

# Principal's Newsletter

Term 3 | 4th August 2023 | Week 4

Today's 100 days of school celebration at Polly Parade Campus and that at Warringa Crescent Campus last week was yet another celebration of PROJECT 10 plus. To mark this occasion, students and staff dressed up as a 100-year-old person and grandparents joined their grandchild for afternoon tea. It was great to celebrate numbers by playing number games including BINGO.

## Attendance

Attendance remains a focus for the entire school community and together, we are working hard on getting every student to school every day. If your child is not going to be at school for any reason, can you please let us know through Compass or by ringing the school on 9749 5774 (select option 1) or on the Absence line on 7002 5921. If we don't hear from you, you will receive a text message advising that your child is not present. Classroom teachers will also follow up unexplained student absences, if we don't get a response, you may get a letter to explain the absences. Last week, your child would have brought home a fridge magnet which has the phone contact number for the absence line. Please keep that handy and let us know if your child will be away.

## Teaching and Learning

Earlier this month, our School Improvement Team (SIT) had the pleasure of sharing the fantastic semester 1 student outcomes with our Senior Education Improvement Leader (SEIL), Sandra Eglezos as part of our mid-year AIP review. The presentation was a real celebration of the academic and wellbeing achievements this year which would not have been possible without the effort and dedication of our staff. Thank you to our amazing staff. Students at the school made significant growth in number and in personal and social capabilities. We are indeed very proud of our students.

## Parent/Caregiver/Guardian Opinion Survey (PCGOS)

The Parent Opinion Survey is a survey undertaken by the Department of Education once a year for parents to complete. The survey is designed to assist schools in gaining an understanding of families' perceptions of school climate, student behaviour, and student engagement.

The survey will be open for parents/caregivers/guardians to complete between Monday 7 August and Friday 8 September and you will receive an invitation to complete this survey. The survey can be undertaken in several languages.

A message to parents/guardians who drop students off at the Warringa Crescent campus, please note that the driveway into the school is not available to cars until 9.10am. If you arrive before then, please park over the road and walk your child to the school.

**Ashwini Sharma**

Principal

## Upcoming dates...

**Friday 25th August**  
Wear it Purple Day

**Thursday 7th September**  
Father's Day Pie night

**Thursday 14th September**  
RUOK Day

**Friday 15th September**  
Last day of Term Three  
- 2pm finish



# Fortnightly Principal's Awards

Congratulations to the following students who have received a SWPBS award this week.

Early Primary – Jarra, Rebecca & Avy

Lower Primary – Rafan, Diyaan & Savera

Upper Primary – Justin, Aleesa & Roddick

Polly Parade – Syed

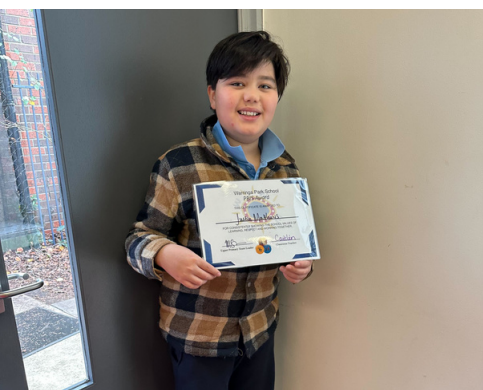
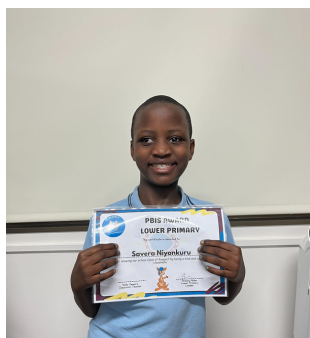
BRC – Alicia

CRC VPC – Temeura

CRC Flexible Learning – Leo

*Caitriona Toland*

Assistant Principal





# Wellbeing update

This week BRC have started Rhythm 2 Recovery (R2R). R2R specialises in delivering evidence based rhythmic interventions to support people facing emotional challenges using African drumming - Djembes. This is an evidence informed model based on research into the way music, combined with cognitive reflection can increase social and emotional awareness, improve emotional regulation, increases overall psychological wellbeing and reduce social isolation and social anxiety.

Cayleys Road is enjoying mindfulness this term focusing on the different ways we can be mindful. Students are leading in this area by creating and facilitating their own mindfulness session. Yahya led a session in his class by using his voice and an instrument to guide his peers and staff in a deep breathing exercise whilst listening to the instrument he was playing.

Coming up this term we have 2 events wellbeing is supporting.

