

Findon Primary School's Newsletter

Issue 3 · 26 Apr 2024

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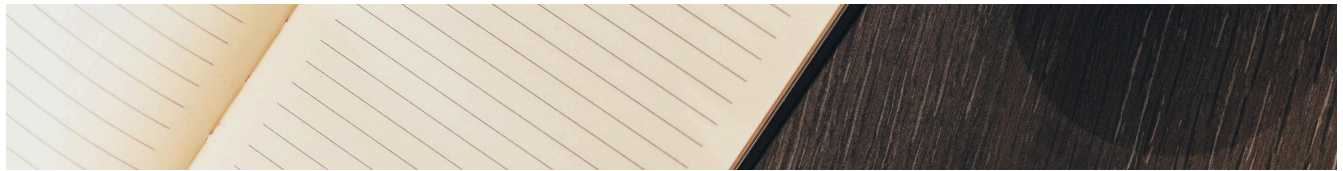
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Important Dates

Date	Event
April 29	Year 3/4 Science Discovery Dome Incursion
April 30	2025 Foundation Information Night
May 9	Mother's Day Stall
May 13-17	Education Week
May 14	Year 1/2 Inquisitive Kids Light and Sound Incursion
May 15	SRC Fundraiser - Dress as your future self
May 15-17	Book Fair
May 21	District Athletics
May 22	National Story Time
May 27	Smoke Ceremony for Sorry Day
May 30	Olympic Athon
June 12	Findon Athletics Carnival
June 26	Pyjama Day
June 28	Last Day Term 2
July 15	First Day Term 3



Principal's Message

Hello from Anita 😊

Welcome to Term 2 and Autumn. What a busy start back to this new term. Lots of things are being planned and happening already!

I hope you enjoy this Autumn time at our school as I particularly love the colours of our grounds and trees.

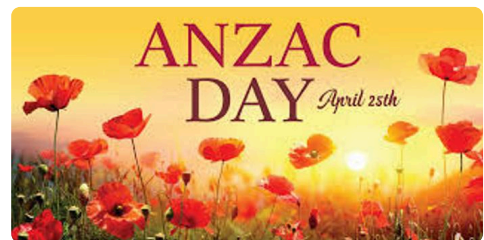


We are looking forward to many special activities happening over the coming weeks.... Mother's Day Stall, Open Mornings, Foundation Parent Information Night and so on.

Thank you to our Findon students, staff, School Council support and community helpers who all help these events to occur.

ANZAC Day Tribute

Thursday 25 April 2024 is ANZAC Day, a national day of remembrance to commemorate Australians and New Zealanders who have served in all wars, conflicts and peacekeeping operations. We recognise more than 1.5 million men and women

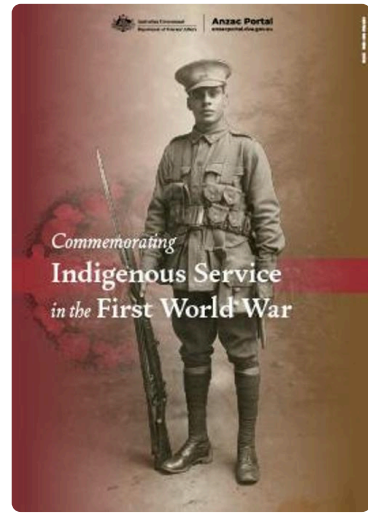


who have served Australia in all conflicts, wars and peacekeeping operations. It's also a time to remember some 103,000 Australians who lost their lives while serving.

Indigenous soldiers, perhaps as many as a thousand individuals, served in almost every branch of the Australian Imperial Force, many of them in the forward areas and front line. They were among the wounded, among those who earned bravery awards and among the many who returned home during or after the war. And they were among the tens of

thousands who lost their lives and lie buried in graves from the Middle East to Western Europe.

Today, these men and the generations of Indigenous service personnel who have followed them are receiving recognition as other servicemen and women, through the Anzac Day commemorations.



Amazing News 😊😊😊😊😊

Thank you to our Findon community, past and new School Council and anyone who has supported the process of applying for grants to support the ongoing improvement cycle for our wonderful school.

NEVER
GIVE UP
Because
GREAT THINGS
TAKE TIME

Last week I was contacted by Andrew Giles (Our Federal Parliament Member), to give me the amazing news that our application for support to fund the update and refurbishment of our two Toilet blocks, both for female and male, has been successful. This will mean that we will be able to now move forward and plan the upgrade which will be carried out by the Victorian School Building Authority (VSBA). They will work with myself and the school to conduct this upgrade. This will take some time however we are happy to now work through this process as this will bring much needed resources and facilities for our students which will in turn support a positive learning environment.

I am very, very, very excited to say the least for what this outcome will mean for our students and Findon community.

We will continue to push for our school and students and know that this commitment by all, keeps our school moving forward.

Keeping Healthy Over the Colder Weather

As the weather starts to get colder and we are getting closer to Winter, students will start to catch common colds and everyday viruses. Please remember, when students are sick, they need time to rest, recover, take medication (if needed) and come back to school ready to be able to learn.

Students are reminded to sanitise and not share food when eating at school. As a school, we continue to provide sanitiser within classrooms and promote positive air circulation within the classrooms.

When a student is unwell, please notify their school absence through Compass or ringing through to the office. Medical certificates are needed to notify student absences according to medical needs.

