

TERM 3, WEEK 3- JULY 27 2022

# THE WIRAN

SWAN HILL PRIMARY SCHOOL

## From Our Principal

Mrs Hayley Doyle

It's been wonderful to have lots of pre-schoolers and their families participate in the Ready, Set, Prep Program this week. This afternoon we will have our RSP, specialist experience session and BBQ. It's not too late to register – we still have two more sessions this week!

We urge parents to keep children at home who are presenting with any cold/flu/covid symptoms. Even if a child tests negative on a RAT test, they still shouldn't be presenting at school with symptoms. We all need to do our bit to limit the transmission at school and across our community. What we do here at school can impact the pressure placed on our health system. Your support is appreciated.

We congratulate Rhian Edge who was recently appointed to the Business Manager role at SHPS, recently advertised. Rhian brings an abundance of skills and knowledge to the role as well as an enthusiastic approach.

## What's On



- Mon July 25 - Fri 29**  
Ready, Set, Prep!
- Thurs July 28**  
Regional Soccer & Netball Finals
- Fri July 29**  
Book Club Closes
- Mon Aug 1**  
100 days of prep - preps dress up
- Tues Aug 2**  
Regional Hockey Finals
- Tues Aug 9**  
School Council Meeting
- Fri Aug 19**  
Student Free Day
- Tues Aug 23 - Fri Sept 16**  
Smile Squad - Dental Visit
- Wed Aug 24**  
Senior Athletics
- Mon Aug 29 - Tues 30**  
Grade 2 Pioneer Settlement Camp
- Mon Sept 5 - Wed 7**  
Grade 4 Anglesea Camp

## READY, SET, PREP!

### ENGLISH

**MONDAY**  
25th JULY  
OR  
**THURSDAY**  
28th JULY  
9 - 10:30AM

### P.E./MUSIC & SAUSAGE SIZZLE

**WEDNESDAY**  
27th JULY  
4 - 5:30PM

### MATHS

**TUESDAY**  
26th JULY  
OR  
**FRIDAY**  
29th JULY  
9 - 10:30AM



**BOOK YOUR  
PLACE  
NOW**  
50 321336

## To Do List



- Register for Maths & English competitions by 1st August (find details below in newsletter).
- Grade 2 return note and deposit for camp.
- Grade 4 return note and deposit for camp.
- Book club closes Friday 29th July.
- Return Smile Squad permission forms for dental visit

# Students of the Week - Term 3 - Week 2

**Prep B** Kai  
**Prep M** Blake  
**Prep N** Darby  
**Prep S** Max  
**1M** Harley  
**1T** Heath  
**1W** Evie  
**2A** Charles  
**2B** Madison  
**2C** Scarlett  
**2D** 2D class  
**3H** Audrey  
**3K** Benji  
**3M** Jayla

**Indonesian**  
**Music**  
**PE**  
**Science**

**4B** Luke  
**4C** Amelia  
**4L** Hannah  
**5C** Harper-Lee  
**5F** Logan  
**5H** Dakota  
**6H** Poppie  
**6K** Rylan  
**6M** Amy  
 Shanaeah  
 Michael  
 Fleur  
 Noah



# Sport Report

## Swimming

<u>Dates</u>	<u>10:55am</u>	<u>11:35am</u>	<u>12:10pm</u>
Wed August 3rd	3M	3K	3H
Wed August 10th	3H	3M	3K
Wed August 17th	3K	3H	3M
Wed August 31st	3M	3K	3H

## Regional Netball and Regional Soccer

Regional Soccer and Regional Netball will be held tomorrow Thursday 28th of July. Soccer will be held at Ken Harrison Recreation Reserve. Netball will be held at the Alan Garden Reserve. We wish both teams all the best.

## Senior Athletics

Senior Athletics will be held at on Wednesday 24th of August at the Ken Harrison Recreation Reserve. The day will start at 9.30 a.m. and finish around 2.45 p.m.

