



Pictured: Year 3-4 students on the Flying Fox and Giant Swing  
Camp Arrabri– Warburton.

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## *Important School Term Dates– Term Three*

*- please refer to the following link for a  
list of important school term dates:  
Term Three Important Dates*

## *Learning Enrichment Schedule*

*We have a number of new clubs run-  
ning for Term Three. A poster providing  
details of clubs and schedules is dis-  
played in each classroom.*

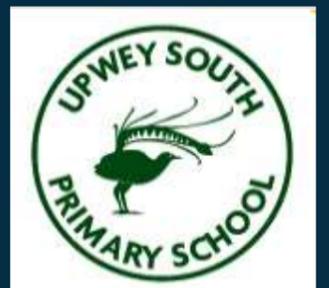
## OSHC Hours

**Before School Care**  
7:00am - 9:00am

**After School Care**  
3:30pm - 6:30pm

**Holiday Program**  
7:00am - 6:30pm

[www.extend.com.au](http://www.extend.com.au)



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## A Message from the Principal

### **Important Dates and Upcoming Events**

Please take the time to read all notices which are sent to our existing families via Compass. All details regarding excursions/ incursions, notices for students, etc are sent home via this platform.

In addition to year level and cohort specific events, please be aware of the details which have been distributed via Compass about our upcoming school-wide events:

- ⇒ Book Week Celebrations (including dress-up and writing competition)
- ⇒ Father's Day Celebrations and PTA Stall
- ⇒ Footy Day and PTA Special Lunch
- ⇒ Think U Know Cybersafety Presentation

### **Foundation Enrolments for 2020**

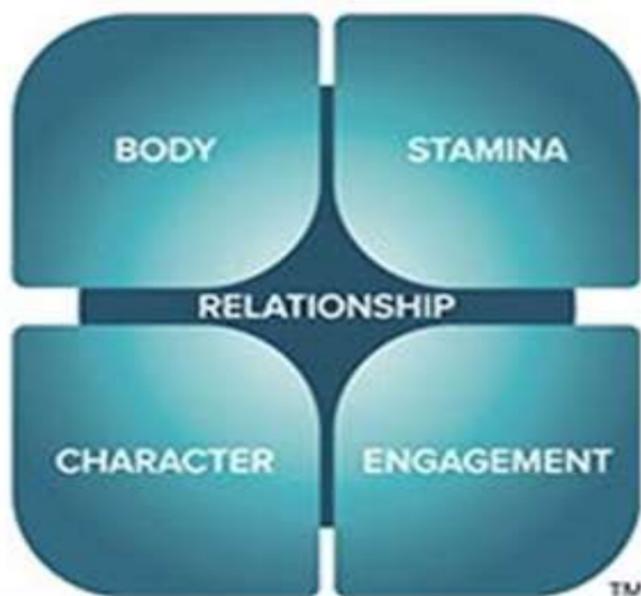
Confirmation of enrolment, and transition information has been sent home to enrolled families this week. If you know anyone who is intending on enrolling, but has not yet done so, please ask them to contact the school.

### **Curriculum Day Update**

On Monday 5th August we held our second Curriculum Day, as part of the Berry Street Educational Model (BSEM). Please refer to the information over page, which provides our community with an overview of the day.

Damien Kitch

[kitch.damien.p@edumail.vic.gov.au](mailto:kitch.damien.p@edumail.vic.gov.au)



## Curriculum Day Summary— Monday 5th August

On Monday 5<sup>th</sup> August we held our second Curriculum Day, as part of the Berry Street Educational Model (BSEM). As a school, everything we do is underpinned by the goals of our School Strategic Plan (SSP) 2018-2022. Goal Three of this plan is *“To develop empowered, self-regulating and engaged learners”*, of which the Berry Street Educational Model will form a crucial component.

As a staff we take ownership and share a collective efficacy for creating a positive learning environment which is underpinned through our SWPBL framework, and supported through the three preconditions of:

- ⇒ **Consistency**; in routine and structure
- ⇒ **Predictability**; of adult reactions and communication
- ⇒ **Reinforcement of Positive Behaviours**; which is fair, consistent, and allows for personalisation.

Please refer to the summary notes from our Curriculum Day which are below:

