



Spiringside Newsletter

DATES TO REMEMBER:

Wednesday 8th of June – Pupil Free Day

Friday 17th of June – School Disco

Friday 24th of June (Last Day of Term) – 9am assembly, 2pm finish

Friday June 3rd, 2022

SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT

This fortnight we are focusing on:

ALWAYS	IN THE CLASSROOM	IN THE YARD	IN THE COMMUNITY
Having a positive attitude 	Taking on feedback from students and teachers 	Lining up when the music starts 	Following road rules 

Email: springside.ps@education.vic.gov.au

Website: <https://springside.vic.edu.au/>

Compass Link: <https://springsidecollege-vic.compass.education/>

Welcome to Spiringside Primary School: <https://springside.vic.edu.au/welcome-to-springside/>

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Principal Team - Gab Zorko, Elmarie Pentz and Brock Wilson

Brrr! Winter is well and truly upon here at Springside and by the number of students who I saw buying icy poles from the canteen today, I am convinced that our children don't actually feel the cold! Having said that, please help us keep them rugged up by making sure they are dressed appropriately for this cold snap.

The Victorian Premier's Reading Challenge has officially begun at Springside

Please keep an eye out for your child's details to log in, any questions please see the classroom teacher.

We are seeking volunteers for our Kitchen and Garden classes

- *You will need a valid volunteer Working with Children Check (WCC)
- *You must bring your WCC when volunteering - this will be worn around your neck when on-site
- *You will need to show your vaccination status when signing in
- *You will need to have provided the school with a copy of your valid WCC and signed the Code of Conduct

Please note, the Classroom Helper Course is not a prerequisite for the garden or kitchen program as the helping requirements are vastly different to literacy and numeracy classes. Jayne and Kirsty will provide you with specialised training that aligns with safe garden and kitchen practices.

If interested, please contact 9449 6400 or email:

- Kitchen: Kirsty Stephen Kirsty.Stephen@education.vic.gov.au
- Garden: Jayne Pizzo Jayne.Pizzo@education.vic.gov.au

Please note, you can support regardless of the year level your child is in:

- Year 4 on Tuesdays in both the Kitchen and Garden
- Year 3 on Wednesdays in the Garden
- Year 5&6 on Thursdays in the Kitchen

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Stomp Dance Program

As mentioned at assembly, we would like to acknowledge how our students have tried their very best as they returned to fulltime and full throttle on-site learning in 2022.

On Monday 30th of May, Springside students participated in the STOMP dance program and we have booked in another STOMP session for the end of the term.

This program is free of charge to celebrate all the hard work and success achieved in Term 1 & 2.

Get comfy: Students are to wear PE uniforms and runners for their allocated day.

Monday 30th May - all students wear PE uniform.

Please check the dates below for your child to wear PE uniform for the second session:

Tuesday 14th of June:

Prep
Year 2
Year 1
Year 3

Wednesday 15th of June:

Year 5
Year 6
Year 3
Year 4

STOMP hip hop courses are designed to develop Springside students' fundamental movement and coordination skills, as well as instilling them with respect, social skills, teamwork and self-expression. They will perform basic to complex motor skills and movement patterns and become creative and confident all while having a great time.

Respectful Relationships

The Respectful Relationships program supports schools to promote and model respect, positive attitudes and behaviors. It teaches our children how to build healthy relationships, resilience, and confidence. Springside students take part in respectful relationship lessons during their SEL (Social Emotional Learning) lessons.

The topics discussed in Respectful Relationships can be found on the next page

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Respectful Relationships

<p>Topic 1: Emotional Literacy</p> <p>Emotional literacy can be defined as the ability to understand ourselves and other people. It includes the ability to understand, express and manage our own emotions, build empathy, and to respond appropriately to the emotions of others. Building a large vocabulary for emotions helps to increase emotional literacy and build self-awareness and empathy for others.</p>	<p>Talking about how we feel helps us to understand ourselves and other people better. We learn how to:</p> <ul style="list-style-type: none"> • understand our emotions • express how we feel • see things from someone else’s perspective to understand how they feel • respond appropriately to someone else’s emotion.
<p>Topic 2: Personal Strengths</p> <p>Children and young people need a vocabulary to help them recognise and understand strengths and positive qualities in themselves and others. This topic provides learning activities to build this vocabulary and to use it when discussing personal, social and ethical challenges.</p> <p>Research in the field of positive psychology emphasises the importance of identifying and using individual strengths. Social and emotional learning programs which use strength- based approaches promote student wellbeing, positive behaviour and academic achievement.</p>	<p>What are my strengths and positive qualities? What are yours?</p> <p>Focusing on strengths helps to improve students’ wellbeing, behaviour and academic achievement.</p> <p>We need to be able to talk about our strengths and positive qualities in order to understand them. We learn how to:</p> <ul style="list-style-type: none"> • talk about strengths and positive qualities • recognise our own strengths and positive qualities • recognise other peoples’ strengths and positive qualities • focus on strengths when discussing personal, social and ethical challenges

