



Wembley Primary School

Newsletter No. 32 – 25 October 2017

From the Principals

Certificates

Thank you for your cooperation and respect at Friday Afternoon assemblies this term as we acknowledge the efforts many of our students have made in English and Mathematics. We believe sharing these at assemblies is one way to involve our community as we celebrate student learning. In Week One, we presented students with their English ICAS certificates. In Week Two, we presented students with their Mathematics ICAS certificates. And, in Week Three (this week) we will be presenting students with their Maths Olympiad certificates.

Assembly will begin 5 minutes early this week to ensure that we have time to present the Maths Olympiad certificates as well as any SLAA awards. Students and teachers will make their way to assembly at 2:55pm for a 3:00pm start.

Student Leadership Photos.

Wembley is proud to include many students in leadership roles across the school each year. Our photographer, Greg will be here at 11:15am on Friday 27 October to take the Student Leadership Photos. Students in the following groups will be having their photos taken:

- Junior School Councillors
- Peer Mediators
- Sports Captains
- School Captains
- Specialist Captains
- Year 6 cohort - This will be last and most likely be closer to Session #4 in order to accommodate 5/6A Art and 6B Health.

Once the photos are taken and a copy is given to the school, we will send out a form for parents to order a copy if they wish.

Upcoming dates:

Friday 27 October

Student Leadership Photos

Monday 27 November -

Wednesday 29 November

Year 4 Camp

Wednesday 29 November -

Friday 1 December

Year 3 Camp

Friday 1 December

End of Year Family Picnic

Wednesday 13 December

Year 6 Farewell

Thursday 14 December

Junior School Concert

Student Clothing

Please ensure that your child's clothing is clearly labelled with their name and class. This will ensure that, if they accidentally leave a jacket or hat in the playground, it will get returned to them and not end up in the lost property cupboard.

Transition

As we look toward 2018, we will begin transition sessions to help support all students in their move from one year level to the next.

Weeks 2 & 3	Student Voice Students recording friendship requests.
Week 7 Friday 24.11	Step Up #1 Students stay in their current class and move up to the next year level for a session to get to know more about that year. <i>For example: 3B moves up into 4B.</i> (Usually an afternoon session, exact time TBC)
Week 9 Friday 08.12.2017	Step Up #2 (Usually an afternoon session, exact time TBC)
Week 10 Tuesday 12.12.2017	Step Up #3 Transition day. Students know their proposed class, classroom and teacher for 2018. This is the same day for our current Year Six students to attend their Secondary School Orientation Day.

If you are currently in Years P-5 and are intending to leave Wembley in 2018, can you please let the office know. Should you have any requests, please let Kim Flack know via email by 27.10.2017. flack.kimberley.k@edumail.vic.gov.au Whilst we cannot guarantee requests can be met, we can take your feedback on board when planning for 2018.

Parking

We have been contacted by a number of concerned community members around safety issues at school drop off and pick up times. A reminder to please obey all council signage and Vic Roads road rules in order to keep our children safe. We are encouraging students to walk to and from school with their parents or carers now that the weather has warmed up.

Term 4 Sun Smart

Wembley Primary School is an accredited Sun Smart school and adheres to the 'No Hat, No Play!' policy. During Terms 1 and 4, all students must wear a broad brimmed hat when playing outside at recess & lunch breaks, when participating in sporting activities and when attending camps and excursions. Children who do not have a suitable broad brimmed hat must remain in the shaded 'Eating Area' near the canteen. Sun Smart school hats are available for purchase from the office and we ask that the child's name and grade is clearly marked, with a permanent marker on the inside of the hat. We ask parents to ensure that sunscreen is applied to their child prior to coming to school in the morning. Sunscreen is available in each classroom for students to reapply throughout the day, as required.

