



Wongan Hills District High School

**Wongarette**

Issue 1 12th February 2020

# Welcome

*Welcome to all of our students and their families to the 2020 school year.*





## Welcome Back

Welcome back to all of the students, parents/caregivers and community members. It is a privilege to continue to be the Principal of Wongan Hills DHS and I look forward to further developing Wongan Hills DHS into a school we are all proud of. I am looking forward to this year and continuing on our quest in pursuing excellence, I encourage all of you to become an active part of your child's educational journey. Please remember that **"Every Minute Matters"** and school attendance is very important if we are going to have every child work to their potential. Thank you to all parents who have ensured their child is in school uniform and has the required equipment and resources for them to access their learning.

## The Wongan Way

The 'Wongan Way' is an integral part of our school's processes to build a positive learning environment for everyone. It is a credit to the school and our students to see that they self-reflect in line with the important expectations that are set within the school community: **Be Respectful; Be Safe; Be Positive and; Be an Active Learner**. These expectations are taught across the school and will set important foundations for success in their future. To support the school in establishing high expectations it would be appreciated if parents and carers could reinforce our four expectations at home.

## Leadership Team and Staffing

In 2020 Mrs Karen Marshall continues as our Associate Principal, responsible for curriculum and primary matters. Mrs Lesa Simpson continues as Deputy Principal responsible for student engagement and secondary matters Mrs Kellie Anspach continues as the Manager of Corporate Services.

If you have questions, please contact Mrs Marshall or Mrs Simpson to they can attend to your queries. Please contact the School Officers on 96712300 to make an appointment with any of the leadership team.

We welcome Miss Teena Gordon as our new K/P staff member to the Wongan Hills community for 2020.



## Sun Smart School

Last year I sent out the Sun Smart policy to parent/caregivers to seek feedback. Our school is now a Sun Smart school and this will mean that hats are to be worn all year round. **Important to note that ALL primary students will be required to wear a wide brimmed hat from the start of term 2.** The Sun Smart Policy is attached. It is great to see students already wearing a Sun Smart hat. Please contact me through the front office if you have any queries.



*Caley, Matilda and Danielle wearing their Sun Smart hats. Way to go girls!*



## Out of Hours

It is important that parents and students be aware that out of school hours and the weekends there is no duty of care and people shouldn't be on the school grounds. Previously where there has been damage on the school site out of hours the names of people identified as being on site have had their names given to the police. **School hours are from 8.30am–3.15pm each day.**

## On Entry Assessment

During weeks 3 – 6 of Term 1, Pre-Primary, Year 1 and Year 2 students will be participating in the mandated Department of Education's state-wide On-entry Assessment Program.

The main purpose of the program is to provide teachers with an opportunity, early in the year, to collect information on the essential literacy and numeracy skills and understandings of each child in their class. This will assist teachers to develop informed and intentional teaching for play-based programs, designed to foster each child's learning, reflective of individual needs.

In literacy, the program includes:

- speaking and listening
- reading – recognising simple rhyming words, listening to and identifying the sound at the beginning of a word, and listening to and talking about two stories
- writing – drawing a picture and, if appropriate, attempting to write their name and some words.

In numeracy, the program includes:

- number – looking at small amounts and numbers, matching and counting
- measurement – comparing length and hefting (lifting objects to find out which one is heavier)

- geometry – looking at shapes and showing an understanding of simple 'position' words.

Further information for parents can be found by accessing the On-entry Assessment Program website at :

<http://det.wa.edu.au/educationalmeasurement/detcms/navigation/on-entry/information-for-parents/>

## Building Upgrade Update

The upgrade program for the toilets is well underway and after meeting with Department of Finance and the builders it is intended that the senior toilets will be completed at the end of next week and then they will move across to the junior toilets to undertake the planned works.

We have painters back this week to finish up on some more areas to be done and also works will be done on replacing the outside doors that on the corridor of the junior block and enter the junior quad.

I have been informed that the construction of the fence that runs along Johnston Street and our top oval will begin next Monday. Also the installation of two sets of goal posts will be done at the same time.

