

WELCOME TO OUR

Wooragee PS Newsletter

TERM 2 WEEK 5 MAY 2024

From the Principal's Desk

Curriculum Day - Monday, June 10th, is a public holiday, and Tuesday, June 11th, is our second curriculum day. **THIS IS A PUPIL FREE DAY.** Teachers will attend school and undertake some professional learning on teaching writing; this aligns with our AIP literacy goal. Our wonderful education support staff will also undertake some learning to develop new skills and strategies as well.

ES Appreciation Day: On Thursday, the staff organised a lovely morning tea for our fantastic team of Education Support Workers. These wonderful individuals come to work every day to support each and every student to have a successful and happy day at school. They educate, care for, clean, garden, laugh, and love. We consider ourselves the luckiest school to have such amazing people working by our side.

Thank you!



School Hours

Start 9:00am Finish 3:20PM

Supervision begins @ 8:35 and Ends @3:45 (For those travelling on the Late bus)
Children will be unsupervised if dropped off or picked up outside these hours

TERM 2 CALENDAR

13TH TO 17TH MAY EDUCATION WEEK

TUESDAY 14TH FOUNDATION OPEN DAY

FRIDAY 17TH MAY CROSS COUNTRY @ YACK

MONDAY 10TH JUNE KINGS BIRTHDAY (NO STUDENTS)

TUESDAY 11 JUNE CURRICULUM DAY (NO STUDENTS)

WEDNESDAY 12TH JUNE SCHOOL COUNCIL MEETING

WEDNESDAY 19TH JUNE MARC VAN NAIDOC DAY

24TH TO 29TH JUNE SWIMMING LESSONS

27TH JUNE REPORTS TO GO HOME

28TH JUNE FINAL DAY OF TERM 2 2:20 FINISH

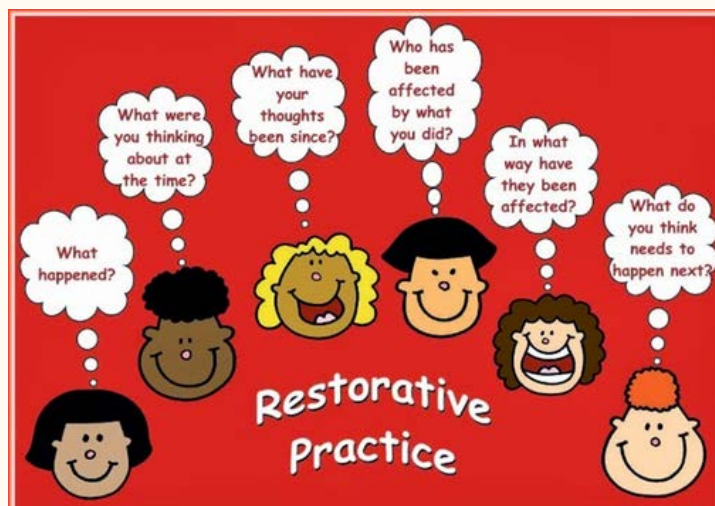
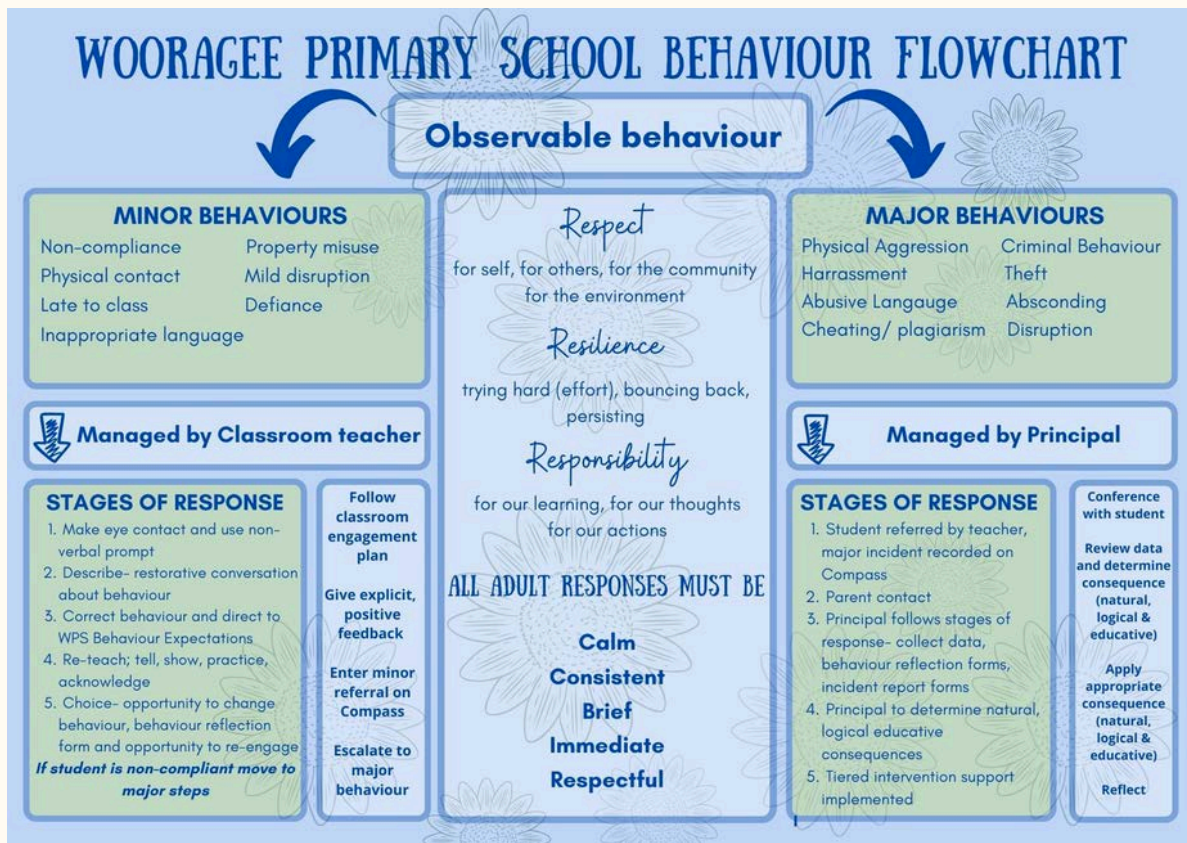