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<p>Topic 3: Positive Coping</p> <p>Learning activities in this topic provide opportunities for students to identify and discuss different types of coping strategies. When children and young people develop a language around coping, they are more likely to be able to understand and deliberately utilise a range of productive coping strategies and diminish their use of unproductive coping strategies. Students learn to extend their repertoire of coping strategies and benefit from critically reflecting on their own choices and being exposed to alternative options.</p> <p>Activities introduce students to the concept of self-talk and practice using positive self-talk to approach and manage challenging situations. Positive self-talk is a key strategy for coping with negative thoughts, emotions and events. It is associated with greater persistence in the face of challenge, and can be learnt or strengthened through practice.</p>	<p>What do we do when life gets challenging?</p> <p>Some behaviours help us deal with challenges successfully. Other behaviours are nohelpful.</p> <p>Talking about different ways of coping helps us to understand good strategies and unhelpful strategies.</p> <p>When we learn about different ways of coping, we get better at choosing successful coping strategies. We learn:</p> <ul style="list-style-type: none"> • about different types of coping strategies • how to reflect on our own choices • how to practise positive self talk – a key strategy to cope with negative thoughts, emotions and events.
<p>Topic 4: Problem Solving</p> <p>Problem-solving skills are an important part of the coping repertoire. The classroom program provides a number of learning activities to develop students' problem-solving skills. The activities in the program assist students to develop their critical and creative thinking skills, and to apply them to scenarios exploring personal, social and ethical dilemmas.</p>	<p>Problem solving is a positive coping strategy: being able to solve problems helps us to cope with challenges.</p> <p>We use learning activities to practise thinking critically and creatively to solve problems. We explore personal dilemmas as well as social and ethical issues.</p>

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<p>Topic 5: Stress Management</p>	
<p>Children and young people experience a range of personal, social and work-related stressors in their everyday lives. Activities within this topic have an explicit focus on teaching positive approaches to stress management. Assisting students to recognise their personal signs and symptoms of stress, and to develop strategies that will help them to deal with stress effectively, will help students cope with future challenges. The activities focus on the ways in which self-calming strategies can be used to manage stressful situations.</p>	<p>All kinds of things can make us feel stressed. If we learn how to manage the stress, we can deal with challenges more easily. We learn how to:</p> <ul style="list-style-type: none"> • recognise when we are stressed • work out strategies to deal with stress effectively • calm ourselves in stressful situations.
<p>Topic 6: Help-Seeking</p>	
<p>Learning activities in this topic area are designed to help students discuss the importance of seeking help and providing peer support when dealing with problems that are too big to solve alone. This helps to normalise and destigmatise help-seeking behaviour. Scenario-based activities help students identify situations in which help should be sought, identify trusted sources of help, and practice seeking help from peers and adults.</p>	<p>Some problems are too big to solve alone. It's okay to ask for help. We explore different situations where we look at:</p> <ul style="list-style-type: none"> • when to seek help • who we can trust to ask for help. <p>We practise seeking help from peers and adults.</p>
<p>Topic 7: Gender and Identity</p>	
<p>Learning activities within this topic assist students to challenge stereotypes and critique the influence of gender stereotypes on attitudes and behaviour. They learn about key issues relating to human rights, gender, identity and focus on the importance of respect within relationships. The activities promote respect for diversity and difference.</p>	<p>Exploring stereotypes helps us understand how they influence our attitudes and behaviour. We learn about:</p> <ul style="list-style-type: none"> • gender stereotypes • how gender stereotypes can influence our attitudes and behaviour • issues relating to human rights, gender and identity • the importance of respect within relationships • diversity and difference.

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<p>Topic 8: Positive Gender Relations</p>	
<p>Learning activities within this topic focus on building an understanding of the effects of family violence and focus on the standards associated with respectful relationships.</p> <p>Students develop the skills needed to solve problems, set boundaries within relationships, and play an active role within the prevention of family violence. They develop peer support and help-seeking skills that can be applied in response to situations involving gender-based violence in family, peer, community or on-line relationships.</p>	<p>Respectful relationships are key to preventing family violence. We learn:</p> <ul style="list-style-type: none"> • about the effects of family violence • what we should expect in a respectful relationship. <p>We develop skills to help prevent family violence, including how to:</p> <ul style="list-style-type: none"> • solve problems • set boundaries within relationships. <p>We practise peer support and seeking help when gender-based violence occurs:</p> <ul style="list-style-type: none"> • in families • among peers • in the community • online.