Attitudes to School Survey – Years 4 to 6

About the survey

We value student voice as a means to improving student engagement, wellbeing and quality instruction and are conducting a survey to find out what your child thinks of our school.

The Attitudes to School Survey is an annual student survey offered by the Department of Education to assist schools to gain an understanding of students' perceptions and experience of school. Students will be asked about their thoughts and feelings in relation to their school, their learning, peer relationships, resilience, bullying, health and wellbeing, physical activity, and life in general.

This year, the Attitudes to School Survey will be conducted at our school from Week 4 within their weekly schedule.

Things to Remember and Help 😊

Uniform Reminder

Please remember that when the students are attending school, they are expected to show the value of being Respectful through their commitment to our school uniform. This includes looking neat and tidy with shoes, socks and hair. Hair should be tied back to promote a sense of neatness as well as support good hygiene.

I do feel a sense of pride when our students come to school in full school uniform, and they show what our school stands for.

Tips to Improve Your Child's Attendance at School

Positive attendance at school is important to ensure that students are able to maximise all opportunities for learning and developing their health and wellbeing.

Some tips/ideas to support this are:

- Talk to your child about school and how important it is. You can ask them how they feel about school, what they liked and if there are any problems.
- Reward good behaviour and not bad behaviour. For example, if your child refuses to go to school, do not let them have access to their phones or the internet.
- Set a good example. Show them how you keep to your own commitments.

- Encourage your child to take on hobbies that your child enjoys such as sports and clubs. This will help them develop positive relationships outside of the classroom.
- Have a set time to do homework and go to bed.
- Leave all technology out of their bedroom.
- Pack their school bag the night before with everything they need.
- Have a set time for breakfast.
- Plan to meet up with a friend so they can travel to school together.

Healthy Meals for Healthy Learners

Parents and carers can help children thrive in their education by ensuring they eat nutritious and healthy food.

- **Start the day with a healthy breakfast**

Breakfast gives students the energy they need to play, learn, and concentrate throughout their busy day.

A nutritious breakfast is low in sugar and contains healthy whole-grain foods like whole-grain cereal and toast and some protein and healthy fats such as eggs or cheese to keep little stomachs full all morning.

- **Pick and mix to make a healthy lunchbox**

Making lunch together is a great way for your child to learn healthy eating habits. Stick to fresh, unprocessed foods as much as possible and swap out the sweet treats for a piece of fruit or a tub of yogurt.

- **Drink plenty of water**

Children don't need fruit juices or other sweet drinks to get the energy they need for their day. Encourage healthy habits by packing water or unflavoured milk in your child's lunchbox instead.

Adding a splash of lemon or filling a colourful, reusable water bottle can help make drinking water a fun experience for your child. In summer, pack an ice block to keep food and drinks cold.

Remember to be a positive role model

- You are an important role model to your child. Show them that healthy eating is delicious and fun.

Each newsletter I will try to add information that is helpful to our parent/caregiver community. If there are topics that you would like more information about, please email me on anita.osavkovska@education.vic.gov.au

Sleep ... About Good Sleep for Children and Teenagers

A good night's sleep is about getting to sleep, staying asleep and waking up feeling refreshed in the morning.

Getting to sleep

Most children fall asleep within 20 minutes of going to bed. How long it takes children to get to sleep can depend on how sleepy their bodies are. Also, daytime and bedtime routines can affect when children get to sleep. Bedtime routines help children wind down before bedtime, so they can fall asleep more easily.

Staying asleep

Children wake briefly during the night, but they might not be aware of being awake. To stay asleep, children need to be able to fall back to sleep by themselves after these brief waking episodes.

Waking up feeling refreshed

Most children wake up by themselves in the morning if they're getting enough good-quality sleep.

How to Sleep Better for Children and Teenagers: Tips

1. Set up a bedtime routine

A regular [bedtime routine](#) starting around the same time each night encourages good sleep patterns. A bedtime routine of bath, story and bed can help younger children feel ready for sleep. For older children and teenagers, the routine might include quietly chatting with you, [turning off digital technology](#), having a shower, listening to music or reading, and turning out the light.

2. Relax before bedtime

Encourage your child to [relax before bedtime](#). Older children might like to wind down by reading a book, listening to gentle music or [practising breathing for relaxation](#). If your child takes longer than 30 minutes to fall asleep, your child might need a longer wind-down time before turning out the lights to go to sleep.

3. Keep regular sleep and wake times

Keep your child's bedtimes and wake-up times within 1-2 hours of each other each day. This helps to keep your child's internal body clock in a regular pattern. It's good to do this on weekends and during holidays, as well as on school days.

4. Keep older children's naps early and short

Most children stop napping at 3-5 years of age. If your child is having bedtime struggles at night, try to keep the nap to no longer than 20 minutes and no later than early afternoon. Longer and later naps can make it harder for children to get to sleep at night.

5. Make sure your child feels safe at night

If your child feels scared about going to bed or being in the dark, you can praise and reward your child whenever they're brave. Avoiding scary TV shows, movies and computer games can help too. Some children with bedtime fears feel better when they have a night light.

6. Check noise and light in your child's bedroom

Check whether your child's bedroom is too light or noisy for sleep. [Blue light](#) from televisions, computer screens, phones and tablets suppresses [melatonin](#) levels and delays sleepiness. Bright light in the hour before bedtime can have the same effect on young children.

Try these tips:

- Turn off devices at least one hour before bedtime.
- Keep digital technology out of your child's room at night.
- Dim the lights an hour before bed for children of preschool age and younger.

