

# Somers Primary School



## SPS NEWSLETTER

Term 1 - Issue 1 Thursday 8th February, 2024.

### Principal's Report



*Dear Families,*

Welcome back to school for 2024! It has been a great start to the school year, and it has been a great pleasure to get to know all of our new students and their families. Our 48 new prep students have made an amazing start to the year!

I have managed to catch up with pretty much all of our students and hear about the fun things that everyone got up to during the holidays. It's been great to hear about the ways that students have spent quality time with their families during the holidays. I certainly had a great holiday break, and I managed to get away camping in South Australia for a couple of weeks with my family, as well as spending some time enjoying our local Mornington Peninsula environment when I returned.

The school holidays were a busy time at our school, with lots of work being done to make sure that the start to the 2024 school year was as smooth as possible. There is so much work that goes into setting up a smooth transition, and having a stable and dedicated group of staff helps immensely in ensuring continuity from one year to the next. I thank all of our staff for their dedication and hard work during the holiday period setting up their classrooms, planning curriculum and developing consistent routines that help students feel safe, connected and confident as they start a new school year.

During the break, our new kitchen was installed in the staff room, as well a number of routine maintenance tasks across the school. The new kitchen looks great, and will allow us to not only provide a suitable break environment for our staff, but allow us to enhance our student 'Master Chef' sessions in our Horizons and Inspire programs.

In addition to the work happening on the new kitchen in the holidays, I have continued to work with our architects on design and development of the Covered Outdoor Learning Area (COLA – a new acronym for us to learn!) structure that will provide a roof over our basketball courts. It is anticipated that the build will commence in March/April, and potentially take a few months to complete. We are so



excited that we will have our new COLA in time for some of our major events later this year! Our new playground will also be installed in late March.

### Vision, Values and Strategic Direction

At Somers Primary School, we believe learning enhances children's lives and prepares them for success. We apply evidence-based approaches to support children's development. This is how we ensure children are happy, engaged and making great progress at school.

Our school values are Collaboration, Learning, Engagement and Respect (our CLEaR Values). These values form the basis of the work your child is currently doing in their classroom in the school-wide Engagement Program, where students work with their teacher to create their optimal learning environment for the year.

Our School 2023 was perhaps our most successful year ever, and we aim to build on this success in 2024. Our achievement data in the areas of Reading and Numeracy were higher than state, similar and network schools, with over 95% of our Year 5 students strong or exceeding in Reading achievement, and 90% of our students achieving medium or high relative growth in Numeracy achievement. Our goals in 2024 are to increase the percentage of students

performing at or above the expected level in writing. To do this, we are focusing the work of our Professional Learning Teams into ensuring writing teaching is targeted and precise, and introducing a writing extension program across the school.

We will also be working to increase the learning confidence of students, particularly our female students in years 4-6. We will be surveying all of our year 4-6 students termly to help us understand ways that we can make them more confident at school. The introduction of our new social and emotional learning curriculum will also enhance student learning confidence.

Ensuring regular attendance remains a top priority, and our aim this year is to reduce the number of avoidable absences across the school. To assist with this, we ask that families do the following:

- Avoid taking 'Long Weekend' holidays. It is vital that students attend Mondays and Fridays to take full advantage of their learning. We ask that family holidays are planned around term breaks, or shorter holidays are for the weekend only.
- Inform the school office if your child will miss school due to medical, illness or bereavement. We understand that these absences are unavoidable, and these absences will of course be excused.
- Seek support from your child's teacher if a family holiday must take place during school terms. If your child will miss more than three days of school, work with your child's teacher to develop a holiday learning plan and complete this plan with your child whilst on holiday.



### **Staff Professional Learning**

Our first two curriculum days have been focused on communicating our 2024 school goals to staff, revising our School Wide Positive Behaviour Support program, and engaging in some professional learning to support the teaching of writing. We also worked with consultants from our new social and emotional learning program, The Resilience Project, to understand how we can build the habits of gratitude, empathy, mindfulness and emotional literacy to promote positive mental health in our community. You can find more information about The Resilience Project in Ms E's Assistant Principal's report. Staff also reviewed and planned our whole school 'Engagement' Program, which will remain our key focus over the first fortnight, where we spend quality time with students to help build the strong, respectful relationships that are central to our success at school.