**nab AFL Auskick ROADSHOW 2022**  
Bringing Auskick Centres together to play games and have some fun!  
10.30 AM - 12.00 PM

**TYNTYNDER JULY 17TH**  
**COHUNA JULY 31ST**  
**NYAH JUNE 26th**  
**KERANG JULY 24TH**

**nab AFL Auskick ROADSHOW 2022**  
Where can your Auskick Centre Go?

**NYAH JUNE 26th**  
Nyah Auskick  
Balranald Auskick  
Woorinen Auskick  
Moulamein Auskick  
Tooleybuc Auskick

**KERANG JULY 24th**  
Kerang Auskick  
Wandella Auskick  
Murrabit Auskick  
Quambatook Auskick  
Wakool Auskick  
Boort Auskick

**TYNTYNDER JULY 17TH**  
Swan Hill Auskick  
Tyntynder Auskick  
Lake Boga Auskick  
Mallee Eagles Auskick  
Ultima Auskick  
Sea Lake Auskick  
Birchip Auskick

**COHUNA JULY 31st**  
Cohuna Auskick  
Macorna Auskick  
Koondrook Barha Auskick  
Leitchville Auskick  
Pryamid Hill Auskick

# YOUR Wellbeing MATTERS

## Wellbeing Term 3, Week 3

### PROTECT

Protecting children & young people  
from abuse is our responsibility



### Child Safe Standards...

The Child Safe Standards are compulsory minimum standards for all Victorian early childhood services and schools, to ensure they are well prepared to protect children from abuse and neglect.

#### **Child Safe Standard 11: Policies and procedures that document how schools are safe for children, young people and students.**

This standard focuses on incorporating the 11 Child Safe Standards into school policies, procedures and practices, which work together to create a child-safe culture.

Schools should ensure these policies and procedures are:

- informed by community consultations so they are relevant to the school
- accessible to all
- informed by best practice
- championed by leaders
- well understood by those they apply to
- implemented effectively.



Being a child-safe organisation requires ongoing effort. Schools are safer for children and students when child safety policies and procedures are championed by leaders and understood by all members of the school community.

#### **To comply with this standard, at minimum, schools must:**

- implement practices for a child-safe environment
- establish policies and procedures that meet all the Child Safe Standards
- make sure all relevant school staff, governing body and volunteers understand and implement the policies and procedures
- champion and model the policies and procedures for a child-safe environment
- document their policies and procedures and make them easy to understand
- make sure their policies and procedures are informed by best practice models and stakeholder consultation.

RESILIENCE  
RIGHTS &  
RESPECTFUL  
RELATIONSHIPS

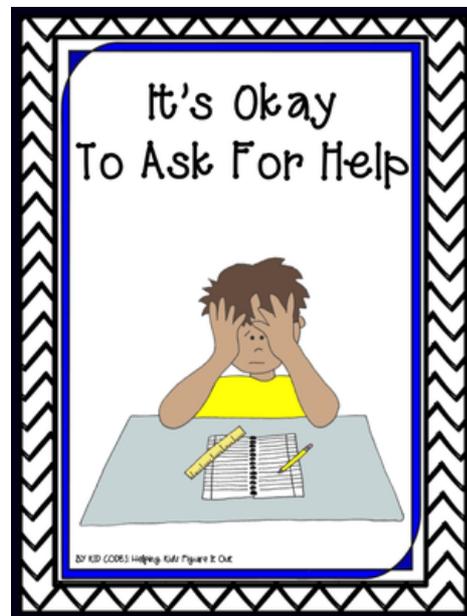
### Respectful Relationships...

Respectful Relationships topic for weeks 3 & 4 is Help Seeking

Asking for help can be challenging whether you're an adult or a child. Knowing that you're in need of help can be hard to identify or admit because we're often taught to be self-reliant and independent.

Asking for help can feel uncomfortable and some people describe it as having to 'swallow their pride'. It takes courage to reach out and say that you're not managing, you're unsure about something, or you just need a shoulder to cry on.

