

Issue 6- 10th March 2023

PRINCIPAL TEAM REPORT

Hello everyone,

Congratulations to our talented swimmers who represented our school at the Division Carnival during the week. It was great to see a number of our students progressing after our school achieved second place at the district carnival.



Assembly

Our next assembly is scheduled for Monday, March 20th. This community gathering will be highlighted by the presentation of our Student Voice Team Leaders and representatives. Our Student Voice Team, who will meet for the first time next week, are a group of elected students from each class. Their task will be to project the voice of all our learners and bring their opinions and ideas back to the group for consideration and action. In developing student voice and agency, we want our students having genuine input into the learning at our school, the environment and school operations and improvement. There will still be a place for fundraising for nominated causes, but the voice team will more broadly act on student's input and embrace larger projects across the year.

Contract Update

Thank you to the families who have been submitting feedback regarding school contracts. We currently engage Theircare to deliver our out of school hours programs, Academy for our school uniforms and we are soon to appoint a new canteen provider to commence in Term 2. From your feedback we will be pursuing actions with current providers to improve their service and act on specific needs. I encourage all our families to maintain communication with both Academy and Theircare with any feedback or concerns. Theircare in particular have a feedback system in place and they are eager to hear from those families who utilise the service.

Uniform

Next month, our school uniform policy is due for a comprehensive review. At last week's school council meeting, several uniform items from the current policy were discussed and a range of feedback from our community was presented. We are working through all aspects of this feedback, and we endeavour to send out a short survey in the coming week regarding multiple aspects of the current uniform policy. We encourage you to consider and respond to this survey when it is published via Compass. Your feedback will be presented at the next school council meeting for consideration and shared broadly with our community in the coming weeks.

CALENDAR

March 13	Public Holiday Labour Day
March 15	Issue 2 Book Club Orders Close
March 20	Whole School Assembly

HAPPY BIRTHDAY

Wishing the following children a very Happy Birthday!

12th March

Levi 34C
Hunter 34S

13th March

Thomas 00F
Lachie 00G

14th March

Alyssa 01F
Margaret 05B
Melinda 05B

15th March

Freddy 00G
Emily 01P

16th March

Gabby 05V
Kaven 06L



NAPLAN

Next week our year 3 and 5 students will sit the NAPLAN assessments. These commence on Wednesday with a writing task. Year 3 will handwrite their piece, while our Year 5 students utilise computer technology. The remainder of the tests will take place in the following days and are all conducted online using personal devices. To ensure our students are prepared, classes are planning learning tasks which replicate the testing conditions and style of questions that the students will experience in the assessment.

If any parents have any specific concerns or questions, please contact your classroom teacher prior to the commencement of the tests.

General Reminders

Arrival Time – Please ensure your child is not at school too early. Our grounds are not supervised prior to 8:35am

Nude Food – Students are NOT allowed to take wrappers into our yard at play. They eat in classrooms, but any unfinished food that is taken outside must not be in wrappers. Consider how you can supply a lunch with minimal wrapper using reusable containers for example.

Enjoy the long weekend,

Ty Hoggins & Rae Gittos
Principal Team

★ Star of the Week ★

Foundation F Fasone/Betty	Awarded to: Shaun Edwards For: Consistently doing his best and supporting others to do the same... and always with a smile!
Foundation G Gordan	Awarded to: Rhyder Alkhodr For: doing your best this week on all set tasks. Keep it up!
Year 1F Fontana	Awarded to: Lena Panahinejad For: a great improvement when reading CVC and CCVC words. Well done!
Year 1M Merritt	Awarded to: Hudson Mellford For: trying his best to segment and blend CCVCC words. Fantastic!
Year 1P Powell	Awarded to: Isaac Bodagh For: doing his best to make and recall facts to 10!
Year 2M Maxfield	Awarded to: Nabeel Khan For: having a great presence in class discussions and continually working hard to complete his writing.
Year 2A Avolino/Mondon	Awarded to: Keagan Brown For: using picture representations to show sharing into equal groups!
Year 2K Kaur	Awarded to: Angus Watt For: being a positive and helpful member of our class. Well done, Angus!
Year 3/4B Barker	Awarded to: Baylee Couch For: her outstanding effort towards her writing goals and always trying her best to succeed.
Year 3/4D Di Mauro	Awarded to: Summer Ivory For: being a kind and caring member of 34D!
Year 3/4S Daniels	Awarded to: Polly Krueger For: completing her shapes drawing, well done
Year 3/4W Wright	Awarded to: Cadence Arthur For: consistently working hard in all subjects. Well done, Cadence!
Year 3/4C Cowdery	Awarded to: Dante Miraglia For: doing his best in writing by getting into the 'alpha zone' and writing an amazing narrative about a secret agent.
Year 5B Burgess	Awarded to: Melinda Gittos For: continually working hard to complete any incomplete tasks (due to Swimming etc), and doing so with a smile on her face 😊
Year 5V Vitale	Awarded to: Deegan Perry For: doing his best with all learning tasks and going above and beyond with inquiry. Fantastic, Deegan! 😊
Year 5T Tuppen	Awarded to: Madison Van Weenen For: Overcoming her "writer's block" in our NAPLAN practice and creating and engaging narrative. Well done, Madi!
Year 6L Leslie/McAlley	Awarded to: Ceiana Matthews For: thoughtful contributions to classroom discussions and always finding ways to support your peers
Year 6C Cummins	Awarded to: Damon Gibson For: supporting his peers to succeed by sharing his knowledge in maths.
Year 6P Panahinejad	Awarded to: Noah Bodagh For: his excellent use of checklist to improve his writing

