

Friday 28th February 2020

Issue 3

# LINK LETTER



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*Michael Kent - PRINCIPAL*

Hello and welcome to this edition of the newsletter

I remind you of the upcoming Curriculum Day on Friday 6th March. Students are not required at school on this day. Please note that our after school care program is running a day time service on the day. To register your participation please log into the Their Care website: <https://theircare.com.au> Please note the program contact details:

Program - 0438522874

Email - [watsoniaheights@theircare.com.au](mailto:watsoniaheights@theircare.com.au)

Their Care is also offering a term 1 school holiday program. This provides a service during the upcoming school holidays. Please see further information attached to this newsletter.

Additionally, the Labour Day public holiday is Monday 9th March and the school will be closed. Students are required back at school on Tuesday 10th March.

## Fete

Saturday 14th March is our biennial school fete. Please mark this date on your calendar. Each class has been allocated a stall and we are seeking your help to make this day a HUGE success. Documentation has been sent home to each class requesting your help to nominate for a small amount of time to help out at your class' stall.

We are also taking donations for our massive trash and treasure stall. Please drop any donations to the school office.

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## IMPORTANT DATES

### MARCH

**MON 2ND MARCH**  
GRADE 3/4 INTENSIVE SWIMMING  
PROGRAM SESSION 1

**WED 4TH MARCH**  
BANYULE DIVISION SWIMMING CARNIVAL  
@ NORTHCOTE SWIMMING POOLS

**GRADE 5/6 INTENSIVE SWIMMING  
PROGRAM SESSION 3**

**THURS 5TH MARCH**  
GRADE 3/4 INTENSIVE SWIMMING  
PROGRAM SESSION 2

**FRI 6TH MARCH**  
CURRICULUM DAY

**MON 9TH MARCH**  
LABOUR DAY

**WED 11TH MARCH**  
GRADE 5/6 INTENSIVE SWIMMING  
PROGRAM SESSION 4

**THURS 12TH MARCH**  
GRADE 3/4 INTENSIVE SWIMMING  
PROGRAM SESSION 3

**FRI 13TH MARCH**  
ISS HOME V BUNDOORA

**FRI 18TH MARCH**  
CANTEEN SPECIAL FOOD DAY-SUSHI

**TUES 24TH & WED 25TH MARCH**  
SCHOOL OF SMILES DENTAL INCURSION

**THURS 26TH MARCH**  
STUDENT LED CONFERENCES

**THE GREAT WHPS  
TWILIGHT FETE  
SAT 14TH MARCH  
2 - 8PM**

## 2020 TERM DATES

**TERM 1**  
30TH JANUARY - FRIDAY 27TH MARCH

**TERM 2**  
14TH APRIL - 26TH JUNE

**TERM 3**  
13TH JULY - 18TH SEPTEMBER

**TERM 4**  
5TH OCTOBER - 18TH DECEMBER

## Fete (continued)

Information about purchasing wrist bands for our suite of rides will be coming home shortly. Get in early to secure your ride tickets and maximise of the cheaper price. I urge everyone to lend a hand to support our fete and great school!!

## Earn and Learn

Thank-you to all the families whom participated in the 2019 Earn and Learn program. Your purchases and entering of your Earn and Learn stickers has allowed the school to add to our resources for the students to access.

These included:

- Resources for our science program including simple machines (full suite)
- Furniture – stools and tables with whiteboard table tops, individual lap desks, soft furnishings (seating), bucket seating options (ground level)
- Resources for mathematics across the school including dice, games, cards, MAB blocks, clock faces, etc..
- PE equipment including balls, skipping ropes, parachute

We appreciate all of your help in adding to the learning programs at the school.

## Open Night/Fun Night

Thanks to all the families whom came along to our recent school open night and fun night. We appreciate you sharing in the classroom information and enjoying some social time at the school. It was wonderful to see so many families in attendance.

## Watsonia Heights School Council

Thank-you to the parents who have nominated for the school council. We received the same number of nominations as available places. Full school council membership will be shared following our upcoming AGM and the formation of our new council.

## Assessment and Reporting

As shared in last week's newsletter, please be aware of the range of reporting activities that we have planned for the year. One of these is the upcoming Student Led Conferences to be held on March 26th. Please note that on this day students are not required at school, other than for their allotted conference time. Further details will be coming home soon about how to book your time for these conferences. These conferences are an integral part of our learning program as students reflect on their performance and also establish learning goals that will provide the focus for the next stage of their learning. I encourage all parents to make sure you book a time and participate in this important part of your child's learning.

