



We would like to acknowledge the Wadawurrung People, who are the Traditional Custodians of the land on which we come to learn.

We thank them and their ancestors for looking after this land for thousands of years, and for their kindness and courage in sharing it with us in the present.

FROM THE PRINCIPAL

Dear Friends and Families,

Thank you to all the many friends and family members that attended our 'Special Persons Afternoon' on Tuesday. It was a huge success with many students heading home with smiles on their faces. Every classroom was a hive of activity as games were played, challenges were attempted and students proudly showed off the space in which they learn in each day.



-Exford Primary School-

I would like to extend my thanks alongside Exford Primary School for the magnificent community spirit that shone through during our second-hand book sale. The school has kindly sent us a certificate to show their appreciation.



IMPORTANT DATES

Date	Event
3rd of August	100 Days in Foundation
17th of August	Learning Conferences 3.30-6.30pm
18th of August	STUDENT FREE DAY Learning Conferences 9-3.10pm
14th of September	Footy Colours Day
15th of September	Last Day of Term 3

-NAPAN-

Last week our Year 3 and 5 students received their NAPLAN results. The reporting system for NAPLAN has moved away from the numerical bands to proficiencies. Well done to all the students who completed NAPLAN this year, you should be proud of your efforts. As a staff we will be looking at this data to help us maintain our high expectations and to continue delivering the rich classroom learning that is taking place.

-XUNO-

Thank you to the many families that have logged on to our new platform 'XUNO'. We have upgraded our system to XUNO so that we have better connections in place between home and school. The new system also allows us to go paperless and to have parents pay online for excursions etc. Booking your child's Learning Conference is the first task families will need to do on XUNO once they are set up. XUNO will not be replacing Seesaw so please keep up to date with your alerts on that app as well. Please contact the office or your class teacher if you are having any issues.

-Family contacts and details-

During our transition to XUNO we have noticed that some parent contact details have changed. To be sure we always have your latest information please update the school whenever you change any of the following - living situations, home address, phone number, work place or email. It is important that we always have contacts up to date for each child in the case of an emergency.

-National Consistent Collection of data on school students with Disability (NCCD)-

All schools in Australia participate in the NCCD each year. The NCCD process requires schools to identify information already available in the school about supports provided to students with a disability that require adjustments to their daily program. These relate to legislative requirements under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005. Information provided about students to the Australian Government for the NCCD includes; year of schooling, category of disability (physical, cognitive, sensory or social/emotional), and level of adjustment provided (support provided within quality differentiated teaching practice, supplementary, substantial or extensive). The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability. As a school we are currently in the process of completing this annual collection. Please follow the link if you would like any further information <https://www.nccd.edu.au/tools/fact-sheet-parents-guardians-and-carers>

Have a wonderful weekend.

Kind Regards
Sam Streeter



Resilience

Beginning a new term always requires resilience from children. Our children need to adjust to different routines, their social interactions increase, they need to persist when their work gets challenging, and recover quickly from making mistakes. You hear the word a lot, probably have a good understanding of what it means, but HOW do we build resilience in our young people? Children who are resilient can recover from setbacks and get back to living their lives more quickly. And when children overcome setbacks and problems, it builds their confidence and helps them feel more capable the next time a problem comes up.

How can I build resilience in my child?

Children learn resilience through experience. Each time your child overcomes a problem, it builds their confidence in their ability to handle the next challenge.

Here are some ways you can build your child’s resilience:

- Support your child but try not to solve every minor problem or disappointment. For example, if your child doesn’t get invited to a birthday party or didn’t get what they want for their birthday, you could talk about how they feel instead of trying to fix the problem.
- Avoid predicting and preventing problems for your child. This might mean letting your child hand in homework that’s wrong or not replacing a broken toy. Overcoming small challenges builds your child’s resilience for bigger setbacks.
- Help your child to identify and manage strong emotions. For example, your child might be worried about a family member who’s sick. You could say, ‘I can see you’re really worried about Nana. It’s OK to be worried. But remember we’re doing everything we can to help him get better’.
- Encourage your child to have another go when things don’t work out the first time they try something. Praise your child for trying, no matter the result. You could say ‘I’m proud of you for finishing the race’ or ‘Well done for giving it another go’.
- Make it a habit to recognise and acknowledge when things are going well. For example, during family meals you could each share one positive thing from your day.
- Help your child to develop problem-solving skills in an age-appropriate way. For example, if a child at school says or does something unkind to your child, map out the different options your child may have on how to respond. Discuss how your child might respond next time.

Zones of Regulation

The school continues to roll out the Zones of Regulation. Classes have been going more in depth about the feelings of each Zone and starting to build toolboxes of strategies that will help be calm, happy and ready to learn.

Please have a discussion with your child/ren about what they are learning about the Zones. Strategies can help at school and home.