### **Booklists**

Thanks to all of our families for their prompt payment of curriculum contributions, as well as contributions as part of the school building improvement and school maintenance funds. Payments can still be made via direct debit:

BSB: 063000      Account Number 14179077      Reference 2024 Curric Cont – Child's Name

### **Additional Support at School**

This year our school will continue to provide additional support to students across the school to ensure that students receive the support they need to make progress in 2024. Around 30 students in Years 3 – 6 will receive targeted intervention in our Tutor Learning Program, which will be starting in March. This has been a highly successful program for the last two years, and staff will be trained in a new evidence-based Numeracy intervention program this year.

We will also continue to run the intensive Multisensory Structured Language Intervention Program for selected students in Prep – Year 2. Parents will be contacted to offer this program for selected students requiring additional intervention.

Tracey Mills will continue to lead our High Ability Program across the school. Tracey will support students who are performing significantly ahead of the expected level through teacher professional learning, arranging English and Maths Extension activities and access to academic competitions. Kirsty and myself will be running Maths and Writing Extension groups, starting with year 3 and 4 students in term 1, year 5 and 6 students in term 2, year 2 students in term 3 and Prep and year 1 students in term 4.

Our class sizes are smaller this year, with an average class size of 22.7 students per class across the school (a drop of 1.1 students on average compared to 2023). Again this year we have also increased the number of integration aides working in our school, further lowering the ratio of adults to students in classrooms.

### **Welcome Mrs Bannister and Stephanie**

This year we welcome Mrs Jessica Bannister, who is working in Visuals Arts and Performing Arts for the first part of this year whilst Rebecca Hengemuhle is on leave.

Welcome also to casual Educational Support staff member Stephanie who will working in our Prep – Year 2 area supporting teachers and students in the classroom.

### Thank you Westernport Automotive Services

A huge thank you to Andrea Houben from Westernport Automotive Services your generous donation of games and activities for our Ready to Learn Room, as well as resources for our library to promote inclusion at school. Andrea's donations to our school have been extremely generous, and the resources provided have assisted greatly in making many of our students return to school a little bit easier!

### Supervision and Safety at School

Student absences must be reported to the school office or your child's teacher on or before the day of absence. Parents will be notified as soon as practicable if their child is absent without prior notification, according to Department policy. Our absence notification line is available 24 hours a day on 59835546.

The school has a responsibility to supervise students in the school grounds from 8.45am until 3:45pm on school days. The OSHC Program caters for children from 7.00am in the morning, and up until 6.00pm in the afternoons. Please be aware that students cannot be supervised by school staff outside of those times.

### Change to Student Details

Please advise the school office staff should there be any alterations to student details such as; change of phone numbers of parents and emergency contacts, change of address, changes to a child's medical condition etc.

### Messages to Students

We ask that families please minimise ringing the school requesting that messages be passed on to students relating to pick up arrangements. We understand that emergencies do occur and are unavoidable, however, where possible, please make sure your children are advised before they leave home in the morning if there is any change to the arrangements for pick up from school.

### Medical Conditions and Medication

If students need to have medication during school hours, parents will need to leave the medication at the school office and complete an "Authorisation for Administering Medication Form". This applies to students requiring both short term and long term medication.

For children who have an Asthma puffer, medication for severe allergies or Epi-Pens, please initially bring puffers, Epi-Pens and medications to the office for processing. These medications will then be given to your child's class teacher for them to securely retain in the classroom.

If your child has a medical condition or develops a medical condition during their time at Somers Primary School, please make sure you advise us of this in writing. If they have a Medical Action Plan for conditions such as Asthma, Anaphylaxis, Serious Allergic Reactions, Epilepsy etc, please make sure you supply the school with a copy of their Medical Action Plan.

### School Newsletter

Our school newsletter is generated on a fortnightly basis on Fridays. It is normally sent home electronically via email and ClassDojo. Just for the first newsletter of the year we are sending home a hard copy to all families today with the eldest child in the family.