### 2020 reporting program:

Term 1	Focus	Reporting focus
Week 1		Touch base parent reflection forms
Week 4	Open evening	<b>Family Fun Night</b> – Friday 21 <sup>st</sup> Feb - 5.30-8pm School open 5.30-6.30pm (class info session P-2 @ 5.30pm; 3-6 @ 6pm)
Week 9	Student Led conferences –	Goal setting, setting of Smart goals. March 26 <sup>th</sup> Student, staff and parent input into goals and future direction
<b>Term 2</b>		
Week 3	Parent teacher Interviews	Progress reports between parents and teachers. Students are not required for these meetings 28 <sup>th</sup> / 29 <sup>th</sup> April
Week 11	Term 2 Reports	Reflects student performance over the semester

<b>Term 3</b>		
Week 2	Student Led Conferences	Reflect on learning goals showing progress of individual learning goals. Set new goals for semester 2. 23 <sup>rd</sup> July
<b>Term 4</b>		
Week 11	Term 4 Reports	Reflects semester 2 performance and an indication of progress made across the academic school year.

### Staff Carpark

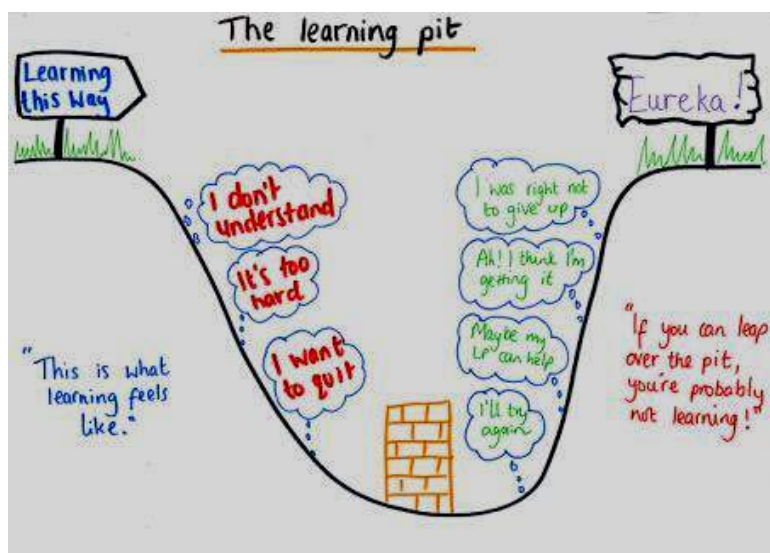
Parents are reminded to please NOT park in the staff carpark. This is an ongoing issue that needs to be avoided. We are also having some problems with congestion in and around the school. Unfortunately we don't have great parking facilities however, this can be improved through everyone's awareness, consideration and patience. I have been informed that the council will be active in issuing infringement notices in coming weeks.

On a similar topic, thank-you to everyone for reverse parking in the visitors carpark. Please be aware that on the visitors carpark entrance, I ask that you please refrain from parking on the left hand side (when entering) as this is a footpath that supports all pedestrian traffic.

Additionally, please be aware of our neighbours and their rights to have their property and surrounds cared for and unobstructed by vehicles and pedestrians. Please remind your children to respect the surrounding houses and their gardens, driveways, entrances and our neighbours' living conditions.

### Growth Mindset

At WHPS we are focused on developing positive psychology within our students and this involves fostering a positive mindset. Incorporated within this is the development of our learning culture around using the 'Learning Pit' to promote a positive attitude to learning.



The Learning Pit fosters positive psychology around learning something new. As is the case with all new learning, there is a resultant cognitive struggle to grapple with new concepts and the mindsets that lead/contribute to a positive outlook and the best mindset for learning. IF there isn't a struggle, then we can presume that new learning isn't evident but rather students are operating within their comfort zone of knowledge. We encourage children to embrace the learning struggle and find new ways, options, strategies and avenues to form new knowledge and understanding. This also promotes a culture of learning and exploration that is challenging but enjoyable for students as they find their way with ongoing opportunities to learn. This process culminates in students celebrating and sharing their new found insights in a positive and collaborative way that fosters an increased level of self esteem and a celebration of self and accomplishment.

## Growth Mindset (continued)

The focus on the learning process and 'Learning Pit' promotes a growth mindset where we are focused on the effort (which is one of our school values!) rather than the performance or achievement level. This promotes an attitude to learning that students need to work to achieve their individual goals and by putting in the effort, all students can succeed! In 2020, we continue our work in ensuring that we are building a Growth Mindset in all our students.

### Fixed Mindset

Students with a Fixed Mindset:

- believe they need to look smart at all times - particularly high achieving students
- believe intelligence is fixed; "You've either got it or you haven't"
- don't take as many risks in their learning
- may hide/conceal deficiencies

### Growth Mindset

Students with a Growth Mindset:

- believe that they can learn at all costs
- are engaged in a problem solving approach
- believe it's "Not about who I am, it's about how I do it"
- believe in effort and push beyond their comfort zone

As a result they work harder, increase effort and view failure as an opportunity to increase learning.