*Look out for our Wellbeing flyers on Facebook.*



# YOUR Wellbeing MATTERS

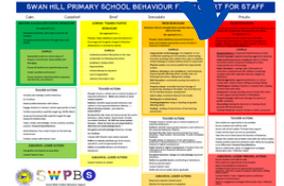
# Wellbeing Term 3, Week 3



School Wide Positive Behaviour Support...

## What Does SWPBS Look Like At Swan Hill Primary School?

- A clear set of behaviour expectations are developed around our key school values (as defined in our matrix).
- Our aim is that you can identify the behavioural expectations within 5 minutes of entering the school.
- Students are able to state the behavioural expectations.
- Students are recognised for positive behaviours.
- Positive expectations and behaviours are explicitly taught and encouraged.
- Staff follow our Behaviour Continuum (Flow Chart) when dealing with behaviours.
- Data will be collected and used for decision making.
- It is a team-based approach.
- Families are actively included.



## What does our School Wide Positive Behaviour Support Team do?

Our SWPBS Team meets monthly to work through our school action plan. This action plan helps us to implement the features of SWPBS with fidelity. The Team is also responsible for ensuring that we are meeting our Annual Implementation Plan (AIP) goal, collecting, analysing and problem solving behaviour data, and constructing a behaviour continuum which helps staff to create success through positive behaviours and respond to behaviours in a calm, consistent, logical and respectful manner.

## Who is on our School Wide Positive Behaviour Support Team?

Hayley Doyle, Michelle Murphy (Coordinator), Bianca Brassier, Mitch Croft, Mandy Hinton, Nandia Brabham, Andrew Cameron, Marlene Myers and Sally Russell (Parent representative).

## Why Do We Explicitly Teach Our Expected Behaviours?

Introducing, modeling and reinforcing positive social behaviour is an important step of a student's educational experience. Explicitly teaching our behavioural expectations and acknowledging students for demonstrating them is key to our success.

- They are necessary skills for success in life.
- Many students arrive at school without these important skills.
- They are the basis for a positive and safe climate.
- Doing so increases opportunities to teach other skills.

- At the beginning of school year.
- Often enough to achieve and maintain fluency.
- Before times when problem behaviours tend to increase.
- Ongoing throughout the year. (Refresher lessons)
- At teachable moments.

SWAN HILL PRIMARY SCHOOL POSITIVE BEHAVIOURS MATRIX				
We follow our values of...				
	Respect	BELONGING	Responsibility	COMMITMENT
All Areas	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>
Learning Areas	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>
Play Areas	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>
Pools, Gardens, Courtyards & Transition	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>
Bus	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Use respectful body language</li> <li>Use respectful facial expressions</li> <li>Use respectful tone of voice</li> <li>Use respectful eye contact</li> <li>Use respectful personal space</li> <li>Use respectful personal belongings</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> <li>Use respectful personal information</li> <li>Use respectful personal property</li> </ul>

# SWAN HILL PRIMARY SCHOOL BEHAVIOUR FLOW CHART FOR STAFF

Calm

Consistent

Brief

Immediate

Respectful

Private

## CREATING SUCCESS WITH POSITIVE BEHAVIOURS

Our approach is to ...

- Emphasise prevention and create success for all students
- Recognise positive behaviour through tokens and awards

### EXAMPLES

- Repeatedly model our school values of Respect, Commitment, Responsibility and Belonging
- Ensure all students are experiencing success
- Create a positive environment
- Ensure students understand what is expected and that they can achieve it

### TEACHER ACTIONS

- Verbally acknowledge positive behaviour
- 4:1 Positives
- Award positive behaviour with tokens
- Engage students in relevant content appropriate to level
- Positive expectations explicitly taught eg. SWPBS Matrix
- Social and Emotional skills explicitly taught through Respectful Relationships
- Teach, model, acknowledge, correct, practice, practice.
- Adult behaviour has a major impact on the learning environment
- Positive contact with Parent/ Carer

### SUBSCHOOL LEADER ACTIONS

- Recognition and Awards at assemblies
- Contact Parent/ Carer

## WORKING TOWARDS POSITIVE BEHAVIOURS

Our approach is to ...