PE BOOST Smith	Awarded to: Koby Charles For: including others and working well in a team during PE boost, excellent job!
STEM Reid	Awarded to: Christopher Schmidt For: Taking responsibility for key components of his group project.





Resilience and mental health

Resilience is the ability to bounce back after an adverse event, and is a protective factor for children and young people's mental health and wellbeing.

What's resilience?

Resilience refers to the ability to manage everyday stressors and challenges.

Resilience enables people to shift back along the mental health continuum towards good mental health.

A child or young person's ability to be resilient can depend upon many things and can change depending upon their situation. Importantly, specific situations or events that one child or young person may find challenging, another may not. Learn more about how you can help [build resilience](#) in children and young people.

A child or young person who is resilient might:

- be optimistic
- use positive self-talk for encouragement
- have a positive sense of self
- identify and express their feelings and thoughts
- not hide away from strong feelings
- have helpful, age-appropriate strategies to manage their emotions when upset
- rearrange their plans to work around an unexpected situation

- have a sense of agency or responsibility
- keep on trying if something doesn't work out and use their judgment about when to stop
- hold a sense of purpose or hope for the future
- actively ask for help if they need it
- feel a sense of attachment to family, their learning community and to learning.

Why is resilience important?

Resilience is associated with better outcomes

Resilience has been associated with better academic performance and behaviour and, longer-term, is associated with greater life opportunities (including employment and satisfying relationships).

Children and young people need resilience to manage ups and downs

Children and young people with greater levels of resilience are better able to manage stress. When children and young people learn to navigate these stressors, it supports their mental health and wellbeing now and into the future.

Ups and downs can range from everyday challenges like conflict with friends or falling off a bike. They can be emotional experiences such as loss,

rejection, disappointment or humiliation. Some children and young people face serious challenges like disability, learning difficulties, family separation, family illness or death, or bullying.

Feeling optimistic and hopeful are key to mental health and wellbeing

Children and young people's resilience is enhanced when they:

- are loved by someone unconditionally
- have an older person outside the home they can talk to about problems and feelings
- are praised for doing things on their own and striving to achieve
- can count on their family being there when needed
- know someone they want to be like
- believe things will turn out all right
- have a sense of a power greater than themselves
- are willing to try new things
- feel that what they do makes a difference in how things turn out
- like themselves
- can focus on a task and stay with it
- have a sense of humour
- make goals and plans, both short and longer-term.

Be You Professional Learning

Learn more about how to incorporate practices that can enhance children and young people's into your teaching practice in the [Learning Resilience domain](#).

References

Cahill, H., Beadle, S., Forster, R., Smith, K., & Farrelly, A. (2014). Building resilience in children and young people. Melbourne: Melbourne University Graduate School of Education. Retrieved from <http://www.education.vic.gov.au/Documents/about/department/resiliencelitreview.pdf>.

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Department of Education and Training (DET) (2018). The early years learning framework. Canberra: DET. Retrieved from <https://www.education.gov.au/early-years-learning-framework-0>.

Epstein, A. S. (2009). Me, you, us: Social-emotional learning in preschool. Ypsilanti: HighScope Press.

Ginsburg, K. R. (2007). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. *Pediatrics*, 119(1), 182-191.

Werner, E.E. (1995). Resilience in development. *Current Directions in Psychological Science*, 4(3):81-85.