#### The difference between the Fixed and Growth Mindsets

	Fixed Mindset	Growth Mindset
Challenges	Avoid	Embrace
Obstacles	Give up easily	Persist in the face of set backs
Effort	See effort as fruitless	See effort as the path to mastery
Criticism	Include negative feedback	Learns from criticism
Success of others	Feel threatened by	Learns from others

We must place importance on praising our students for their efforts, not their intelligence. For example, "I'm really proud of how hard you've been working on your times tables," instead of "I'm really proud of you for getting all of your times tables correct." We must also recognise the power of the word 'yet'. When our students want to give up easily we can use the word 'yet'. Look at the following two sentences:

"I can't do it," verses, "I can't do it 'yet'." The word 'yet' instills hope and helps to build an attitude of positivity.

## Being aware of Potential Dangers

Schools are regularly informed of potential issues and dangers that surround our students when out of school hours. Whilst we haven't had any reported incidents, I remind everyone to be vigilant in considering your awareness. As a school we are focussed on providing a safe and secure learning environment and our care extends beyond the school grounds. Families are reminded of the regular need to continue educating our students of issues such as being safe around our streets. This includes being aware of traffic dangers (using crossings), stranger danger and being cyber safe.

Below are some helpful hints when considering what to tell your child about a stranger:

- Students need to know not to converse with unknown people.
- Tell your child not to listen to or be near a stranger—rather to move away or back inside.

## Being aware of Potential Dangers (continued)

- Tell your child to never ever go with a stranger—no matter what the stranger says.
- Tell your child that strangers may make up sad stories, like looking for a lost pet, needing help with a sick child, or needing directions.
- Tell your child that a stranger should never be believed, no matter what they say.
- Tell your child that strangers may offer treats, gifts or lollies for 'helping'.
- Tell your child that you will never send a stranger to collect them. Make a list of the only, known people, you would send to pick them up.
- Ensure your child know the routines of arriving and departing school safely and notify them of any changes to the 'normal' arrangements
- Tell your child to go immediately back inside and ask someone they know if unsure.
- Practice makes perfect

Having explained 'stranger danger' or protective behaviour you might breathe a big sigh of relief. However, let's not relax just yet. Research shows that kids often can quote what mum or dad said very well, but when placed in the situation, they more often still give in.

At home, role play certain situations with your child, such as pretending mum is sick and that a new person needs to take them home. Role play or practise a variety of strategies or other scenarios. Try a test in a safe environment at home, such as an unfamiliar friend at the front door trying to entice them outside to look at a sick, cute rabbit. Research shows that kids often 'forget' after a period of time. Thus a yearly family refresher course is very worthwhile.

### Active, protective behaviour

- Teach your child never to wander off or go out of sight.
- Teach your child to always walk with and stay with friends—to never go alone.
- Teach and practice saying NO loudly and repeatedly, if they are unsure.
- Teach your child to yell HELP, as loudly and repeatedly as possible, until they are heard. Predators hate noise and attention.
- Teach your child to find a safe adult (a policeman or a mum with a stroller) or a safe spot (if they are fearful) such as a school, shop or safety sign. However, don't tell your child that all uniforms are safe as some predators may be wearing a uniform.

### A healthy balance

- Assure your child that most adults are loving, caring and trustworthy.
- Discuss good, safe and friendly people in the world, to avoid fear of all adults.
- Remind your child of helpful adults, like firemen, teachers, police, doctors, etc.
- Remind your child of 'good' adults in their world, who can be trusted.
- Protect them from over exposure to graphic news stories.

### Telling

- Encourage your child to 'tell' if they even think they came across a stranger.
- Encourage your child to 'tell' if they felt scared, unsure or uncomfortable ('yucky' with any adult).
- Affirm that you will be happy and praise them for 'telling'—that they won't be in trouble.
- Affirm that you will listen and believe them.

## Being aware of Potential Dangers (continued)

Basic protective safety for parents

- Always know where your children are.
- Keep your kids within your sight or supervision.
- Be alert to other people around you, but not paranoid.
- Be alert to Internet threats—research shows predators are increasingly luring more mature children through the Internet, such as online, through forums, chat lines, and message systems.
- Always keep young children's computers within your vision (not in their bedrooms), and under your supervision.
- Install a 'Net-Nanny' or Parental Control Software program on your computer.
- Teach your child to never ever give out personal or private information.

Enjoy the weekend ahead!

Warm regards,

Michael

**THE GREAT WHPS  
TWILIGHT FETE  
SAT 14TH MARCH  
2 - 8PM**



# **ACROSS THE AP'S DESK...**

**TONY RYAN - ASSISTANT PRINCIPAL**

Anxiety and other mental health concerns amongst primary aged children are a growing concern in our society. It is a positive that the issue is receiving greater societal discussion and the community is more willing to seek help and discuss the issues being faced. Having said this, the prevalence of these mental health issues is growing quickly and our medical system is struggling to satisfy the demand for mental health services.

Our school is experiencing some of this difficulty. The access that the school has to department psychologists is limited to approx. one day a week. As a result of this it is difficult for these psychologists to manage caseloads across multiple schools. Their involvement tends to be limited to short term involvement with students, liaising with teachers and parents about appropriate supports for students and supporting learning assessments.