- Wear it purple day – Friday 25th August
- R U OK day – Thursday 14th September (celebrating throughout the week)

More details to come.



## Mental Health Services and Support

### Beyond Blue

24/7 mental health support service

1300 22 4636  
beyondblue.org.au

### headspace

Online support and counselling to young people aged 12 to 25

1800 650 890 (9am-1am daily)  
For webchat, visit: [headspace.org.au/eheadspace](http://headspace.org.au/eheadspace)

### Kids Helpline

24/7 crisis support and suicide prevention services for children and young people aged 5 to 25

1800 55 1800  
kidshelpline.com.au

### 1800RESPECT

24/7 support for people impacted by sexual assault, domestic violence and abuse

1800 737 732  
1800respect.org.au

### Lifeline

24/7 crisis support and suicide prevention services

13 11 14  
lifeline.org.au

### Suicide Call Back

24/7 crisis support and counselling service for people affected by suicide

1300 659 467  
suicidecallbackservice.org.au

### Mensline

24/7 counselling service for men

1300 78 99 78  
mensline.org.au

### QLife

LGBTI peer support and referral

1800 184 527 (6pm-10pm daily)  
qlife.org.au (online chat 3pm-12am daily)

If you are concerned about someone at risk of immediate harm, call 000 or go to your nearest hospital emergency department.



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# Wellbeing update

## Introduction to interoception for families and carers.

At the primary campuses, we are using new mindfulness activities in the classroom which are designed to help students feel more connected to their bodies, and to interpret and express their emotions helpfully.

Our bodies send us signals about our emotions all the time through physical changes like our heartbeat slowing down or speeding up, our muscles tensing and our breath changing. Tapping into these changing signals and learning to understand them as emotions and/or feelings is called interoception or 'mindful body awareness'.

Everybody's natural interoception is different. Without good interoceptive awareness, children and young people might find it hard to notice a big emotion building up inside until it becomes overwhelming or distracts them from learning.

### What are the benefits?

Participating in mindfulness and building interoception skills can help children and young people to:

- self-regulate their emotions and feelings,
- be calm and engage with learning,
- have positive wellbeing, and
- improve their academic performance.

### What are interoception activities?

The simplest activities involve gently moving parts of your body, like your hands and feet, and mindfully paying attention to the stretch.

- They only take 1-2 minutes each to complete.
- To see a benefit, they need to be repeated 2-3 times a day for at least 8 weeks.

## Feeling the muscles in your hands

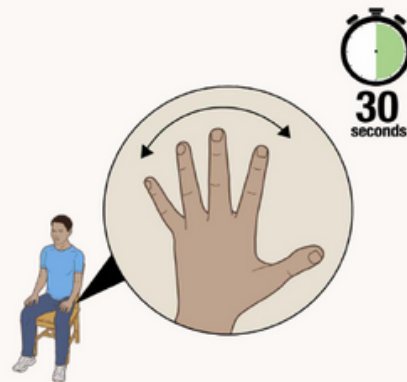
### Step 1

Sitting down, rest your hands on the top of your thighs.



### Step 2

Now stretch your fingers as wide apart as possible and hold them stretched out like that for 30 seconds. Then rest them back, so they are relaxed again.



Where could you feel a difference in your body when your hands were relaxed and when your hands were stretched? Point, sign or say where you felt something.

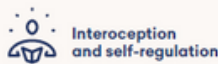
### Step 3

Now pick one of the parts of the hand that you identified and repeat Steps 1. and 2. focusing on that part of your hand.

For example, focus on the webbing of your hands while your hands are relaxed, now stretch the fingers as wide apart as possible and focus on how the webbing between your fingers feels.



Visit the [Student Wellbeing Hub](#) for more information, activity videos and academic references.



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*The Wellbeing team*



# Curriculum update - Early years

Dear Families,

I always look forward to Term 3 as there are lots of opportunities for families in the Primary Years to come into the school to participate in and celebrate students' learning. The term began with SSG Meetings where teachers and families could discuss the successes that students have achieved in semester 1 as well as collaborate to ensure that they continue to build on their learning in semester 2. We appreciate the time that families take to meet with our staff to ensure excellent education for every student at our school!

On Friday we welcomed Grandparents to the WCC Campus to celebrate 100 Days of School. Grandparents play an extremely important role in children's lives and we acknowledge how significant they are in supporting our students' development. Students joined their Grandparents in the staff room for morning tea and played maths games in teams. A fantastic time was had by all and the lively atmosphere and enthusiasm from all was infectious. Thank you very much to Meagan Kelleher and Tamara Collette, our Learning Specialists who arranged the day's activities. We are looking forward to Polly Parade's celebration this Friday.



