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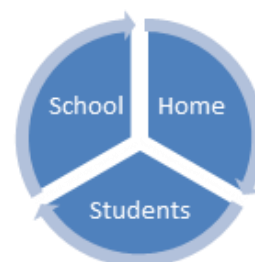
SCHOOL VALUES

- **Care and Compassion** – Care for self and others
- **Honesty and Trustworthiness** – Be honest, sincere and seek the truth
- **Respect** – Treat others with consideration and regard: respect another person's point of view
- **Responsibility**—Be accountable for one's own actions, resolve differences in constructive, non violent and peaceful ways; contribute to society and civic life, take care of the environment

School Values & School Wide Positive Behaviours

'To develop resilient students who display behaviours and attitudes that reflect school values.'

Mr McCartney, Kristy Fitzpatrick and Mr O'Neill have now attended two training sessions on School Wide Positive Behaviours. We have found the sessions to be very informative and valuable. As part of this work we plan on revisiting our school values and what they mean to our community. Early next term we will work with students, staff and families to align our thoughts on our values.



The SWPBS is about focusing on positive language around the school. Staff and students have already begun discussing school wide expectations. What do we expect to see and hear in the 'eating area'? What do we expect to see and hear around the 'basketball area'? Once we have aligned our ideas on these, you will begin to see displays of these expectations around the school so that we have a common language and understanding.

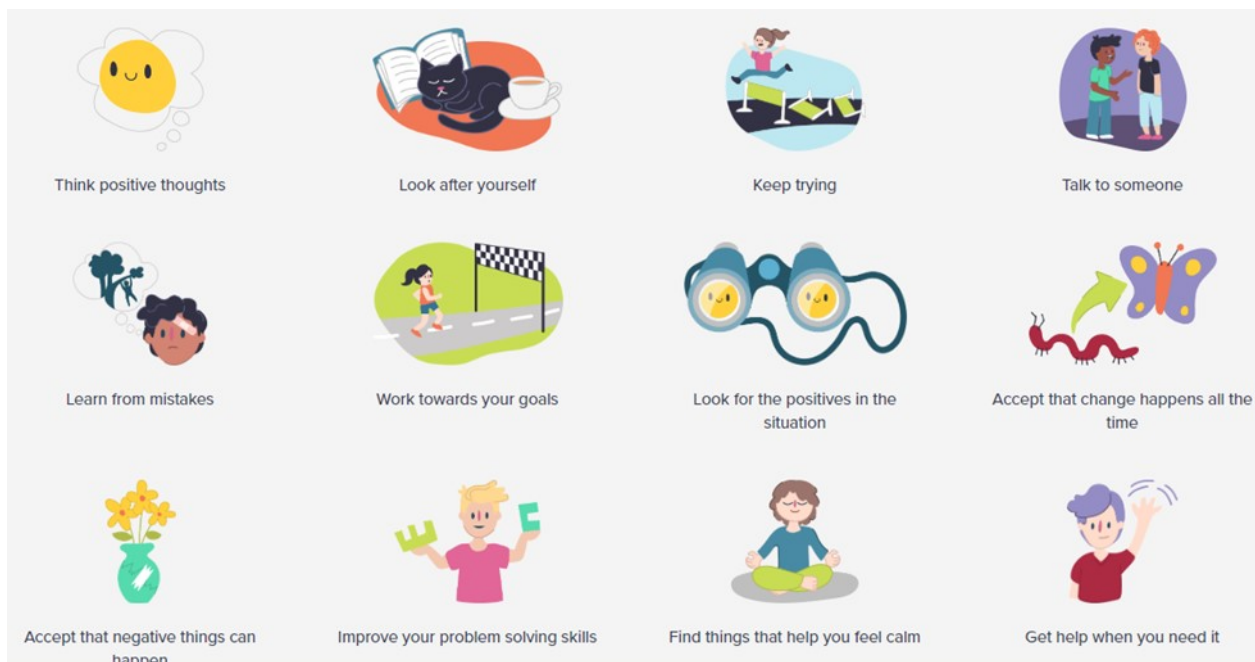
This week I have placed our information about Resilience at the beginning of the newsletter. I hope that families are able to reflect on this information and find some useful strategies and language to use at home. Since arriving at Eppalock PS I have observed student anxiety about 'change', new situations or challenge. Developing resilience enables us to be able to cope with these situations and anxieties more easily. Sometimes our anxieties as parents can also be passed onto our children and it is our role to ensure we continue to send positive messages. I have repeated the positive strategies mentioned last week. Please continue to use these at home and support the school in developing resilience with all students. www.kidshelpline.com.au – if you are interested in more information on this topic please check it out.