## Social Emotional Learning

Last year at Wongan Hills DHS, the school implemented a school-wide social and emotional learning program called The Zones of Regulation. Mrs Simpson is coordinating the program and all staff deliver the content across the school. Please read the information attached to get in

# THE ZONE!





## Staffing 2020

	<i>Classroom</i>	<i>Teacher</i>
<i>Principal</i>		Mr Bruce Nind
<i>Associate Principal - Curriculum</i>		Mrs Karen Marshall
<i>Deputy Principal Student Engagement</i>		Mrs Lesa Simpson
Kindergarten/ Pre-primary	Pre-primary	Mrs Teena Gordon Mrs Faye Coughlan (Wed)
Year 1/2	Room 1	Mrs Lyn Ilich
Year 2/3	Room 3	Ms Marisa Lodge
Year 4/5	Room 6	Ms Lorraine Starling (Mon-Wed) Mrs Lorraine Lobo (Thur-Fri)
Year 5/6	Room 8	Mrs Karen O'Shea
Junior Primary Music, Art and PE	Music & Art Rm	Ms Tegan Quartermaine
Physical and Health		Ms Sarah Peters
HASS, the Arts and Home Economics	Room 10, Home Ec & Art rooms	Ms Tabatha Dedman
English, Maths and Digital Tech	Room 11	Mr Michael Coughlan
Mathematics and Science	Room 9 & Science Lab	Mr Chris Dougall
D&T and Digital Tech	D&T Room & Room 4	Mr Jason Simpson
LOTE and Primary Science	Room 5	Mrs Susie Maguire



# SunSmart

## Sun Protection Policy

*Revised & Ratified by School Council: September 2019*

### **WONGAN HILLS DISTRICT HIGH SCHOOL**

#### **Background**

Skin damage, including skin cancer, is the result of cumulative exposure to ultraviolet radiation (UV) from the sun. UV damage begins to accumulate during childhood and adolescence and is associated with an increased risk of skin cancer later in life. As students and staff are at school during times of peak UV radiation, schools play a major role in providing an environment that minimises exposure and encourages long-term sun protective behaviours.

#### **Aim**

Our Sun Protection Policy has been developed to ensure that all students, staff, parents and visitors attending *Wongan Hills District High School* are protected from skin damage caused by harmful ultraviolet (UV) radiation from the sun.

#### **Implementation**

This policy is to be implemented when the forecast average monthly UV Index in our area is 3 or above (available from [www.bom.gov.au](http://www.bom.gov.au)). Throughout Western Australia, UV levels reach 3 or above during all school terms. The sun protection practices outlined in this policy will be applied to all school activities, including sports carnivals, excursions and camps. Provisions will be made for students who do not have adequate sun protective clothing or hats and these students will not be excluded from play or physical activity, though activities may be restricted to shaded areas.

#### **Procedures**

##### Scheduling outdoor activities

- Where possible, we schedule outdoor activities such as outdoor lessons, sport and physical education to occur when the UV Index is below 3. When this is not possible activities are scheduled as far from 12 noon as possible to avoid peak UV times.
- When outdoor activities are scheduled at times when the UV Index is 3 or higher, maximum use is made of shade, sunscreen, hats and long clothing to protect students and staff.
- We require students to wear broad-brimmed, bucket or legionnaires style hat in the primary and a cap in the secondary, sun protective clothing and sunscreen for all camps, sports and excursions. These items will be listed on the parent permission form. We will encourage staff and Parent helpers of these camps, sports and excursions to also wear hats, sun protective clothing and sunscreen.
- Students may remove their hats when playing sport that may impede on their vision and safety. This will be at the discretion of the supervising teacher.

##### Shade

- We ensure there is adequate provision of shade within the school grounds for students and staff, particularly in areas in high use areas, for example, popular play areas, where children eat lunch and outdoor lesson areas.
- We encourage staff and students to use shaded areas when outside.
- Students who do not have appropriate hats or sun protective clothing are asked to play in the shade or a suitable area protected from the sun.
- We ensure that adequate shade is provided at sporting carnivals and outdoor events.
- Shade provision is considered in plans for future buildings, grounds and playground equipment.

##### Hats

- We require students in the primary to wear a broad-brimmed, bucket or legionnaires style hat that protects the face, neck, ears and crown of the head whenever they are outside.
- We require students in the secondary school to wear as a minimum, a cap to protect the face and crown of the head whenever they are outside.
- Students without hats will remain protected from the sun and encouraged to play in shaded areas.