### Domain Two: Relationship

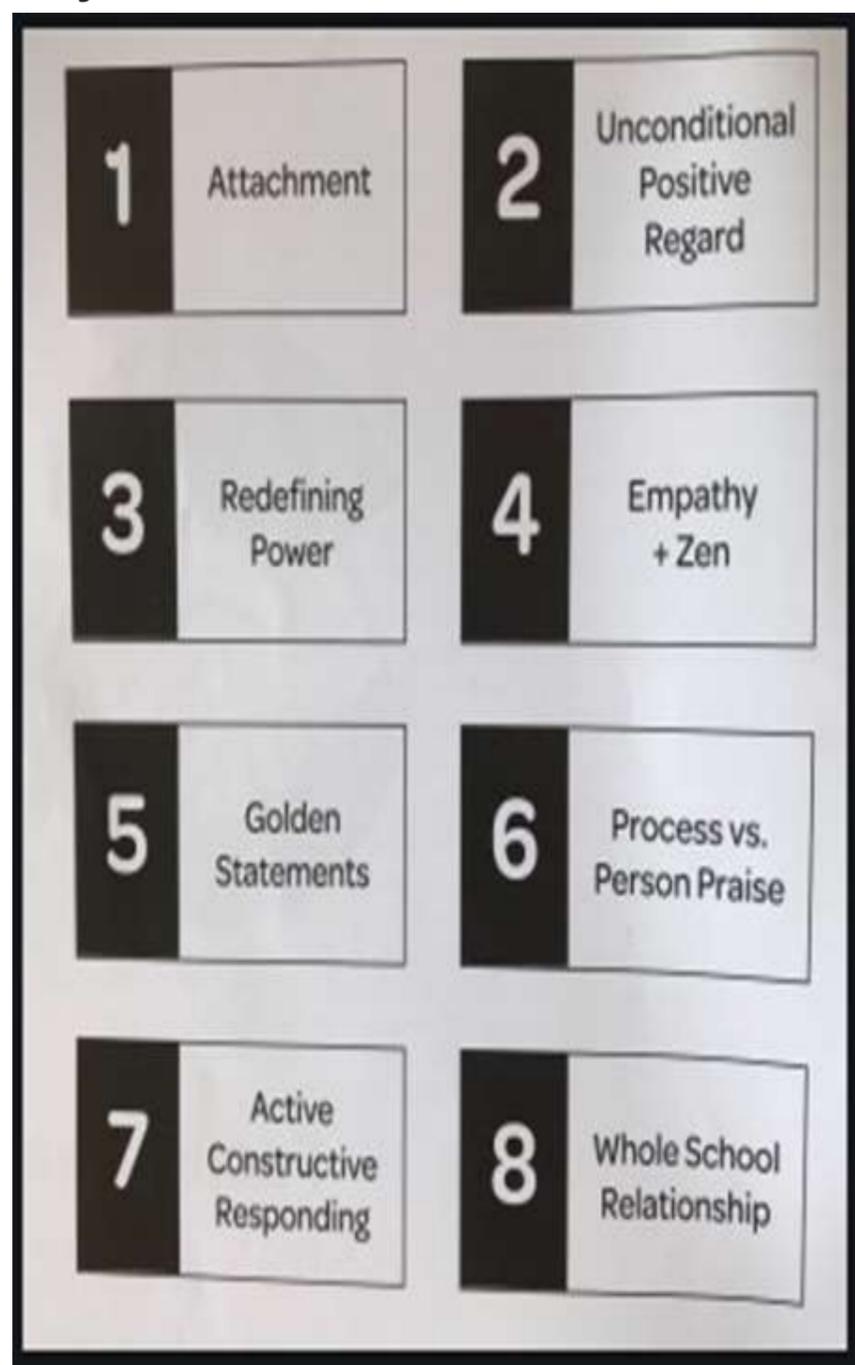
The BSEM covers four domains, all anchored by central domain of Relationship (see picture).

The Relationship Domain encouraged teachers to reflect upon the importance of setting up a learning environment which promotes, and meets the needs for students to feel connected with their school community; emotionally, physically, mentally, and neurologically.

The discussions held within staff centred on how our own actions as adults can impact (positively or otherwise) upon a child’s ability to satisfy three human yearnings; love, acceptance, and belonging.

In turn, the environment which is created through our actions can create greater opportunities for “on-task behaviours”, and lessen the interruptions to learning which can result from “off-task behaviours”.

The Relationship Domain covers eight strategies (and actions) which build positive relationships with students. Each strategy is summarised over page.



## Curriculum Day Summary—Monday 5th August

### Domain Two: Relationship

#### Strategy One: Attachment

Attachment can be defined as an enduring relationship with another person (such as a parent, carer, teacher or friend) that is characterized by comfort with communication, pleasure from shared experiences, and the feeling of safety to take healthy risks.

Attachment Theory emphasises the importance of co-regulation to create an ongoing emotional bond between the caregiver and the child, which is enduring of space and time.

The attachment may not always be reciprocal, and the features/ behaviours of the attachment can alter over time (such as the touch/ proximity attachment which is rich in younger children).

#### Strategy Two: Unconditional Positive Regard (UPR)

UPR facilitates an environment in which the child feels valued regardless of changes in their presenting behaviour, cognitive abilities, or emotional regulation.

Teacher actions have a huge impact on promoting an environment in which the behaviour should be separated from the person, and the function behind the behaviour the driving factor in what strategies can be of assistance.

Four steps for the teacher are:

- ⇒ Separate the student from their behaviour; relative to the point in time
- ⇒ Maintain a vision of the child's wholeness; planning and caring for ongoing development
- ⇒ Recall pathways of child development; knowing a student's physical, emotional, cognitive, energetic, and spiritual needs can help to identify when they may shine or struggle
- ⇒ Call out "off-task" behaviours; be honest and genuine with comments and feed-forward if a student is off-task. Students appreciate when constructive feed-forward come from a place of "I know you can do it" and that the role of the teacher is to help them overcome challenges.

#### Strategy Three: Redefining Personal Power

The relationship of power between teacher and student is not one which is traditionally equal.

How "power" is perceived, and accepted, for positive learning can depend upon the category of power, be it from a dominant expression of authority such as:

- ⇒ *Legitimate Power*; based on social standing and the enforcing of accepted rules
- ⇒ *Coercive Power*; the use of punishments and punitive feedback as a deterrent

Or be it from a pro-social expression of relational power, such as:

- ⇒ *Expert Power*; subject matter and teaching expertise
- ⇒ *Reward Power*; positive feedback
- ⇒ *Referent Power*; relational, empathetic, and connected

Power and choices are inextricably linked.

