



NEWSLETTER

TERM 1, WEEK 8, 2012

OUR CARING AGREEMENTS

- Attentive Listening
- Right to Pass/ Participate
- Only My Best Will Do
- Mutual Respect
- Appreciations/ No Put Downs



Dear Parents and Caregivers,

Our students have just completed a week of swimming instruction at the Salisbury Swimming Centre. Although as the week passed the weather slowly became less enticing for jumping in the pool, we have been very impressed with our students' persistence and attitude in doing their best over the 5 days. We have had some really positive feedback about how our school has participated.

Over the next 2 weeks there are important events happening:

Our Junior Primary School is conducting interviews for all students Rec- Yr3. As we continue to work hard with learning programs it is vital that you meet with your child's teacher and discuss progress so far, plans for next terms' teaching and learning, and how the family can be involved in helping give the best education for your child. As we strive to fast track areas in literacy it is vital you come and share in this discussion. It is a very important period of time in your child's future that we need to share together.

WE LOOK FORWARD IN SEEING ALL FAMILIES IN THE NEXT 2 WEEKS FOR JUNIOR PRIMARY: Rec - Year 3 PARENT TEACHER INTERVIEWS

On Monday, the last week of term, we are holding our schools Annual General Meeting. This is also an important time in school life where we share work in 2011 and directions for your child's education this year. Part of the agenda involves a Principal and Chairperson Report and Sharyn Tompkins, our School Counsellor, will be our Key Note Speaker highlighting the many ways we provide a caring and safe environment for your child to learn in.

OUR AGM IS ON MONDAY, 2ND APRIL AT 4.00 pm IN THE RESOURCE CENTRE. WE LOOK FORWARD TO HAVING YOU BEING PART OF SCHOOL PROGRAMS AND PLANS.

On the same day at 1.30 we will be conducting our SRC INDUCTION and SUCCESS ASSEMBLY in the school gym. We look forward to seeing as many parents and friends as possible at these important events. Enjoy the next fortnight before the Easter holiday break,

Peter





ANNUAL GENERAL MEETING

Monday Week 10: 2nd April

Sharyn Tompkins, our School Counsellor, will be our guest speaker delivering a presentation around student support @EDPS.

JD - PARENT TEACHER INTERVIEWS

Weeks 9 & 10

Please make a time to meet with your child's teacher.

ASSEMBLY

Week 10

Come and join us for our end of term **SUCCESS ASSEMBLY**. This will include the SRC **INDUCTION** as well as celebrating all the amazing learning and achievements.

Under the spotlight...

Hi! My name is Rebecca Knight and I am the Deputy at E.D.P.S. I'm a Pom and moved to Australia in 2006 with my Aussie husband Rob. I've been teaching for 10 years and have really enjoyed my time at the Downs as both a teacher and now a leader. When I'm not at school I am a qualified Pilates instructor and work at a local gym. Please come and say hello if you see me out and about!



Hi! My name is Dot Copperstone. I have been teaching at EDPS for **MANY** years and love it! I am the PE/ Aboriginal Education teacher. I run the Breakfast Club on Monday to Thursday mornings. These are busy, lively sessions with students helping out with the serving and cleaning. This is a fantastic community to work in!



Hi! My name is Nick Dawson and I have worked at EDPS since 2010. It is a fantastic school to work at, with great teachers and kids who strive to do their best. When not at school I love playing music and spending time with my wife and friends.



RIDDLE ME THIS...

**What gets bigger the more you take out?
Who can be the first to tell Mrs Knight the correct answer?**

WELLBEING NEWS



Empowering Students at the Downs!



Student Representative Council Training Day - 9th March



On Friday 9th March our SRC members participated in a training day. Students from Reception to year 7 gained understandings and developed skills in how to be an effective member of Elizabeth Downs Student Representative Council.

Please feel free to come & chat about any of the student voice programs we have at "The Downs".

Sharyn Tompkins
Counsellor

Students R-7 used different thinking tools to identify:

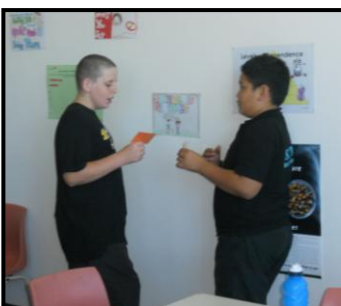
- * the different characteristics between a Boss & a Leader
- * codes of conduct within the various roles whilst attending SRC meetings
- * the different & varied decision making structures within our society
- * their strengths and skills



Preventative Drug Education

Drug Strategy Focus & D.R.A.G.S Forum Workshop 7th March

This term "Drug Real Action Group Students" - "DRAGS" Josh, Brooke, Brodie, Tahlia, Bethanie & Shakirra ran a Student Drug Forum workshop for all of our year 6 students. "DRAGS" are a group of student leaders within our school who take on the role of Peer Facilitators teaching their peers about Drug Information & Harminimisation -. Videos, Power Points and evidence based activities increased students understanding of the relevance and importance in identifying reasons effecting choices about drug taking. Evaluations were done throughout the day. We use Consensograms as a way of obtaining information about enjoyment/learning/relevance. Drug Education Forum reflection sheets were also completed at the end of the day rating activities from 1 - not useful to 5 - useful. Students were also given an opportunity to make suggestions for additional topics for future sessions and ideas for improving the sessions. We all had a fantastic day and all who attended learnt a lot about Alcohol, Tobacco, and other Drugs.