- We encourage staff, parents and visitors to wear broad-brimmed, bucket or legionnaires style hats when participating in and attending outdoor school activities and will inform them of our active Sun Smart policy.

#### Clothing

- Cool, loose-fitting sun protective clothing is included in our school uniform / dress code and sports uniform. It includes shirts with collars and elbow length sleeves.
- Staff and students are encouraged to wear a rash vest or similar top (t-shirt ok) for swimming/water activities. Whilst competing in races students may remove rash vest if they think it disadvantages swimming technique.

#### Sunscreen

- Sunscreen is available and accessible to staff and students in classrooms and around the school grounds e.g. at the school office and school cafe.
- Sunscreen is listed as an optional item for students to keep in their school bags for use during the day.
- All students and staff will be encouraged and reminded to apply SPF30 or higher broad-spectrum water resistant sunscreen 20 minutes before going outdoors e.g. prior to school, before lunch, PE lessons, sports, excursions etc.
- Sunscreen sensitivity/allergies will be requested to be reported in the Children's Health Questionnaire at the start of the year for all students. Children with sensitivity/allergies are encouraged to have their own sunscreen with them.

#### Sunglasses (optional)

Where practical, students are encouraged to wear close-fitting, wrap-around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2,3 or 4).

#### Role modelling and occupational health and safety

- To support health and safety legislation, staff are encouraged to wear sun protective hats when supervising students.
- Staff and students will act as positive role models and demonstrate Sun Smart behaviour when attending school by:
  - wearing sun protective clothing
  - applying SPF30 or higher broad-spectrum water resistant sunscreen
  - wearing a sun protective hat (broad-brimmed, bucket or legionnaires style)
  - using and promoting shade
  - wearing sunglasses that meet the Australian Standard 1067.

#### Education

- Programs on sun protection are included in the curriculum for all year levels.

#### Informing the school community

- Sun protection is communicated to staff, families and visitors via newsletters, social media, assemblies, whole school activities, and parent and staff meetings.
- Families and visitors are encouraged to role model sun protection measures when attending outdoor activities.

#### Policy monitoring and review

- The sun protection policy will be made available to staff and parents on the Schoolbag App. Parents are informed of this sun protection policy when they enrol their child/children. All new employees are briefed on the sun protection policy.
- The policy is monitored regularly and reviewed every three years.

Date for review: 2022







## Information About The ZONES of Regulation®

Dear Parents/Caregivers,

This year, all students at Wongan Hills District High School will continue to participate in The Zones of Regulation® curriculum (or “The Zones” for short), which are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help people gain skills in the area of self-regulation.

Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.

The lessons and learning activities are designed to help the students recognise 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 continue to 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.

A critical aspect of this curriculum is that members of the school community know and understand The Zones language. This creates a comfortable and supportive environment for the student to practice his or her self-regulation skills. It also helps the student learn the skills more quickly and be more likely to apply them in many situations. You can support your child/children during this process by doing the following:

- Use the language and talk about the concepts of The Zones as they apply to you in a variety of environments.
- Make comments aloud so your child/children understands it is natural that we all experience the different zones and use strategies to control (or regulate) ourselves. For example, “This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths.”
- Help your child/children gain awareness of his or her zones and feelings by pointing out your observations.
- Validate what zone your child/children are in and help them brainstorm expected ways to self-regulate so their behaviour is expected for the context.
- Share with your child/children how his or her behaviour is affecting the zone you are in and how you feel.
- Help your child/children become comfortable using the language to communicate his or her feelings and needs by encouraging the student to share his or her zone with you.
- Show interest in learning about your child/children’s triggers and Zones tools. Ask them if he or she wants reminders to use these tools and how you should present these reminders.



- Ask them to frequently share his or her Zones lessons with you and talk about what he or she has learned. (for example this week so far all high school students made chatterbox paper folding to demonstrate some reflection of what they learned last year)
- Make sure to positively reinforce children for recognising their zone and managing their behaviours while in it, rather than only pointing out when students are demonstrating unexpected behaviours while in a zone.

It is important to note that everyone experiences all of the zones—the Red and Yellow Zones are not the “bad” or “naughty” zones. All of the zones are expected at one time or another. The Zones of Regulation is intended to be neutral and not communicate judgement.

