



## Newsletter: 14 Thursday 2nd of September 2021

### Vision:

*Our school empowers all students to embrace learning, achieve their personal best while developing their emotional, social and physical wellbeing, and through this make positive contributions to the community.*

WELSHPOOL AND DISTRICT PRIMARY SCHOOL No:5396

### **New and exciting initiatives at Welshpool and District Primary School**

This year our school has been a part of a number of exciting initiatives. Miss Egan and Mr Moore are a part of the Transforming the Early Years of Teaching pilot program. This project supports Graduate teachers in their first two years of teaching. It offers schools supplementary funds to provide additional support through the employment of a mentor teacher and supported professional development. Miss Egan and Mr Moore will continue to be supported through this initiative until the end of 2022.

Early this week I received the news that Welshpool and District Primary School was one of three Bass Coast/ South Gippsland schools selected to assist in codesigning the Mental Health in Primary Schools program. The following is a little about the program:

*Murdoch Children's Research Institute (MCRI), the Melbourne Graduate School of Education (MGSE) and the Victorian Department of Education and Training (DET), have partnered to deliver a Mental Health in Primary Schools (MHIPS) program to provide more mental health support in primary schools. The MHIPS program, currently being piloted in 26 Victorian primary schools, includes a Mental Health and Wellbeing Coordinator (MHWC) role and a comprehensive training program (which together form the "MHWC model"). The Victorian government recently confirmed that the model will be expanded to an additional 74 schools in 2022, including a greater representation of remote, rural and regional schools (RRR).*

I am extremely excited by this program and the opportunities it will offer our students and by extension our families. Miss Parnall and myself will be undertaking some training in the last week of this term. We look forward to sharing information about this program with our families.

At the beginning of this year I was informed that WDPS had been successful in selection for the Phonics Targeted Assistance Program (TAP). This term our school has been working with a literacy coach to create a phonics improvement plan, tailored to meet the needs of our students and our school.

Miss Parnall has undertaken Soundwrite professional development and has started the implementation of phonics and decoding in the P/1 classroom. Miss Egan and Mr Moore are currently undertaking a four week intensive professional development on the Science of Language and Reading.

Miss Parnall has written a comprehensive overview of this piece of work for this newsletter. It describes the changes happening with Reading across the school and in particular the P/1 classroom. As we progress with this work we will provide information, resources and supports to families.

We are extremely excited that our school has been identified as a school to lead up these initiatives. More importantly, we are extremely excited to see the impact of these initiatives on our students learning and lives.

Gabrielle Boyd

Principal

Little School, Big Heart

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# Resilience Rights & Respectful Relationships

RESILIENCE  
RIGHTS &  
RESPECTFUL  
RELATIONSHIPS



Covid-19 has forced many families to adapt to a new reality of remote learning, working from home, cancellation of social activities and more time spent with family members which can raise the emotional temperature for everyone. There is no doubt lockdowns are a stressful time for families, however there are also many things we can do to support and improve our wellbeing during these times.

## Why not try some of these tips:

- Talk to someone you trust, such as a family member, friend or colleague.
- Express yourself creatively - it could be writing, cooking, drawing, singing or anything that helps you channel your creativity.
- Do things that you enjoy and that are good for you. Find ways to make your life more pleasurable: listen to music, go for a walk, read a book.
- Move a little. This could be a walk, a workout or even dancing!
- Help someone, if you're in a position to. Helping others can help lift our spirits. (Better Health Victoria)

Miss Parnall



Smiling Mind have a great range of resources to support mental health and guided mindful meditations for kids and adults.

Each week in Social Emotional Learning (SELS) all students participate in a mindful meditation in the Smiling Minds app. Why not try it at home too. All resources can be found at:

<https://www.smilingmind.com.au/>

## Support is available

**If your life is in danger or you're concerned for your own or someone else's safety please call 000.**

If you're finding life tough or need some extra support, it can help to talk about how you're feeling with someone you trust.