The next opportunity for families to come into school is in week 8 (29 August to 1 September). This is Literacy and Numeracy Week which is an initiative that was started by the Australian government to encourage reading, writing, and numeracy in students as well as recognize their achievements and the work of teachers and parents in the fields. Teachers will be contacting families via See Saw with dates and times of when they can visit classrooms during Literacy and Numeracy to participate in maths games with the class. We are so looking forward to families attending this fun event!

Our Inquiry topic this term is based on physical science and students have been learning to be scientists. Using the 3 science inquiry skills, namely predict, observe and explain students have been undertaking challenges. These have been posed to them by our PBIS mascot, Lizzie the Learning Lizard who sends the challenges via the mail. Students have been excitedly checking their handmade post boxes weekly for the next challenge to arrive!

**Kelly Botha**  
Assistant Principal





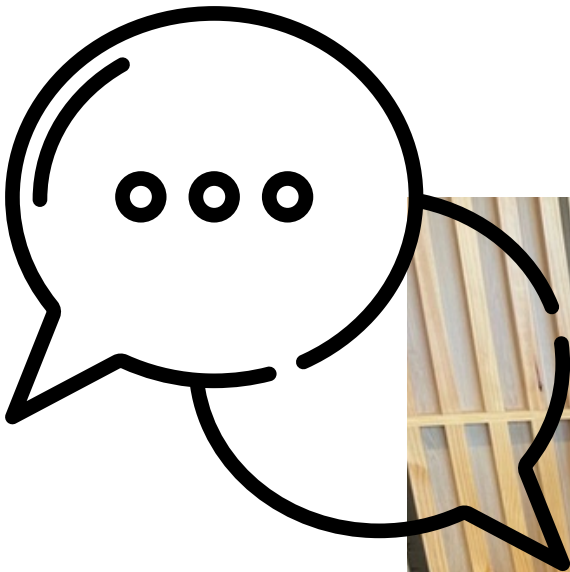
# Curriculum update - Later years

This term, in weeks 3 and 4, the Cayleys Road Campus has hosted the Real Job Industry Interviews (RIJI). RIJI provides students with an opportunity to participate in a mock interview with staff from the Wyndham Council. Students prepare for the interview by completing their employment cover letters and CVs, and dress as if it was a real interview. Students have advised this has been a valuable experience and has helped them get ready to seek employment.

At Bethany Road, the Year 9 students have been engaging in Student Enterprise programs on Fridays, as an applied approach to understanding Financial Literacies and Career Education. The Year 7-8 students have had an increased focus on letters and sounds through explicit instruction, informed by their Letter I.D and word assessments.

**Kim Zammit**

Assistant Principal





# Allied Health update

# The STATES of Regulation

The Zones of Regulation is a program designed to help students control their emotions and behaviours.

Here at Warringa Park School we have re-named the program to 'The States of Regulation'. The program has been designed so that it can be used by anyone who is spending time with the child.

The program focuses on identifying our emotions, how to move between states of alertness and self-regulation. We have been teaching students to self-regulate using a range of sensory and calming strategies that are appropriate to the individual student.

The **Red State** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The **Yellow State** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green State** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue State** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

If you have any further questions, please get in touch with one of our OTs!

**Red State**

agitated, afraid, fearful, mad, angry, yelling

The Red State is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red State.

**Yellow State**

over excited, overstimulated, excited, silly, overwhelmed, scared

The Yellow State describes a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow State. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow State.

**Green State**

happy, good, busy, proud, ready to learn, content

The Green State is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green State. This is the state where optimal learning occurs.

**Blue State**

tired, sad, not wanted, sick, bored, down

The Blue State is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.



# Specialist update - Visual Arts

Visual Arts have been doing a lot of exploring lately. Last term the VPC group had an excursion to the Wyndham Cultural Centre. Students reported this was fun and interesting to see recent contemporary artwork by Indigenous artists. Recent highlights include work to celebrate Naidoc Week: For our elders, which looked at how we can learn deep knowledge from the (Indigenous) elders in our community. Some students responded to Main Abija by Karen Rogers involving native Sugarbag honeybees. Students included patterns and shapes to make beehive collages. This term we've been making building, cities, and communities. Prior knowledge of these motivates students in the development of line, shapes, and measurement in painting, collage, and construction.