External links

Australia Institute of Family Studies – [Is resilience still a useful concept when working with children and young people?](#)

Beyond Blue – [Building resilience in children aged 0–12: A practice guide](#)

[Collaborative for Academic, Social and Emotional Learning \(CASEL\)](#)

PREMIERS' READING CHALLENGE

Victorian
premiers'
reading
challenge



THE
EDUCATION
STATE

VICTORIA
State
Government

The Victorian Premiers' Reading Challenge is now open and Whittlesea Primary School is excited to be participating. Last year, a new application was introduced that offered a range of exciting features including:

- access to a library catalogue (including book images and blurbs)
- a modern user-friendly interface
- rewarding students with badges as challenge milestones are achieved
- the option for students to mark books as a favourite, give them a star rating or complete a book review

The 2023 Premiers' Reading Challenge began on the **1st of March**, and is open to all Victorian children from birth to Year 10 in recognition of the importance of reading for literacy development. It is not a competition; but a personal challenge for children to read a set number of books by **8th of September, 2023**.

Children from Foundation to Year 2 are encouraged to read or 'experience' 30 books with their parents and teachers. Children from Year 3 to Year 10 are challenged to read 15 books.

To read the Premier's letter to parents, view the booklists, upload books for verifying and for more information about the Victorian Premiers' Reading Challenge, visit: <https://vprc.eduweb.vic.gov.au/home>

Please see the 'Access Guide' attached for further information about how to log into the Premiers' Reading Challenge.

If you would like a new copy of your child's login details, please contact their classroom teacher or Samantha McCormick.



SPORTS REPORT

Term 1 Fixture 2023

Week 8	SPORT	GOLD	BLUE
Friday 17 th March	Basketball	Mernda Central	WPS-BYE Intra school practice
	T-Ball	Mernda Central	
	Cricket	Mernda Central	
Week 9	SPORT	GOLD	BLUE
Friday 24 th March	Basketball	WPS	Mernda Park Primary
	T-Ball	WPS	Mernda Park Primary
	Cricket	Walker's Reserve	Waterview Reserve
Week 10	SPORT	GOLD	BLUE
Friday 31 st March	Basketball	St. Josephs	WPS
	T-Ball	St. Josephs	WPS
	Cricket	Waterview Reserve	Walker's Reserve

COMMUNITY NEWS



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- SAVE THE DATE -

Resilient Communities

Workshop Series

Build your skills in the art of sustainable, climate-resilient living and community connection with the Resilient Communities Workshop Series.

The workshops run throughout the year and will look at a variety of subjects, including keeping backyard chooks, seed saving, mending fabrics and mindfulness. Participants will have opportunities to create items and take them home, and those who attend every session will be entered into a prize draw at the series end.

Community Climate Conversations

Wednesday 8 February, 6pm-7.30pm
Online

Keeping Backyard Chooks

Saturday 11 February, 10am-12pm
Ganbu Gulinj Community Centre,
55 Macedon Parade, Wollert

Home Food Preservation

Saturday 4 March, 10am-12.30pm
Kirrip Community Centre,
135 De Rossi Blvd, Wollert

Seed Saving

Saturday 29 April, 10am-11.30am
Fountain View Room,
25 Ferres Blvd, South Morang

Coming Back to Life: Connection in Times of Crisis

Saturday 6 May
10am-2pm (includes lunch)
Fountain View Room,
25 Ferres Blvd, South Morang

Thrifty Gardening

Wednesday 21 June, 6pm-7.30pm
Online

Energy Matters: Beat the Heat and Kill the Chill

Thursday 13 July, 6pm-7.30pm
Online

Basic Mending and Textile Repairs

Saturday 19 August, 10am-11.30am
Location TBD

Discovering Biophilia: Mindfulness and Observation in Nature

Saturday 30 September
10am-12pm
Fountain View Room,
25 Ferres Blvd, South Morang

Urban Foraging 101

Saturday 7 October
10am-12pm
Fountain View Room,
25 Ferres Blvd,
South Morang

Series Wrap up Celebration and Showcase

Saturday 25 November
10am-12pm
Fountain View Room,
25 Ferres Blvd, South Morang



free



Scan the QR code to register

We recognise the rich Aboriginal heritage of this country and acknowledge the Wurundjeri Willum Clan and Taungurung People as the Traditional Owners of lands within the City of Whittlesea.



City of Whittlesea



*Dance like
nobody is
watching...*



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Jazz

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