolmay</td>
<td>Blake Robertson</td>
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<td></td>
<td></td>
<td>Harlem Scowcroft</td>
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<td>Year 6</td>
<td>Dunstone</td>
<td>Chelsea McIntosh</td>
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<td>Year 6</td>
<td>Wright</td>
<td>Brayden Rogers</td>
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Learning positive friendship skills

Making up when things go wrong. All relationships have misunderstandings. Relationships also rely on being able to mend when things go wrong. When we show children relationships can be repaired we are giving them a very special gift. This can start from birth. The table below provides some examples of day-to-day learning about repairing relationships.

What kinds of friendship skills and qualities are children developing in early childhood?
Preschool children (around three to five years)
Four-year-olds want to play with other children a lot of the time. This is a good time for lots of playdates and sometimes having more than one child over to play. Pre-schoolers are able to think about other children’s feelings and are learning the qualities and skills of being a good friend, including:

- taking turns
- including other children’s ideas in play
- doing what other children want to
- sharing their toys
- understanding how other children may be feeling
- Friendship skills children are learning

To develop good friendships, now and later, it is important children begin developing the following skills:

- Self-control: being able to wait for what they want, using words to express their feelings rather than acting disruptively or misbehaving, giving others a turn with toys.
- Welcoming: being able to approach and respond to others positively (eg with a smile and greeting such as ‘hello’).
- Assertiveness: being able to say what they would like.
- Consideration: being able to say ‘please’ and ‘thank you’, taking turns, being able to lead and follow what others want to do, being able to cooperate and share.
- Play skills: being willing to take part in games and make suggestions for play.
- Communicating: talking and listening to others in a friendly way, saying something to start a conversation.
- Helping: being willing to help others.
- Prediction: being able to understand how others might be feeling based on their behaviour, being able to predict how their behaviour might affect others.
- Thinking: such as about alternatives when things go wrong (eg if other children want to play something different, thinking of whether to join them or find someone else to play with).
- Coping: being able to respond to rejection, disappointment or disapproval without experiencing too much distress or winning without gloating.
- Empathy: being able to respond to others’ feelings with understanding.
- Flexibility: being open to hearing or learning about other points of view or ways of doing things.

It takes a long time to learn these skills and we continue to develop them well into adulthood. We can help children develop these skills by being aware of what friendship and empathy skills they are developing, playing with them and giving some gentle coaching when children are really struggling with something.

Children develop these skills through daily experiences; however, if you are aware of them you can give a hand at moments when some help is needed. You can do this by playing puppet games with children to help them practise these skills (eg "What will the puppet do if we push him? If we smile at him? If we say we like what he is doing?").

Helping children cope with conflict and disagreements

Children learn a lot about the give and take of relationships just from playing together, and they need lots of opportunities to learn to work things out for themselves. It is during play in the early years some children find they can get what they want through aggression, while others allow themselves to be pushed around or not get a turn. Due to this, sometimes children need adult help to work things out.
Watchful adults can help with problems between children by helping each child to see how others feel and to say what they want. It is important to help all children express their feelings and learn the skills to work things out. Sometimes, adults might be tempted to step in, take over and tell children what to do or not to do. This may make children feel that they are not capable of working it out for themselves and keeps them reliant on adults. Children need to learn why conflict arises and how to work it out among themselves.

Parents and carers can help children manage conflict by:

• Making a connection with each of the children involved in the conflict (eg by making eye contact and making sure that each child knows that you are there to care for and help them).
• Teaching children to use words rather than actions.
• Helping each child to say how they feel.
• Helping children to understand some words are hurtful.
• Encouraging each child to say what they would like to happen.
• Supporting children to think of things they could do to try and solve the problem.
• Acknowledging children doing well. This can be shown with a smile, a friendly glance, a comment (eg telling them what they are doing well and asking them to tell you how they did it).
• Following up and making sure children understand their problem solving worked well or talking to them about other solutions if things did not go so well.

It is important to consider what else may be going on for a child. If children are stressed or troubled by something that is happening in their lives, they have fewer resources to deal with life’s everyday challenges and will be less able to learn new ways of doing things.

**Helping children cope with rejection, teasing and aggression**

Young children are just beginning to learn about empathy and to think about how others feel, so they may not realise when they tease another child or leave a child out of a game it can be very hurtful. Sometimes they tease because of what they hear adults say, sometimes it is because of competition for friends and sometimes just because they are commenting on what they see (eg they might comment on a disability, call a child who cries a baby).

Parents and carers can help preschool children cope with rejection or teasing by:

• Helping children to address their unhelpful thinking (eg help them to remember when they have had a good time with friends and change their thinking from ‘no-one ever wants to play with me’ to ‘Sam does not want to play with me today but yesterday we had fun together’).
• Guiding your child through relaxation techniques (eg helping your child to take a couple of deep breaths when things go wrong and giving them time to think).
• Helping your child to think of something else they could do right now rather than playing with children that are being unkind (eg find someone else to play with).
• Helping your child think of what they could do to feel safe (eg tell an adult, stay close to other children).
• Help children find words to use in response (eg “When you do that, I feel upset”).
• Talking to staff about what is happening for your child and working together to address the issue.

Young children may be aggressive from time to time because they are learning and developing their understanding about boundaries, sharing, and playing together. Many children have ‘grown out of this’ by about three years of age, however some children go on being aggressive, and this can turn into bullying as they get older. Bullying is damaging both to the victim and to the bully, and children who bully often go on to bully in adulthood. It is important to help children manage aggressive behaviour when they are young.