You and your loved ones can find support by contacting your local doctor or one of these crisis lines:

### Lifeline (24/7)

13 11 14  
lifeline.org.au

### MensLine (24/7)

1300 78 99 78  
mensline.org.au

### Suicide Call Back Service (24/7)

1300 659 467  
suicidecallbackservice.org.au

### 1800RESPECT (24/7)

1800 737 732  
1800respect.org.au

### Beyond Blue (24/7)

1300 224 636  
beyondblue.org.au

### QLife (3pm-midnight)

Anonymous, free LGBTI support  
1800 184 527  
qlife.org.au

### Kids Helpline (24/7, for youth 5-25)

1800 55 1800  
kidshelpline.com.au

### Griefline (6am-midnight)

1300 845 745  
griefline.org.au

Family and friends can also call upon these services for advice and assistance on how to support someone who is struggling with life.

**View our directory of national helplines and services at [ruok.org.au/findhelp](http://ruok.org.au/findhelp)**

**RUOK?** 3

# Reading at WDPS



Learning to read is an essential skill to not only find success in school and to thrive in society, but also to experience the joy of reading. At WDPS we want every child to be successful in reading. As a staff we are learning more about what the current research says about how child learn to read. This research that we are learning about and starting to implement is called the Science of Reading. This body of work is a research-based approach to reading, that changes the way reading has looked in schools for many years.

Research shows that reading is a process that must be taught. It is a process of building neuro-pathways in the brain that link sounds of speech to written symbols of letters. The strings of letters are attached to meaning, and then those 'letter strings with meaning' are stored in the brain

'letterbox', for later retrieval that is instantaneous and effortless. This is called orthographic mapping and it is our goal for all students at WDPS to build a giant letter box. This translates into fluent reading and comprehension. Guessing strategies which have and still are used in schools such as eagle eye do not help students in orthographic mapping, phonics decoding does.

## Targeted Assistance Program

At the start of the year our school applied to be a part of the Phonics Targeted Assistance Program and this term we were lucky enough to be selected as 1 in 100 schools in Australia to be selected. As part of this program, we receive

- support from a literacy coach until December 2022 this includes fortnightly webex meetings with school leaders
- support to develop and deliver our literacy program and intervention
- access to an online community to share knowledge and resources
- access to free online professional learning courses, resources and webinars to increase each school's understanding of phonics and demonstrate how to implement phonics-based methods in the classroom

As part of this program last week Miss Egan and Mr Moore began their phonics online training which they will have completed at the end of Term 3.

## Sounds Write

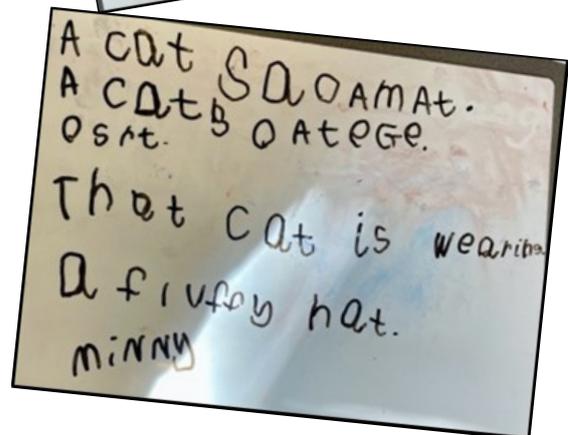
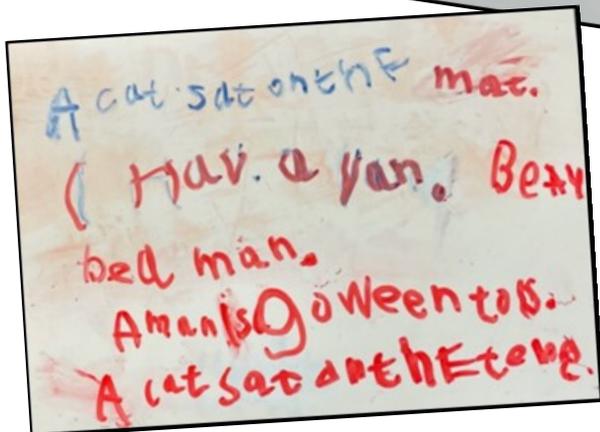
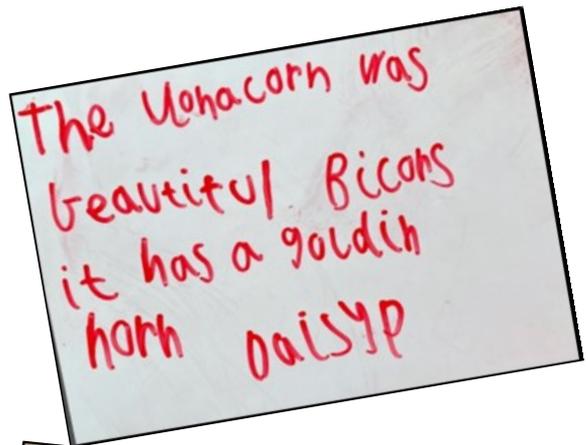
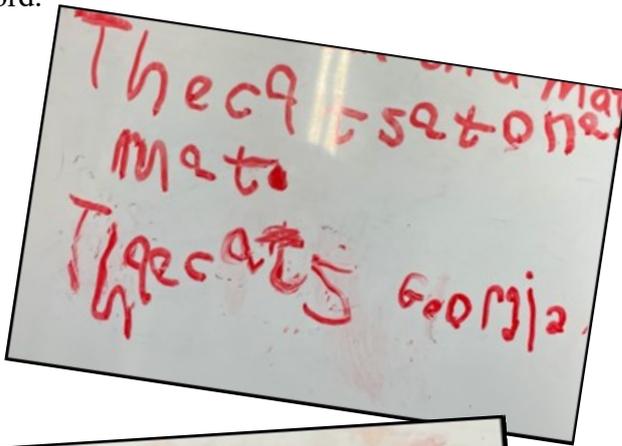
In Term 2 I completed my training in the Sounds Write program. So far this term P/1 have begun incorporating the Sounds Write program into their daily literacy block. In this program we start from the sounds in our speech and teach the English spellings that represent those sounds. Every week or so, we will begin a new unit and build the new sounds into what we have already introduced. We want the children to learn that letters are spellings for sounds, so that when they see the spellings < m > < a > < t >, they say and hear /m/ /a/ /t/, 'mat'.