Social Skills

Resilience, Rights and Respectful Relationships is the Social Skills program we commenced as a whole school this year. So far this year, we have covered skills such as;

- **Term One:** Emotional Literacy and Personal Strengths
- **Term Two:** Positive Coping and Problem Solving
- **Term Three:** Stress Management and Help Seeking
- **Term Four:** Gender & Identity and Positive Gender Relations.

The *Resilience, Rights and Respectful Relationships* learning materials are designed for teachers in primary and secondary schools to develop students' social, emotional and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. As students work through the last two topics of the year, we will share resources with parents as a way to empower families with content knowledge and familiar vocabulary to continue conversations at home if you wish. There are two pages attached to this week's newsletter to provide more information around Gender & Identity.

eSmart

We are thrilled to announce our recent certification in becoming a registered eSmart school. An eSmart school is a school where the smart, safe and responsible use of information and communications technology is a cultural norm. Students, teachers and the wider school community are equipped to embrace the best these technologies can offer, while being savvy about the pitfalls. We have a new sign proudly displayed on St. Leonard's Avenue, showing our support of the Alannah and Madeline Foundation. A flyer is attached in this week's newsletter for more information.

High Reliability Schools Survey - Level 3

We would like to thank the families who took the time to complete the Level 1 and 2 HRS Surveys. Your feedback is vital in refining the processes in our school. We are now seeking your input in the final survey for this year, the Level 3 Survey - A Guaranteed and Viable Curriculum

This survey addresses the factors that relate to High Quality Instruction. *Guaranteed* means the same curriculum is taught by all teachers so that all students have an equal opportunity to learn. *Viable* means that the amount of content in the curriculum is appropriate to the amount of time teachers have available to teach it.

This survey is open until Friday 27 October and accessible via this survey monkey link:

https://www.surveymonkey.com/r/5CKWVXQ_Wembley_L3_Parents-Guardians

We invite all families to complete the survey and appreciate the time you take to share your feedback.



Junior School Concert

Following the success of the Senior School Musical, the Junior School (Prep to Year 2) will be putting on a concert too! We will be singing some fun songs about animals.

- **Theme:** Animals Everywhere!
- **When:** Thursday, 14 December (Week 10)
- **Time:**
 - 5:30 pm - Prep A, Prep C, 1A, 1B, 2C, 2D, 2E
 - 7:00 pm - Prep B, Prep D, Prep E, 1C, 1D, 2A, 2B
- **Where:** Centenary Theatre, Williamstown High (Pasco Campus)

Each student is allocated two tickets to be purchased via QKR or at the office. If tickets haven't sold out by Monday, 20 November (Week 7), more tickets may be purchased. Tickets will be on sale from Monday 30 October.

More information will be made available in the next few weeks. If you have any questions, please get in touch with Regina Tan, the Performing Arts teacher.

Thank you!

Planning for 2018

Planning for 2018 will begin early in Term 4. Parents are asked to advise the office if their child/ren will not be returning to Wembley Primary next year. This will assist us greatly with forming classes and staff recruitment to support our workforce planning for the coming year.

If parents have any requests concerning the 2018 class placement for their child, they are asked to email Kim Flack at school no later than Friday October 27.

Reasonable parent requests will be considered however, parents are reminded that a request for a particular teacher is not appropriate. Requests can be sent to the school email address and marked attention to Kim Flack.

wembley.ps@edumail.vic.gov.au

Chess Club

Chess Club is held in the staffroom on Tuesday afternoons and there are vacancies for Semester 2 for any student who would like to join. Karl, the tutor offers a free session to children to come along and try it out.

Drama Club

Drama Club, with Suzanne has commenced again.

Enrolments for both groups can be made by contacting Suzanne at Schamozzle directly.