Response to minor behaviours: In the majority of cases, we will not contact you for every minor behavioural issue that occurs as these are typically handled at school and are generally age stage appropriate. Teachers' responses **would typically** be to have a restorative discussion with the children involved, correct the behaviour, refer to our WPS behaviour expectations, reteach the correct behaviour, and allow the child to change behaviour and re-engage with play or learning.

It is important for children to develop problem-solving skills and socialise with their peers. However, if a major incident occurs, we will inform you about how we handled it.

If your child reports an incident at home, ask them if they have talked to a teacher about it and how it went. Encourage them by reminding them that they did the right thing by speaking up. If they haven't told a teacher, remind them to do so. This not only helps resolve any concerns they may have but also reinforces the value of communication and seeking assistance when needed.

It's common for children to process their day's events as they wind down for bed, and sometimes this can lead to them feeling upset. Bedtime can often serve as a time when thoughts and emotions from the day come to the surface. Providing a calm and supportive environment during this time can help children feel more comfortable expressing their feelings and addressing any concerns they may have. Encouraging open communication and offering reassurance can also be helpful in comforting them and helping them feel more at ease before bedtime.



Emotional Literacy

Working on our emotional literacy gives us opportunities to develop our ability to understand and express different emotions. When we improve our emotional literacy, we can work towards recognising our own feelings and our ability to manage them. This allows us to cope with different life situations, such as managing conflict, making friends, coping in difficult situations, and being resilient when dealing with change.

Whole Family Activity:

Feelings Charades

- Gather together as a family, this might be around the dinner table, lounge room, or around the fire outside.
- Take turns to act out a feeling or emotion. Use your face and body language to act this out, For example: Make an angry face and stamp your feet or
- Other family members need to guess the feeling/emotion.
- After someone has guessed the feeling/emotion, have family members discuss a time they have felt this way before and why. If it was a negative emotion, how did they overcome it?

Family Habit Builder:

Around the dinner table, ask everyone to share a feeling they felt during that day. Discuss how they dealt with that feeling and then discuss and share strategies you could use when faced with particular feelings.