Across the past two years the school has established a relationship with an external psychology service Shine Bright to connect our families with bulk billed psych services for issues such as anxiety, school refusal, family separations and general mental wellbeing services. These services were able to be provided in the school environment. Unfortunately Shine Bright had to end their involvement with the school at the end of last year and as yet I have been unable to find a replacement service. One that I contacted recently suggested that we were the 40th school on their waiting list, highlighting the demand that exists in the community.

I welcome parents with concerns for their children to make contact to discuss what supports you may want to pursue. I generally encourage parents interested in seeking psychology services to start with a discussion with their child's GP about establishing a Mental Health Care Plan. This plan entitles the students to 10 bulk billed or subsidised therapy sessions per year. The plan can then be reviewed for the new calendar year. Your GP may also be able to recommend some services that can be accessed outside of school hours. The link below from the Headspace website provides further information about Mental Health Care Plans. It's worth reading for those thinking that their child would benefit from some mental health support. <https://headspace.org.au/blog/how-to-get-a-mental-health-care-plan/>

The following information is provided on the Beyond Blue website and I think it provides some positive suggestions on how to assist students struggling with anxiety.

## **Anxiety**

Anxiety is part of our survival instinct. When we're faced with a threatening situation, our brains and bodies respond by kicking into safety mode. Our adrenalin starts pumping, helping us get ready to escape the danger. However some people, including children, react more quickly or intensely to situations they find threatening, or find it harder to get their anxious feelings under control. Some kids also perceive the world to be scarier or more dangerous than others.

## **What is 'normal' anxiety in kids?**

Fearful and anxious behaviour is common in children – especially as they come across new situations and experiences. Most children learn to cope with different fears and worries.

# ACROSS THE AP'S DESK...

TONY RYAN - ASSISTANT PRINCIPAL

However, they may need some extra support when:

- they feel anxious more than other children of a similar age
- anxiety stops them participating in activities at school or socially
- anxiety interferes with their ability to do things that other children their age can do
- their fears and worries seem out of proportion to the issues in their life.

## 10 strategies to try

### 1. Start by slowing down

Encourage

your child to take some slow, deep breaths to calm the physical effects of anxiety. Practice together by breathing in for three seconds, holding for three seconds, then out for three. Once they're feeling a bit calmer, you can talk through what's worrying them.

### 2. Make time to worry

Setting aside some designated time to deal with worries can stop anxious thoughts from taking over. Try creating a daily ritual called 'worry time', and encourage children to draw or write down whatever's bothering them. You can make the activity a bit more fun by decorating a 'worry box' or building a 'worry wall' out of post-its. When the time is up – after 10 to 15 minutes – shut the worries up in the box or tear them off the wall and say goodbye to them for the day.

### 3. Climb that ladder

Instead of skirting the scary situation, you could try a technique called 'laddering' – breaking down worries into manageable chunks and gradually working towards a goal. Let's say your child is afraid of water and swimming. Instead of avoiding the pool, create some mini-goals to build their confidence. Start out by just sitting and watching other kids swimming. As they feel more comfortable get them to try dangling their legs in the water, then standing in the shallow end, and so on.

### 4. Encourage positive thinking

Kids with anxiety often get stuck on the worst-case scenario or 'what ifs' in any situation. You can help them shift these thinking patterns by:

- reminding them of times they've dealt with similar issues in the past and how things worked out OK
- helping them to challenge the scary thought with facts and
- evidence. For example, we know that crocodiles can't survive under our bed
- make a plan for how they'll respond if things don't go as they'd like.

### 5. Have a go

Anxious kids often worry about making mistakes or not having things perfect. This can lead to them avoiding situations or activities – they'd rather sit out than get it wrong. Emphasize giving new things a try and having fun over whether something's a success or failure.



# ACROSS THE AP'S DESK...

TONY RYAN - ASSISTANT PRINCIPAL

## 6. Model helpful coping

Don't just tell your child how to overcome emotions – show them. When you get anxious or stressed, verbalise how you're coping with the situation: "This looks a bit scary, but I'll give it a go." And hey, you might even knock off one of your own fears.

## 7. Help your child take charge

Think about what you can do to make your child feel like they have some control over the scary situation. For example, if your child gets anxious about intruders, make shutting and locking their bedroom window part of their night-time responsibilities.

## 8. Be upfront about scary stuff

Lots of kids have worries about death, war, terrorism or things they see on the news. This is all really normal. Talk through their fears and answer any questions truthfully. Don't sugar-coat the facts – try and explain what's happening in a way that puts their fears in perspective.

## 9. Be BRAVE

Check out BRAVE – a free online program to help kids cope with worries and anxiety. There's a tailored version for younger kids (eight-12), one for teens (12-17) and an accompanying program for parents.