What can I do when I'm facing a challenge?

You can start to build resilience by asking yourself:

- What can I do to get back on track?
- I can't control everything, so what is in my control?
- Can I change something I'm doing to make things better?
- What can I learn from this?
- Who can help?

How can I move forward?



Drop off times

Just a reminder that our grounds are supervised by school staff from 8:45am until 9:00am each morning and from 3:15pm- 3:30pm each afternoon. Outside of these hours, school staff will not be available to supervise students. Please ensure students are not being dropped off outside of these times, particularly in the morning.

Late arrivals

Staff are required to record and monitor late arrivals at school. With our new Attendance system in place, families may begin to get notifications more regularly about arriving late to school. It is important that students are arriving at school on time, particularly if your child needs solid routines and structure to enable a settled day at school. It will also assist with reducing anxiety about school days. We are happy to work with families to ensure students are arriving to school on time. If you need any help or strategies in this area, please speak with staff at school. It may be worth having a discussion with your own child at home about strategies to put in place.

uEducateUs

Thanks to those parents who asked some questions about this new system last week. We had a couple of informal sessions at school on Thursday to help with parent use. A couple of the main ideas discussed were;

Announcements are public – anything you write there is seen by the whole school

Conversations enable you to contact the teacher directly – a private message.

You can put advance absences in the system and a note is left for the teacher on that day.

The calendar will show events coming up and will even give you some reminders at times.

Admin staff can monitor when parents login, this will let us know if anyone is having any trouble.

We can reset your password but can't see it once you have changed it.

If you have any questions or would like further help please let us know. A new electronic sign in system will be set up for next term, this will be the 'kiosk' system which you can see on your account.

Ride to school day

A reminder for students taking part in this day to bring their bikes and helmets along to be checked by the 21st. Parents are welcome to ride with the students on this day.

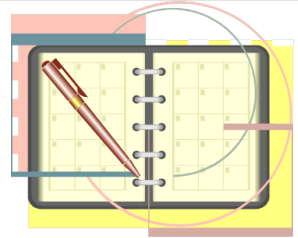
P-2 students can bring along a scooter or some wheels on this day. Please also bring safety gear to be used with it as well.

AFL TIPPING

A reminder for anyone interested in some free community footy tipping. Mr O'Neill and Mr McCartney would like to challenge you all to an AFL tipping competition for a bit of fun this year. If you are interested and think you can beat us, please enter an individual or family team to our comp. You will need to ask us for the code to get in. We will be using the AFL website to manage the competition so please register there and then grab the code from us at school. Good luck.

Thanks
Mr O'Neill

IMPORTANT DATES



Thursday	21st	PARENT CLUB MEETING—9.00 am
Friday	22nd	MUSIC & ART SPECIALISTS
Tuesday	26th	PE
Wednesday	27th	MARC LIBRARY
Thursday	28th	Prep/1/2 proposed Excursion—"Room On A Broom" - Capital Theatre
Friday	29th	Ride to School Day for Grade 3-6 students P-2 students—BYO scooter or wheels and safety equipment to school

ART SPECIALIST

APRIL

TUESDAY	2nd	Normal school day for students with '3 way conference' between 12.30—6.30 pm PE
THURSDAY	4th	DENTAL SERVICE CHECKS SCHOOL COUNCIL—APRIL MEETING SPECIAL LUNCH—PIZZA
FRIDAY	5th	LAST DAY—TERM 1
SUNDAY	21st	EASTER SUNDAY BBQ FUNDRAISER—HELPERS NEEDED
TUESDAY	23rd	FIRST DAY—TERM 2
THURSDAY	25th	ANZAC DAY—PUBLIC HOLIDAY

MAY

THURSDAY	2nd	WHOLE SCHOOL EXCURSION—MELBOURNE ZOO
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PLEASE NOTE—the current arrangements for distribution of our School Newsletter will continue for this term.