### **Out of School Hours Care Program**

Somers Primary School runs an Out of School Hours Care Program to assist families who require childcare either before school commences or, after school finishes, or both. Enrolment forms for the OSHC program are available from the school office.

### **Court Orders**

If there are any Court Orders currently in place that affect your child, please bring the original orders to the school office so that we can take a photocopy. If there are any particular conditions that need bringing to our attention, please make sure that you advise us at the time of providing the Court Orders.

### **Parent Volunteers – Working With Children Check**

Parents who volunteer to help at school are required to hold a current Working with Children Check which is applied for on-line. Go to: [www.workingwithchildren.vic.gov.au/](http://www.workingwithchildren.vic.gov.au/) to apply.

Additionally, you will need to fill out a Somers Primary School Volunteer Register form which is available from the school office. On days when you are volunteering at the school, please sign the Visitor's Register at the office and collect a Visitor Badge. All volunteers must abide by our Child Safety Code of Conduct, available at the office.

### **Camps, Sports and Excursions Fund (CSEF)**

If you hold a current Health Care Card or Pension Card that is valid on the first day of Term 1 or Term 2 this year, you may be eligible to apply for the CSEF for your children attending Somers Primary School. If your application is successful, this entitles you to \$125.00 for each of your primary school aged children. Application forms for the CSEF were attached to the booklists that were sent out last year. If you think you may be entitled to claim the CSEF for your children and have not already filled out an application form, please call in to the school office with your Health Care Card or pension card and complete an application form by the 28<sup>th</sup> June. Please be aware that if you received CSEF credit at school last year, we will automatically rollover your eligibility for 2024, and you do not need to apply.

### **Meet the Teacher Interviews**

On Monday 19<sup>th</sup> February, we will be holding 'Meet the Teacher' interviews. The purpose of these interviews is for families to provide information to teachers about their child, as well as to establish a relationship and communication methods with your child's home group teacher. We hope that all families can make a time to catch up with their child's teacher.

Interviews will be conducted between 1:00pm and 6:00pm, and be 10 minutes in duration. These interviews can be conducted online via WebEx, or in person.

Please book these interviews online at <https://www.schoolinterviews.com.au/code/6jy7v>, or call the office to book time.

### **Assembly**

We will continue to hold our weekly assemblies in the BER in 2024. Assemblies take place every Friday between 2:45pm – 3:15pm. All families are welcome to attend.



**School Privacy Notice**

Our school collects and uses student and parent personal information for standard school functions or where permitted by law, as stated in the [Schools' Privacy Policy](#) and the [Schools' Privacy Collection Notice](#).

Our [Photographing, Filming and Recording Students Policy](#) describes how we collect and use photographs, video and recordings of students. The policy also explains when parent consent is required and how it can be provided and withdrawn. We ask parents to also review the guidance we provide on how we use [Microsoft 365](#) safely at the school and what parents can do to further protect their child's information. If after reviewing the guidance, you have any questions or concerns regarding your child using Microsoft 365, please contact the school.

*Regards,*

**Hugh Greer, Principal**

Email: [hugh.greer@education.vic.gov.au](mailto:hugh.greer@education.vic.gov.au)

## Student Birthdays

Belated birthday wishes to our students who celebrated their birthdays in January this year and wishing our February birthday students a very happy birthday on their special day:-

### JANUARY

Jude A, Darcy M, Angus B, Mia R, Archie S, Evie G, Josie A, Jack K, Maci M, Indy R, Flin F, River A, Lillian J, Ivy R, Nicholas B, Wiley C, Lila W, Sabrina B, Will F,

### FEBRUARY

Mahlia W, Millie C, Holly F, Safia C, Diesel T, Ben R, Arlo C, Aura C, Archie S, Lewis K, Micah A, Flinders R, Ivy M, Harvey W, Sam B, Van C

## 2024 Term 1 Calendar Dates

Mon 19 February	Meet the Teacher Interviews (between 1.00pm and 6pm)
Thurs 29 February	District Swimming (note will be sent home to those students involved)
Friday 8 March	Curriculum Day—NO CLASSES FOR STUDENTS
Mon 11 March	LABOUR DAY PUBLIC HOLIDAY
Tues 19 & Weds 20 March	Year 6—Life Ed Program
Thurs 21 March	Summer Lightning Prems (Yr 5 & 6 students)
Thurs 28 March	Last day of Term 1
Mon 15 April	First day of Term 2

## Assistant Principal's Report

*Dear Families,*

Welcome back! Our students have had a great start to the 2024 school year and are settling in well in their new classes.