If your child uses a night-light, choose a dim, warm-coloured globe, rather than a bright, white, cool-coloured globe.

7. Avoid the clock

If your child is checking the time often, encourage your child to move the clock or watch to a spot where they can't see it from bed.

8. Eat the right amount at the right time

Make sure your child has a satisfying evening meal at a reasonable time. Feeling hungry or too full before bed can make your child more alert or uncomfortable. This can make it harder for your child to get to sleep. In the morning, a [healthy breakfast](#) helps to kick-start your child's body clock at the right time.

9. Get plenty of natural light in the day

Encourage your child to get as much natural light as possible during the day, especially in the morning. Bright light suppresses melatonin. This helps your child feel awake and alert during the day and sleepy towards bedtime.

10. Avoid caffeine

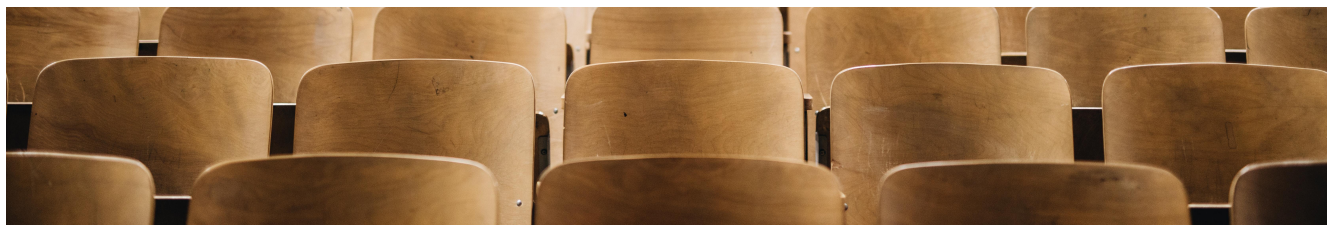
Caffeine is in energy drinks, coffee, tea, chocolate and cola. Encourage your child to avoid these things in the late afternoon and evening, and don't offer them at these times.



Thank you,

Anita Osavkovska

Principal



Attendance



SAME-DAY NOTIFICATION OF UNEXPLAINED STUDENT ABSENCES

FACT SHEET FOR PARENTS/CARERS

If your child is sick or absent, you are required to notify their school as soon as possible **on the day of absence** using one of the following methods:

1. **Online:** log the absence directly using Compass.
2. **Telephone:** the school office and let the staff know your child's name, class, date of absences and reason on 9404 1362.
3. **Email:** the school and provide the staff with your child's name, class, date of absences and reason to findon.ps@education.vic.gov.au

Notifying the school of your child's absence either prior to, or on the day that they will be away, helps ensure the safety and wellbeing of children and will fulfil your legal responsibility.

Why do I need to notify the school if my child is absent?

Schools need to know when and why a child is absent and you need to know if your child isn't at school.

From the end of Term 2 2018, all Victorian government schools are required to contact parents/carers as soon as practicable on the same day of an unexplained student absence. If your child is absent on a particular day and you have not contacted the school to explain why, the absence will be marked as unexplained.

This system also promotes daily school attendance. Going to school every day is the single most important part of your child's education, they learn new things every day – missing school puts them behind.

What is your responsibility?

You are legally required to ensure your child attends school every day or you must provide an explanation for their absence. You should let the school know in advance of any upcoming absences or let them know in the morning if your child won't be at school. In order for schools to implement the same day notification requirement, it's essential that you provide the school with your most up-to-date contact details.

Generally one notification will be sent per family. Should there be circumstances that require both parents and carers to be notified, please contact the school to make the necessary arrangements.

What is the school's responsibility?

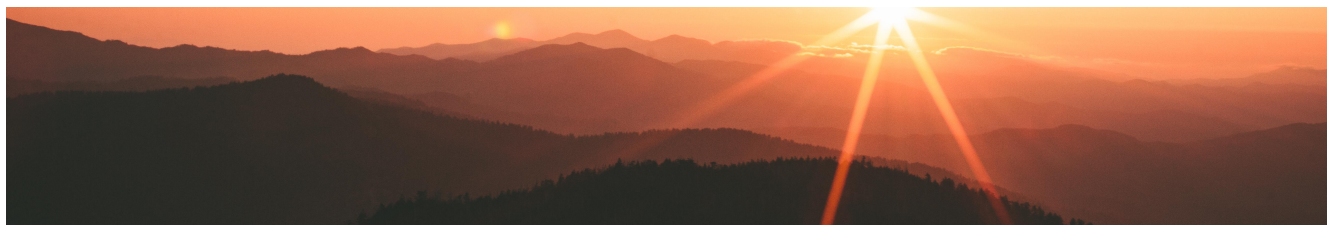
The school must notify you of an unexplained absence in relation to your child as soon as practicable on the same day.

Schools will let you know either by your school's online communications app, SMS, phone call or email. If you can't be reached because the school does not have your correct contact details (i.e. changed phone number, SMS/email failure notification received etc.), the school will attempt to make contact with any emergency contact/s nominated on your child's file held by the school. Where possible, this contact will be made on the same day of the unexplained absence.

Where can I learn more about the process for managing student absences?

A copy of the schools *Attendance Policy* which outlines the school's processes and procedures for monitoring, recording and following-up of student absences can be found on the Findon website.





Respectful Relationships

Respectful Relationships supports schools to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.