Together with our school speech therapist, Jaimee's speech program consolidates this understanding further. Already in such a disjointed term, our students are making huge progress with knowing sounds, decoding words and spelling/writing sentences. Throughout the remainder of the year, we will be working to incorporate this program throughout the entire school and within our intervention program.

# Reading at WDPS continued



Below are some examples of students independent writing in P/1. Each student had to create sentences starting with the word's 'A' and 'The'. They independently had to write their sentences and sound-out each word.



## How to help with reading at home?

When you are reading a reading book with your child, do all the things you would normally do, such as talking about the story, discussing the characters, predicting what is going to happen next, and so on. But, whenever you come to a two- or three-sound word which has in it the sounds your child has already come across, ask them to have a go by **saying the sounds and listening** for the word.

If you do this, you will find that your child will quickly move on to more complex words, such as words with four and five sounds, such as 'lamp' and 'crisp'.

## Decodable Readers

As part of our transition into this approach to reading, we are in the process of investing into changing our PM readers to decodable readers. Decodable readers are passages that include words that students can 'decode' (sound-out), according to the skills they have been taught thus far. Our students need practice with the phonics skills they are learning, and these books and passages provide practice.

Throughout next term you will begin to see changes to how your child reads at home.

At WDPS we are committed to stop doing what doesn't work and be guided by scientific research to ensure that we deliver a highly effective literacy program for every WDPS student now and in the future. Over the remainder of the year, you'll notice some changes in how we teach reading at WDPS.

Keep a look out for further information and support to come.

# Grade Prep/1

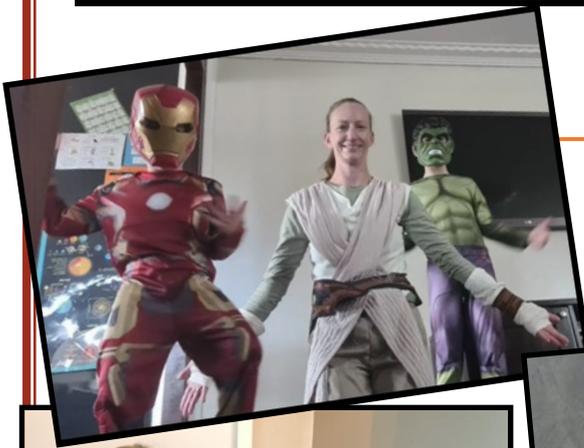


## Congratulations on a great start to remote learning 7.0!

Over the last week the P/1 class have met on Webex to celebrate Book Week. All of the students really enjoyed seeing each other and sharing their costumes and what they have been up to at home. Even though it is a little bit scary, it has been great to see all of the students increasingly engage in sharing during our webex times. Many of our students have been busy learning in different ways. Some of us have been helping our families milking, on the farm, creating art pieces, cooking, building and more.