### **Creating a Positive Learning Space- Engagement Program**

The first few weeks of the school year are dedicated to setting up the classroom learning environment via our school's Engagement Program. This program involves teachers and students working together to establish a positive and productive learning environment, initially through 'getting to know you' activities and working together to build positive relationships within the classroom.

One aspect of this program is to create an agreed set of classroom expectations aligned to our school values of *Collaboration, Learning, Engagement and Respect*. Teachers and students create the foundation of classroom expectations and systems together to ensure a productive environment for learning, free from disruption.



Somers Primary School  
Rights and Responsibilities



Everyone has the right to feel <b>SAFE.</b>	Everyone has the right to be treated with <b>RESPECT.</b>
Everyone has the right to <b>LEARN</b> without being disrupted.	

Once Classroom Expectations are in place, students will spend time learning and practising specific expectations. Some examples include; active listening, using the High 5 strategy to solve minor problems and how we move about in the classroom and in other school settings. In addition to the classroom matrix, students are also taught and provided with opportunities to understand and practice our Whole School Expectations.

While it is extremely important for us to recognise students when they demonstrate school and classroom expectations (we do this via CLEAR Cards) it is also important for them to understand the response when behaviours of concern may occur. This means there are no surprises for the students and staff can address these behaviours with a consistent approach.

### Matrix of Expectations – Inside

	Specialists	Library	eLearning/Online	All Settings
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>We work productively in teams.</li> </ul>	<ul style="list-style-type: none"> <li>We wait patiently to return or borrow our books.</li> </ul>	<ul style="list-style-type: none"> <li>We only post things that are constructive and positive.</li> </ul>	<ul style="list-style-type: none"> <li>We get along with others and work together.</li> </ul>
<b>Learning</b>	<ul style="list-style-type: none"> <li>We allow others to learn.</li> <li>We arrive on time in the morning and after each break.</li> </ul>	<ul style="list-style-type: none"> <li>We try reading new books.</li> </ul>	<ul style="list-style-type: none"> <li>We only use educational programs and apps during school time.</li> </ul>	<ul style="list-style-type: none"> <li>We try our best at all times.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>We listen to our teacher and peers.</li> <li>We show active listening.</li> <li>We focus on our learning.</li> <li>We have the confidence to give things a go.</li> </ul>	<ul style="list-style-type: none"> <li>We are quiet in the library and focussed on our reading.</li> </ul>	<ul style="list-style-type: none"> <li>Keep passwords and personal information safe and secure.</li> </ul>	<ul style="list-style-type: none"> <li>We demonstrate our school values at all times.</li> </ul>
<b>and</b>				
<b>Respect</b>	<ul style="list-style-type: none"> <li>We put our hand up if we have something to say.</li> <li>We look after our belongings and classroom equipment.</li> <li>We keep our classroom and workspace clean and tidy.</li> <li>We work quietly.</li> </ul>	<ul style="list-style-type: none"> <li>We handle books carefully.</li> <li>We return books to the right place on the shelves.</li> <li>We leave the library how we find it.</li> </ul>	<ul style="list-style-type: none"> <li>We return borrowed equipment in the same condition.</li> </ul>	<ul style="list-style-type: none"> <li>We say please and thank you.</li> <li>We listen when spoken to.</li> <li>We use kind words and apologise when mistakes are made.</li> <li>We answer respectfully when asked a question.</li> </ul>