**RESILIENCE
RIGHTS &
RESPECTFUL
RELATIONSHIPS**

Respectful Relationships is a government initiative that supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. It teaches students how to build healthy relationships, resilience and confidence. It has a variety of learning resources that are taught to students from Prep through to Year 6. The learning resources are age appropriate and adapted to suit the needs of our students. Each lesson is mapped against the Victorian Curriculum. Students in each year level complete learning tasks from the following 8 topics:

- Emotional Literacy - Students learn to better understand their own emotions;
- Personal Strengths - Students recognising and appreciating their own strengths and building self-esteem;
- Positive Coping - Students learning to control strong emotions, such as anger and other negative emotions;
- Problem Solving - Learning how to solve problems independently, such as disagreements with peers;
- Stress Management - Students learn how to deal with stress and emotional situations;
- Help Seeking - Learning to how to seek help from and to support others;
- Gender and Identity - Students discuss gender norms and stereotypes in media and society which might have an impact on how they view themselves and others;
- Positive Gender Relations - Students learn to show respect to people regardless of their gender and identity.



Topic 1: Emotional Literacy

Emotional literacy can be defined as the ability to understand ourselves and other people.

It includes the ability to understand, express and manage our own emotions, build empathy, and to respond appropriately to the emotions of others.

Building a large vocabulary for emotions helps to increase emotional literacy and build self-awareness and empathy for others.

Talking about how we feel helps us to understand ourselves and other people better.

We learn how to:

- understand our emotions
- express how we feel
- see things from someone else's perspective to understand how they feel
- respond appropriately to someone else's emotion

Topic 2: Personal Strengths

Children and young people need a vocabulary to help them recognise and understand strengths and positive qualities in themselves and others.

This topic provides learning activities to build this vocabulary and to use it when discussing personal, social and ethical challenges.

Research in the field of positive psychology emphasises the importance of identifying and using individual strengths.

Social and emotional learning programs which use strength-based approaches promote student

What are my strengths and positive qualities? What are yours?

Focusing on strengths helps to improve students' wellbeing, behaviour and academic achievement.

We need to be able to talk about our strengths and positive qualities in order to understand them.

<p>wellbeing, positive behaviour and academic achievement.</p>	<p>We learn how to:</p> <ul style="list-style-type: none"> • talk about strengths and positive qualities • recognise our own strengths and positive qualities • recognise other peoples' strengths and positive qualities • focus on strengths when discussing personal, social and ethical challenges
<p style="text-align: center;">Topic 3: Positive Coping</p> <p>Learning activities in this topic provide opportunities for students to identify and discuss different types of coping strategies.</p> <p>When children and young people develop a language around coping, they are more likely to be able to understand and deliberately utilise a range of productive coping strategies and diminish their use of unproductive coping strategies.</p> <p>Students learn to extend their repertoire of coping strategies and benefit from critically reflecting on their own choices and being exposed to alternative options.</p> <p>Activities introduce students to the concept of self-talk and practice using positive self-talk to approach and manage challenging situations.</p> <p>Positive self-talk is a key strategy for coping with negative thoughts, emotions and events.</p> <p>It is associated with greater persistence in the face of challenge, and can be learnt or strengthened through practice.</p>	<p>What do we do when life gets challenging?</p> <p>Some behaviours help us deal with challenges successfully. Other behaviours are not helpful.</p> <p>Talking about different ways of coping helps us to understand good strategies and unhelpful strategies.</p> <p>When we learn about different ways of coping, we get better at choosing successful coping strategies.</p> <p style="text-align: center;">We learn:</p> <ul style="list-style-type: none"> • about different types of coping strategies • how to reflect on our own choices • how to practise positive self talk – a key strategy to cope

	<p>with negative thoughts, emotions and events</p>
<p>Topic 4: Problem Solving</p> <p>Problem-solving skills are an important part of the coping repertoire.</p> <p>The classroom program provides a number of learning activities to develop students' problem-solving skills.</p> <p>The activities in the program assist students to develop their critical and creative thinking skills, and to apply them to scenarios exploring personal, social and ethical dilemmas.</p>	<p>Problem solving is a positive coping strategy: being able to solve problems helps us to cope with challenges.</p> <p>We use learning activities to practise thinking critically and creatively to solve problems.</p> <p>We explore personal dilemmas as well as social and ethical issues.</p>
<p>Topic 5: Stress Management</p> <p>Children and young people experience a range of personal, social and work-related stressors in their everyday lives.</p> <p>Activities within this topic have an explicit focus on teaching positive approaches to stress management. Assisting students to recognise their personal signs and symptoms of stress, and to develop strategies that will help them to deal with stress effectively, will help students cope with future challenges.</p> <p>The activities focus on the ways in which self-calming strategies can be used to manage stressful situations.</p>	<p>All kinds of things can make us feel stressed.</p> <p>If we learn how to manage the stress, we can deal with challenges more easily.</p> <p>We learn how to:</p> <ul style="list-style-type: none"> • recognise when we are stressed • work out strategies to deal with stress effectively • calm ourselves in stressful situations
<p>Topic 6: Help-Seeking</p> <p>Learning activities in this topic area are designed to help students discuss the importance of seeking help and providing peer support when dealing with problems that are too big to solve alone.</p>	<p>Some problems are too big to solve alone.</p> <p>It's ok to ask for help.</p>