Commencing Term 2, our school newsletter will be available to families via uEducateUs.



AWARDS

Congratulations to the following students who will receive an award at Monday's assembly ...

- Xavier for great enthusiasm during the BSSC Multicultural day
- Annika for always being ready to learn
- Charlotte for making a terrific start to school

Multi Cultural Day



CSEF—CAMPS, SPORTS AND EXCURSIONS FUND

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families.

The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:

- \$125 for primary school students
- \$225 for secondary school students

MORE INFORMATION

For more information about the CSEF visit www.education.vic.gov.au/csef

HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from www.education.vic.gov.au/csef

If you applied for the CSEF at your child's school in 2018, you do not need to complete an application form in 2019 unless there has been a change in your family circumstances.

You only need to complete an application form if any of the following changes have occurred:

- ♦ **new student enrolments;** your child has started or changed schools in 2019 or you did not apply in 2018.
- ♦ **changed family circumstances;** such as a change of custody, change of name, concession card number, or new siblings commencing at the school in 2019.

Check with the school office if you are unsure.



MARC MONTHLY!

From Mrs Gentry

March

Massive THANK YOU!!!

I would like to thank **Sarah Mayor-Cox** for her very generous donation of **over \$3,000** worth of brand new books to the MARC van. Sarah is a Children's and YA Literature lecturer at LaTrobe University and is currently a PhD candidate at RMIT where she is researching Australian picture book illustrators. She reviews books (she is on the ABC radio fortnightly) and is the Regional Director of the CBCA. I have met Sarah through the ALEA (Australian Literacy Educators' Association) meetings I attend. She receives books from publishers to review, and she kindly donates the books periodically to schools around Bendigo. At the end of last year it was our turn! My study is now stacked with beautiful books that I will be cataloguing to add to our MARC library. Each one will have a little blue label on the front recognising Sarah's donation (blue being her favourite colour!). The students will be sending a 'Thank You' book they have made to Sarah and I will be singing her praises for a very long time!

What I have read....

A beautifully written book about a girl called Lenny and her brother

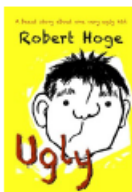


Davey who won't stop growing. Lenny and Davey don't have much, but they do have the weekly instalment of the Burrell's Build-it-at-Home Encyclopaedia which takes them to places they can never go and fills their minds with bugs and eagles (among other things!) (Highly recommended by Mrs G)

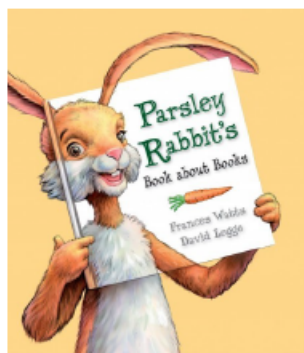
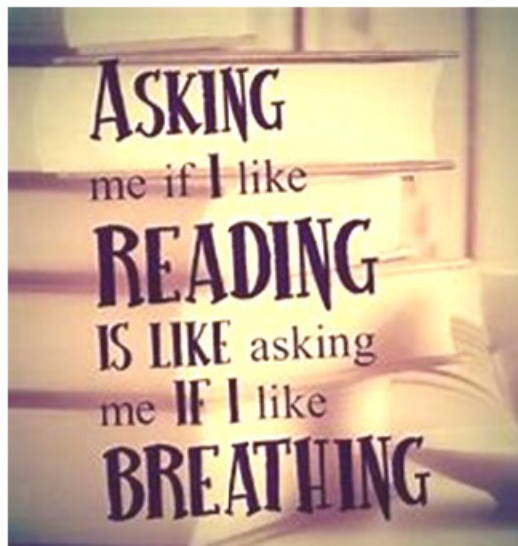


