

Swimming



Koondrook Primary School respectfully acknowledges the traditional custodians of the land on which we stand. We pay respects to the Barapa Barapa Elders past, present and future.

Koondrook Primary School

KPS: Respect, Responsibility, Resilience

February 26th, 2020

Issue no: 5

Principal's Report

Foundation/Prep Students

A reminder to all families of Prep students that this week is the last Wednesday off for them. Next week will be the first full week of school for Prep students.

Parent Teacher Interviews

At Koondrook Primary, Parent Teacher Interviews are conducted twice a year. Our first Parent Teacher Interviews are scheduled for Thursday 19th March from 2:00pm. During the afternoon, the students will participate in Tabloid Sports run by Mr McLaren and the Year 6 students. Attached to the newsletter is a preference form for you to complete and return to school. We will try to allocate your preferred time.

SMART Spelling Training for Teachers

On Friday our teachers participated in the SMART Spelling training course in Melbourne. It was a fantastic day and all the staff agreed it was informative, simple and a systematic approach to the teaching of spelling!

SMART Spelling is an approach to teach spelling and there is a clear Foundation – six scope and sequence. Teachers start by teaching the meaning of words to expand vocabulary and then break words into syllables, sounds and letter patterns (graphs, digraphs and trigraphs) following a simple routine that is in the SMART Spelling course. Students will have their own spelling list which will include words from their own writing as well as the words from their class list. I am excited to see how SMART spelling will be applied across the school and to watch our students' confidence in spelling grow!

MATES ROYAL HOTEL RAFFLE

DATE:
March 13th --- **FAMILIES:**
Azzopardi/Robertson/
Puddick/Fulton/McInerney/
Webb (J)/Webb (T)/Moseley

May 1st ---
Cain/Martin/Hall/
Murray/Millard/Trewin/
Turvey/Dehne

Dates to remember

Term Dates 2020

Term 1 ~ January 29th – March 27th
Term 2 ~ April 14th – June 26th
Term 3 ~ July 13th – September 18th
Term 4 ~ October 5th – December 18th

Public Holidays

March 9th – Labour Day
June 8th – Queen's Birthday
November 3rd – Melbourne Cup

School Dates to Remember

February 28th – Cluster Swimming Sports
March 16th~18th – Year 5/6 Cluster Camp
March 19th – Parent/Teacher Interviews

Assemblies

March 20th – 1/2 R Hosting

Labour Day

Monday 9th March is Victorian Labour Day. There will be no school as this is a Public Holiday.

MARC Library News

The children have been learning about fire safety in Library. What to do if there is a house fire (Get down low and go, go, go!) and Stop! Drop and Roll if their clothing is on fire. What number to call in an emergency and what to say to the emergency responders on the phone. It was surprising the number of children who don't know their actual address. It would be a good idea to discuss your families fire plan and what to do in an emergency. Please help your children to remember their address as you never know when they might need to make an emergency call.

Cluster Swimming Sports

Don't forget our Cluster Swimming Sports are on this Friday 28th February at the Koondrook Pool. We will be competing against our Mallee Plains Cluster schools - Gunbower, Leitchville and Murrabit. Children will need to make sure they have their bathers on and to bring lunch, snacks, water bottles, towel and sunscreen. Students need to make sure they have a t-shirt or rashie to wear while not in the pool. We will take their school hats. The swimming starts at 10am so if students are coming by car they need to be at the pool no later than 9:45am. If students go home with parents/carers from the pool they will need to see Amanda Bradford to sign out. The canteen will be open during the day. Parents will need to pay the pool entry fee. We have already collected the pool entry for the students.

Monday Lunches from Koondrook Cafe

On Mondays the children may order lunch from the Koondrook General Store. **Orders need to be made directly with the store by 9am and payment needs to accompany the order.**

Cluster Melbourne Urban Camp

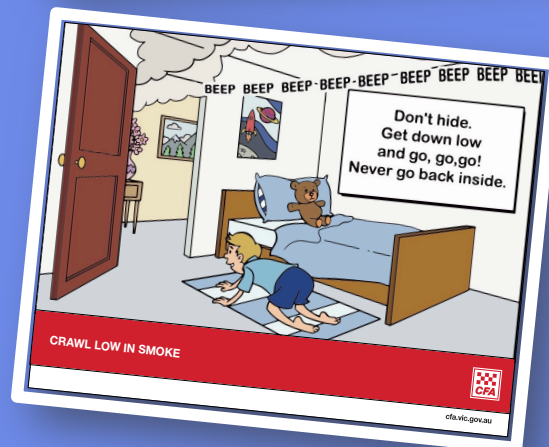
There are only a couple of weeks before the Year 5/6 students will be heading off to Melbourne for the Cluster Urban Camp. The final cost of the camp is \$265. This needs to be paid before the students attend camp. The students may take \$25 spending money.