### Matrix of Expectations – Outside

	Toilets	Moving Around School	Excursions	Play Areas
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>We allow others to use the toilet privately.</li> </ul>	<ul style="list-style-type: none"> <li>We walk at the same speed as the class.</li> <li>We line up in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>We sit in our designated seats.</li> <li>We take care of other people's property.</li> </ul>	<ul style="list-style-type: none"> <li>We share equipment fairly.</li> <li>We take turns.</li> <li>We use our High 5 to solve problems.</li> <li>We include others.</li> <li>We offer for others to join us.</li> </ul>
<b>Learning</b>	<ul style="list-style-type: none"> <li>We use the toilets and leave quickly.</li> </ul>	<ul style="list-style-type: none"> <li>We respect learning spaces by walking quietly.</li> <li>We move to class when the music plays.</li> </ul>	<ul style="list-style-type: none"> <li>We complete any set tasks.</li> <li>We represent the values of our school.</li> </ul>	<ul style="list-style-type: none"> <li>We use equipment for the right purpose.</li> <li>We follow rules, accept referees' decisions and play for the 'fun' of it.</li> <li>We leave the playground when the music goes.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>We are quiet in the toilets.</li> </ul>	<ul style="list-style-type: none"> <li>We arrive at class on time.</li> </ul>	<ul style="list-style-type: none"> <li>We stay with our teacher.</li> </ul>	<ul style="list-style-type: none"> <li>We use equipment safely and for the right purpose.</li> <li>We follow team rules.</li> <li>We share and take turns when playing games.</li> </ul>
<b>and</b>				
<b>Respect</b>	<ul style="list-style-type: none"> <li>We keep the walls, floors and stalls clean.</li> <li>We flush the toilet.</li> <li>We wash our hands with soap.</li> </ul>	<ul style="list-style-type: none"> <li>We give space to the person in front.</li> <li>We accept who is walking next to us.</li> <li>We keep our hands to ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>We follow instructions from teachers.</li> <li>We listen to teachers, parents, ES and volunteers.</li> <li>We use please and thank you.</li> </ul>	<ul style="list-style-type: none"> <li>We put our rubbish in the bin.</li> <li>We eat in designated areas.</li> <li>We keep our 'hands off' others.</li> </ul>

#### The Resilience Project

This year we are implementing The Resilience Project as part of our Social and Emotional Learning Curriculum. This program, delivers emotionally engaging programs to schools, sports clubs and businesses, providing practical, evidence-based mental health strategies to build resilience and happiness. Each week, classes will engage in lessons and activities around the key principles of Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy to build resilience. As part of the program, parents have access to activities and resources that can be implemented at home. Further information can be found on the attached flyer.

*Regards,*

Kirsty Egglestone, Assistant Principal

Email: [kirsty.egglestone@education.vic.gov.au](mailto:kirsty.egglestone@education.vic.gov.au)



# Welcome to The Resilience Project

## PARENTS & CARERS

This year, we are excited to bring The Resilience Project (TRP) into our school community!

### WHY?

Current research tells us...

Why mental health matters



One in four Australian adolescents will experience mental health problems this year

Nearly two thirds of them will not seek help.



One in seven primary school students are also likely to experience mental health problems this year.



Source: National Survey of Mental Health and Wellbeing, Australian Institute of Health and Welfare, Australia's Youth: Mental Illness

### EVIDENCE-BASED

The Resilience Project's School Partnership Program has been independently evaluated by both The [University of Adelaide](#) and The [University of Melbourne](#). Click the links or

scan the QR code to find out more about the impact the program has on **emotional wellbeing** and **behavioral changes**.



### ABOUT THE PROGRAM

The Resilience Project is committed to teaching positive mental health strategies to prevent mental ill-health and build young people's capacity to deal with adversity.

We will be implementing their evidence-based Teaching and Learning Program throughout our classrooms, staffroom and school community.

Teachers and students will engage in weekly lessons and activities around the key principles of **Gratitude, Empathy, Mindfulness (GEM)** and **Emotional Literacy** to build resilience.

### WHAT CAN BE DONE AT HOME?



To learn more about The Resilience Project and get involved from home, you can start exploring the ideas, activities and resources which bring **Gratitude, Empathy** and **Mindfulness (GEM)** to life on [TRP@HOME](#).

The Imperfects podcast, led by Hugh van Cuylenburg, Ryan Shelton and Josh van Cuylenburg, is all about how perfectly imperfect we all are. Hugh, Josh and Ryan chat to a variety of interesting people who bravely share their struggles and imperfections, and we all learn some valuable take-aways we can apply to our own imperfect lives.