## 10. And finally, check your own behavior

Kids pick up all sorts of signals from the adults in their lives, so have a think about the messages you're sending. Over-protective family members can inadvertently reinforce children's fears that the world is a dangerous place where everything can hurt you. Similarly, parents who 'over-help' are subconsciously telling their kids that they can't do anything without adult support. If you're prone to 'helicoptering', try taking a step back and waiting next time before you jump in. It can be hard seeing your child distressed, but figuring things out for themselves is an important step in building resilience.

<https://healthyfamilies.beyondblue.org.au/age-6-12/mental-health-conditions-in-children/anxiety/strategies-to-support-anxious-children>

I encourage members of our community dealing with an anxious child to seek the support of your GP and to investigate what resources are available. I am also happy for parents to make contact with myself to discuss concerns related to our students and how we as a school can best support them.



**"What is an example of a small problem that you could problem solve yourself? What is a bigger problem that you might need help with? Who are three adults you could go to for help??"**

Have a great weekend everyone,  
Tony.

# Wellbeing at WHPS

## Heights Hero

To support our school value of Individuality, all students at WHPS have the chance to be celebrated as the 'Heights Hero' for a whole week at different stages throughout the year. The Heights Hero initiative fosters self-esteem and confidence within our students, as well as encouraging acts of kindness towards our Heights Hero from our whole school community. Each class decide as a team how their Heights Hero will be celebrated and all students eagerly await their turn! Want to know what is so cool about being the Heights Hero? Who better to ask than some of our Heights Heroes themselves!



**Ellen - 5/6L**

**"You get lots of kind notes from people and in our class the teacher lets you do special things like choose the story in the class novel. It makes me feel special"**



**Cailey - 5/6J:**

**I like that we get our own table and we can choose a friend to sit with us. We also get to think of our own inspirational quote for the chalkboard"**

**Hilla - 5/6H**

**"I like sitting in the Heights Hero chair in class and also the fancy one in the library!"**

**Oscar - 1R:**

**"I get to do the lunch orders and I get a special chair and I *always* get to go first in the line!"**

**Josh - 2ET:**

**"I like that I get to do special jobs and my photo goes up on the wall. Getting compliments makes me feel happy"**

**Maurice - 3/4M**

**"In our class you get a special cushion and at the end of the week you get nice compliments and it makes you feel good. The best thing is you get to pick a game to play on Friday!"**







**Max - 3/4K**

**"We get to sit in a special chair with a blanket and a pillow and it's so smooth! The compliments you get are very nice"**



**Darcy - 1D**

**"I get to take the bins out and get the lunch orders. I like wearing the special tag thing. I also get to sit on the stage in our class which is really cool!"**

**Otis - Prep M**

**"You get to bring the lunch orders and sit on a cushion. You can even pick any cushion you want! I get to wear a special medal"**

**Audrey - 2T**

**"You get to sit on a special chair and get to do special jobs. I feel excited and happy when it's my turn to be the Heights Hero. We get picked when we do something awesome and I got picked because I tried SO hard with my writing and I felt very proud"**

**Oliver - Prep R**

**"Everything is cool about Heights Hero! I get to take the lunch orders, I get to be the line leader every day and my photo is up in our room. I can sit on a cushion and it's nice and comfy"**

**Thomas enjoying the 'fancy' Heights Hero chair in the library!**



# District Swimming 2020

It's not everyday that you get to experience the magic of sport and achievement of students in a sporting setting. But today was one of the greatest sporting moments as a PE teacher I have experienced and a highlight at my time at this wonderful school.

Put it in the record books, Watsonia Heights Primary School came **2nd in District Swimming** for 2020.

## **Sneak peak of some of the scores District Swimming Points:**

St Mary's 146 points

**Watsonia Heights 140 points**

Watsonia North 133 points

Bundoora 47 points

Through our fantastic efforts this year, as a school we were also awarded with **Most Improved School of 2020**. It just goes to show hard, work, dedication, a positive attitude and a few tummy nerves can go a long way. Every stroke, every race, every cheer, we did it! The STRIVE that was shown from our students was fantastic, celebrating other students' achievements as well their own was seen among all. We felt so well supported on the day from all the parents who cheered the superstars on and from the support of Miss Murray helping marshal our swimmers, we are very grateful for all the parents that came to support our little legends. What an amazing day and an amazing event to be apart of! Well done to all!