<p>This helps to normalise and destigmatise help-seeking behaviour.</p> <p>Scenario-based activities help students identify situations in which help should be sought, identify trusted sources of help, and practice seeking help from peers and adults.</p>	<p>We explore different situations where we look at:</p> <ul style="list-style-type: none"> • when to seek help • who we can trust to ask for help <p>We practise seeking help from peers and adults.</p>
<p style="text-align: center;">Topic 7: Gender and Identity</p> <p>Learning activities within this topic assist students to challenge stereotypes and critique the influence of gender stereotypes on attitudes and behaviour. They learn about key issues relating to human rights, gender, identity and focus on the importance of respect within relationships.</p> <p>The activities promote respect for diversity and difference.</p>	<p>Exploring stereotypes helps us understand how they influence our attitudes and behaviour.</p> <p style="text-align: center;">We learn about:</p> <ul style="list-style-type: none"> • gender stereotypes • how gender stereotypes can influence our attitudes and behaviour • issues relating to human rights, gender and identity • the importance of respect within relationships • diversity and difference
<p style="text-align: center;">Topic 8: Positive Gender Relations</p> <p>Learning activities within this topic focus on building an understanding of the effects of family violence and focus on the standards associated with respectful relationships.</p> <p>Students develop the skills needed to solve problems, set boundaries within relationships, and play an active role within the prevention of family violence.</p> <p>They develop peer support and help-seeking skills that can be applied in response to situations</p>	<p>Respectful relationships are key to preventing family violence.</p> <p style="text-align: center;">We learn:</p> <ul style="list-style-type: none"> • about the effects of family violence • what we should expect in a respectful relationship

involving gender-based violence in family, peer, community or on-line relationships.

We develop skills to help prevent family violence, including how to:

- solve problems
- set boundaries within relationships

We practise peer support and seeking help when gender-based violence occurs:

- in families
- among peers
- in the community
- online



School Captains' Report



Hello, we are Findon's 2024 School Captains, here to present the first School Captains' report. This term is jam-packed with upcoming events and learning opportunities.

Firstly, this week we commemorated our fallen Anzac soldiers with a special assembly. Each class has contributed to remembering our veterans by creating a signed poppy that each class presented at our assembly on Wednesday

afternoon.

In the upcoming weeks we will be having a S.R.C fundraiser to support a charity chosen by our student leadership team. Please keep track of this information via Compass.

On further note, the 5/6 and 3/4 teams are currently working on school camps for this year. The 5/6 students will be heading into the city later this year, and 3/4 students are heading to Phillip Island to watch the amazing penguin parade and other fun activities.

At the start of each week's assembly, one of our school values will be focused on by our fantastic Wellbeing Ambassadors. This value sets the tone for the week ahead for our students at Findon Primary School.

We will be ending the term, with our annual school Athletics Carnival, where each student above Year 3 will compete for points to support their house colour.



Till next time,

Lena, Carter and Hamish.



Student of the Week

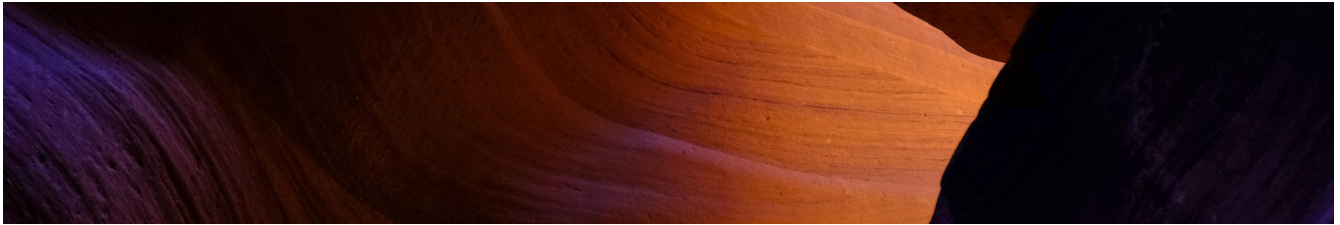
Term 1, Week 9

Class	Name	Value
FA	Aren	Do Your Best
FB	Sebastian	Do Your Best
1/2A	Lukas	Be Responsible
1/2B	Jordan	Show Care and Compassion
1/2C	Devansh	Be Respectful
3/4A	Will E	Show Care and Compassion
3/4B	Jimmy	Do Your Best
3/4C	Lucas	Be Responsible
3/4D	Cassie	Be Responsible
5/6A	Emerson	Do Your Best
5/6B	Nicolas	Do Your Best
5/6C	Prince	Do Your Best
5/6D	Joseph	Do Your Best
PE	Darcey	Do Your Best
VA (Jen)	Alexis (1/2A)	Do Your Best
PA	Sophia (FA)	Show Care and Compassion
AUSLAN	Parina (3/4C)	Do Your Best
STEM	Peter (1/2B)	Do Your Best
EAL	Amir (5/6B)	Do Your Best
Kitchen	Lexi (3/4D)	

Term 2, Week 2



Class	Name	Value
FA	Miran	Do Your Best
FB	Sarah	Do Your Best
1/2A	Millie	Do Your Best
1/2B	Annie	Do Your Best
1/2C	Jack	Do Your Best
3/4A	Sienna F	Do Your Best
3/4B	Mia N	Do Your Best
3/4C	Spencer	Be Responsible
3/4D	Niko	Do Your Best
5/6A	Holly	Do Your Best
5/6B	Ava	Do Your Best
5/6C	Boston	Show Care and Compassion
5/6D	Pagan	Be Responsible
PE	Jamie (FB)	Be Responsible
VA (Jen)	Artham (FB)	Do Your Best
VA (Nic)	Joel (3/4A)	Do Your Best
PA	Lexi (5/6D)	Do Your Best
AUSLAN	Yaseen (1/2B)	Do Your Best
STEM	Brooke (5/6A)	Be Responsible
EAL	Ebony (3/4C)	Do Your Best
Kitchen	Mia (3/4A)	Do Your Best