Nellie News

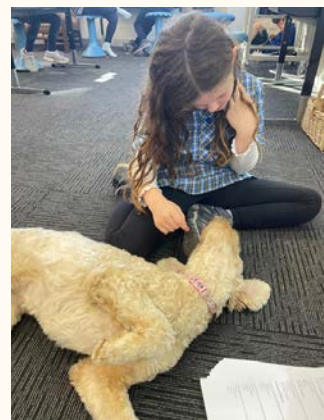
It has been a big fortnight for Nellie.

We have been utilising men who visit to slowly desensitize her about being scared of them. The sudden appearance with no warning is still a work in progress.

She has started having some sleepovers at Erin's house where there is a big high vis, boot wearing male ready to help.

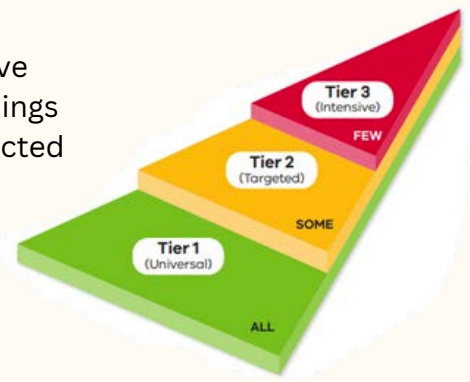
Nellie was a huge support for school photos last week. She helped a number of students be brave when they were scared by having her photo taken with them.

Nellie also loves being in the foundation class for maths. Counting the treats she eats is LEARNING!



TIER ONE/ UNIVERSAL SUPPORTS AT OUR SCHOOL:

Wooragee Primary School Tier One supports are in place to promote positive behaviour and wellbeing to the entire student community. These are the things we do everyday that support students to do their best and feel safe, connected and supported.



Tier One/ Universal Supports at Wooragee Primary School:

- Staff who seek to understand
- Education Support Staff in every classroom
- Consistent behaviour expectations and flow chart displayed in every classroom and around the school
- Behaviour expectations explicitly taught in Social and Emotional lessons
- Positive behaviours are acknowledged formally at assembly
- Staff verbally acknowledge positive behaviours as they occur
- Disability Inclusion Leader building teacher knowledge and adjustments for students
- Mental Health and Wellbeing Leader working to support positive mental health promotion
- Food Share
- Breakfast Club
- All students greeted at the gate when they arrive
- All staff outside to farewell students at the end of the day
- Hot Lunch Tuesdays and Fridays
- CYMHS and Schools Early Action (CASEA) whole class programs
- Sporting School Grant
- Dog's Connect (Nellie)
- The Resilience Project
- Play is the Way
- Resilience, Rights and Respectful Relationships
- Victorian Curriculum – Personal and Social Capability
- Stephanie Alexander Kitchen Garden program
- School mini bus
- Authentic learning opportunities
- Promote connection to nature through Yirrikama play space, local Landcare group and school vegetable garden
- Instructional Model, routines, High Impact Wellbeing Strategies, High impact Teaching Strategies





Class 1/2 News

This week students have been focusing on using number lines to assist them with counting forwards and backwards by ones and tens.

Students worked with a partner to create a number line to 30 to model what they already knew.

Students then participated in a game, closest to 50 where they made 2 digit numbers and located these on the number line.
The winner was the person closest to 50.

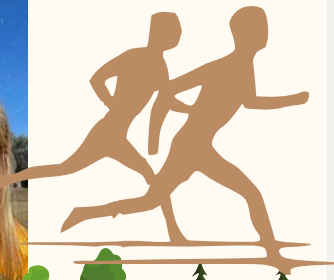
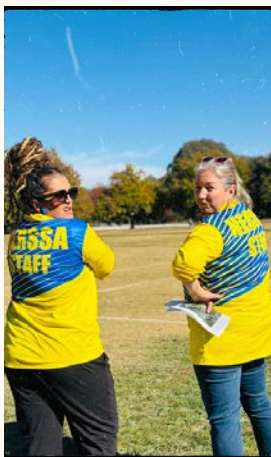
Next week students will participate in a game, First to Fifty, as a way to further explore using a number line along with counting in steps of 1, 10 and 100. You may like to play this game with your family.