## Curriculum Day Summary— Monday 5th August

### Domain Two: Relationship

#### Strategy Four: Empathy and Zen-mind using one liners

Strong teacher/student relationships are built on empathy. Students need to feel that teachers are guiding them to use their ‘thinking-brain’ to solve their own problems.

Students and teachers need to both be “present, centred, and ready to learn”.

- ⇒ The teacher practises, and follows, a predictable, consistent and positively reinforced routine when faced with challenging or off-task behaviour from a student:
- ⇒ Teacher faces student resistance (such as “I’m not doing that!”)- looks at the function behind the behavioural resistance- eg: is it avoidance, attention seeking, confusion, anxiety, etc

Teacher activates empathy via;

- ⇒ *Zen-mind*; the conscious emptying of the mind to build precious micro-seconds to allow the teacher/ adult to take a breath and not enter “lower-brain” mode
- ⇒ *A one-liner*; which can be a simple non-committal expression of empathy such as “I hear you”, “Tell me how I can help”, “Yikes”, “I can see that you are frustrated” or similar which can be delivered in a calm manner showing that you understand the current situation may be challenging for the student. The teacher should always avoid sarcasm, or grinding statements (such as “Only cry-babies act like that” or “Stop that now, and get out of my sight”)

#### Strategy Five: Golden Statements

*Golden statements* are special statements which teachers can use to take the nagging out of telling students what to do all day long.

They can be used in classrooms to:

- ⇒ Give directions
- ⇒ Issue requests
- ⇒ State expectations
- ⇒ Repeat directions/ requests/ expectations

Golden statements move the emphasis of the statement away from labelling the student’s behaviour as negative, and allow the teacher to remain in a Zen-like mind.

Some examples are:

- ⇒ Instead of “Sit down now!” try the golden statement “I will begin the lesson when you are seated”
- ⇒ Instead of “Don’t talk to me like that!” try the golden statement “I listen to students who are in control of their breathing, calm, and use kind words”

Golden statements allow the teacher to remain in control of their own reactions by reminding them that their response can often dictate how the student will respond.

## Curriculum Day Summary— Monday 5th August

### Domain Two: Relationship

#### Strategy Six: Process Praise vs Person Praise

**Person praise** is vague, describes the teacher's feelings, and can often seem manipulative or untrue to a student; such as "I love that" "I think you are so smart" "Wow, you are the best in the class".

**Process praise** is specific and fact-based, it cannot be interpreted or misconstrued by the student and does not make comparisons to others. An example is "You have completed the seven questions" Process praise can lend itself to reflection from the student; such as "You have completed seven out of ten questions, how are you feeling about the next three questions?"

#### Strategy Seven: Active Constructive Responding

Builds positive relationships which are genuine and enduring, by allowing others to build upon their own good news, as opposed to being dismissive or comparing their news to your own.

There are four basic ways to respond to another's good news:

- ⇒ **Active-constructive response**; amplifying their enthusiasm through genuine interest, questioning and support
- ⇒ **Passive-constructive response**; providing conditional support, stalling and hesitant responses
- ⇒ **Active-destructive response**; stealing attention back to your own achievements, and discouraging the enthusiasm of the other person
- ⇒ **Passive-destructive response**; ignoring the event, deflating the other person by a non-response to their news.

#### Strategy Eight: Whole School Relationships

The alignment of behaviour management and wellbeing processes should be relational and clear.

Teacher-student relationships should promote consistency, predictability, and reinforcement of positive behaviours.

The school should have a collective responsibility for every student, and be aligned in their approaches.

The community should be provided with information that reflects the school ethos.