Fundraising

Each term the school holds various fundraising events to raise money to go towards projects that will benefit the students. These include:

- Sausage sizzles
- Mother's Day and Father's Day stalls
- Easter Raffle
- Baker's Delight Hot Cross buns
- A thons
- Out of uniform days or event days such as Pyjama day
- Cookie Dough fundraiser
- Arts Festival
- Christmas Carols

From funds raised last year by our wonderful families the students were very excited to see new basketball rings and backboards being installed. Stem resources and soccer nets and goals will be purchased in the near future.

2024 Term One Funds raised:

Sausage Sizzle \$580

Easter Raffle \$985

Hot Cross Buns \$180

We look forward to more community support with our efforts throughout the year.



The fundraising committee will meet in a few weeks' time. If you would like to join this committee, please speak to or email Florence.

Community Celebration for Harmony Day

Harmony Day was celebrated at Findon on March 21st. The message of Harmony Day was Everyone Belongs. Harmony Day celebrated all of Findon's cultural diversity and showed respect for all our families who call Australia home – from First Nations People the traditional owners of this land, to those who have come from many countries around the world. We were



overwhelmed by the support we received on the day from the delicious range of traditional foods provided to the assistance given by many of our families to serve the smorgasbord of delights sent. The students and their families had a wonderful time, many were dressed in traditional clothes or the color of harmony – orange.



Thank you for all the support given. We hope you continue to offer your support at our community events. The next event is our Athon at the end of May.

We welcome any help, including assistance in class programs such as listening to students read, changing library books, Maths activities etc.

Florence Haining
Community Liaison and Fundraising Coordinator





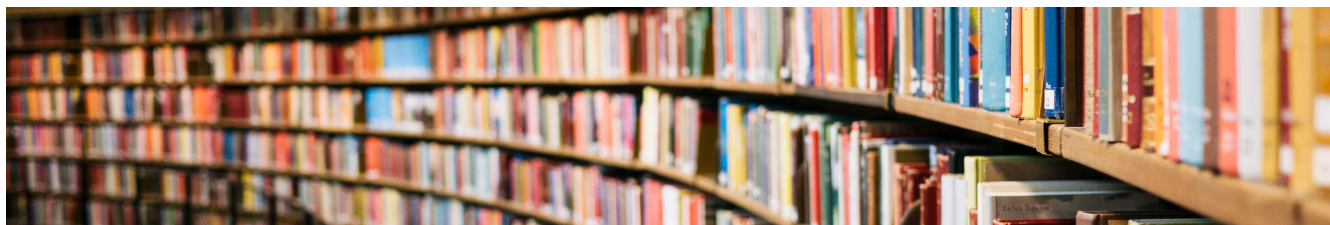
Wellbeing Corner

Wellbeing Corner:

In our bustling lives, it's easy to overlook the importance of wellbeing, but it's the cornerstone of our happiness and success. For parents and students alike, prioritising wellbeing means nurturing both physical and mental health. Encourage open communication, create space for relaxation and play, and embrace healthy habits together. Whether it's taking a nature walk, practicing mindfulness, or simply sharing a meal, investing in wellbeing strengthens our bonds and equips us to navigate life's challenges with resilience and grace. Let's make wellbeing a priority, both in our homes and in our hearts.

How to Practice Mindfulness:

Practicing mindfulness can be a wonderful adventure for parents and students alike! Start by setting aside a few minutes each day for a special mindfulness session. Find a cosy spot where you can sit comfortably together, perhaps with some soft music playing in the background. Encourage everyone to close their eyes and focus on their breath, noticing how it feels as it enters and leaves their bodies. You can also engage in simple mindfulness activities like "mindful listening," where you listen carefully to the sounds around you without judgment, or "mindful eating," where you savour each bite of a snack slowly and with awareness. These moments of mindfulness not only help cultivate inner peace and calm but also strengthen the bond between parents and children, fostering deeper connection and understanding.



Book Fair



Annual Scholastic Book Fair

Get ready to catch the reading bug at the Scholastic Book Fair Garden!
Explore the coolest array of new books that are just waiting for you to dig into.
New titles and continuing series are popping up all over the place!

We'll be launching this cheerful reading celebration in the

Findon Library

Wednesday May 15th.

Closing Friday May 17th

3.30pm – 4.00pm daily

Annual Colouring Competition

Pick up entries from the office/library

(They're also attached for you to print on the next few pages!)

Visit the Fair with your family and drop off your colouring sheets so
you go in the draw to win

FREE BOOKS!

This is one sunny event you won't want to miss!



LET'S GROW READERS!

SCHOLASTIC Book Fairs

You're invited to our
SCHOLASTIC Book Fair

Find these books and more at the Fair!