- This challenge is about counting on and back in steps of 1, 10 and 100.
- You need a number line to 100 (this can be made yourself) and a dice
- Roll a dice twice to establish your starting number - the first roll will give you the tens digit and the second roll will give you the units digit.
 - You can then make five jumps to get as close to 50 as possible.
 - You can jump forwards or backwards in jumps of 1 or 10 or 100.





Cross Country





Mother's Day



Mother's Day



How we can Reduce plastic In our school

Ideas

1. make homemade food
2. pack things that aren't covered in plastic
3. reuse stuff

Suggestions

1 don't use plastic everyday

2 avoid buying plastic

Reasons

A piece of plastic takes 1000 years to break down into micro plastic



2 if we keep using plastic will be up to our

knees in plastic

3 plastic factories poison the air so if we keep using plastic, factories will keep making it poisoning the air.

By Jimmy



ACKNOWLEDGEMENTS

Elcie for packing up the gumboots after Yirrikama without being asked.
Logan for looking after and cleaning your table throughout the week.
Stella, for the way she is actively contributing to class discussions in Maths
Dot, for upholding our value of listening carefully and responding with purpose.
Vincent, for upholding our value of listening carefully and responding with purpose.
Kehlani, for her work with modelling two digit numbers
Margaux, for developing her confidence and fluency in reading
Sophie-Maree for quickly getting started on tasks and finishing in a timely manner
Daisy, for making a great effort working towards her learning targets
Piper, for her continuing to build confidence with her reading.
For Lexi, for kindly helping a friend to listen.
For Ty, for helping our classroom by picking up the broken bits of flower before we even asked you!
For Artie, for being ready to learn in the mini lesson.
For Piper, for moving stations to help one of your friends.
For Aninda, for offering to turn on the fans when the teachers said it was hot.
For Eviee, for packing your bag all by yourself!
For Zaccy, for being resilient in the bingo game.
For Renn, for asking a relevant question about someone's news.
For Lottie, for moving on the floor so you could listen to the teacher.
For Piper, for your resilience in the bingo game!
For Matilda, for looking after our classroom belongings so responsibly!
For Louie, for being a responsible and kind leader in our classroom.
For Zya, for always engaging with learning positively, listening carefully, and responding with purpose.
For Addie, for continually demonstrating leadership through your care and thoughtfulness towards others.
For Larissa, for engaging in all learning with purpose and being thoughtful in your responses.
For Brok, for listening carefully and contributing to class discussions with purpose.
For Hunter-Rose, for always engaging in learning with a positive attitude and persistence.
For Cade, for engaging respectfully and thoughtfully in class discussions about big concepts.
For Nate, for engaging respectfully and thoughtfully in class discussions about big concepts.
For Darcy, for engaging respectfully and thoughtfully in class discussions about big concepts.
Louie for listening well to instructions and always trying each activity
Lexi for always giving things a go and having a great attitude
Sophie Maree for always having a go at activities and showing excellent resilience
Margaux for improving your skills in netball, having a go and showing awesome resilience
Finlay for showing great resilience in coming back into the activities and being a great part of the class
Finn for improving your listening skills, encouraging teammates and showing great resilience in the team games
Winnie for listening well and participating amazingly in our netball games
Darcy for showing great participation and working on his behaviour and attitude in lessons
Larissa for always trying to improve her skills, participating in everything and being a great leader!
Poppy for including another student in your minecraft world.
Nikita for being resilient when you couldn't get into minecraft worlds.
Ryder for trying to help a friend get into a minecraft world.

Birthdays

May	June
2 James T 7 Arlo 10 James O 13 Landon 16 Cade 24 Nate	5 Percy 6 Dot 16 Tom 29 Jaxon

Thankyou

THANK YOU TO AMANDA K FOR HELPING IN THE LIBRARY

THANK YOU OWEN FOR VOLUNTEERING IN THE GARDEN

Community Events

THE WOORAGEE WAY

RESPECT: For self, others, community and environment

RESILIENCE: Trying hard, bouncing back, persisting

RESPONSIBILITY: For our learning, our thoughts and our actions