# Student of the Week

Acknowledging positive learning behaviours



Student	Class	Positive Learning Behaviour
April	FA	Congratulations on the effort and hard work you are continually putting into your work. You always try your best and show resilience when facing challenges. Keep up the great work April!
Judd	FA	Congratulations Judd on a fantastic start to Term 3! You continually show enthusiasm, a positive attitude and 100% effort when completing tasks. Keep up the great work!
Kaitlyn	FB	Congratulations Kaitlyn, on the effort and hard work you have been putting into all of your learning! You always try your best, even when things are challenging. Keep up the great work!
Matilda	FB	Congratulations! You approach all of your learning with a positive attitude and a big smile. You work cooperatively with others and are a helpful and respectful member of the class! Well done Matilda!
Myles B	1/2A	For great effort in InitialLit, you gave everything a go and tried your best in each activity. Keep up the great work Myles!
Archie S	1/2A	For great work with Beebots. You showed a fantastic understanding of coding the Beebot to complete a short course. You are a star! Thank you for being a valuable member of our class. Keep up the great work Archie!
Mila B	1/2B	For always demonstrating Respect, Resilience and Responsibility in all classroom activities. You are a great role model Mila, keep up the fantastic effort!
Imogen B	1/2B	For having a 'can do' attitude and for consistently trying her best at all she does. Well done Imogen, keep up the fantastic effort!
Lily H	1/2C	For always giving your best effort with every learning task. You always show great enthusiasm and resilience when faced with a new learning challenge. Well done Lily!
Olivia M	1/2C	For always trying your hardest with every task. You always show great enthusiasm and resilience when faced with learning challenges. Well done Olivia!
Anna C	2/3A	You consistently demonstrate the Positive Behaviours for Learning when completing your school work. You have shown that you are a resilient young learner. Mrs McQueen and Mrs Lang absolutely love being your teachers!
Olive K	2/3A	You are receiving this award for your outstanding behaviour during the 3/4 camp. You demonstrated the 3R's the entire time and represented Upwey South Primary School with pride. Olive, you are a role model to all students when living our school-wide values. Well done!
Abbey G	3/4A	For consistently modelling the values of Respect and kindness. Abbey always tries to help others with their learning and support of others to make positive choices in the classroom. She is a wonderful leader and demonstrates a positive attitude to everything she does. Well done Abbey!
Aiden O	3/4A	For consistently modelling the values of Respect, Responsibility and Resilience. Aiden always listens attentively to others and gives every learning task his best effort, even when he finds concepts tricky. He is a caring friend and is always positive. Well done Aiden!
Evie	3/4B	For being a resilient and motivated learner who endeavours to try her best. Evie your ongoing effort has not gone unnoticed. You are a delight to teach, thank you for being a smiley and bubbly member of 3/4B!
Jack V H	3/4B	For being a kind classmate and responsible learner. Jack I am so proud of you for trying your best in all learning areas. You come to school each day with a positive 'can do' attitude and a willingness to learn! Keep up the fantastic work, Jack.
Michael B	4/5A	For demonstrating learner responsibility especially in his interest in the Settlement of Australia in Inquiry and Home Learning tasks. You have completed some outstanding work.
Marcus O	4/5A	For displaying interest in all areas of the curriculum. You wrote an excellent recount about your favourite place—Apollo Bay. You show understanding in Maths and your home learning about pre-transportation was both humorous and interesting. You have also shown great team and sportsmanship when representing our school football team.
Leo F	5/6A	Congratulations Leo on receiving our class reward. You have shown determination and persistence with completing class tasks. You are using class time productively and we are seeing great growth in your academic abilities. Keep up the great work Leo!!
Brooke R	5/6B	For her ongoing commitment to producing work of a high standard. Brooke is to be commended, in particular, for the respect and responsibility she has shown in producing a standout 'Issues' speech. She is a wonderful role model for her peers. Tremendous effort Brooke!
Julius T	5/6B	For his obvious interest and enthusiasm in our Term 3 Inquiry topic on Australian History. Julius has shown he can respectfully question and contribute his own knowledge for the benefit of his peers. Excellent effort Julius!
Angus C	Japanese	For demonstrating learner responsibility by demonstrating a conscientious effort and great enthusiasm during the Japanese class. Congratulations for being a self-motivated learner who always exceeds expectations. Excellent effort!
Elizabeth C	Japanese	For demonstrating learner responsibility by putting a lot of effort into every task. Congratulations for being an enthusiastic learner of the language. It was great to hear that you always looked forward to the Japanese class!
Ryan H	Japanese	For demonstrating learner respect by immersing himself in his work and Japanese culture during the Japanese class. Congratulations for creating many Hiragana letter mnemonics and always sitting in a Japanese traditional style on a 'zabuton' (floor cushion)!
Tess R	Japanese	For demonstrating learner respect by demonstrating by always being polite and following the instructions the first time during the Japanese class. Congratulations for being a respectful learner who always exceeds expectations. Fantastic effort!
William M	P.E.	For coming into the athletics lesson and immediately demonstrating our three values. Your attentive listening skills were recognised. Your enthusiasm and effort throughout the whole lesson was fantastic to watch. Keep up the great work!!

# Eastern Region

## AFL Finals

On the 7<sup>th</sup> August 2019 our Year 4/5/6 football team represented Upwey South at the Region Football Finals at Bulleen Park. After a successful Division Carnival, we knew the level of competition was going to rise. There were five other schools present on the day and our students played against three other schools. We started off playing against the eventual grand finalists Mont Albert, who we unfortunately went down to by one point with ten seconds remaining. From here, we bounced back and won our two remaining games against Templestowe Heights and Park Ridge.

As a school we are extremely proud of the player's efforts and the manner in which they represented Upwey South throughout all of the carnivals. To have made it through to Regional and place 3<sup>rd</sup> overall is a sensational effort!!!!

Both Mr. Monopoli and I hope all players learnt something that you can take away and apply to your football outside of school.

A big thank you goes out to all the parents who came down to support on the day, fuelled the boys with oranges, sugar and water. We could not have done it without your support.

Well done to everyone who supported our amazing team!

Mr. Scicluna – Health & PE



# INDIGENOUS EDUCATION LEARNING SESSION

On Wednesday 14<sup>th</sup> August, our Year 4/5/6 students participated in an Indigenous Education Learning session. Al Fricker, an RMIT university lecturer, who has Indigenous heritage in his blood line, visited our school and presented information relating to our Australian Indigenous cultures.

During this term, the Year 4/5 and 5/6 classes are studying and researching our Australian Colonies. Our essential questions that we are working towards answering are:

- ⇒ *Who were the people who came to Australia?*
- ⇒ *Why did they come?*
- ⇒ *What contribution have significant individuals and groups made to the development of Australian society?*
- ⇒ *What impact has this had on Indigenous Australians?*

The main focus of this session was for the students to *think about the impact that the European settlement in Australia has had on our Indigenous communities*. Al shared some valuable information with our students which related to life before settlement of Australia, initial contact with our Indigenous communities and finally the ongoing interactions that have taken place.

Our students are reflecting on these impacts and progressively making an Indigenous flag with coloured squares and personal comments written on them. We look forward to seeing and reading the final product.