My daughter Charlotte read Gracefully Grayson during the summer holiday and spoke so highly about it I had to read it. This is not a book for everyone. Grayson has been holding onto a secret for what seems like forever; 'he' is a girl on the inside, stuck in the wrong gender's body. The book deals with the weight of this secret and Grayson's bravery; trying out (successfully) for the lead female role in the school play. If there families who are happy for their children to read this one just send me a

note and I will pass it on.



I finally got around to reading Ugly by Robert Hoge. And I wasn't disappointed. If you enjoyed Wonder (and who didn't!) then you will like this true story of an Australian man born with facial deformities and malformed legs. This book details his childhood and coming to terms with being 'ugly'. You can also watch a TED talk in which he discusses 'owning your face'.



We have used Parsley Rabbit's Book about Books by Frances Watts to discuss the features of texts. Students have discussed title pages, endpapers, blurbs, author, illustrator and imprint pages as part of our activities. Older students managed to find lots of information about the book on the imprint page (the one that no-one usually ever reads, except teacher librarians!) which can tell you when and where a book was published.

We also discussed the importance of treating a books spine well; not over bending it, never leaving a book spread open on a bench and absolutely no dog earring! Everyone made a book-mark which is the very best way to know where you are up to !



Fun Mandarin – our School Chinese Language Program

The Prep/Grade 1s are working on Colors

sè = color and we always add this 'after' the color word if we're referring to the actual color.

You won't see **sè** *if you're using the color word as*

red – **hóng sè** (sounds like it says hong sur)

Red hóng sè 红色	Yellow huáng sè 黄色	Blue lán sè 蓝色
Green lǜ sè 绿色	Purple zǐ sè 紫色	Orange chéng sè 橙色
Brown zōng sè 棕色	White bái sè 白色	Black hēi sè 黑色

blue – **lán sè** (sounds like lan sur)

yellow – **huáng sè** (sounds like quong sur)

green – **lǜ sè** (sounds like lew sur)

pink – **fěi sè** (sounds like fen sur)

white – **bái sè** (sounds like buy sur)

black – **hēi sè** (sounds like hey sur)

purple – **zǐ sè** (sounds like zoo sur)

orange – **chéng sè** (sounds like chung sur)

brown – **zōng sè** (sounds like zong sur)

BOY / GIRL

Boy – **nán hái** (sounds like nan hi)

Girl – **nǚ hái** (sounds like new hi)

The Grade 2/3s and Grade 4s are exploring FOOD

bǐ sà – pizza

hàn bǎo bāo – hamburger

sān míng zhì – sandwich

mǐ fàn – rice

chǎo fàn – fried rice

cha shao bao – pork bun

yì dài miàn – spaghetti

jiǎo zi – dumpling

chūnjuǎn – spring roll

shu tiao – chips



The Grade 5/6s have been working on 'FAMILY'

mà mà – mum (sounds like mar mar)

bà bà – dad (sounds like bar bar)

dì dì – little brother (sounds like dee dee)

gē gē – big brother (sounds like gurr gurr)

mèi mei – little sister (sounds like may may)

jiě jiě – big sister

two little sisters – liang ge mei mei

nǎi nǎi – grandma (sounds like nay nay)

yé yé – grandpa (sounds like yeah yeah)

bǎo bǎo – Baby (sounds like bow bow – *as in 'bow' down before the Queen*)

Inclusive Schools Grant

On Friday Mr O'Neill met with our architect group and the VSBA to discuss the proposed Inclusive Schools grant concept of creating a sensory playspace, sandpit and garden area at the back of the school. This was an initial meeting to discuss the concept and design proposed.

A working group are planning to meet to discuss the initial drawing and concept in the coming days – this will be a smaller group who take on any ground work required, if you would like to be part of this group please let Mr O know.