Amanda Bradford

Zone Swimming in Swan Hill

On Monday Eve, Riley, Max and Ella competed in Swan Hill in the Mallee Zone Swimming Trials. They had a great day competing and Ella and Eve made it through to the next level, Loddon Mallee Region, on the 19th of March 2020. Ella came 1st in the Breaststroke and Eve came 1st in the relay. Well done to all swimmers and good luck to the girls who made it through, now they go back to Swan Hill.

By Ella W



Book Club

The Book Club orders are due back before Wednesday 11th March.



5/6 Class News

So far, we have had a great year. We have settled in well to our makeshift classroom. We have been learning maths, writing, spelling, and a language contract on the novel *Sun on the Stubble*. The 5/6's have the Cluster Urban Camp in Melbourne on the 16th to the 18th of March. We are all looking forward to that.

The Grade 6's are learning about Peer Mediation.

We have our Cluster Swimming Carnival this week on Friday the 28th of February. We wish everyone good luck!

The grade 6's and Mr Monaghan have come up with an idea to change up the KPS house names. The names we have chosen are: Yellow is now Gannawarra, Green is now Murray, Red is now Campbell and Blue is now Guttrum. All are local names from the area. A red gum shield will be made as a swimming trophy. The house with the most points will win it. This will become a new tradition for KPS houses.

By Ella W



NDCH

Northern District Community Health

NDCH-your first port of call in the pursuit of good health!

4 Tips to Help your Child Learn about Respect



1. Encourage understanding of other people

Encourage your child to think about how other people might be feeling. You can also ask your child how they are feeling.

2. Encourage active listening

Encourage your child to listen and understand what someone is saying. Role model this to your child by repeating what you have heard them say.

3. Be honest

This will encourage trust and acceptance in relationships. Being honest can help to avoid misunderstandings and conflicts.

4. Problem solving

Help your child to express a problem by naming the problem and saying how they feel.

For more information visit: <https://parentline.com.au/older-kids/issues/teaching-kids-respect-relationships>

www.ndch.org.au

THE ZONES OF REGULATION

As part of Koondrook Primary School Wellbeing and Engagement, all students will be involved in the 'ZONES of Regulation' Curriculum. Each Thursday the students will have a 30 minute ZONES lesson with their class teacher and Miss Fletcher (Wellbeing Teacher).

Information about the THE ZONES OF REGULATION

The ZONES Curriculum are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help students gain skills in the area of self-regulation. The lessons and activities are designed to help the students recognize when they are in the different zones as well as learn how to use strategies to change or stay in the zone they are in. In addition to addressing self-regulation, the students will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem solving skills.

The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick or bored. This is when one's body and/or brain is moving slowly or sluggishly.

The Green Zone is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone students generally need to be in for schoolwork and for being social. Being in the Green Zone shows control.

The Yellow Zone is also used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states when in the Yellow Zone (such as wiggly, squirmy, or sensory seeking). The yellow zone is starting to lose some control.

The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body.

Can use traffic light analogy;

- **Green** – "Good to go."
- **Yellow**- Caution – slow down or take warning
- **Red** – Need to Stop and regain control
- **Blue** – a rest area where you need to pull over when you're tired and need to recharge

Everyone experiences all of the zones at one time or another.

The ZONES of Regulation® Glossary

Self-regulation: The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.

The Zones: A concept used to help students learn how to self-regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four colored zones with which the students can easily identify.

Toolbox: A collection of calming and alerting strategies a student can pull from depending on the present need. **Tools or strategies:** Used interchangeably to refer to a calming or alerting technique that aids the student in self-regulation.

Trigger: An irritant that causes a student to become less regulated and increases the likelihood of going into the Yellow or Red Zone.

Stop, Opt, and Go: A concept used to aid students in controlling impulses and problem solving better solutions. This phrase is paired with a spotlight to provide additional cues for students.

Expected behaviors¹: Behaviors that give people around you **good or comfortable thoughts** about you.

Unexpected behaviors¹: Behaviors that give people **uncomfortable thoughts** about you.

Doer: The person or persons doing the expected or unexpected behavior in a situation.

What is the size of the problem? and Is this a Big or Little Problem?¹: Questions posed to help students measure the size of the problem they are experiencing (Big Problem, Medium Problem, or Little Problem).

Big Problems: Problems that many people share and that have no easy, quick, or pleasant solution.

Medium Problems: Problems some people share that are able to be resolved in an hour to a couple of days.

Little Problems: Problems that only affect one to two people and can be ignored or solved in a matter of minutes.

Inner critic: Used to describe negative, self-defeating thoughts.

Inner coach: Used to describe positive thoughts.

Superflex thinking²: A flexible thinking pattern in which a person is able to consider different points of view or ways to do something.

Rock Brain thinking²: A rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.

From *The Zones of Regulation*® by Leah M. Kuypers • Available at www.socialthinking.com

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