- Prevent, Teach, Reinforce expected behaviours
- Encourage and recognise change in behaviour
- Misbehaviour is resolved by teacher

### EXAMPLES

- Incidental persistent disruptions to the class
- Incidentally not following instructions
- Speaking or acting unkind
- Argumentative
- Limited attempt at classroom
- Lack of organisation
- Lateness returning to class

### TEACHER ACTIONS

- Prompt: Visual or verbal cues to remind students of expected behaviours. **'Make eye contact or move toward student'**.
- Redirect: Identify inappropriate behaviour and redirect to the expected behaviour (Matrix). **'... Please be/show (value)... you need to... (expectation)'**
- Re-teach the rule: State and demonstrate the matrix behaviour. Have student demonstrate. Provide immediate feedback. **'At SHPS we show (value)... because... Show me how you can (expectation)... Well done for (acknowledgement)...'**
- Recognise and acknowledge behaviour change.
- 4:1 Positives
- Contact with Parent/ Carer where required.
- Reflect on teacher practices eg. Environment, operations, work at appropriate level.
- Reflect on possible factors contributing to behaviour.

### SUBSCHOOL LEADER ACTIONS

- Support teacher as needed

## MINOR BEHAVIOURS

Behaviours that are managed where and when they occur, by the adult at the time.

Our approach is to ...

- Prevent, Teach, Reinforce expected behaviours
- Assess and evaluate appropriate course of action in response to behaviour

### EXAMPLES

- Inappropriate verbal language: non-targeted or non-confidential swearing out of frustration, verbal teasing, low level, excluding other children from play or activities; verbal challenge to student without intent to cause harm
- Physical contact: non-serious playful but inappropriate contact
- Defiance, disrespect, non-compliance: confrontational; lying not greatly affecting others; socially rude, not following instructions, talking back; spitting
- Mild Disruption: consistently causing interruption to instruction
- Property misuse: reversible low level damage of property (eg. drawing on the table). Use of an item not for its intended purpose, causing harm
- Late to class: consistent lateness from breaks
- Missing part or whole lesson
- Cheating/plagiarism: lying or cheating not greatly affecting others
- Stealing: stealing of school items of low level (eg. pencil/ruler)

### TEACHER ACTIONS

- Prompt: Visual or verbal cues to remind students of expected behaviours.
- Redirect: Identify inappropriate behaviour and redirect to the expected behaviour (Matrix).
- Re-teach the rule: State and demonstrate the matrix behaviour. Have student demonstrate. Provide immediate feedback.
- Provide choice: A statement of two alternatives — preferred or desired behaviour or a less preferred choice (natural or logical consequence).
- Apply natural or logical consequence: If student does not make good choice (expected behaviour) apply consequence.
- Recognise behaviour change and acknowledge expected behaviour.
- Reflect on possible factors contributing to behaviours.
- Write up Sentral report
- Contact Parent/ Carer
- Notify Sub School Leader where applicable

### SUBSCHOOL LEADER ACTIONS

- Respond to teachers Sentral report
- Monitor for improvement or escalation

## MAJOR BEHAVIOURS

Behaviours that require further support or additional follow up. May require the student to be relocated from the setting.

Our approach is to ...