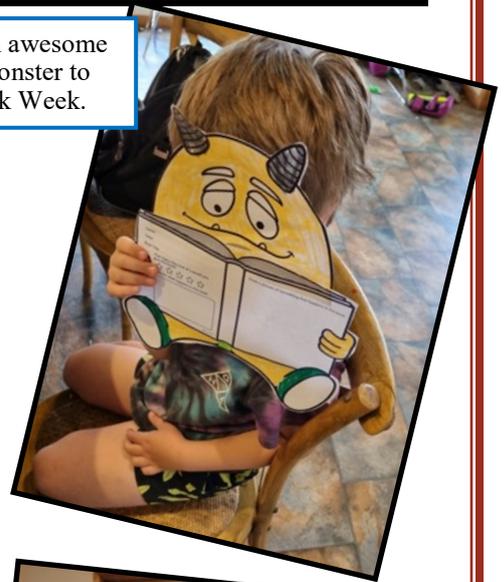
Students in P/1 have also been busy completing some amazing work at home and which we would like to share some with you below.

Miss Parnall



Cove created an awesome book report monster to celebrate Book Week.

The Lagergren family dressed up for Book Week, Will as Iron Man, Narelle as Rey Skywalker and Andrew as Hulk.



Daisy dressed up as Black Widow for Book Week.



Harvey dressed up as Spider Man for



Will completed some fantastic writing about his Book Week costume.



Cove has been very busy making a paper mache turtle. We can't wait to see the finished product.

# Grade 2/3's

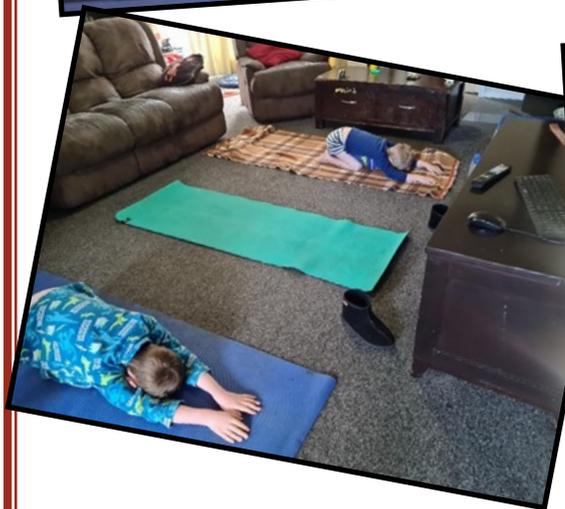


2/3 Students have been very busy in remote learning. Last Monday the 24<sup>th</sup> of August students took part in celebrating book week. Students were asked to dress as their favourite book characters within the theme of 'old worlds, new worlds and other worlds'. The students looked fabulous in their costumes even if it was over WebEx. To celebrate book week, we also read a book together, decorated a book mark and completed an activity explaining the characters we each were.

Congratulations to everyone for battling through these challenging times. I love receiving and seeing photos of the students work and also them doing activities to look after their own well-being. Keep the photos coming through.

I hope to see you all soon.

Miss Egan.