Australian Girls Choir Open Day

Congratulations to the girls who took part in the AGC assessment workshop at school last term. By now, you should have received your personalised assessment report, either posted to your home or via your school. The AGC will be holding an Open Day on Sunday October 29 and we hope that you will be able to join us! Everyone is welcome to come along to the Open Day, which will give girls the opportunity to try a complimentary class and attend an information session. Flyers regarding the event are available to be picked up at the office. **Ph 9859 6499 for more information or visit www.ausgirlschoir.com.au**

Reminder about bell times

Parents are reminded of the school bell times for arrival in the morning and home time at the end of the school day. Students are expected to be at school and in their classrooms at 8.55am each morning. The first bell rings at this time to allow students to organize their belongings (lunch orders, water bottles, reading satchels, homework etc.) at the beginning of the day. Any students who arrive before 8.30am are to proceed to the school office. Students should not be dropped off and left in the playground without parental supervision before this time. The playground is supervised from 8.50am for student arrival. The Before Care program dismisses students at this time. There has been an increase in the number of students arriving well before 8.30am each morning. Similarly the home time bell rings at 3.15pm for afternoon dismissal. At this time all students who walk home or meet their parents along the way need to leave the school grounds. Following the final bell, which rings at 3.30pm, students who have not been collected by their parents or carers are asked to come to the school office, where a staff member will telephone parents. On the occasion of a parent being potentially late for pickup time a phone call should be made to the office explaining this and the student will be called to the office area to await collection. Many students are staying on and playing in the playgrounds or on the soccer pitch after school. The playground is supervised until the final bell at 3.30pm and all students should have left the school grounds by this time. Teachers have meeting and preparation commitments after school. Students who are still in the playground after this time may cause problems for the Out of School Hours Care Program, which requires access to all available outside playing areas each afternoon. It is recommended that students are not to go to the library over the road from school without parental supervision. It is not the responsibility of the librarians to supervise and manage students. Your support with this will ensure the safety and well being of all students.

2017 Camping Program at Wembley

The camping program at Wembley enables students to further their learning and social development in a non-school setting. It is designed to assist with the gradual development of independence and responsibility by providing engaging, challenging and educational experiences beyond the classroom, for all students. The program has been sequentially planned to enable all students from Prep through to Year 6 to participate in.

To assist parents with future planning the following dates of camps for 2017 have been confirmed.

Year 4-Sovereign Hill, Ballarat-Monday 27 to Wednesday 29 November (3 days, 2 nights)

Year 3-The Island, Phillip Island-Wednesday 29 November to Friday 1 December (3 days, 2 nights)

Year 1-Games, dinner and movie at school-5.00-November-December, date to be decided

Prep-Stay and Play-afternoon tea and games at school, adjacent to school day, November-December, date to be decided.

Further information will be sent home to each year level regarding their camping activities, closer to the date.

If you have any questions regarding the Camping Program at Wembley, please direct them to Annmaree Jones.

Book Fair

It has been a few weeks since Wembley held its first Scholastic Book Fair. The fair was a great success and we have had so much positive feedback from the kids and parents.

There were a huge amount of additional books ordered at the fair, which has caused some administrative challenges.

All students should have received their books by now.

However, if your child is still waiting on a book that was ordered please contact **Simone Outteridge** at simoneoutteridge@gmail.com with your child's name, grade, book ordered and the author.

Book Club LOOP
The EASIEST way for parents to order and pay for Book Club!



Parents: Are you registered for LOOP?
LOOP is the easiest way for you to order and pay online for your child's Book Club order, if you wish to pay by credit card.

Parents who are registered for **LOOP** receive exclusive sneak peeks, downloads and offers throughout the school year—don't miss out!





Head to scholastic.com.au/LOOP and register today!