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Pupil Free Day



Date: 08-Jun-2022



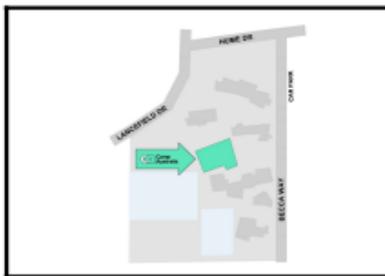
Time: 07:00 to 18:30



Location: The Before and After School Care Room at Springside Primary School



Fees: \$61.33
\$9.20 after max. CCS*



***Child Care Subsidy (CCS)**

The Child Care Subsidy can provide up to 85% off your fees. Your eligibility is determined by your family's annual adjusted taxable income, the type of childcare you use, and your activity level. To find out if you're eligible, contact Centrelink on 13 61 50.

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School Captains Message - Monday Morning Assemblies

Good afternoon families,

It has been wonderful to be able to have our Monday morning assemblies back in the warmth of the gym. This is a request that parents please say goodbye to their children outside before assembly starts at 8:50. Children will enter via the front doors of the gym. Parents are to enter at the back doors and are reminded to please stand at the back behind the students. Please do not stand on the sides as this space is for teachers to supervise their classes and students to move through should they need to. Students arriving after assembly has started will be required to sit at the front to minimise disruptions.

If we can ensure that we are coming in quickly as well as parents leaving straight after assembly, this will allow for minimal disruptions to learning time. Our students look to parents and staff for how to behave, so please model the behaviours we ask of our students by minimising talking and being on time.

Thank you so much for your support. We look forward to seeing you on Monday.

Your school captains,
Riley, Leon and Bailey

Parents and Friends Committee Message - School Disco

The whole school disco that has been planned by the Springside Parents and Friends Committee will be held on Friday 17th of June

To access the event, \$5 will be paid via Compass which provides students with access to the disco, a choice of songs to be played at the disco, a Zooper Dooper, and the opportunity to dress out of uniform for the day.

The disco will take place in the school gym and will run over three separate sessions:

11:40AM - 12:40PM: Grade 5 - 6 Disco

12:45 - 1:45: Grade 3 - 4 Disco

1:50 - 2:50: F - 2 Disco

Thanks

Springside Parents and Friends Committee.

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What is happening in our Classrooms?

1B

Last Wednesday the Grade 1 students visited the Werribee Zoo. We have been learning about different habitats and it was great to be able to see animals and where they live. A highlight was the safari bus ride, where we got to see giraffes, rhinos and hippopotamus.



2C

Wow! What a week! It has been full of new and interesting experiences.

We participated in the STOMP dance instruction.

It was a lot of fun, learning some new dance moves.

In class, we have been working through the writing cycle, starting with an idea, writing about it, editing and publishing.

We have been learning about the Aboriginal culture and studying the 'Dreamtime stories'.

During our Maths lessons we have been looking for the missing number in our addition and subtraction number sentences.

We are also practising our phonics to become better readers and spellers.

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4D



4D have been loving their time in the kitchen! This week the class worked in three different stations to produce a 3-course meal: Red Lentil, Tomato & Pumpkin Curry, Raita and Flatbread!

5C

"Well here we are in Term 2 and isn't it just great! It really feels like a term where too much learning will be barely enough! Down to business... 5C have been working through all there is to know about persuasive writing, using whole class modelled guides, examining texts for persuasive elements, identifying changes they would make and more. Well done! In Numeracy, Measurement has been the order of the day as well as your friend and mine, Patterns & Algebra. Integrated studies has moved through activities examining needs, wants, supply, demand - all the big stuff and has been rewarding. Lots of students have received their blue wrist band for 10+ success slips, and everyone is working solidly. Till next time. Mr B."

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Congratulations to all students who received achievement awards in Week 5 & 6

Grade	Name	Reason
Prep A	Soliyana	For always trying her best! Well done Soliyana!
Prep B	Aria J	For always completing her work to the best standard. Well done Aria!
Prep C	Angeleen	For always completing her work to the best standard. Well done Angeleen!
Prep D	Dilhan	For always trying his best! Well done Dilhan!
Prep E	Levi D	For being a champion with his reading!
Prep F	Celina P	For being a superstar helper in the classroom and trying so hard with her work!
1A	Kavneer	For always completing her work to the best standard. Well done Kavneer
1B	Snehil	For an outstanding effort in writing. Well done Snehil!
1C	Jordan T	
1D	Luca A	For showing courage and resilience at school!
1E	Oliver D	For always completing his work to the best standard. Well done Oliver!
1F	Chelsea H	For always trying her best! Well done Chelsea!
2A	Corey R	For doing an amazing job as Tiddalick the Frog on our CERES excursion.
2B	2B	For being so amazing for Mrs Brooker! Champions
2C	Elektra	For her sensational effort in all curriculum areas.
2D	Gurjas Parmer	For working hard on his writing goal!
2E	Emma R	For always being positive and cheering up the class.
3A	Ciera Bachhu	For putting lots of effort into her interesting persuasive writing piece
3B	Arseima Haile	For her excellent persuasive writing about why school is important.
3C	Geroge Ellis	For his enthusiasm and positive attitude towards all our maths lessons