We are inviting anyone interested in hearing about and having input into the proposed project to meet at the school on **Monday from 2:30pm-3:00pm**.

Once the initial drawing is presented, community will be asked for input and suggestions into the design, elements and garden spaces.

If you can't make this meeting time, please send something in on paper to share your thoughts or you may arrange another individual meeting time with Mr O during the week.

The working group will then meet again next Friday the 29th to collate ideas to send back to the architects.

If you have any questions or concerns please let Mr O know at school.

In this newsletter is the design 'concept' and 'initial brief' of a sensory playspace, with sandpit and natural garden area to give you an idea of what the architect has drawn up from the previous landscape plan.

Please remember that this is not a 'large playground structure' grant.

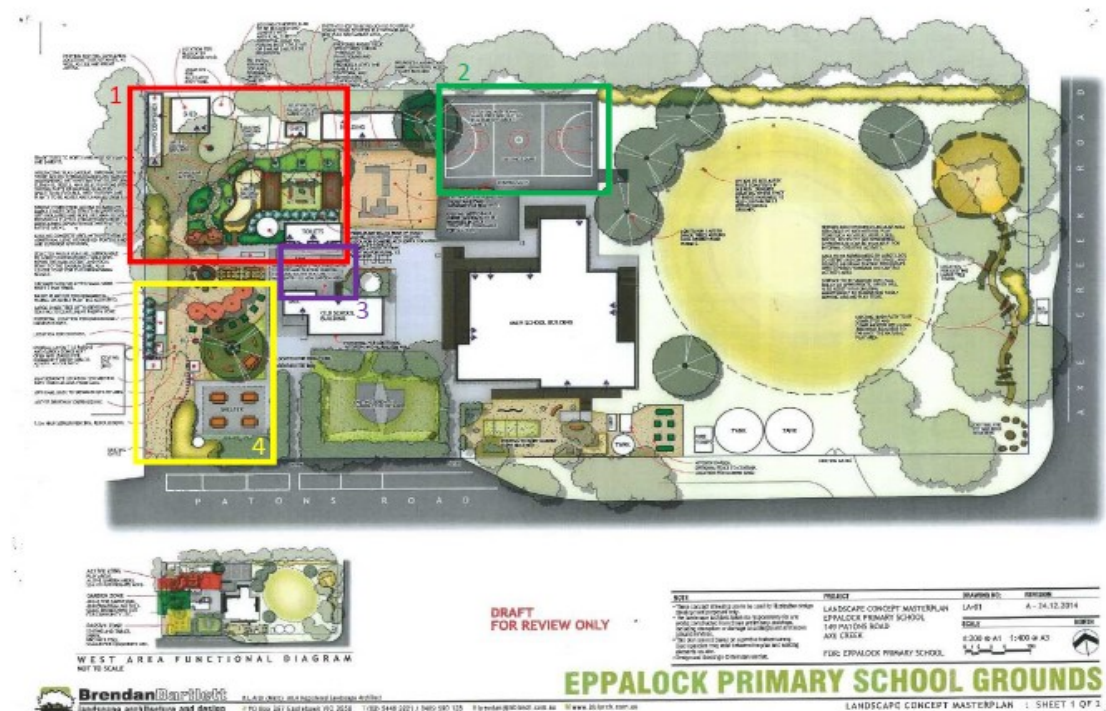


Project Brief:

To instigate a portion of the site landscape master plan prepared by Brendan Bartlett landscape architecture and design. The area of focus for this project is the North Western corner of the site.

Our site visit revealed that there are some adjustments required to the design due to the relocation of some of the existing features on site such as water tanks and shed and the pending removal of the existing toilet block.

The numbered rectangles on the plan below show the priority area of works for this project. Number 1 being the highest priority and 4 the lowest priority.



Priority area 1 is to include the following elements:

- Sandpit
- Raised decks
- New paths

WHP - Waist high planting 600-900mm high
GC - Ground cover planting 100-450mm high

Concept Plan

Eppalack Primary School