We received an email from Al, thanking us for his invitation to speak and he wrote:

*'I also wanted to acknowledge that the staff and students did your school proud. The kids were lovely, they asked really great questions and engaged with the topics and objects in the spirit in which they were shared. I just wanted to let you know that all who were involved, especially the students, were a credit to the school.'*

We would like to thank Al for donating his time, knowledge and passion to educate our students -our future generations!



# Mont de Lancey Excursion

We all had a fantastic time touring Mont de Lancey in Wandin and learned many things about our history. Despite the wintery and freezing cold conditions, we had a fantastic day! The students looked amazing in their olden day dress ups!!

Our morning activities included:

- ⇒ Discovering the museum (the air force display was an absolute hit) with lots of rich information about the history of Wandin.
- ⇒ Visiting the Blacksmith. They are fully functioning operating blacksmith and make some of the most amazing items out of old horse shoes. We even got the chance to bend some metal!
- ⇒ We had the chance to watch some wood turning, and even got given some spinning tops that we got to keep!
- ⇒ The machinery shed was packed full of different machines that they used to use, and we learned all about how they used to shear sheep.
- ⇒ We learned how they used to live and the type of furniture they used at the original homestead.
- ⇒ A visit to the kitchen (which was separate to the homestead!) gave us an idea of how they used to prepare their food and wash (yes – these were all done in the kitchen!).
- ⇒ When we sat in the church, we discovered how it was relocated from it's original location to preserve it's heritage and we discovered the importance of religion to owners.



After enjoying our lunch down by the fire, we had some fun group activities. These included:

- ⇒ Making gift pouches out of lavender and rice
- ⇒ Making toy people out of wooden pegs and material
- ⇒ Experiencing an old fashioned school house where we learned how to write with cursive letters on chalk boards
- ⇒ Making damper and trying old fashioned lemonade.
- ⇒ The teachers were all so proud of the resilience the students showed during such a wintery day!

Thank-you for all the brave parents that joined us on the day – we really appreciated your help (and hand warmers) and could not have done it without your help.



# Grade 3/4 Camp 2019 Arrabri Lodge

On Wednesday 31<sup>st</sup> July students in Year 3/4 made the short trip down to Arrabri Lodge in Warburton for our adventure and outdoor education camp. Students, parents and teachers had the opportunity to participate in activities such as Archery, Giant Swing, Flying Fox, Low Ropes Course and Damper Baking. We braved the chilly winter weather and had an absolutely amazing time!

On the first evening Felix visited camp and we enjoyed listening to his music and participated in a bush dance. We then completed a night hike where we had to collect clues to solve a puzzle before cooking some marshmallows by the camp fire.

On Thursday we continued our adventure activities in the morning before having a go at different initiative activities to build our cooperation and teamwork skills, climb on the rock climbing wall, play mini golf and complete the sensory trail in the afternoon.



# Lucy's Great Australia Road Trip - Update

Hi guys it's the 122<sup>nd</sup> day of the trip. The kms we have done so far are 17,000km!

These are the places we have been;

- Mable Bar - WA
- Dooleena Gorge - WA
- Barn Hill Station - WA
- Broome - WA
- Derby - WA
- Windjana Gorge NP - WA
- Bell Gorge NP - WA
- Imintji - WA
- Adcock Gorge - WA
- Mount Barnett Roadhouse - WA
- Manning Gorge - WA
- Gibb River Station - WA
- Mitchel Plateau - WA
- Drysdale Station - WA
- Ellenbrae Station - WA
- Home Valley Station - WA
- El Questro - WA
- Kununurra - WA
- Mandangala - WA
- Purnululu NP - WA
- Doon Doon - WA
- Zebra Rock Mine - NT
- Katherine - NT
- Litchfield NP - NT
- Darwin - NT
- Kakadu NP - NT



My favourite things have been:

- Looking for crystals and jasper rock.
- Looking for shells.
- I liked going to willie creek peal farm.
- Holding a baby croc.
- Boogie boarding at cable beach.
- Painting with an aboriginal Man
- Swimming in all the gorges on the Gibb.
- Going in a helicopter at Mitchell Falls.
- Riding on a horse.
- Polishing Zebra rock.
- Finding spear heads.
- Snorkelling in water falls.
- Seeing the crocs jump out of the water to get food.
- Sleeping in a bush bungalow.
- Seeing lots of rock art.
- Throwing a spear and playing a didgeridoo.