# District Swimming 2020





# District Swimming 2020

**Congratulations to all the students  
that attended,**

1. Rybek Moreland
2. Oliver Tisdale
3. Jasmine Moreland
4. Daniel Terblans
5. Dylan Abdallah
6. Dakota Edmonds
7. Matilda Hall
8. Lachie Galletly
9. Nathan Szymanski
10. Ava Nankervis
11. Lylah Mulroy
12. Laily Aalders
13. Johane Terblans
14. Lucas Prendergast
15. Thyme Scotney
16. Ben Mason
17. Grace Galletly
18. Matthew Layton
19. Charlie Nagy
20. Oliver Fitzgibbon
21. Hilla Kremer
22. Archie Bostock
23. Eliza Risdale
24. Ryder Ashman
25. Kara Lascarlis

**We wish the following students well as they  
move on to the next stage of Division @  
Northcote Pools on Wednesday 4th March.  
Miss Massa will provide you with further  
details of this event.**

1. Rybek Moreland
2. Jasmine Moreland
3. Daniel Terblans
4. Dakota Edmonds
5. Matilda Hall
6. Lachie Galletly
7. Nathan Szymanski
8. Laily Aalders
9. Johane Terblans
10. Lucas Prendergast
11. Thyme Scotney
12. Ben Mason
13. Grace Galletly
14. Charlie Nagy
15. Oliver Fitzgibbon
16. Hilla Kremer
17. Eliza Risdale
18. Ryder Ashman
19. Kara Lascarlis



# News from the Gr 1 Team

The Grade 1's have had a wonderful start to the year! In inquiry we have been learning all about what makes a good student. We even had a grade 1 play date and worked on making new friends in a respectful way.

We have been using lots of hands on materials to investigate 2 and 3 dimensional shapes. We have made shapes with our bodies and with play dough. We even went on a shape hunt around our classroom and the school! Why not have a shape hunt at home and share with your class what you find.

Our goal in grade 1 maths is to become experts on the numbers to 100. We have been using bundling sticks, numicon and MAB to understand how numbers are made up of tens and ones.

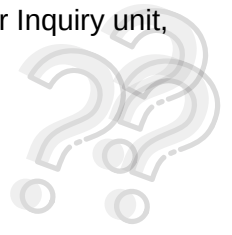
Discovery learning has been a highlight for us this term. The Students loved learning about different camera angles and having a go at taking long shots, mid shots, close ups and our favourite extreme close ups!





# News from the Gr 2 Team

We have had an amazing start to the year in Grade 2. We have been learning a lot throughout our Inquiry unit, during Maths and in Reading. Have a look below to see what we have been up to!



## Inquiry

The Grade 2's have been loving our "LearningTo Learn" Inquiry unit this term. We have been discussing the WHPS 'STRIVE' values and how they enable us to be the best possible learners we can be. We had a great time participating in some teamwork activities together, using the giant parachute and hula hoops.

'We have been working together to create our own scripts on the 'STRIVE' values'. -Benji Mackie

'We got to play with the other grade two classes and worked as a team to complete lots of fun activities!' -Siena Morgan



In Reading we have been focusing on improving our reading stamina, (recorded on our class stamina charts) and selecting iPick books, (personal choice books with purpose, interest, that can be read with fluency and comprehension). We are also doing an author study on Julia Donaldson, noticing her use of rhyme and collecting many new and interesting words for our Vocabulary Walls.

“My favourite Julia Donaldson book is Room on the Broom and my favourite word from the Vocabulary Wall is flickering  
Lucinda”