We run dedicated activities for The Zones of Regulation each fortnight as part of the Health curriculum, these vary from 10 minute lessons up to 1-hour lesson depending on the content being taught. These lessons are tailored to the different year levels however the critical content being delivered is essentially the same. This way all Wongan Hills students are getting the same information in the same time frame.

Later this term all parents/caregivers will be invited to a “Zone Out” information session to learn more about the program in a hands on/interactive way. Please also find attached a glossary of terms that we use at school in this program to help you get started with using The Zones at home.

I am happy to discuss The Zones of Regulation with you, just make an appointment through the office or contact me at [lesa.simpson@education.wa.edu.au](mailto:lesa.simpson@education.wa.edu.au)

Sincerely,  
Lesia Simpson  
Deputy Principal (Student Engagement Coordinator)

## The **ZONES** of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control





## 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 coloured zones with which the students can easily identify.

**Blue Zone:** Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

**Green Zone:** Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student feels a strong sense of internal control when in the Green Zone.

**Yellow Zone:** Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

**Red Zone:** Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behaviour, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

**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 stoplight to provide additional cues for students.

**Expected behaviors<sup>1</sup>:** Behaviours that give people around you **good or comfortable thoughts** about you.

**Unexpected behaviors<sup>1</sup>:** Behaviours that give people **uncomfortable thoughts** about you.

**What is the size of the problem? and Is this a Big or Little Problem?** 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.



*In Room 3 we are learning about predictions using the book **The Bunyip in the Billabong**.*

*We talked about what a Bunyip is and what it could look like before the class drew their predictions and shared them with a partner.*



ROOM 3





## We Want to Reuse Your Waste to PLAY AND LEARN!

**The Junior Primary are seeking a collection of Reusable Loose Parts!**

We need a variety of natural and man-made materials that can be used in play and construction to provide students with a rich variety of learning challenges and opportunities.

**Things like but not limited to:**

- Packing materials and cardboard boxes of all sizes (flattened)
- Baskets, trays, crates or buckets
- **Wooden** pallets, off cuts and spools
- **Plastic** bottles, lids, containers, tubing and ducting
- **Metal** tins, washers, nuts and bolts
- **Fabric**, bed sheets, button, beads, wool and ribbon
- Corks, rope and cardboard tubes
- Glass jars and bottles.
- Shells, empty seed pods, pebbles and feathers



*The possibilities are endless, just let your imagination run wild!*

### **Safety**

Please make sure any items being donated are clean and tidy.

### **Collection Point**

Large boxes will be placed outside of the **old Kindy building** for any donations of reusable items. Please contact the school if you have larger items that require special delivery or pick up.

Not sure if your reusables are suitable? Please don't hesitate to contact **Tegan**.

[tegan.quartermaine@education.wa.edu.au](mailto:tegan.quartermaine@education.wa.edu.au)

*We would also love to hear from any local businesses in town that might have useful rubbish so please spread the word!*