Student Learning & Achievement Awards

Prep A	Olive C	For her superstar effort to show the 5L's of listening every single day! You are a wonderful role model, Olive!
Prep B	Charlie A	For making new friendships and putting in his best effort when trying new things. What a wonderful start at Wembley. Keep it up, Charlie!
Prep C	Spencer B	For making incredible progress in reading by using his good reader strategies. What an amazing effort!
Prep D	Angus K	For displaying persistence with his home reading. Keep up the great work, Angus!
Prep E	Terry K	For always thinking about others. You are such a kind and thoughtful friend, Terry.
1A	Annabelle L	For a fantastic effort when answering questions during class discussions. Great work, Annabelle!
1B	Ryker B	For settling in beautifully to 1B and making excellent contributions to class discussions. Well done, Ryker!
1C	Frankie O	For sharing her insightful connections, and explaining how they help her to understand what we are reading. Fantastic work, Frankie!
1D	Abby L	For her fantastic efforts in maths while showing her learning about patterns. Well Done, Abby and welcome to Wembley!
2A		
2B	Candyce D	For making a wonderful start at Wembley and demonstrating our school values to settle in and make new friendships in 2B. Keep it up, Candyce!
2C	Tahlia M	For her incredible efforts with representing division using repeated subtraction and arrays.
2D	Charlie M	For always showing outstanding effort and enthusiasm in all areas of learning and for your constant willingness to help your classmates. Well done, Charlie.
2E	Lam V	For making excellent progress on the division proficiency scale. Well done, Lam - you are a division master!
3A	Lily M	For your excellent efforts towards your <i>free verse</i> and <i>found</i> poetry. Well done on producing such beautiful work!
3B	Edward O	For showing an amazing growth mindset when receiving feedback on you fractions pre-CFA. I look forward to seeing where this mindset will take you!

Student Learning & Achievement Awards

3C	No Award	
3D		
4A	Deja B	For making a wonderful start to a new school, learning new routines and developing new friendships. Well done on a positive start! Keep up the wonderful attitude, Deja!
4B	Rosetta K	For the incredible effort you have put into learning your times tables. Your hard work has resulted in you moving 4 levels in 4 weeks which is an amazing achievement. Well done, Rosie!
4C	Ella G	For her effort, passion and enthusiasm in researching and forming arguments for a persuasive piece against bullying. Well done, Ella!!!
4D		
5A	Tallulah C	For her excellent progress in Maths and for always putting in her best effort. Keep up the great work Tallulah!
5B	Emilie R	For her sustained enthusiasm for sharing her work, including additional homework tasks.
5C		
5D		
5/6A	Eden H	For your enthusiastic and positive approach to learning and school-life in general. Eden, you always aim high and take pride in what you do - well done and keep it up!
6A	Cameron T	For the humble yet masterful way in which he navigates through every challenge and task he is faced with. Keep up the great work, Cameron!
6B	Samir M	For being considerate towards his peers, having a positive attitude towards his learning and for showing persistence when challenging and extending himself. Well Done!
6C	Dempsey R	For showing an outstanding attitude towards his school work and for being extremely helpful toward his peers. Great work, Dempsey!

ABOUT

eSmart Schools



OUR VISION

Our vision is that every child will live in a safe and supportive environment.

OUR HISTORY

The Alannah & Madeline Foundation was set up in memory of Alannah and Madeline Mikac, aged six and three who were tragically killed with their mother and 32 others at Port Arthur, Tasmania on 28 April 1996.

Our programs are in one third of all Australian schools and more than half of all Australian public libraries, and we support 10,000 children in refuges or foster homes across Australia every year. We have helped almost 2 million children and their families nationwide since we began in 1997.

SHOW YOUR SUPPORT

The Foundation relies on donations and the broader community to support our work.

For more information or to make a donation, please visit amf.org.au or call 03 9697 0666.

eSmart Schools is a cultural-change framework that guides the introduction of policies, practices and whole-school change processes to support the creation of a cyber safe or 'eSmart' environment.

eSmart Schools was developed in response to schools' expressed need for a positive and evidence-informed framework to address issues of cyber bullying and cyber safety.

The online system provides Australian schools with the tools and resources required to equip the entire school community with the skills and knowledge they need for the smart, safe and responsible use of technology.