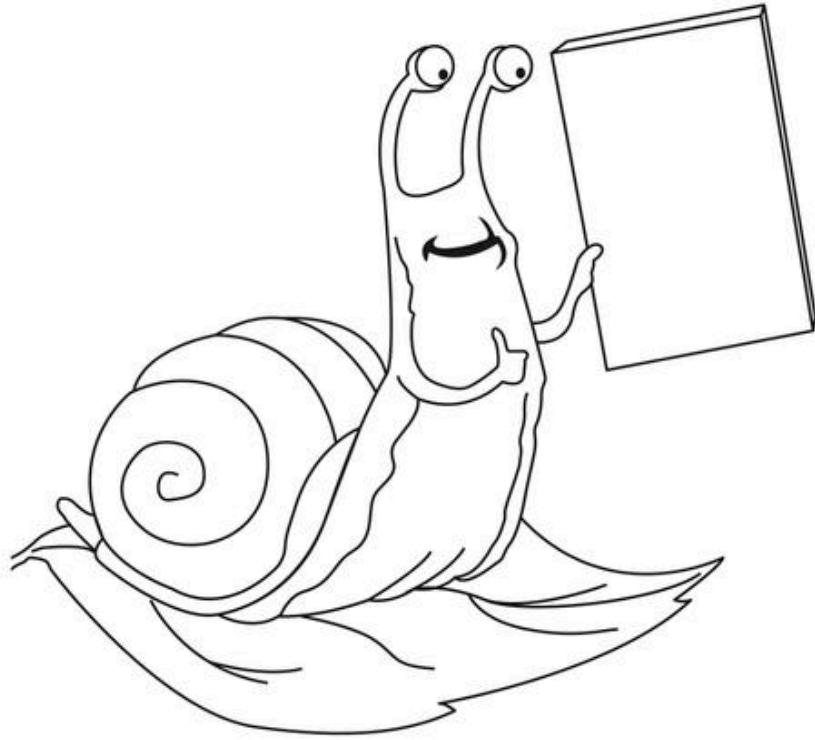


Date _____ Time _____
Place _____

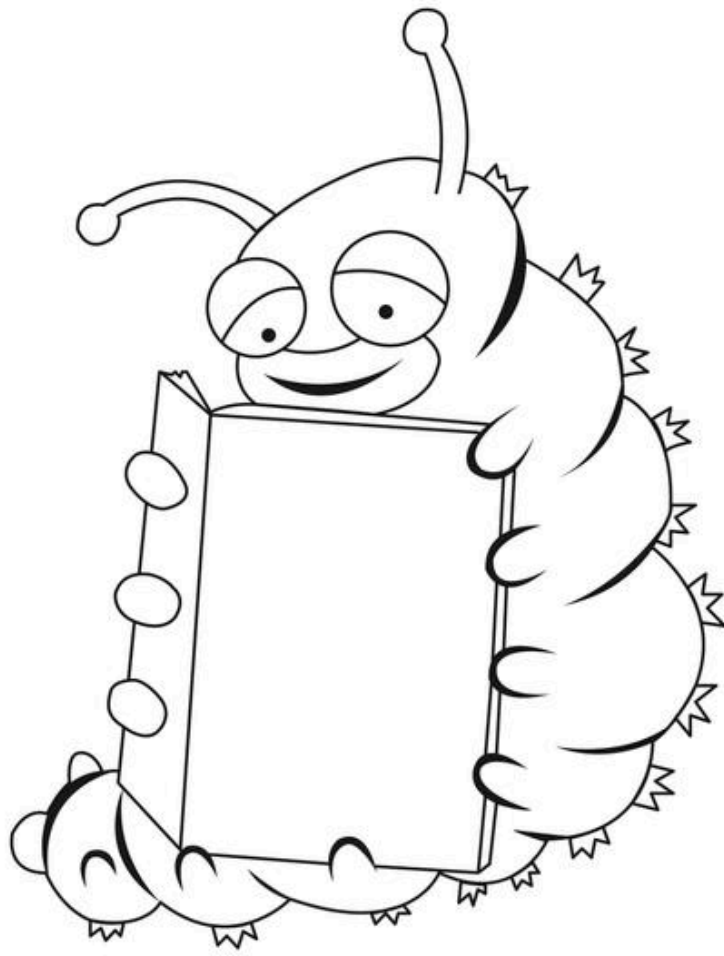
EVERY DOLLAR EQUALS RESOURCES FOR OUR SCHOOL



