

PRINCIPAL REPORT

STUDENT LED CONFERENCES

Please note in your diaries that our next pupil free curriculum day has been set for term 3 - Friday 20th July. Students will not attend a usual school day on this date but will be invited to attend a 20 minute student led conference. Times will also be available after school on Thursday 19th July from 4pm until 7.30pm. Further information regarding our online booking system will be sent home on the 18th June. If you do not receive this note please collect one from the office as online bookings are on a first in best time basis.

**** Please note Prep A and 5B**** conference dates are different. Wednesday 27th June Prep A 3.50pm-7.30pm, 5B 2.30pm-7.30pm and Thursday 28th June 3.50pm-7.30pm for both . Notes to go out on the 12th June.

What is a student led conference?

Research tells us that students should be actively involved in their learning and assume responsibility of the learning process. Student Led Conferences motivate students to be accountable for their learning, encourage reflection and help them evaluate their academic progress. At Tyabb Primary School we use the Student's Learning Journals to help facilitate and guide the discussion during the conference. These Learning Journals will display results and work samples that will demonstrate your child's achievements and growth in a particular skill or subject and provide your child with the opportunity to discuss their learning journey with you. The conference places the child at the centre of the process and allows the student to develop ownership over their learning.

Before the conference:

- ◆ Read your child's school report and discuss it with them
- ◆ Celebrate their achievements from throughout the first semester.

On the day:

- ◆ Plan on spending 20 minutes in your child's classroom.
- ◆ The first 10 minutes will be led by your child.
- ◆ The second 10 minutes will be for any questions about your child's report, their progress and future learning goals.
- ◆ Be prepared to talk with your child about his/her strengths and areas for growth.
- ◆ Understand that this is a time for your child to take the lead and demonstrate their learning.

During the conference:

- ◆ Please be supportive of the work and the results that your child has achieved.
- ◆ Use language that your child understands.
- ◆ Enjoy the discussions with your child and their teacher.
- ◆ Please give positive feedback to your child.
- ◆ Use sentence starters such as "I like how you..." or "What did you learn from?" to stimulate discussion.
- ◆ Please celebrate your child's learning journey together.

After the conference:

- ◆ Talk with your child about the conference and their learning goals.
- ◆ Remember to regularly check in with your child regarding progress toward his/her learning goals.
- ◆ Remember the student led conference is a great opportunity to celebrate learning.

ENROLMENTS – SIBLING ENROLMENTS NEEDED ASAP

With large numbers of parents attending our prep tours we really need to know how many siblings will be attending in 2019 to estimate the number of places and grades that we will have available. Enrolment Forms are now available at the office. There will also be a Prep Information Night on Wednesday June 20th at 6.00 - 7.00pm.

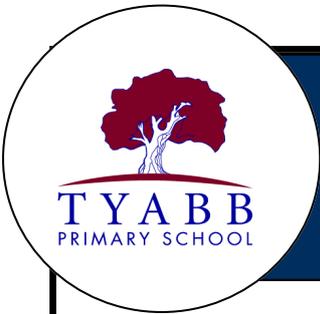
WALKATHON

Congratulations to all of the students who participated in our annual walkathon to raise funds to resurface our concrete basketball court. This year's theme 'Fluoro Flash' was a big hit with brightly coloured clothes, hair and accessories. It was a beautiful, sunny morning for a walk through our neighbouring Oliver's Creek Reserve and an enjoyable way to raise funds for our school. Thank you to the PFA for organising this event and to the parents who helped stamp the lap cards, give out icy poles, count money and keep us company on our walk.

TOTAL RAISED SO FAR - \$4021.80. All money due by Monday 18th June as we would like to announce our grand total by the end of this term and present prizes at the final assembly. Well done everyone!