Supplementary Reproducible E for Elementary Ages



The ZONES of Regulation

<p>Blue Zone Sad Bored Tired Sick</p>	<p>Green Zone Happy Focused Calm Proud</p>	<p>Yellow Zone Worried Frustrated Silly Excited</p>	<p>Red Zone overjoyed/Elated Panicked Angry Terrified</p>

Name	Class	Award
Will	3D	For being a deep thinker in our Unit of Inquiry. Will has researched a range of topics including the History of Indigenous Australians and the Japanese celebration of Tanabata. Well done, Will!
Charley	3W	For sharing her new mathematical knowledge around multiplication and division with her family, and taking the time at home to think about and explore how these concepts are used in real-life scenarios. Keep up the fantastic effort.
Logan	4WN	For being able to use new knowledge and consider different perspectives when learning about Australian history.
Archie	4M	To be open to different perspectives when researching explorers, particularly on his chosen world explorer Zheng He inquiry piece.
Jacob	5D	For his enthusiasm when sharing his connections to natural disasters. He confidently used his knowledge of tsunamis to write an engaging narrative that included vivid language. Well done, Jacob.
Allira	5W	For impressive communication skills when speaking and writing. She uses figurative language creatively and creates interesting complex sentences.
Ella	6D	For the focused way that she has approached her conflict diorama. Ella has investigated the different techniques she has used to create her diorama as well as experimented with how she uses materials to create depth and detail.
Olivia	6P	For her determination and increasing knowledge on how to gather and record information for her historical conflict diorama.
Archer 4M	Art	For always coming into the art room calmly and producing his best work. He displays wonderful self-management skills by being focused and listening to instructions. It is a pleasure having you in the art room each week, Archer.
George 3W	Art	For completing his projects in a timely fashion, and by applying concentrated effort to produce great artwork . For these reasons, George's Bunjil eldership feather is prominently placed on our collaborative display. Excellent work, George.
Darcy 6D	Sustainable Kitchen Garden	For always trying your best and never giving up! You work so hard and produce wonderful work. You are curious and eager to learn more about the garden.
Millie 6D	Japanese	Millie always demonstrates commitment and enthusiasm in all her work. She recently presented a fascinating presentation about Japanese Yokai (monsters) to her class. Sugoi!(Amazing), Millie!

SPECIAL PERSONS DAY



Kindness



Support



Fun



Inspiration



Adventure



Laughter



Love



Memories



Respect



Family



Thoughtful



Friendship



Encouragement



Grateful



Cherish



Happiness



Caring



Grateful



Helpful



Generous



Snapshots from Foundation

The Foundation students have been enjoying Friendship Fridays, that have commenced this term. It is a wonderful opportunity for both classes to come together and join in with some collaborative play. We look forward to watching new friendships blossom!



Foundation Fridays



Snapshots from Foundation



Foundation through to Year 3 enjoyed celebrating NAIDOC week in their art lessons. The entire cohort contributed to forming Bunjil the Creator. Each child decorated one of Bunjil's feathers with an understanding of eldership, the theme of NAIDOC. This resulted in a rather splendid mural which is hanging proudly in our multi-purpose room. - Bella Goyarts

The Grade 6 students have taken inspiration from Netherlands artist, Miranda Mulder. She creates sculptures from Papier-mâché. Their brief was to make a cute looking monster. Students sketched out their ideas and used newspaper, wire, clay and paint to form their monsters. The students should be very proud of their work. They look amazing! Sculptures will be on display in the coming weeks. Nicole Considine



SUSTAINABLE GARDENING KITCHEN

During Semester 2, grades 4, 5 and 6 will be taking part in the gardening kitchen program. We have been spending time in the garden learning about bush tucker. Students have explored and researched the different edible plants we have currently growing. We are all excited to use some of these later in the year during our cooking sessions.

We have set up two new compost bins for our school and the students have been learning about the importance of brown waste. We encourage all families to reuse, reduce and recycle as much as possible. Every little bit counts. As a class, we learnt how to make our own mini composters. You will need: a clean plastic bottle with the lid cut off, small pin holes in the bottom for drainage, green waste, brown waste and a small spray of water. Sit it on your windowsill and watch what happens!

BOOK YOUR PARENT TEACHER INTERVIEWS ON



Interview times
 Thursday August 17th - 3:30 to 6:30pm
 Friday August 18th - 9am to 3pm

If your child's class has 2 teachers you will only need to book for the teacher listed.

- HOW TO BOOK USING THE XUNO FAMILY APP**
1. Tap the menu ☰
 2. Select Parent Teacher Interviews
 3. Select the child you want to book an interview for and you will see the teachers name.
 4. Select time
 5. Tap the BOOK button
 6. Repeat for all children
- YOU WILL SEE THE CONFIRMED APPOINTMENTS AT THE TOP OF THE SCREEN
- If you need to cancel use the X to delete.

- HOW TO BOOK USING THE XUNO PARENT PORTAL**
1. Click on the school menu
 2. Select Parent Teacher Interviews
 3. Select the child you want to book an interview for and you will see the teachers name.
 4. Select time
 5. Tap the BOOK button
 6. Repeat for all children
- YOU WILL SEE THE CONFIRMED APPOINTMENTS AT THE TOP OF THE SCREEN

If you are not already connected, please look for you XUNO Welcome Letter in you email and junk email box so you can log in to book.

PYP

Balanced
 バランス

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others.

We recognize our interdependence with other people and with the world in which we live.



The Learner Profile Attribute we would like to share with you this week is, **BALANCED**.

Students from across all year levels shared what it means to be **BALANCED** at today's assembly. If you were unable to attend, please ask your child/children to share something they learnt!

Here are some examples of what being **BALANCED** looks like in our school:

This year, we have introduced the Zones of Regulation across our school to support students in identifying and regulating their emotions.

Students at NPS, have the opportunity to not only learn in their classrooms but also through our fantastic Specialist Program. Japanese, Art, Music, P.E and Sustainable Garden Kitchen all support our school in providing a balanced and holistic approach to every student's education.