# Runners Club



## Runners Club

Runners Club meets every Monday & Thursday

on the school oval from 8.15am - 8.45am

(Arrive at any time from 8.15 onwards)

Certificates are awarded to all runners

Medals for 100kms+ | Trophies for 200kms+

(Parents/carers & younger siblings are welcome to join in)



Get fit & Have fun!



## SOMERS PRIMARY SCHOOL

### OUT OF SCHOOL HOURS CARE PROGRAM FOR GRADES PREP –6

2024 Enrollments & Bookings are now open.

#### WHAT WE OFFER

Our OSHC service provides high quality affordable care that meets the Department of Education's National Quality Framework for primary school children. Our fun packed program includes a variety of craft, sports and other activities in a safe environment.

#### PROGRAM HOURS: MONDAY—FRIDAY

BSC—7.00AM—9.00AM

ASC 3.30PM - 6.00PM

#### PROGRAM FEES

##### PERMANENT BOOKINGS

BSC -\$20.00 - ASC \$21.00

##### CASUAL BOOKINGS

BSC -\$21.00 - ASC \$23.00



FOR MORE INFORMATION ON ENROLLING, CALL 5983 5546 OR EMAIL

somers.ps@education.vic.gov.au

Details are also on our website: somersps.vic.edu.au



FIND US ON FACEBOOK



# Community News

## CRIB POINT COMMUNITY MARKET

Saturday 10th February—9am to 1pm

Location: Crib Point Community House,

7 Park Road, Crib Point

Contact: 59 83 9888 or

Email: market@cpch.org.au

- \* Handmade products : pens, candles, cards, jewellery, clothing, mosaics, decoupage pots, recycled good, plants.
- \* Coffee van and Devonshire teas
- \* Cribby Koala Treasure Hunt

All proceeds go to the Crib Point Community House and community programs

## BEACH TRAINING

THURSDAY 8TH FEB 5-6PM

FRIDAY 16TH FEB 5-6PM

New Players Welcome

Meet at the Balnarring Beach Rotunda, bring a drink bottle, towel & a mate!

Join us afterwards for a sausage sizzle, drink & a chat

Balnarring Junior Football Club

#thunderpreseason24



**Calling all U10 GIRLS**

Join us for some footy fun!

**Tuesday 13th Feb 5-6 pm**  
@ Somers Oval

#thunderproud



**JOIN THE FUN & GIVE NETBALL A SHOT**

- Play with friends
- Be part of a team
- Get active
- Make new friends
- Build confidence
- Learn new skills

**2024 SEASON**

- Register by 18 Feb to guarantee a spot in a team
- Registration link available at [www.bdnc.com.au](http://www.bdnc.com.au)
- Training - Weds at the BDNC Clubrooms
- Games - Saturdays starting 2 Mar at Mornington



**FREE COME & TRY SESSIONS**

- **Weds** 31 Jan, 7 Feb & 14 Feb
- **U9, U10 & U11:** 4.30-5.15pm
- **U13:** 5.30-6.30
- **U15 & U18:**
  - 31/1: 5.30-6.30
  - 7/2 & 14/2: 6.45-8pm
- No bookings needed



For info visit [www.bdnc.com.au](http://www.bdnc.com.au) or email [info.bdnc@gmail.com](mailto:info.bdnc@gmail.com)





**Mornington Peninsula Koala Conservation**

**ATTENTION LANDHOLDERS FROM CERBERUS TO TYABB**



MPKC invites landholders to participate in the 2024 Biolink Project. If you (or someone you know) lives in or around our target area, please send us an email at [mpkoalatreeplanting@outlook.com](mailto:mpkoalatreeplanting@outlook.com) to find out how to get involved. It's as easy as that!

More than 70% of available koala habitat is on private property and is heavily fragmented. Habitat loss is one of the key reasons for declining koala populations.

Join us in creating a biolink across the Mornington Peninsula to ensure their survival and sustainable future.





**Our Target Area for 2024**



Mornington Peninsula Koala Conservation  
mp\_koalas [www.mpkoalas.org.au](http://www.mpkoalas.org.au)