What's Happening

Term 2 & 3

Please note that this page will be updated each newsletter as new events are scheduled

TERM 2	
Monday 11th June	Queen's Birthday—Public Holiday
Thursday 14th June	Round 3 Winter Sports (Year 5 & 6)
Wednesday 20th June	Prep 2019 Information Evening 6.00—7.00pm
Thursday 21st June	Winter Lightning Premiership (Year 5 & 6)
Friday 22nd June	Year 6 Immigration Museum Excursion
Monday 25th June	School Council Meeting
Wednesday 27th June	Prep A & Grade 5B Student LED Conference
Thursday 28th June	Prep A & Grade 5B Student LED Conference
Friday 29th June	Last Day of Term 2 - Dismissal time 2.30pm
TERM 3	
Monday 16th July	Start of Term 3
Thursday 19th July	Student LED Conference 4.00—7.30pm
Friday 20th July	Curriculum Day
	Student LED Conference
Wed 25th—Fri 27th July	Grade 3 Somers Camp

ELECTIVES GRADES 5 & 6: Payments for electives are due by Friday 8th June. Please make payments as soon as possible to ensure your child can attend their elective in Term 3.

CSEF: Parents that currently hold a Centrelink Health Care Card or Pensioner Card are eligible for CSEF for their child. Please contact the office to ensure your application has been processed for this year or apply before the closing date at the end of term 2.

Words of the Week

Week 7	funny	hilarious	jocular
Week 8	surprised	astonished	incredulous



Welfare

What is 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.

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.

How anxiety affects children

As well as affecting how kids feel, anxiety can have an effect on their thinking. They perceive the fear or danger they're worried about to be much greater than it actually is. Thinking about the situation makes them more worried and tense.

Kids experiencing anxiety may come up with their own strategies to try and manage distressing situations. This often involves trying to avoid the situation or having a parent or other adult deal with it for them.

While this works in the short term, avoiding the fearful situation makes it more likely that they'll feel anxious and be unable to manage it next time. As a result, they can find it harder to cope with everyday stresses at home, school and in social settings.

Anxiety can also result in physical symptoms such as sleeplessness, diarrhoea, stomach aches and headaches (sometimes referred to as somatic complaints). Other symptoms may include irritability, difficulty concentrating and tiredness.

What you can do to help

Children with anxiety difficulties tend to lack confidence in their abilities and feel overwhelmed easily. They are also driven to avoid the things that cause them anxiety, and in doing so, don't get the chance to learn that what they fear will usually not happen. You can help by working on coping and problem-solving skills together.

10 strategies to try

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.

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.

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.

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.



Welfare

[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. Emphasise giving new things a try and having fun over whether something's a success or failure.

[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.

[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.

[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.

<https://brave4you.psy.uq.edu.au/>

[And finally, check your own behaviour](#)

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.

Below is a link that has a lot more information regarding anxiety in children.

<https://healthyfamilies.beyondblue.org.au>

Emergency Management Plan Practice Drill Completed

Last week we conducted an Emergency Management Drill. It is important that we practise our Emergency Management Plan several times per year so that staff, students, parents and visitors are familiar with the steps to take during an emergency situation. It also provides an opportunity to review and improve on our current processes. The drill that we practised was a lockdown. This drill was a good practice for our students and it went very well. Thanks to the teachers for their support and leadership and a big thanks to our students for their sensational behaviour during the drill.

Below are the types of drills that will be practised throughout the year:

1. Evacuation: this is where it is safer for all children, staff and visitors to be away from the school buildings. Depending on the emergency, we will evacuate to assembly point 1 which is under the oak tree outside rooms 1-8 or assembly point 2 which is to the school oval.
2. Lockdown: this is where it is safer for all children, staff and visitors to be inside the buildings. All teaching staff will lock external and internal access doors to their area and children will remain in their classrooms until there is an all clear given.
3. Shelter in place: this where we would shelter if there was any threat of fire. All students would move to rooms 1-8 and we would remain in these buildings until there is an all clear given. These rooms have been made fire proof over the last couple of years, including automatic shutters that are operated by classroom teachers from inside the classrooms.
4. Relocation: this is where it is safer for all children, staff and visitors to be off the school site. We have 2 relocation sites—Flinders College and the Tyabb Oval. A relocation will be treated the same as an evacuation with the difference being the assembly point is well off site.