In Visual Arts students have been doing pictures of buildings and towers inspired by the text 'Hundertwasser- The House of the Happy Spirits.' Students have been creating buildings, towers, windows, and doors using coloured paper and collage. In our learning at WCC and CRC we have focused on arranging shapes and drawing line patterns and developing fine motor skills in cutting with scissors.



## *PK, Andrew, Ruth & Ellie*

The Visual Art team







# Dates for the diary

## Term Three

10th July – 15th September

**Friday 25th August**

Wear it Purple Day

**Thursday 7th September**

Father's Day Pie night

**Thursday 14th September**

RUOK Day

**Friday 15th September**

Last day of Term Three – 2pm finish

## Term Four

2nd October – 20th December

**Monday 2nd October**

First day of Term Four

**Monday 6th November**

Curriculum Day – no school

**Tuesday 7th November**

Melbourne Cup Public Holiday – no school

**Thursday 7th December**

Professional Practice Day – Pupil free day

**Wednesday 20th December**

Last day of Term Four

## Is your child turning 16?

Most students at Warringa Park may be eligible for The Disability Pension when they turn 16.

Contact Wendy at the Cayleys Road office and she can advise you on the application process.

Call Wendy on 9749 5774

## Moving house?

### New phone number?

- Are you moving house, have a new phone number or email address?
- Please advise the administration team of any changes
- Any bus changes for new addresses will take time to check seat availability

## School tours

### Warringa Crescent School Tours

Thursday 3rd August

Thursday 31st August

### Cayleys Road School Tours

Friday 4th August

Friday 1st September

### Bethany Road School Tours

Thursday 3rd August

Thursday 31st August

### Polly Parade School Tours

Monday 7th August

Monday 4th September



## Father's Day news

# FATHERS DAY PIE NIGHT

Warringa Crescent Campus

THURSDAY 7TH SEPTEMBER  
5.30PM



TO REGISTER EMAIL  
[TIM.HILTON@EDUCATION.VIC.GOV.AU](mailto:TIM.HILTON@EDUCATION.VIC.GOV.AU)

In Father's Day week, we will be having stalls at each campus. Keep an eye out for more information to come!



WYNDHAM  
NETBALL  
ASSOCIATION



# ALL ABILITIES NETBALL



FOR GIRLS &  
BOYS 10 - 25  
YEARS OLD

STARTING  
5TH AUGUST @ 10:30

## Information

- ✓ Outside Courts
- ✓ No Experience Needed
- ✓ Carer/Parent **Must Attend**
- ✓ Continues **Every Week**  
during school terms

## Eagle Stadium

35 Ballan Road,  
Werribee, VIC 3030

## Registration Link

<https://forms.office.com/r/yDJDSOPYYS>



More Information Ph: 0411 812 263 Email: [enquiries@wyndhamnetball.com.au](mailto:enquiries@wyndhamnetball.com.au)

# BK's

## GYMNASTICS



Come & Try  
14:30-15:15  
OR  
15:30-16:15  
Suitable for  
Ages: 2-4 yrs

Come & Try  
14:30-15:15  
OR  
15:30-16:15  
Suitable for  
Ages: 5-7yrs

Come & Try  
14:30-15:15  
OR  
15:30-16:15  
Suitable for  
Ages: 8-12yrs

12 August 2023

# Come & Try Day

Come and try our gymnastic classes for  
**Free**

Book now via the Activeworld App  
or call 0408 824 259 or email [Hoppers@bkgymswim.com.au](mailto:Hoppers@bkgymswim.com.au)  
to secure a place

[bkgymswim.com.au](http://bkgymswim.com.au)

Follow us



facebook



@bkgym\_swim

Leave a review



★★★★★

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An initiative by



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# Emotional wellbeing for teens (BEAT-D)

BEAT-D is a new program for teens with an intellectual disability (aged 12-17) who have emotional difficulties

Emotional difficulties can include:

- sadness or hopelessness
- anxiety
- irritability
- loss of pleasure or interest in activities that they used to enjoy
- withdrawing from friends and family
- changes in appetite or weight
- lack of energy
- sleep difficulties

Beat-D is a program that focuses on engaging teens in meaningful and enjoyable activities.

This has been shown to benefit mental health and wellbeing.

We are evaluating Beat-D. Teens will be allocated to work with a trained BEAT-D therapist for 12 sessions OR to receive their usual treatment.

Contact us to see if this research program might help your teen

[beatd@monash.edu](mailto:beatd@monash.edu)

This study has Monash University Human Research Ethics Committee approval (Project ID 19024)