Under the eSmart Framework, progress in each module is tracked and recorded with most schools taking on average 18 months to obtain the eSmart status.

More than 2,200 schools across Australia are currently participating in the eSmart Schools Program. Participating schools are drawn from across the government, independent and catholic sectors and include primary, secondary and combined schools.

An independent evaluation of over 4,000 respondents revealed:

- Over 90% agree that eSmart assists schools to embed smart, safe and responsible behaviour across the curriculum
- Over 80% agree that eSmart supports improving teacher, student, and parent understanding of expected online behaviours and knowledge of how to manage bullying and online incidents
- Almost 80% agree that eSmart is effective for changing school culture

"When the history of cyber safety in Australian schools is written, there will be a chapter devoted to the eSmart. Not only does it meet the needs of educators it provides students the skills and knowledge to use the internet in a safe, smart and responsible way." - Dr Michael Carr-Gregg, Child and Adolescent Psychologist.

For more information or to register, visit esmitschools.org.au or call **1300 592 151**.



Social and Emotional Learning (SEL)

The *Resilience, Rights and Respectful Relationships* learning materials have been designed for teachers in primary and secondary schools to develop students' social, emotional and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. It also reduces antisocial behaviours including engagement in gender-related violence.

Developing students' personal and social capabilities via social and emotional learning

As well as teaching academic skills, it is part of the core business of schools to promote student resilience, wellbeing and positive social attitudes.^{1,2} One way that schools can achieve this is through the teaching of evidence based programs that explicitly foster personal and social capabilities. Explicit efforts to provide Social and Emotional Learning (SEL) opportunities is recognised as a key part of this work.³ SEL is the process through which children and young people build and effectively apply the knowledge, attitudes and skills necessary to:

- Understand and manage emotions
- Set and achieve positive goals
- Feel and express empathy
- Establish and maintain positive relationships
- Make responsible decisions
- Develop resilience to deal with change
- Create positive gender norms
- Contribute to social cohesion.⁴

Social and emotional skills help students develop the resilience to deal with change, challenge and unpredictability.⁴ Social and emotional learning is important in the context of data highlighting that Australian young people face a range of stressors and anxieties, and a high incidence of mental health problems (see Figure 1). Social and emotional skills are also the foundation of positive relationships, including positive gender relationships, and contribute to social cohesion.

FIGURE 1: MENTAL HEALTH OF AUSTRALIAN YOUNG PEOPLE

- Around a quarter (26%) of young Australians aged 16–24 experience mental health problems and/or mental illness each year.^{5, 6}
- According to Mission Australia's 2015 Annual Youth Survey⁷:
 - 38% of young Australians (15–19) report that they are concerned or very concerned about coping with stress
 - 34% of young Australian (15–19) report that they are concerned or very concerned about school or study problems.

Efforts to promote personal and social capabilities and build resilience can be fostered through a whole school approach. This includes efforts at organisational, pedagogical and relational levels. A key component of a whole school approach is the promotion of positive teacher-student relationships. Positive relationships are significantly associated with increased 'school connectedness' and with cognitive, emotional and behavioural engagement.⁸

A sense of connectedness or belonging to school and to family is the single most important protective factor for young people.^{9,10} It is associated with positive health and academic outcomes.^{11–16} Students who experience discrimination or stigma are more likely to also experience reduced connectedness to school.¹³ In contrast, students who feel cared for by people at their school and feel connected to learning:

- Are more likely to be motivated
- Show improved academic outcomes
- Have higher academic self-efficacy
- Show improved mental health^{1–18}
- Are less likely to abuse substances
- Are less likely engage in violence
- Are less likely to experience discrimination or stigma.

Why teach about gender?

Many differences in the health, educational and economic outcomes of males and females are not biological in origin. Rather they are associated with influence of social expectations and associated behavioural and institutional practices.