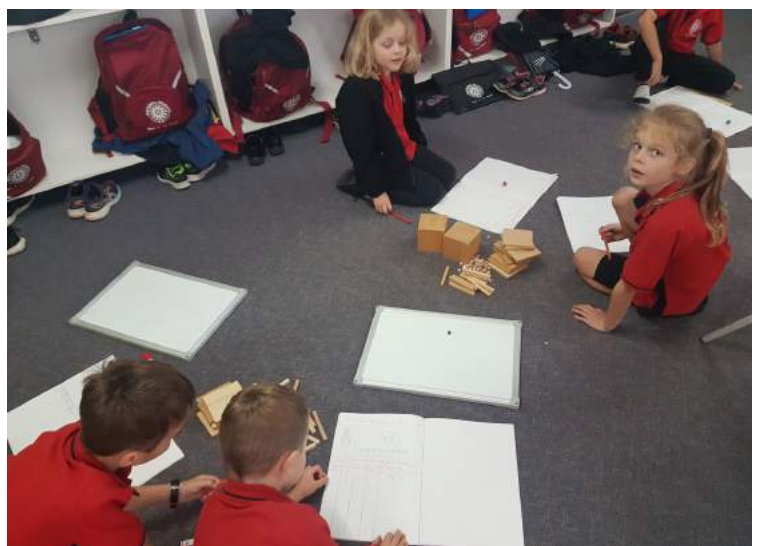
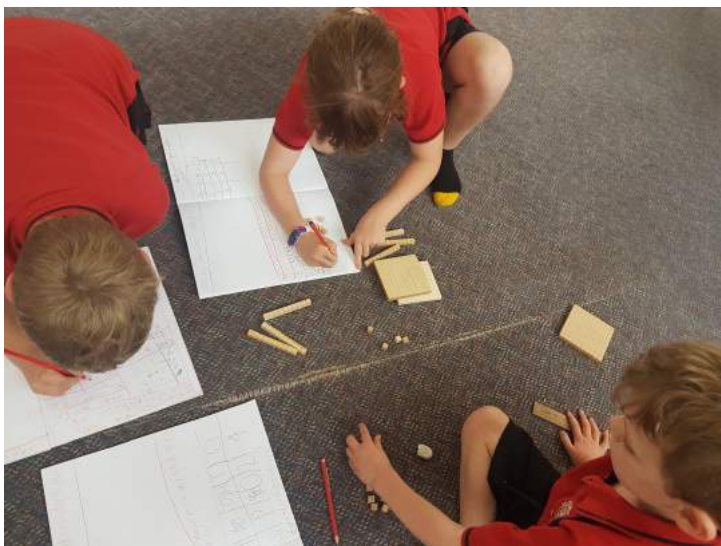
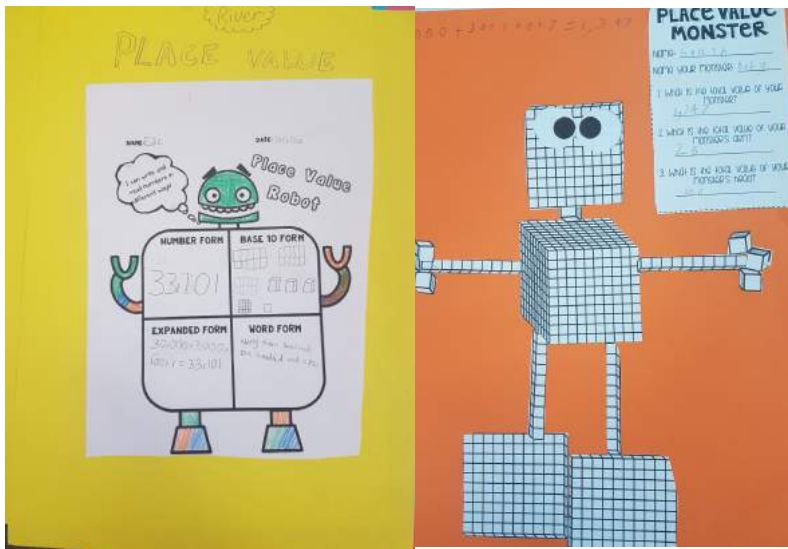


# News from the Gr 2 Team

## Maths

In Grade 2 we are learning all about Place Value. I like playing the games which make learning Place Value easy to understand. We have been learning place value to 1000. My favourite game is place value bingo which we have to try and make the highest number we can! We have also been making place value robots and monsters to learn how to partition bigger numbers, write the number and show it using MAB. As well as Place Value we have been learning to skip count by 2's, 3's, 5's and 10's.

By Ryder 2M



# OUR SCHOOL LEADERS



## School Captains

Ava McCallum & Kara Lascaris

## Vice Captains

Lachy Trumper & Charlie Phelan

## House Captains

Erin Smith, Molly Strickland, Lily Wilde,  
Charlie Illingworth, David Mann, Kayla  
Corless, Thyme Scotney, Lachie Galletly

## Sustainability Captains

Lylah Mulroy, Maggie Potuguntla  
& Zac Bradley

## Library Captains

Isabel Greenhalgh & Kirsty-Lee Dansey

## Wellbeing Captains

Heidi Alford & Elisha Kinnear

## ICT Captains

Isaac Bland & Oscar Eccleston



# Students of the Week

Week 3 & 4 Term 1



**Campbell, Spencer, Dakota, Sienna, Zara,  
Mitchell, Julius, Ethan, Otis, Isaac, Edwin,  
Felicity, Siena, Millar, Riley, Oliver, Rhoan,  
Millie, James, Angus, Kate, Ryan**



## Only 15 Days until our GREAT Fete!!!

With only 15 days to go until our 2020 Twilight Fete, it will be here before we know it!

Planning is really stepping up and our Fete Committee are working overtime to make sure it is a great event for both our school and the wider community. But to make it the best it can be we please need your help to bring it all together!

We have now allocated our 2020 grades to their fete stall and we are seeking parent representatives to help us coordinate the final months of preparations. We have had parents come forward and put their hand up to coordinate their grades stall however; we still have some vacancies which we would love to fill. Closer to the date we will put the call out for volunteers to assist on the day and sign up for time slots via our Try Booking page. Please save the date and it would be wonderful if you can spare an hour or 2 on **Saturday 14th March, from 2 - 8pm** to help make our Fete AMAZING!