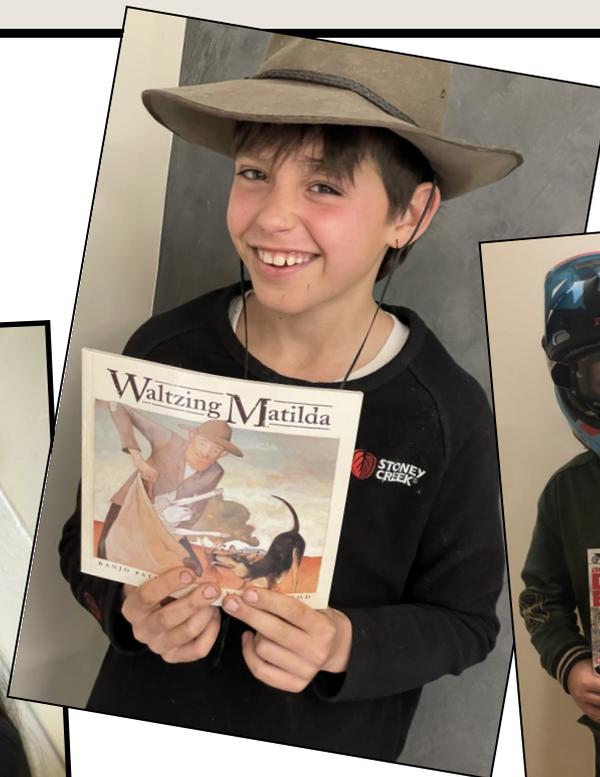
# Grade 4/5/6



During the past fortnight of remote learning the 4,5,6 class has begun to look at book reviews in writing. Students will gradually work up from reflecting on elements of a book such as characters and plot, to writing a full review of a book. In Mathematics we have continued with the topic of money and have looked at the real-world applications and how different combinations of notes and coins can be used to buy different items.

For our WebEx meeting on the 24<sup>th</sup>, students dressed up as book characters and we discussed different books. A special thanks goes to the parents who sent in pictures of their children dressed in their book week costumes. During this week's WebEx, we participated in several interesting activities and concluded the meeting with a kahoots quiz based on the 4,5,6 classroom and what we have learned this year. There are still several students who have not joined any WebEx meetings yet. It would be great to see everyone and to get an understanding of how they are tracking with the learning tasks and to hear what they have been up to. Please keep an eye out on compass for future meetings.

Mr Moore.



# SCHOOL LUNCH ORDERS



**Great news!** Josie at Welshpool Supermarket is offering lunch orders for students on a Friday.

Lunch orders will commence at the beginning of term 4.

Families will need to order **directly** with Josie at the Supermarket by 3pm the Thursday prior.

Lunches will then be delivered to the school on Friday.

Thank you Josie for providing a range of food options and working in with the school to provide this for our families.



## **Welshpool Supermarket & Cafe** **PH: 5688 1452**

### **SANDWICHES \$4.50**

Proteins:.....Ham, Salami, Egg or Chicken

Salads:.....Lettuce, Tomato, Carrot, Cheese, Cucumber, Beetroot

Condiments:.....Mayonnaise or Pickles

Bread:.....White, Wholemeal, Multigrain (Fresh Or Toasted ?)

### **HOTFOOD**

Sausage Roll..... \$4.00

Beef Pie..... \$4.50

Steamed Dim Sims..... \$1.00 (each)

Vegetable Pastie..... \$4.50

### **OTHER**

Fresh Fruit Salad Cups.....\$4.00

Homemade muffins .....\$4.00

Gingerbread Iced Biscuits.....\$3.00

### **DRINKS**

PopTops..... \$2.50 (Orange, Apple, Blackcurrant)

Hot Chocolate..... \$4.00

Milkshakes..... \$4.50 (Chocolate, Strawberry, Vanilla, Caramel, Blue Heaven, Lime, Banana)

**\*\*Please note the school WILL NOT be taking any lunch orders they must be made DIRECTLY at the supermarket \*\***



# Upcoming Events

	Monday	Tuesday	Wednesday	Thursday	Friday
T3 WEEK 9	<u>September 6</u>	7	8	9	10
T3 WEEK 10	13	14 School Council 6pm	15 Family wellbeing boxes pick up (info on compass)	16 Newsletter Day	17 Last Day of Term 3
R U Okay? Day week					
SCHOOL HOLIDAYS					
T4 WEEK 1	<u>October 4</u> <b>First Day of Term 4</b> <i>Pending Gov. restrictions</i>	5	6	7	8
T4 WEEK 2	11 Prep Transition 2022 students 1 - 3pm <i>Pending Gov. restrictions</i>	12 School Council 6pm	13	14 Newsletter Day	15
T4 WEEK 3	18 Prep Transition 2022 students 1 - 3pm <i>Pending Gov. restrictions</i>	19	20	21	22
T4 WEEK 4	25 Prep Transition 2022 students 1 - 3pm <i>Pending Gov. restrictions</i>	26	27	28 Newsletter Day	29
T4 WEEK 5	<u>November 1</u> Curriculum Day	2	3	4	5