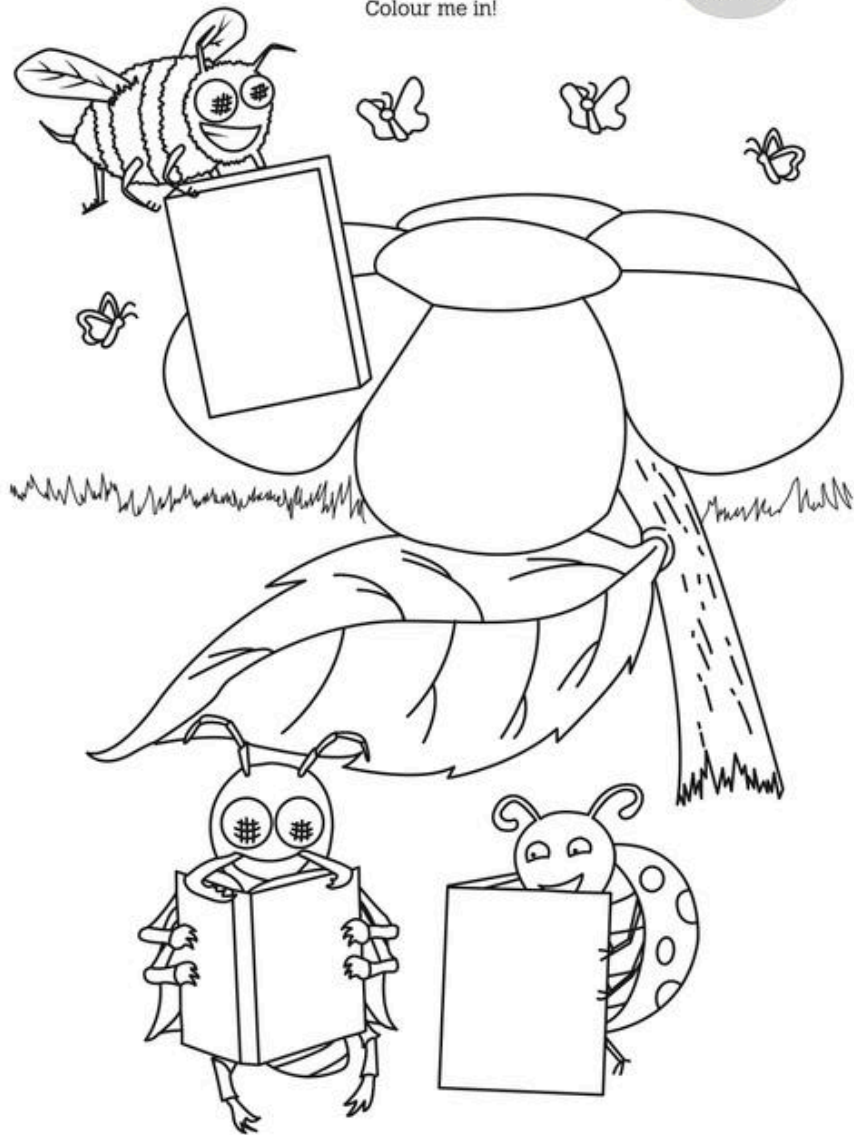
SCHOLASTIC

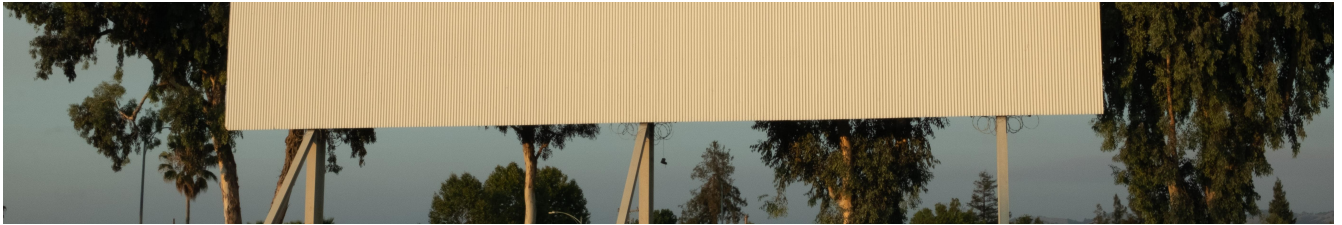


Colour me in!



Colour me in!






Local Advertisements

RESERVOIR 
3rd June 2024 

Certificate III in
School Based Education
Support CHC30221

Embark on a flexible and rewarding career where you can make a meaningful impact on the lives of children with additional needs.

 www.prace.vic.edu.au



Certificate III in School Based Education Support CHC30221

Education Support is a flexible and rewarding career where you can work in the classroom to support students with additional needs.

Prace delivers an industry driven and dynamic learning experience to ensure you are job-ready with the skills employers are looking for. With the guidance of expert teachers in a friendly and supportive classroom, you will develop the skills to:

- Support students with additional needs
- Support literacy and numeracy skills
- Contribute to planning educational programs
- Support the health, wellbeing and safety of students

You will participate in excursions, workshops and gain insights from industry guest speakers.

Pathways

Graduates are in demand and work in a range of educational settings, including primary and secondary schools and schools for children with additional needs. Graduates work as education assistants, teacher's aides and support workers.

Entry requirements

Aged 18 years and over. Moderate computer, email and internet skills. Plus digital technology access. English LLN skills at an industry entry standard.

How to enrol

Call 9462 6077 to arrange a pre-enrolment interview.



prace

Prace Main Office
Merrilands Community Centre - 35 Sturdee Street, Reservoir
Phone 9462 6077 | office@prace.vic.edu.au | www.prace.vic.edu.au

Location

Prace - Merrilands
Community Centre
35 Sturdee Street,
Reservoir

Dates and duration (rsc)

3 Jun 2024 - 3 Mar 2025
(Includes 8 week holiday break
from 10 Dec 2024 - 2 Feb 2025)
26 Sessions
2 Workshops
100-hour placement

Days and times

Mondays
9,15am - 3,15pm
Classes will not run on public or
school holidays

Study Mode

Face-to-face in a
classroom, self-directed
offsite tasks and research,
remote teacher support
sessions, practical
placement and industry/
assessment workshops

Fees

Gov. subsidised:
Concession \$90
Full \$450
Non-subsidised \$5850
^Special consideration may
apply
Plus \$10 Service & Amenities fee

*Course commencement is
subject to variation, sufficient
enrolments and eligibility
requirements. Prace encourages
individuals with disabilities to
participate in our programs and
activities. Prace TOID 4036*

*This training is delivered with
Victorian and Commonwealth
Government funding.*