	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	3 <sup>rd</sup> February Students commence	4 <sup>th</sup> February <i>Kindy</i>	5 <sup>th</sup> February	6 <sup>th</sup> February <i>Kindy</i>	7 <sup>th</sup> February
<b>2</b>	10 <sup>th</sup> February House Captain Elections	11 <sup>th</sup> February <i>Kindy</i>	12 <sup>th</sup> February <i>Primary Class Meetings</i> <i>Wongarette School Council Nominations Open</i>	13 <sup>th</sup> February <i>Kindy</i>	14 <sup>th</sup> February <i>Student Council Wall of Love Free Dress Day!</i>
<b>3</b>	17 <sup>th</sup> February	18 <sup>th</sup> February <i>Kindy</i>	19 <sup>th</sup> February	20 <sup>th</sup> February <i>Kindy</i>	21 <sup>st</sup> February <i>School Council Nominations Close</i>
<b>4</b>	24 <sup>th</sup> February <i>P &amp; C Meeting Autumn Bar Café 7pm</i>	25 <sup>th</sup> February <i>Assembly 9am Kindy</i>	26 <sup>th</sup> February <i>Wongarette</i>	27 <sup>th</sup> February <i>Kindy</i>	28 <sup>th</sup> February
<b>5</b>	2 <sup>nd</sup> March Labour Day Public Holiday STUDENT FREE DAY	3 <sup>rd</sup> March <i>Kindy</i>	4 <sup>th</sup> March	5 <sup>th</sup> March <i>Kindy</i>	6 <sup>th</sup> March <i>Primary Water Fun Afternoon 3.15pm – 5.00pm</i>
<b>6</b>	9 <sup>th</sup> March <i>School Council Meeting 6.30pm Rm 5</i>	10 <sup>th</sup> March <i>Photo Day</i>	11 <sup>th</sup> March <i>Wongarette</i>	12 <sup>th</sup> March <i>Kindy</i>	13 <sup>th</sup> March <i>Interhouse Swimming Carnival</i>
<b>7</b>	16 <sup>th</sup> March	17 <sup>th</sup> March <i>Kindy</i>	18 <sup>th</sup> March	19 <sup>th</sup> March <i>Kindy</i>	20 <sup>th</sup> March <i>High School Hangout - Canteen available</i>
<b>8</b>	23 <sup>rd</sup> March <i>Student Leadership Camp</i>	24 <sup>th</sup> March <i>Kindy</i>	25 <sup>th</sup> March <i>Wongarette</i>	26 <sup>th</sup> March <i>Assembly 9am Kindy</i>	27 <sup>th</sup> March <i>Interschool Swimming Carnival</i>
<b>9</b>	30 <sup>th</sup> March	31 <sup>st</sup> March <i>Kindy</i>	1 <sup>st</sup> April	2 <sup>nd</sup> April <i>Kindy</i>	3 <sup>rd</sup> April <i>Pre Primary Excursion</i>
<b>10</b>	6 <sup>th</sup> April	7 <sup>th</sup> April <i>Kindy</i>	8 <sup>th</sup> April <i>Wongarette</i>	9 <sup>th</sup> April <i>Kindy Students last day of term. Free Dress Day - Easter</i>	10 <sup>th</sup> April <i>Good Friday</i>



WONGAN HILLS DISTRICT HIGH SCHOOL

*'Pursuing Excellence'*

CULTIVATE

## **School Council**

In 2020 we have 3 positions available on School Council, 2 x 3 year terms and 1 x 1 yr term. Thank you to outgoing school council members Sandra Hartley, Aleisha Coad and Aleix Shore for your contributions to the School Council over the last few years. For parents who are interested in being a part of the School Council, please call into the front office at school to collect and complete a *School Council Nomination Form*. All required information for nominations is provided on the form. Nominations must be submitted to the front office no later than 3:30pm Friday 21st February 2020. Elections (if required) will take place Monday 24h – Wednesday 26th February 2020.

The School Council is an integral part of the school community. The members meet approx. 6 times throughout the year. A summary of the roles and responsibilities of the School Council are listed below. Further information is provided to School Council members at the first meeting.

*The functions of Councils are prescribed by the School Education Act 1999 and the School Education Regulations 2000 as follows:*

### **Take part in:**

- *establishing and reviewing from time to time, the school's objectives, priorities and general policy directions;*
- *planning financial arrangements necessary to fund those objectives, priorities and directions;*
- *evaluating the school's performance in achieving those objectives, priorities and directions; and*
- *formulating codes of conduct for students at the school.*

### **Approve of:**

- *a charge or contribution determined by the principal for the provision of materials, services and facilities;*
- *the costs determined by the principal to be paid for participation in an extra cost optional component of the school's educational program;*
- *the items determined by the principal to be supplied by a student for the student's personal use in the school's educational program; and*
- *an agreement or arrangement for advertising or sponsorship in relation to a government school.*





# What is a P&C?

A guide to the role of P&C Associations in government schools



The P&C Association is the forum for parents and citizens in government schools who have an interest in their children's education.

Parents and Citizens' Associations are established under the School Education Act 1999 for the purpose of supporting a strong government school system for the benefit of all students.

A P&C comprises of parents and carers of children attending a school or group of schools and other interested persons over the age of 18 years who have paid an annual subscription.

The Principal of the school is an ex-officio member by right of their position and only needs to pay for membership if they wish to be counted in the P&C quorum.