The term **gender** is used for the differences that are created as a result of the social and cultural expectations about what is acceptable, appropriate, or desirable for a boy or a man or a girl or a woman. This is different from the term **sex** which is used to denote the biological or physical differences between the bodies of males and females.

Some gender expectations can be harmful or restrictive. They can lead to practices that limit people's life choices, lead to inequitable treatment or discrimination, or foster acceptance of gender-based violence. Gender expectations can also lead to risky behaviour, with associated negative health impacts. For example, dominant societal conceptions of masculinity can mean that young men are more vulnerable to risk taking with driving, drinking and drugs, more reluctant to seek help, and more likely to engage in violence, both against other men and against women. Dominant societal conceptions of femininity can mean that young women are more vulnerable to body image distress, anxiety and eating disorders.

Helping students to understand the potentially negative effects of dominant gender expectations can assist them to work on changing those that limit opportunities, reduce equity, contribute to poor health, or lead to violence.

Social and Emotional Learning (SEL) as the platform for teaching about positive gender relationships

SEL programs provide a logical springboard from which to engage in more explicit work with students around gender norms, gender identity and respectful relationships. A focus on respectful relationships is important because gender inequality and gender-based discrimination continue to have a profound effect on outcomes for Australians (see Figure 2). Women and girls continue to experience inequality and discrimination in many important parts of their lives, which can limit the choices and opportunities available to them.²⁰ Additionally, gay, lesbian, bisexual, transgender, intersex and queer (GLBTIQ) people often face disproportionate discrimination, bullying and violence, with negative implications for their health and wellbeing.²¹⁻²³ In this context, young people benefit from education programs which assist them to recognise and question gender norms, and to critically examine the potentially negative or limiting impacts they may have.

Research shows that education programs that work on building positive gender relationships must commence from an early age, as children are well aware of gender norms and make efforts to fit within gendered expectations by the time they are in kindergarten.²⁴

FIGURE 2: INDICATORS OF GENDER INEQUALITY IN AUSTRALIA

- In 2015, on average women earned 17% less than men for doing the same job.²⁹
- In 2015, 1 in 4 senior managers across corporate Australia were women.³⁰
- In 2015, 7% of Australian TV sports coverage was accounted for by women's sport.³¹
- LGBTI Australians face discrimination in a range of settings including health care services and the workplace.³²
- In 2015, less than one-third of Australian parliamentarians were female.³³
- On Australian Day 2016 over two-thirds of Order of Australia awards were for men.³⁴
- In 2014, on average female parents spent four hours and 45 minutes more per day caring for children than male parents.³⁵

As young children absorb gendered expectations, they can acquire and exhibit stereotypical, prejudiced and often negative attitudes toward those that they perceive as 'others'.²⁴⁻²⁸ They may for example insist that some games are for boys and others for girls, and actively reject peers from certain games. Classroom activities can be used to help children to explore gender identity, challenge stereotypes, and value and show respect for diversity and difference.

Why focus on gender and respectful relationships?

Gender-based violence is violence that targets individuals or groups on the basis of their gender. It includes any act that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to someone based on gender role expectations and stereotypes. Gender-based violence remains a widespread problem in Australia, with significant social, health, economic and other consequences (see Figure 3). The experience of gender-based violence can have serious mental health outcomes for young men, young women and young transgender people.³⁶ Studies show that women, men or transgender people who experience gender-based violence (including in the home) are more likely to be depressed, tired, or feel worthless and are at a higher risk for having drug or alcohol problems.^{36, 37}

Recent research shows that young people are more likely to be the victims of violence than older people.³⁹ Younger women experience higher rates of victimisation and intimate partner violence than older women.⁴⁰ Many young people are not aware of appropriate boundaries in relationships. A 2014 survey found that one in five young people believed that women often say no to sex when they mean yes.³⁸ Therefore, it is important to develop young people's understanding of the importance of consent in relationships, and to equip them with skills needed to respond assertively to protect their personal boundaries and standards.

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www.adeveefashionfestival.com.au

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