# Bogan Bingo Wrap-Up

**What a total-ly fun night we had on Saturday at Bogan Bingo!**

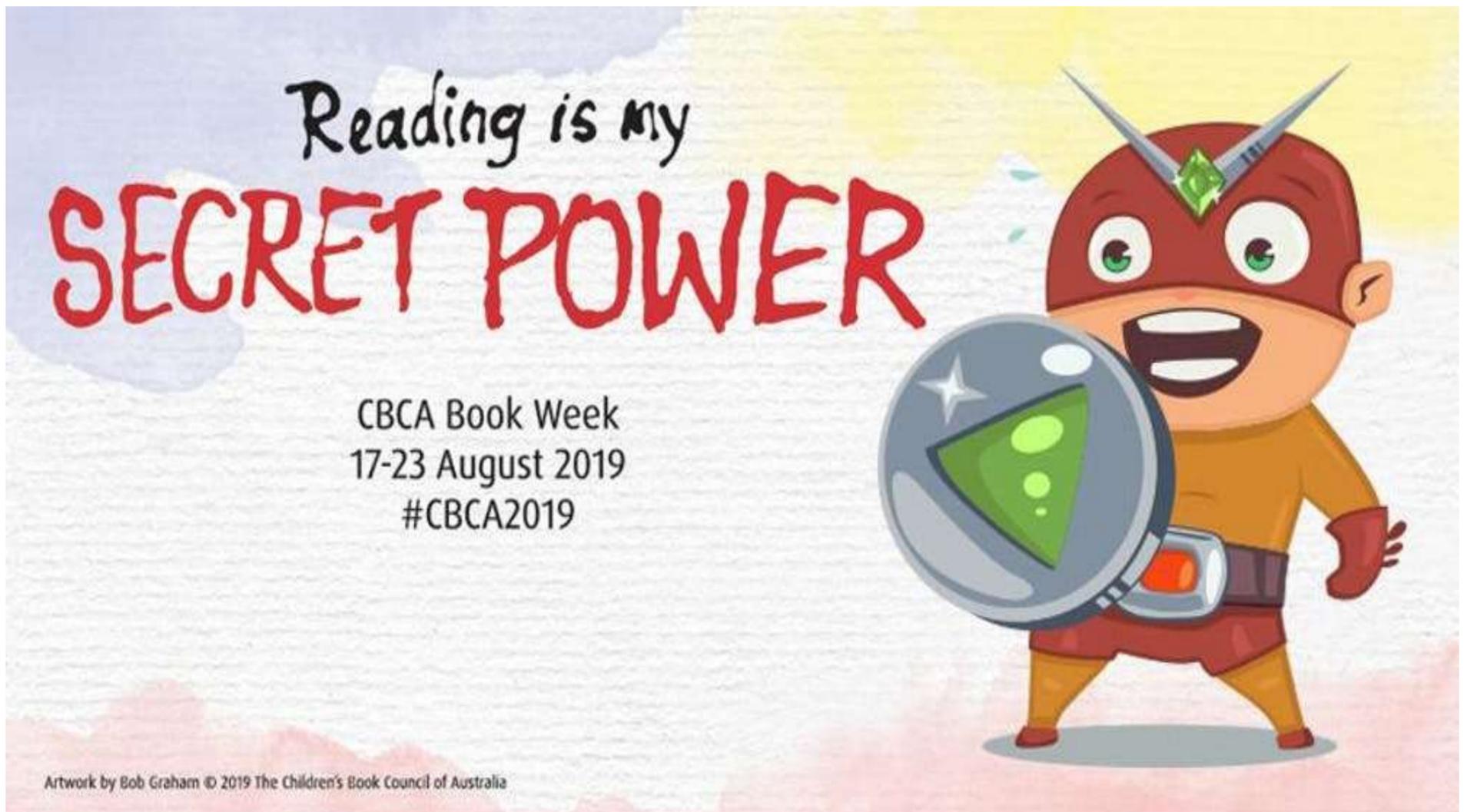
**We raised heaps of money for new school books and laughed ourselves silly! Thanks to all those who attended!**

**Everyone dressed up (down?) as bogans and made the evening one of the best yet!**

**Good onya!**



Next PTA event will be our special hot dog lunch on Footy Day. Order form sent via Compass or available from Office!



## **2019 Book Week Dress-up Theme: "My Favourite Book Character"**

**The Upwey South Primary School Book Week Parade is always a highlight of the school year, with students and teachers dressing up in costumes from their favourite books.**

**This year, the official Book Week focus is titled "Reading is my Super Power". However, for our dress-up day we have an open theme of "My Favourite Book Character".**

**All students can dress as their favourite book character and, if you would like, bring along either the book or a copy of the front cover. Alternatively, students may wish to come as a super hero in keeping with the "Reading is My Super Power" theme. Students are encouraged to be creative, and speak with their family for ideas.**

**Our official 'Book Week Parade' will be held in the school gymnasium from 9:00am- 9:45am on Friday 30th August 2019.**

**Families are welcome to come and enjoy the parade.**

***In addition to the above, Friday 30th August is a day of excitement for our school, with the following events:***

***9:00am- 9:45am > Book Week Parade in gymnasium***

***10:30am- 12:30pm > each class to visit the PTA Father's Day Stall***

***2:00pm- 3:30pm > Father's Day Afternoon Event***

**We look forward to celebrating with you.**

**Book Week!**  
26<sup>th</sup> – 30<sup>th</sup>  
August, 2019

As part of our Book Week Celebrations, we will be running a "Secret Power" 200 word writing competition. Your piece of writing can be written in any genre, and can revolve around anything you choose which is related to the theme.

- Once you have written your 200 word text, type them up and print it out on a single A4 piece of paper.
- Choose a font style which is easy to read (size 14 – 16).
- Give your entry to your teacher and have your name recorded on the back.

Make sure you hand your entry to your teacher **before 9:30am on Monday 26<sup>th</sup> August 2019.**

*\*All entries will be displayed outside the library\**

**Book Week Writing Comp!**

As part of our Book Week Celebrations, we will be running a "Secret Power" writing competition. All entries must be 200 words and be written by you. Type it up and print it on an A4 piece of paper.

**ENTRIES CLOSE**  
Monday 26<sup>th</sup> of August, 2019  
Get the chance to read your work aloud on 3MDR as part of a live DJ-Set!!!