SCHOOL ANTI-BULLYING & HARASSMENT CODE

E.D.P.S ANTI-BULLYING/HARASSMENT BEHAVIOUR CODE

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies such as the internet and mobile phones.

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment.

BULLYING & HARASSMENT

Bullying and harassment may involve: Hitting, kicking, pinching, name calling, threats, graffiti, rumours, put downs, comments on networking sites, text messages, sending filmed or photographed images.

This list is not exhaustive

Bullying and harassment may: Be done directly e.g. face to face or indirectly via phone or internet, involve the misuse of power, be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge have an element of threat, continue over time, be hidden from adults, be sustained if adults or peers do not take action.

This list is not exhaustive

REFLECTION PROCESS

Reminders

- Identify inappropriate behaviours and desired replacement behaviour - Use "I-statements"

Classroom/Yard Reflection - Refocus time in designated cool down area.

Buddy Reflection - When a student is using harassing or bullying behaviours it makes it difficult to teach, or for others to learn. They are asked to go to another class to refocus their thinking and behaviour.

- Go to designated buddy class, for 10 minutes, which will have an identified cool down area. Refocus sheet/Work sent with the child (decided by the teacher). Buddy class teacher has discretion to keep child for longer if they deem it necessary.

If a student refuses to take part in the Reflective Process of repairing and rebuilding relationships then it becomes a **MAJOR** behaviour and Leadership are involved.

**ONLY OUR BEST
WILL DO**

MUTUAL RESPECT



**ATTENTIVE
LISTENING**

**RIGHT TO
PARTICIPATE/
PASS**

**APPRECIATION
NO PUT DOWNS**

MAJOR BULLYING/HARASSING BEHAVIOURS

Major Bullying/Harassment displayed

OR

Persistent use of Bullying/Harassment behaviours

OR

Refusal to follow the REFLECTION PROCESS

↓

BLUE/RED SLIP to be completed by teacher and sent to the office with child for **OFFICE TIMEOUT**

LEADERSHIP INTERVENTION

When all the other strategies have been used and the student has been unwilling or unable to change their behaviour, a range of consequences may be used. Leadership supports the student to refocus and rethink, talks with the students involved about how to deal with conflict and how to manage their anger appropriately; use Restorative Processes in order to ensure that a win-win situation is achieved in accordance with our Caring Agreements.

Parents are informed of the incident: via a letter which is posted home or by phone.

Depending on the severity of the incident or the students willingness to participate in the process the Principal has the right to suspend or exclude a student from school, or contact the Police, as it is an illegal offence to Bully or Harass

NATIONAL DAY OF ACTION AGAINST BULLYING



At EDPS we are working together to create learning environments where every student, staff and community member is respected, safe, supported, valued - and free from bullying and harassment. On Friday 16 March we celebrated the annual National Day of Action Against Bullying and Violence. The focus of the day was for all of our school community to take a stand in recognising the important role everyone plays in preventing bullying and violence.

**TOGETHER WE CAN MAKE
A DIFFERENCE!!!!**

OUTSTANDING WORK

FROM WORNDANDI!

Worndandi, like most classes across the school, has been studying Persuasive Writing as we prepare for the NAPLAN tests. Students learn how to structure a persuasive argument that is either for or against. They have to think of strong reasons why the reader should agree with them and try to include writing features, such as rhetorical questions, using research and quotes from experts, and giving examples from personal experiences. Have a read of these excellent examples from our year 7 students. Great writing guys!

Bullying is Wrong

I believe bullying is wrong. Firstly it can scar people. Secondly it creates a cycle of bullying. Thirdly it makes people feel like they don't belong.

Firstly I believe that bullying is wrong and can scar people for life, can kill your self esteem, and make you feel down all the time, so you might want to commit suicide.

Secondly when people get bullied it can make them into bullies. I've seen it happen to a couple of my old mates. It's a strong bullying cycle that goes around and around.

Finally we don't want bullies getting around in schools or anywhere. We want a safe class and environment to make everyone feel like they belong.

In conclusion I believe that bullies should try to become better people and not bully anyone at all, Make our environment be a better place so everyone can feel safe and go where ever they want. That sounds like an environment I would want to be in. Scientists say that would be a lot better.

By Luke Harradine, Year 7 student

Swimming lessons are a good thing

Swimming lessons are a good thing. Firstly life guards say you need to know how to swim so you won't die in the sea. Secondly fishermen say if you are fishing and you fall in you won't be able to swim back to land. Finally people say if you are at the beach and you see someone drowning you won't be able to help.

Firstly life guards say you need to know how to swim so you won't die. Imagine you were in the army and you jump out of a plane and you land in the water. Do you think you would live if you didn't have swimming lessons? I think you get how important swimming lessons are?

Secondly fisher men say if you are fishing and you fall in you won't be able to swim back to land. Think of this picture in your head. You go fishing one day and you fall in the water. If you can't swim you wouldn't survive. But you can fix that by learning how to swim before you go fishing. I want my body to be intact. I don't want to be fish food do you?

Finally people say if you are at the beach and you see someone drowning you wouldn't be able to help. Now if your son, your only son was drowning wouldn't you want to help? Only a cold hearted person would let their son drown. I wouldn't want my son to drown so stop what you are doing and head to the pool.

In conclusion if you don't learn to swim you are never safe near water. Because I don't want to drown in the sea and I want to be able to help my son I am learning how to swim. I don't want to be a fish food so think I have a quiet perfect life. If you want the same start swimming.

By Erick Nkunzimana, Year 7 student