Positive communication, positive methods of discipline and being aware of where children are and what they are doing are all good ways to help prevent aggression. Children who go on being aggressive sometimes need help in understanding how other children feel. It is often negative experiences in their own lives that are influencing this behaviour, and it is important that this is identified and addressed. Children who are aggressive toward others benefit from help in developing their social and emotional skills. Children need to know their aggressive behaviour is not acceptable, and they also need understanding and support from adults to learn new ways of interacting with others and feeling good about themselves.
Parents and carers can help children manage aggressive behaviour by:

- exploring what is happening in their lives
- letting them know you like them and want to help them
- listening to how they feel
- helping them to think about how other children feel
- helping them to practise taking deep breaths before reacting
- helping them to have positive thoughts about themselves
- talking about other ways to get what they want, or express their feelings
- giving praise for successes and acknowledging them when they do something kind
- providing adult supervision and supporting them in their play.

**Group-joining skills**

As children grow older, friendships with other children become increasingly important and children need to be able to join into groups. This starts with four-year-olds who are at the beginning stages of making real friendships. As you watch children play you may find many children do this well and have no problems. Others have more difficulty being accepted by others and joining in. These children benefit from support and guidance in learning the skills they need to be accepted by others and to approach groups in a way that increases their chances of joining in.

### eSMART SCHOOL

Our school is continuing to work towards becoming an eSmart school, promoting respectful behaviours – both on and offline – to reduce bullying and cyberbullying.

**Australian Council on Children and the Media (ACCM)**

The ACCM website is a fantastic resource for parents and carers to use to monitor what children are watching and playing at home. The site has information about movies, apps and a lot of other resources that are useful in screening digital media children may be watching or playing.

The reviews that the site has posted explain the ratings and themes that are in the movies, apps and games. They also give an appropriate age guide that explains what age each movie or app is suitable for.

You find all of this information at [http://childrenandmedia.org.au/](http://childrenandmedia.org.au/).

Matthew Dunstone
ICT Leader and eSmart Coordinator

### SUN SMART

A reminder that Whittlesea Primary School is a ‘Sun Smart School’ and hats are compulsory in Terms 1 and 4.

School hats can be purchased from the uniform shop: Northern Regional Uniforms, Unit 21, 8 Oleander Drive, South Morang. All hats must have a Whittlesea Primary School logo.

Children who do not have hats (lost or otherwise) are not permitted to play in uncovered/non shaded areas of the playground.
The highlights package of the Victorian State School’s Spectacular will be aired on Channel 7 on Saturday December 3 at 7pm.

SCHOOL CROSSINGS

A reminder that children using the school crossings must not

- Bounce their balls
- Ride their scooters or bikes

Please talk to your children about the importance of following the crossing supervisor’s directions as we need to keep all of our students safe while crossing the roads.

SCHOOL BANKING

The last day for School Banking for 2016 is Tuesday 6th December and the last day to order rewards is Tuesday 29th November.

LOST PROPERTY

Please remember to write your child/ren’s names on all uniform items. We have a lot of unclaimed uniform in our lost property that do not have names written on them. Please check your child/ren’s jackets and make sure that they belong to them, we do have children who are missing their bomber and fleece jackets which are named. Lost property is located under the park bench on the side verandah of the office, please feel free to come and have a look through it.

We also have a large collection of items in the office - drink bottles, umbrellas, jewellery, a watch and a purse. If your child has lost an item please ask them to visit the office and see if any of these belongs to them. Thank you.

CANTEEN

The canteen service provided by Metro Canteens operates every Friday. Families are able to place an online order up until 11:30pm on Thursday each week. You will need to set up an account through - www.flexischools.com.au
Did you know WHITTLESEA PRIMARY SCHOOL HAS A MARKET?

Why not come!
Our market is held at the College on the third Saturday of the month and is run by the Whittlesea Secondary College and Primary School Chaplaincy Committee to raise money so both schools can have a chaplain – Peter Ackland at the primary school and Eva Natsis at the college.

It is the committee’s main fundraiser and needs your support as a customer and even as a stallholder. There is a good range of stalls including craft, homemade cakes and jams, fresh fruit and veggies, nuts and dried fruit, clothes, DVD’s, plants, dog supplies, gifts and of course enjoy a BBQ sausage or hamburger with a coffee.

The next market is on Saturday 19th November. The smaller car boot sites are $10 with the regular stall sites being $20. Just line up at the gate around 7am if you would like a spot. If you have any enquiries please ring 0419 357 395. Check out our facebook page at https://www.facebook.com/saturday.community.market.whittlesea

WHITTLESEA TENNIS CLUB

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HEAD

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Certificate III in Education Support (Teacher’s Aide) CHC30213 – February 2017

This qualification will give you the skills and knowledge to provide assistance and support to teachers and students in a range of educational settings. This includes early childhood education, as well as Primary, Secondary and Special schools.

Graduates work as education assistants/teacher aides and support workers (working with children with disabilities)

Starts - Wed 15th Feb. Mon & Wed , 9.15am to 3.15pm 24 sessions , 2 workshops + 100 hour practical placement.

Cost: Concession: $180, Full: $900, Fee For Service—Conc.: $2,685 (limited places) + Service & Amenities Fee

For more details please ring PRACE on 9462 6077 or visit our website: www.prace.vic.edu.au

Community Carols, Saturday 10th December

@ St Mary’s School, 20 Fir St Whittlesea

Santa @ 6:45
Carols 7:00 PM

Hosted by WMI
(Whittlesea Combined Churches) &
Whittlesea Combined Schools