- Respond rapidly to ensure student and staff safety
- Provide high level behaviour support and management
- Engage Subschool Leader and work together to resolve behaviour: Prevent/Teach/Reinforce

### EXAMPLES

- Repeated Minors: 3 responses implemented per week
- Abusive language: targeted swearing, aggressive swearing
- Defiance/disrespect/non-compliance: failure to follow instructions when a response is being put in place; inappropriate use of technology.
- Major Disruption: causing major interruption to instruction. sustained loud talk, yelling or screaming; constant noise with materials; tantrums; dangerous behaviours.
- Physical aggression: aggressive behaviour or serious contact with intent to harm, hitting, punching, kicking
- Theft/forgery: stealing of teacher or student item; stealing of school item with value.
- Harassment: teasing, taunting, serious threat with intent to harm; gang or group threats or intimidation.
- Property damage: deliberate damage of property or graffiti, vandalism.
- Absconding: leaving the classroom or leaving school grounds without permission.
- Criminal behaviour: assault; threats to safety; possession

### TEACHER ACTIONS

- Give student an opportunity to de-escalate.
- Ensure students and staff are safe.
- Access Sub School Leader/ Principal class support
- Create Sentral report as soon as practicable
- Take time out to think about the function of behaviour.
- Unpack the incident and problem solve with Sub School Leader.
- Employ positive classroom behaviour plan: What are you going to do differently? Prevent/Teach/Reinforce
- Restore relationship: apply re-engagement strategies (Restorative chat / reflection sheet)

### SUBSCHOOL LEADER/ PRINCIPAL ACTIONS

- Ensure students and staff are safe.
- Apply natural/logical consequence.
- Facilitate further actions as appropriate (suspension, expulsion, referral to support program/ alternative setting, police action)
- Contact Parent / Carer. Organise parent conference
- Respond to Sentral report
- Apply re-engagement strategies (Restorative chat / reflection sheet)



School Wide Positive Behaviour Support

# CHILD SAFE STANDARDS

## @ Swan Hill Primary

### PROTECT

Protecting children & young people from abuse is our responsibility



Swan Hill Primary School is committed to Child Safety and we have a zero tolerance for child abuse. The safety and wellbeing of all children is a primary focus. We want children to be safe, happy, and empowered, where they are respected and have a voice that is heard. All allegations and safety concerns will be treated very seriously and consistently through our policies and procedures.

To ensure the safety and best interests of all children, we take into account the cultural safety of Aboriginal children and Torres Strait Islander children, children from culturally linguistically diverse backgrounds, as well as the safety of children with disabilities and who are vulnerable.

### School Crossing Supervisors Needed

Are you...

- great with kids?
- free before and after school?
- looking for some extra income?



This could be the job for you!  
Full training provided for the right applicant.  
Call our team on 5036 2346 for a friendly chat.



Morning tea and fun activities provided



### GIRLS AUSKICK PLUS PROGRAM

SWAN HILL ALL GIRLS AUSKICK  
4.30 PM - 5.30 PM - MONDAY'S  
STARTING : 8TH AUGUST 2022  
SWAN HILL REC RESERVE

## REGISTER TODAY

SCAN QR CODE TO REGISTER



COST: \$55  
6 WEEKS  
OPEN TO AGES 5-12YR  
GREAT PROGRAM FOR KIDS WHO  
LOVE AUSSIE RULES  
PROGRAM FACILITATED BY AFL  
VICTORIA STAFF

When: Thursday 4th August

Where: MDAS Community Hall

70 Nyah Road

Swan Hill

Time: 9:30—11 AM



Swan Hill  
District Health  
Connected Care. Best Experiences.

CONTACT

Mal—0427 998 104  
Michelle—0486 017 986



Treating Adults and Children

Convenient Mildura Location

Sunraysia Community Health Dental Department

Early Mornings and Late-Night appointments available

PH: 08 8267 1170

Dr Neena Chisholm (Specialist Orthodontist)

NO REFERRAL REQUIRED

SEE THE ORTHODONTIST EVERYTIME



The Smile Squad Dental Van is coming to SHPS from August 23rd - September 16th. Please fill out and return consent forms to classroom teachers.



# SWAN HILL PRIMARY FETE

Save the date  
Sunday 23rd October

**FREE ENTRY**

JOIN US FOR LOTS OF FUN!

- side stalls •
- games •
- entertainment •
- auction •
- food •
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**BRI**  
BUSHFIRE RESILIENCE INC.