After an evacuation has taken place we ask for feedback from staff, students and visitors.

Grade 5 STEM program

During the beginning of this term, the Grade 5 students attended Westernport Secondary College to take part in a 5 week STEM program – Science, Technology, Engineering and Maths. The essential question students were answering was ‘How can robots help us understand animal adaptations?’

Students conducted group research about slaters, designed a test to carry out and created a hypothesis. They then designed a testing area in which to observe the slaters behaving and then recorded their observations.

The next task was to learn about coding and robotics. In pairs, students learnt how to program their EV3 robots to behave in similar ways to the slaters that had been observed. The program ended with each group presenting their findings from their experiment and the ‘test run’ of the robot – the last test to see if the robots behaved like slaters.

The program was incredibly valuable to all students, as they not only learnt new skills in coding, robotics and science but they also had the opportunity to work as part of a team. Many found this the most challenging element.

Many thanks go to Mr Chris Quinn and Ms Nicole Kemp for organising this program and for conducting such engaging sessions for our students.



Grade 5 Camp Rumbug

Camp Rumbug in Foster was the destination for this year's Grade 5 camp. All the students excitedly boarded the bus on Wednesday morning, the 23rd of May and made the 2 hour journey into South Gippsland.

This camp has it all! Amazing scenery, entertaining camp leaders, fantastic food, exciting camp adventures, mud, water, hills, more mud and opportunities at every turn to build resilience, teamwork and self-confidence.

All the students had a brilliant time and enjoyed being amongst the bush, hiking from activity to activity. They behaved themselves and were a credit to our school. We would like to thank Kylie Kaddatz and Jodie Hateley for coming along to help with Thursday and Friday activities. Big thanks also go to Mr Fitt, Mr Davies and Jaye Hansen, who rearranged their schedules in order to come along with us.

Mrs Amy Monea, Mrs Ashleigh Simon and Mrs Rachel Everard

Grade 5 teachers





What are essential questions?

These are questions that are not answerable with finality in a single lesson or a brief sentence—and that's the point. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions, not just pat answers. They are provocative and generative.

What's happening in our classrooms?

Prep:

Essential Question: What comes first, the chicken or the egg?

The preps are studying living things this term. We are focussing on pets and farm animals. We have hatched chickens to observe their life cycle and have discussed the needs of living things. We are also going to Chesterfield Farm to get up close and personal with some farm animals and compare their needs to those of our pets.

Grade One:

Essential Question: How has daily life changed from the past and the present?

The grade one children will be exploring the past, present and future as terms to describe time. They will discover differences and similarities between the past and the present and make comparisons between their lives and the childhoods of their parents and grandparents. They will explore how our families/friends/communities commemorate past events. Finding out what remains of the past that are important to the local community and why it is important? This knowledge will link to learning about traditional land owners and the Indigenous connections to land and family. Students will conduct an interview with a family member (Grandparent/Friend) about family traditions, leisure time activities, ways of communicating and how they celebrated special events that are important to them. Students will present their research in an oral presentation to the class and share their discoveries about life in the past compared to their lives today.

Grade Two:

Essential Question: How has the way we play, travel and live changed in the last 100 years?

In response to our recent excursion to Coal Creek, the children will be using their knowledge of what they saw and experienced to compare the differences and similarities between students' daily lives in 2018 to the perspectives of life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. They will be presenting their research and information in a PowerPoint Presentation to their peers in the classroom and their parents at Student Led Conferences

Grade Three:

Essential Question: It's party time!! What do we celebrate and commemorate and why?

Students will be looking at a wide range of celebrations and commemorations both in Australia and overseas. They will then focus on a particular event and investigate the significance of the day or week and the importance of symbols and emblems connected with it.

Grade Four:

Essential Question: What would your life be like if you lived in a different country?