**Please find the class stalls listed below and please email us on [communitylinks.whps@gmail.com](mailto:communitylinks.whps@gmail.com) if you would like to assist with your child's class stall.**

Trash & Treasure - **Prep M & Prep G** - Stall Coordinators = **Jess M and Kathryne C**  
Fairy Floss & Popcorn - **Prep N & Prep R** - Stall Coordinators = **Alexis J**  
Indian Cuisine - **1R** - Stall Coordinator = **Miti J**  
Side Show Alley - **1D & 1M** - Stall Coordinator = **Sarah E**  
Plants Stall - **2M** - Stall Coordinator = **Position available**  
Veggie Bar & Salad - **2T & 2ET** - Stall Coordinators = **Kate B and Emily A**  
Face Paint - **3/4D** - Stall Coordinator = **Angela H**  
Cake Stall & High Tea Room – **5/6J & 3/4M** - Stall Coordinators = **Donna L & Michelle M**  
Canteen - **5/6L 3/4G** - Stall Coordinator = **Kate F**  
BBQ - **3/4A & 3/4K** - Stall Coordinator = **Louise A**  
Bar – **5/6A & Mixed WHPS Community Members with RSA** - Stall Coordinator = **Lisa C**  
Silent Disco - **5/6H** - Stall Coordinator = **Phil H**  
Beauty & Boss Stall - **WHPS Past Students** - Stall Coordinator = **Cassidy P & Elisha W**  
Craft Stall – **Their Care** - Stall Coordinator = **Lauren**

## Trash & Treasure Sorting Day - Sun 8th March 10am-4pm

Can you come and help us sort our Trash and Treasure donations?? Or do you have donations that you would like to drop off.

Please join us on **Sunday 8th March 10am - 4pm** please email Kathryne on [radcliffe.kathryne.k@edumail.vic.gov.au](mailto:radcliffe.kathryne.k@edumail.vic.gov.au)



# WHPS Proudly Support

## BIG GROUP HUG

As mentioned at assembly today by our Wellbeing captains, WHPS are proud to support the community organisation Big Group Hug. Big Group Hug is run by volunteers who dedicate their time to ensure that families doing it tough within our community have the essential items they need for their children. As a registered school partnership with Big Group Hug, we are asking for any WHPS families in a position to help to please donate to the "PJs, Socks, Singlets & Jocks Make For Happy Tots" campaign. **Between Friday 14th Feb - Monday 23rd March, we would love to be able to collect as many donations as possible.** We kindly ask that any donations made are brand new pajamas, socks, singlets or underwear for children aged 2-16. We understand that not everyone is in the position to donate, however if you could help spread the word within our community that would be just as helpful! **The blue donation bin is located outside 5/6J's classroom, opposite the staffroom in the main corridor.**

PJs, Socks,  
SINGlets &  
Jocks

make FOR

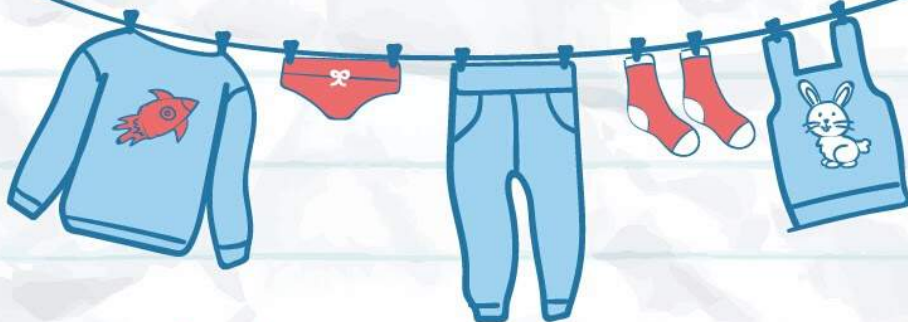
Warm & Happy  
KiDs & tots

### BIG GROUP HUG

wants to ensure we are able to give our kids new pyjamas, singlets, socks & underwear in all our donated packs of clothing.

### CAN YOU HELP?

Can you donate NEW items for boys and girls in sizes 2 to 16?



ReGister Now! at [biGGroupHuG.org](http://biGGroupHuG.org)

 @biGGroupHuG  biGGroupHuG

 [camPaiGns@biGGroupHuG.org](mailto:camPaiGns@biGGroupHuG.org)

Feb 14 - Mar 23







# REGISTER NOW FOR **ACTION FC**

CREATING A POSITIVE ASSOCIATION IN CHILDREN FOR THE "BEAUTIFUL GAME"  
IN A FUN, SOCIAL & EMPOWERING ENVIRONMENT.

SOCCER COACHING FOR BOYS & GIRLS AGED 5 - 12 ALL SKILL LEVELS WELCOME



WEDNESDAY & SATURDAY COACHING SESSION - U6 TO U12

**ACTION INDOOR SPORTS BUNDOORA**

39 CLEMENTS AVE, BUNDOORA VIC 3083  
PHONE STADIUM: (03) 9467 2422

[WWW.BUNDOORACTIONINDOORSports.COM.AU](http://WWW.BUNDOORACTIONINDOORSports.COM.AU)  
[FACEBOOK.COM/ACTIONINDOORSportsBUNDOORA](https://FACEBOOK.COM/ACTIONINDOORSportsBUNDOORA)



INCLUDES  
**ACTION FC**  
SOCCER SHIRT