## GET BUSHFIRE RESILIENT

INFORMATION FOR HOUSEHOLDS IN RURAL AREAS AND ON THE URBAN FRINGE

**2022 FREE WEBINAR SERIES**

### Recommended viewing for family and friends.

Eminent subject matter experts will provide thought-provoking, relevant and practical information.

Viewer response to ten previous BRI webinars: 91% rated very good or excellent, 100% would recommend to others.

Viewers can ask questions before or during the webinar, and when you register we'll also send you a link to videos.

To learn more about our presenters head to [br.org.au/presenters](http://br.org.au/presenters)

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About Bushfire Resilience Inc.  
[br.org.au/about](http://br.org.au/about)

#### Horses and bushfire – what do we know?

7.30 AEST Wednesday 20 July  
 • Kirrily Thompson, University of Newcastle  
 • Andrew McLean, Equitation Science International  
 • Chris Heisters, Veterinarian

#### Your vegetation – what you need to know

7.30pm AEST 10 August  
 • Kevin Tolhurst AM, University of Melbourne  
 • Justin Leonard, CSIRO  
 • Peter Ashton, DELWP  
 • Nick Guyett, Surf Coast Shire

#### Your last resort options

7.30pm AEST 24 August  
 • Justin Leonard, CSIRO  
 • Jim McLennan, La Trobe University  
 • Rob Gordon OAM, Clinical Psychologist

#### Why get kids involved in the family bushfire plan

7.30 AEST Wednesday 7 September  
 • Michelle Roberts, Australian National University  
 • Rob Gordon OAM, Clinical Psychologist  
 • Briony Towers, Co-director, LEADRRR  
 • Jane Hayward, Principal Strathearn Primary School

#### Understand your bushfire risk

7.30pm AEST 21 September  
 • Kevin Tolhurst AM, University of Melbourne  
 • Justin Leonard, CSIRO  
 • Ian Bennetts, Bushfire Building Council of Australia

TO REGISTER VISIT [BRI.ORG.AU/WEBINARS](http://BRI.ORG.AU/WEBINARS) OR SCAN QR CODE

## POP UP COVID19 VACCINATION CLINICS

Wednesday 27th July 2.30-7pm  
 &  
 Thursday 28th July 8.30am - 1pm

Where: Anglican Church Hall,  
 46 Splatt Street

### What vaccine dose do you need?

If you are aged:

50+	four doses	30-49	three doses, option of fourth
16-29	three doses	5-15	two doses

Vaccines can be booked 3 months after your last dose or COVID-19 infection.





We are delighted to inform you that Swan Hill Primary School will again be participating in the world-renowned ICAS competitions this year.

### What is ICAS?

ICAS is an online academic competition that is designed to assess students' higher order thinking and problem-solving skills in English, Mathematics, Science, Writing, Spelling Bee and Digital Technologies.

At SHPS we will only be participating in the **English** and **Mathematics** assessments.

Every student who participates will receive a printed certificate and an online results report. Top performers will be eligible for medals.

We encourage you to consider entering your child into ICAS this year.

### How to participate in ICAS

If you wish for your child to participate in ICAS this year, please:

1. Read about ICAS subjects and prices here: (<https://www.icasassessments.com/products-icas>)
2. Go to Parent Portal here: (<https://shop.icasassessments.com/pages/pps>)
3. Enter our school's access code – DCW503
4. Enter your child's details, select the tests you would like to purchase, then proceed to payment. **Cost: \$19.25 per**
5. The closing date to enter is **Monday 1<sup>st</sup> August.**

After payment is made via the Parent Payment System, you will receive an order confirmation email, please keep this for your records.

We will notify you of the date(s) that we run ICAS at the school and when your child's ICAS results are ready. You and your child can access the results once released via the Reports Portal using the TAP ID and pin found on the back of the ICAS certificate.

**THANK  
YOU**

*Bakers Delight*  
We're for real.

Thank you to Bakers Delight Swan Hill for providing us with fresh bread and rolls all year round, for use in our Breakfast Club and for spare student lunches.