To improve their understanding of Geography, students will investigate a country of their choice and research what geographical features are within that country and how different cultures/people live. They will compare the similarities and differences between that country and Australia. They will also discover what special celebrations the people of that country celebrate. Linking their research to sustainability, they find out how the inhabitants of that country use and protect the land and why environments are important to people (and animals). All of their work will culminate in a "trip" around Africa and South America, using their "passports" to gather information about other countries which other students have researched.

Grade Five:

Essential Question: Plan, Budget, Profit! What is Good Business?

Students work on planning for a small business, calculate budgets and consider facilities. They also must consider how their business will make a profit but remain socially responsible. They then inquire into a business/company and ask "What makes good business?" Students then find out ways that business considers the environmental impact of their business on society.

Grade Six:

Essential question: Different or the same? Compare a country to Australia. What's the impact on people and surrounding countries?

Choosing from a North American or European country, students will be considering the following about their chosen country: attractions, landmarks, arts/entertainment/sport etc, environmental impacts (plantation, natural disasters, wildlife), imports and exports, religions and cultures, life expectancy, diet, energy consumption and pollution, incomes and job security, climate and immigration. Students will research their chosen country and then compare it to Australia.

Inquiry Tip



Ask your child thought provoking questions. Then sit back and enjoy the conversation that bubbles forth.

SPORTS NEWS

Southern Peninsula Division Cross Country

Well done to Chloe and Mitchell who represented Tyabb at the Division Cross Country at Hastings Foreshore on Wednesday the 6th of June. I am sure both of you gave it your best effort which you should both be very proud of.

Grade 5 and 6 Winter Lightning Premiership

On the 21st of June, the Grade 5 and 6 students will be having their Winter Lightning Premiership day. If there are any parents who are available to help at their child's chosen sport, please fill out the slip provided on the permission note and return it to the office as soon as possible. Parent help on these days is greatly appreciated.

Families requiring duplicate school reports.

We are updating our records with regards to families requiring a duplicate school report in both June and December. If your family requires a duplicate report please make contact with the office and supply an up-to-date address that this report can be sent.

Kris Grinsted

MUSIC NEWS

Choral Festival

On Wednesday 30th May the school choir performed in the Mornington Peninsula Choral Festival at Toorak College in Mt Eliza. The girls were very excited and looked fantastic in our new navy music t-shirts. There were 23 choir members representing our school. They sang "Hearts in Harmony" and "Riptide". This year 5 of the girls accompanied the choir on ukuleles and a keyboard for Riptide. The songs sounded great. The choir enjoyed listening to the other choirs and received a certificate of participation collected by our Choir Captain Tabatha. A big thanks to the parents who brought the girls out on a chilly night and supported the event. Special thanks to the parent helpers mainly Simone Shotton who assisted at the door, Michelle Govan and Joss Irvin. Well done to the choir for a fabulous performance. The choir sang at assembly on Monday this week and were terrific.

Thank you Merran Wyatt.



Blow out the candles,
 wish away,
 you are the
 superstar of the day.
HAPPY BIRTHDAY!



June

PREP
 Tahni
 Chanel
 Faith

GRADE ONE
 Henry
 Tate
 Grace
 Peyton
 Balin
 Mia

GRADE TWO
 Milla
 Charli
 Olivia
 Charlie
 Khai

GRADE THREE
 Aylah
 Max
 Charlotte

GRADE FOUR
 Rori
 Jackson

GRADE FIVE
 Heath
 Chloe
 Emma

GRADE SIX
 Brock
 Tessa
 Maddison

PA	Vance
PB	London
PC	Emillia
PD	Billy
1A	Elise
1B	Peyton
12A	Rosie
2A	Charlie
2B	Abby
3A	Georgia
3B	Byron
34A	Amy
4A	Mia
4B	Matthew
5A	Travis
5B	Addison
6A	Matilda
6B	Jess

PA	Paige
PB	Chloe
PC	Angus
PD	Ella
1A	Indyanah
1B	Murphy
12A	Milla
2A	Oliver
2B	Oliver
3A	Aylah
3B	Tarkyn
34A	Shelbi
4A	Matilda
4B	Charlie
5A	Jenna
5B	Harry
6A	Kalani
6B	Charlie