## P&Cs meet regularly in most government schools throughout Western Australia

### FUNCTIONS OF THE P&C

- **Encourage** parents to participate in developing the school's educational policy.
- **Develop** parent participation and involvement in the school.
- Act as the **forum** for parents to discuss issues pertaining to the school and its community and for gathering opinions.
- **Promote** and **support** communication and cooperation within the school community
- Bring **educational matters** to the attention of the wider community.
- Have **representation** on the School Council and the local District Council of P&C Associations.
- **Provide** extra resources for the benefit of government school students.



### THE P&C AND FUNDRAISING

- The P&C can provide resources to the school as it sees fit but is not required to do so.
- P&C Associations are not simply there to fundraise and indeed may elect to avoid fundraising in preference to other activities, such as discussion of educational issues and school policies.
- However, all surplus funds of the P&C (including surplus funds held in other P&C accounts) must be used for the benefit of students attending government schools.



### WACSSO AND YOUR P&C

The Western Australian Council of State School Organisations Inc. (WACSSO) is the peak body for the Parents & Citizens' movement in WA. The organisation is committed to a public education system for all young people irrespective of their age, culture, socio-economic status, gender, level of ability or geographic location. WACSSO has more than 640 affiliated P&C Associations and provides representation and services such as training, insurance, expert advice and support to each.

## Wongan Hills P&C

Term 1 AGM Meeting - Monday 24th February  
7pm at the Autumn Bar

Come and hear what our School Principal and Deputies have planned for our school for this term and in to the year. Everyone welcome.





WONGAN HILLS DHS

## 2020 HOME READING INCENTIVE PROGRAM

The primary reading incentive program is  
back!

Children are encouraged to read every night and write their progress in their Home Reader Diary 2020. Parents are asked to sign each night. A running tally of nights will be taken by the classroom teacher so we can celebrate each student's success. Students will receive certificates and small incentives every time they have read a total of 25 nights.

This year only reading at home will be included in the 25 nights.

Students are also able to read twice a day (morning and evening) should they wish. This can be included as 2 entries.

### WE CANNOT WAIT TO CELEBRATE ALL OF THE AMAZING READING AT WHDHS





## Treasure Hunters



About 25 children have enjoyed the fun of 5 Thursday lunchtimes this term. The children have been absolutely delightful and incredibly well-behaved and engaged!

The children come to the music room with their lunch and while eating, enjoy a game/challenge, followed by a Values Based Bible Story.

Then a song and a craft, followed by a game if there is time.

To help decipher what children have tried to tell their parents on a Thursday evening, this is what we have been doing:

1. We are each a Treasure, loved by God with gifts and talents to share.
2. The story of Zacchaeus with the value that just as Jesus was a friend to all, we can also be friendly to all. Craft—Zacchaeus climbing the tree to see Jesus as the story talked about.
3. The Christmas Story from the angels perspective and etching a colourful Christmas decoration.
4. The Christmas Story - shepherds and colouring a star to take home.
5. The Christmas Story with the kings/wiseman, colouring a crown.



We are hoping to run Treasure Hunters again this year.

Helpers: Heather Stickland, Margaret McFarlane, Trish Wilkes, Rachel White, Faye Coughlan, Cheryl Whyte and Karen Box.



## HOME READING

What does home reading look like in Term 1 Pre-primary?

Parents reading to their children

Before Reading: Predict what will happen

After reading: Ask relevant questions about the text/pictures

Point out the HFW children have learnt. E.g. the, to

Parents reading by themselves, for enjoyment, in front of their children

Examples of what to read: Books, comics, newspaper, recipes, letters from school, diaries, cereal boxes, road signs, shop signs, instructions for toys, party invitations

Ask children to blend phonetically-correct words. E.g. c-a-t







## VALENTINES

**FRIDAY THE 14TH OF  
FEBRUARY IS VALENTINES  
DAY. COME TO SCHOOL  
DRESSED IN PINK OR RED FOR  
A GOLD COIN DONATION TO  
RAISE MONEY FOR THE BUSH  
FIRE APPEAL.**





## WALL OF LOVE

Will be located in  
the Undercover  
area on Friday

**SPREAD YOUR LOVE THROUGH  
KIND WORDS- MAKE  
SOMEONE'S DAY BY WRITING  
A KIND MESSAGE TO SOMEONE  
IN THE SCHOOL EG: FRANK,  
THANKS FOR ALWAYS  
SHOWING ME KINDNESS**