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3D	Tara McGibbon	For taking on feedback to improve your persuasive writing
3E	Rio L	For having a positive attitude whenever receiving feedback to improve on his work.
4A	Jaxson Calleja	For trying hard with reading and writing! Keep it up :)
4B	Joshua B	For a huge improvement in his attitude in class
4C	Kennan	For his regular contributions to class discussions.
4D	Ari G	Fantastic work during shape unit!
5A	Bryan Mikhael	For consistently showing all the school values.
5B	Lincoln D	For his positive attitude towards his learning and his kindness to others
5C	Harrison	Working hard in buddy reading!
5D	Olivia M	For always trying her best! Well done Olivia!
5E	Emily W	For being an excellent role model as a reading buddy
6A	Amin E	For his positive attitude towards his learning and optimism during maths.
6B	Mia C	Shinning bright and demonsrating excellence in your efforts in netball, the parliament incusion and in your persuasive writing!
6C	Lily H	Oustanding debating skills in the parliament incursion, great job:)
6D	Whole Class	For their resilience and positive attitude towards learning this term. Great start! Wishing you all the very best always. Mrs Deluca
Physical Education	3A	For showings great persistence when starting their basketball unit
Performing Arts		
Visual Arts	Prep B	For the huge improvement when working and listening to each other! Awesome work legends!
Indonesian		

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Grade	Name	Reason
Prep A	Kerim	For trying super hard this week! Keep up the great work you superstar!
Prep B	Matthew	For keeping our school clean! Well done Matthew!
Prep C	Jeyda	For working so hard on her reading. Well done Jeyda!
Prep D	Ayla	For having such a great week and being a positive member of the class.
Prep E	Agastya	
Prep F	Daniel D	For working so hard when learning about patterns!!
1A	Jazzleen	For showing responsible and respectful behaviour at our zoo excursion.
1B	Aarav	For showing responsible and respectful behaviour at our zoo excursion.
1C	Mia D	For her great writing.
1D	Tisha S	For showing responsible and respectful behaviour at our zoo excursion!
1E	Harper J	For trying her best during skip counting lessons this week. Well done Harper!
1F	Fatima Y	For showing responsible and respectful behaviour at our zoo excursion.
2A	Dino D	For being helpful and respectful towards his classmates.
2B	Benjamin O	For his outstanding CERES recount using descriptive language. SUPERSTAR!
2C	Liana	For her dedication to her learning . Keep up the good work!
2D	Cruz Yanez	Taking on feedback and improving his work.
2E	Samrath	For outstanding leadership in the classroom.
3A	Aidan	For always being eager to learn and participate in class.
3B	Lachlan D	For showing excellent understanding of addition strategies
3C	Natali Kaura	For always putting in great effort when completing her work.
3D	Elisha Stranieri	For being so helpful and respectful when I'm away. Thank you Elisha!

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3E	Zane E	For always trying his best. Well done Zane!
4A	Ella Mele	For working hard to add detail to her persuasive writing.
4B	Alessia C	For always participating in class discussions
4C	Diing M	For his commitment to his learning across all areas of the curriculum
4D	Natalia	her terrific effort in revising her Persuasive writing.
5A	Betlham Asres & Bryan Mikhael (from last week)	For consistently applying herself to learning in all areas.
5B	Marian H	For her responsible decisions and efforts in her learning and working with others
5C	Sienna H	Great effort in reading and looking out for classmates
5D	Ari G	for his positive attitude throughout all subjects! Keep up the great work!
5E	Lavin	For showing great resilience settling back into school
6A	Anmolpreet	For her outstanding effort during learning time to get her tasks completed. Great Job Anmolpreet!
6B	Annmary	For her fantastic leadership skills
6C	Vikramjeet	For working hard in his writing task.
6D	Jemima L	Great job completing set tasks to a high standard!
Physical Education	4B	For always applying their best skills to team games

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SCHOOL ATTENDANCE IS EVERYONE'S BUSINESS

EVERY CHILD DESERVES AN EDUCATION

YOUR CHILDREN NEED YOUR HELP TO DO WELL AT SCHOOL. YOU CAN HELP BY:



Ensuring children get a good night's sleep and get ready for school in the morning



Getting children to school every day

Asking questions to find what your child likes about school



Talking about going to school every day and how it helps children reach their dreams.



Talking about how school can be fun



EVERY DAY THEY MISS ADDS UP!



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