*\*All entries will be displayed outside the library\**

## Fathers' Day Celebration-

**Friday 30<sup>th</sup> August 2:00pm-3:30pm**

Dear Families of USPS,

In 2019, we will be celebrating Fathers' Day as a school community on **Friday 30<sup>th</sup> August, between 2:00pm- 3:30pm.**

We are encouraging all students to think about the special men in their life, and invite them for an afternoon filled with a variety of fun activities. Students may choose to invite their father, grandfather, another family member, or a special friend to join us for the afternoon.

Invitations made by students will be coming home early next week.

Friday 30<sup>th</sup> August is also our Book Week Dress-Up Day, so if you are a special man who would like to get into the spirit of Book Week, we invite you to come along dressed-up... don't worry this part is not expected- but could be great fun for your family!

The following schedule is in place:

**2:00pm-2:30pm: Afternoon Tea (supplied by staff) in the Senior School Gallery**

Enjoy a cuppa, snack and a chat in the Senior School Gallery.

**2:30pm- 3:30pm:**

Let our students and staff lead you through a variety of activities for the afternoon. These activities are designed to allow our dads/special friends to move freely around the school with their child/children. All sessions are available to families from all year levels, and students are not required to be at a year-level specific area. Everyone may select to attend one (or more) of the sessions below.

**Mini Golf in the Foundation Gallery:** come and play a round of mini golf with your dad/special person in the Foundation Gallery.

**Olden day games in the Senior Gallery:** come along and play a variety of interactive games from the past.

**Dad ties/craft activity in the 1-2 Area:** get creative with your dad/special person and make a tie.

**Footy handball competition run by the 3-4's on the basketball court, or in the gym if the weather is inclement:** come along for some great fun with your dad/special person and test out your handball skills.

All of the above activity stations will be supervised by staff, with family members and their child/ren free to move between stations as you choose.

*You may spend all of your time at an activity, or try out a few.*

*Whatever you choose, join us for an afternoon of thanking the amazing fathers and special people in our lives!*

**Note:** Our PTA will also be running a Fathers' Day Stall on the same morning-Friday 30<sup>th</sup> August, which will be visited by each class between 10:30am-12:30pm. Details regarding this will be sent home in a separate notification.



**FATHERS** **HAPPY**  
**FATHERS** **DAY!**

# Think U Know CyberSafety Information Evening- Overview

Our school will be hosting a ThinkUKnow presentation on Monday 2<sup>nd</sup> September @ 7:00pm. All parents, carers and teachers are encouraged to attend.

ThinkUKnow Australia is a cyber safety education program that educates parents, carers and teachers of how people are using technology, the challenges they may face online, and how to help them overcome these in a safe and ethical way.

ThinkUKnow Australia is a partnership between the Australian Federal Police, Microsoft Australia, Datacom and the Commonwealth Bank. The program is delivered in collaboration with policing partners New South Wales Police Force, Northern Territory Police, Queensland Police, South Australia Police, Tasmania Police, Western Australia Police, as well as Neighbourhood Watch Australasia.



**THINK  
U  
KNOW**  
.org.au

## Comfortable talking to your kids about technology and the internet?

A ThinkUKnow cyber safety and security presentation will take place on

**DATE:**

**LOCATION:**

The session will cover:

- What young people SEE, SAY and DO online
- The challenges they may face
- How to report and get help if things go wrong

Visit [www.thinkuknow.org.au](http://www.thinkuknow.org.au) for more information about online safety and security.

OUR PARTNERS



The presentation will be delivered by a local law enforcement member and an industry volunteer. The presentation covers issues relating to children and young peoples' privacy and security online, their relationships with other users and their online reputation. It provides insight into the devices young people are using, as well as the popular websites, apps and social networking sites they're accessing.

*Entry is free.*

**To register, please click on the following link and reserve your place.**

Numbers are limited, and in the coming weeks we will be advertising to the wider community. USPS parents have been given priority and we will open bookings to the wider community after one week.

However, if you do wish to bring along a friend/parent from another school, please feel free to book for them with your ticket.

[https://  
www.eventbrite.com.au/e/  
cyber-safety-thinkuknow-tickets  
-67972279919](https://www.eventbrite.com.au/e/cyber-safety-thinkuknow-tickets-67972279919)



# EXTEND OSHC CARE

OSHC Hours

School Days  
7:00am - 9:00am and 3:30pm - 6:30pm

Vacation Care and Curriculum Days  
7:00am - 6:30pm

Bookings: [extend.com.au](http://extend.com.au)  
Service mobile: 0487 700 024  
Head Office: 1300 366 437

**Book online for same day care**

Did you know you can book online up until the last minute before the service starts?

We understand that unexpected events come up in work and life and we aim to help our families when circumstances change.

Log in on any device and book one minute prior to the session start time to avoid "Walk In" rates.

**Enrol and book now: [extend.com.au](http://extend.com.au)**

<b>Monday</b> 05/08/19	<b>Tuesday</b> 06/08/19	<b>Wednesday</b> 07/08/19	<b>Thursday</b> 08/08/19	<b>Friday</b> 09/08/19
Cooking Experience: Layered cake	Science Experience: Elephant toothpaste	Tye Dye: Material cloth headbands	Cooking Experience: Pizza making with various toppings	Pancake Friday & Movie night with popcorn
<b>Monday</b> 19/08/19	<b>Tuesday</b> 20/08/19	<b>Wednesday</b> 21/08/19	<b>Thursday</b> 22/08/19	<b>Friday</b> 23/08/19
Creative Arts: Water painting	Science Experience: Rock candy	Cooking Experience: Muffin making	Construction: Boxing competition	Pancake Friday and a movie night with popcorn

**The Extend Superstar is...**

**Rachael A...** you continue to rally your peers around you when it comes to whole group games or competitions wanting everyone to be involved. Your phenomenal communication skills and your perspective on fairness does not go unnoticed within the room. Well done Rachael!