Community News

STAND WITH ME AT THE 'G

Breast Cancer Network Australia's Field of Women



Sunday 12 August 2018
Melbourne Cricket Ground
Before the Melbourne vs Sydney Swans AFL match

TICKETS ON SALE NOW
Adults \$59 | Children under 15 free

One day. 18,000 people.
Join us to make history and support Australians affected by breast cancer

Purchase tickets at bcna.org.au/fieldofwomen



All proceeds from tickets go to Breast Cancer Network Australia

Field of Women Major Event Partners



Field of Women Event Partners



BCNA Foundation Partner



BCNA Major Partners



NOW in Tyabb



Music for children aged
6 months to 5 years old

Mini MAESTROS

Nurturing Confident Learners

FREE

Come & Try Classes

Tyabb
Wednesday 27th June
2-4 years 10.55am
6-24 months 11.45am
Wednesday 4th July
1-2 years 10am
2-4 years 10.40am
6-15 months 11.30am

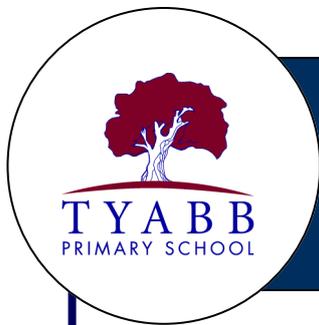
Tyabb - Wednesday 27th June & 4th July



Bookings Essential

tiffany.burley@minimaestros.com.au

0404 967 676 www.minimaestros.com.au



Community News

Children's Book Week 2018

STORY WRITING COMPETITION



To celebrate Children's Book Week each year we hold a kids' story-writing competition. There are Farrell's book vouchers up for grabs as prizes and winning entries are published on our website.

There are five different age groups:

1. Lower Primary: Prep and Year 1
2. Middle Primary: Years 2-4
3. Upper Primary: Years 5 and 6
4. Lower Secondary: Years 7 to 9
5. Upper Secondary: Years 10 to 12

Entries may be in picture story or short story formats. Primary level short stories must not exceed 2 pages/1000 words. Secondary level short stories limited to 3 pages/1500 words. Only entries within the word limits will be read, so practice your editing skills! In all groups, limits of one individual entry and one collaborative entry per person.

Hard copy entries can be dropped in our competition box in store. Electronic entries can be submitted to events@farrells.com.au with the Subject: *CBW 2018 Story Comp*. Please use either Microsoft Word or PDF format.

Please ensure you include your NAME, AGE and GROUP OF ENTRY, and contact information (phone and email).

ENTRIES CLOSE SUNDAY 22 JULY

Winners announced in store 3pm Saturday 18 August
Come and meet author Andrew McDonald & illustrator Ben Wood

www.farrells.com.au | 5975 5034



Padua College Enrolments – NOW ONLINE!

Padua College has introduced online enrolments for the first time this year. It is much quicker and easier to enrol your child for Year 7 2020! Late applications will be taken, but be quick! Find out more at:

www.padua.vic.edu.au/enrolment/year-7-enrolment.html

For more information speak with our Registrar, Ms Christine Mose on 5978 2701 or email enrolments@padua.vic.edu.au



Tyabb Trader



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ID of parent/guardian required. This material contains general advice only. Please consider your situation and read the T&Cs available in branch before making any decision. Bendigo and Adelaide Bank Limited (ABN 11 068 049 178, AFSL 237879). A232458-1 (386725_v1) (14/02/2018)



**School Banking - every Tuesday
(Bendigo Bank Piggy Saver)**

Please remember to bring your school banking into school on Tuesdays.

Parents wanting to open up an account for their child can attend the Bendigo Bank Hastings branch at 88 High St Hastings .

Please bring you child's Birth Certificate and Medicare Card along with you.

Thank you

Hastings Bendigo Bank Team



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