**What's Been Happening?**

We've had a very busy week participating in various activities including science, cooking and creative arts. The children have been busy collaborating with one another to come up with our new Term theme, were super eager to start this new project once we have something set in stone.



**The Extend Superstar is...**

**Dylan BB...** for assisting your peers with confidence and self-motivation as you effectively communicated to your peers the process when it came to PomPom making.

**What's Been Happening?**

Our theme for this term is 'Mad Scientist'. The children are very curious when it comes to science experiences and it's fascinating to hear their thoughts through collaboration.



**What's Been Happening?**

**Over the winter school holidays we've been super busy exploring a wide range of science, drama, sport and cooking activities. A highlight was conducting our very own science experiment by constructing a volcano and watching it erupt. Creating our very own canvas paintings was another highlight!**



# Community News

## OnPsych School Psychology Services

Do you find that your child is displaying emotional or behavioural issues? OnPsych are a team of fully qualified and registered psychologists who specialise in child and adolescent services working in primary and secondary schools in both individual and group settings. Services are performed at NO COST to the school, student or parent through Medicare bulk billing.

We are now lucky to have an OnPsych staff member at Upwey South Primary School, Lily.

### Who is Lily?

Lily is a passionate psychologist who works with both children and adolescents who are experiencing a range of psychological issues such as anxiety and mood disorders, Autism Spectrum Disorders, interpersonal, learning and behavioural disorders, exam stress, self harming and adjustment difficulties (social & situational). Lily employs psychological techniques such as Cognitive Behavioural Therapy, client-centred and solution-focused therapy with psycho-education. Lily firmly believes that a collaborative approach will produce the most successful outcomes for a child. If you believe that this might benefit your child, please contact your child's classroom teacher for further instructions.

If you would like any further clarifications about the onPsych service, please call us at 1300 659 350.



### 2<sup>nd</sup> Hand Uniform Shop

Open every Thursday 3 – 4 pm , behind the main office next to the staff room

\*Cheap \*Convenient \*Environmentally Friendly\*

**All Logo item \$2 All non-logo items \$1**

**Come and check it out!**

Donations of old uniforms gratefully received and can be dropped off at the office at any time

### Fresh Fruit Fridays

**We value the support of our local community store!**

Each class will receive a platter of cut up fruit.

If any parents could volunteer their time to cut up and distribute the fruit each Friday morning from 8.50am it would be greatly appreciated.

You must sign in at the office and have a current Working with Children check.

All fruit is donated by our local IGA in Upwey, we thank them for their continued generosity.



*How the locals like it.*

**Lost Property is held in the school office.**

**Please ensure you name all items your child brings to school.**

**All named items are returned back to the classroom.**

**Now is also a great time to check your child's clothing to ensure they have their own items.**

**Thank-you for your assistance.**

# Community News

INVITING NEW & CURRENT PLAYERS 3 X 45 MIN BASEBALL GAMES

**UPWEY FTG BASEBALL GALA DAY**  
**SUN 25TH AUGUST**  
 9AM - 12PM

JUNIOR INFORMATION - REGISTRATION  
 JUNIOR FUN DAY - \$1 HOTDOGS

**KINGS PARK, WILLOW RD, UFTG**

Contact - Dwain (President) 0418591921  
[www.UpweyFTGBaseballClub.com](http://www.UpweyFTGBaseballClub.com)  
 OR  
[secretary@upweyftgbaseballclub.com](mailto:secretary@upweyftgbaseballclub.com)



## After School Art and Craft Classes

Does your child want to develop their creative skills?

Our art and craft after school classes offer a safe, supportive, and encouraging environment for your child to nurture their creative talent. Small group sizes mean that your child can learn and explore at their own pace and develop their confidence with a qualified, encouraging art teacher. A variety of materials and techniques will be explored throughout the term, such as sculpture, printing, collage, and drawing. Everything they make they get to keep and take home with them.

### DETAILS

Cost: \$184 for an 8 week full term or \$100 for a 4 week half term.

Age: 6-12 years

Where: Tecoma Uniting Church Hall

When: Every Wednesday 4 - 5.30 pm.

All materials supplied.

For more information please e mail Lisa at [hi@artfulspodgers.com.au](mailto:hi@artfulspodgers.com.au)



## Junior Cricket 2019/2020

Come and have fun, where friendships begin!

### Competitive Grades

U16, U14, U13, U12

Boys and Girls Wanted!

### Non-competitive Grades

U10 & Woolworths Blasters

### Fees:

Woolworths Blasters	\$89
Non-Competitive	\$100
Competitive	\$130
Juniors playing seniors:	\$200

### Registration and Training Session

When: Friday 30<sup>th</sup> August '19  
 7.30-9.00pm

Where: Saxon Sports Croydon  
 51 Lusher Rd Croydon

Bring: Personal Gear and Drink  
 (Club gear will be available)

Junior Coordinator: Sam Roy 0468 517 236

Blasters Coordinator: Robbie Cox 0434 588 586

Girls Cricket: Tracey Walker 0408 101 100

Website: <https://www.uftgcc.com.au/>

Facebook: <https://www.facebook.com/uftgcc>

