

AVONDALE PRIMARY SCHOOL

NEWSLETTER #3 Friday, March 11



Acknowledgement of Country

We acknowledge the Wurundjeri people who are the traditional custodians of this land on which we live and learn.

We also pay our respect to the elders past, present and emerging of the Kulin nation and extend that respect to the other Aboriginal or Torres Strait Islander people present.

Artwork by Arkie Barton

Welcome to our Avondale community,

Enjoy reading our newsletter today, acknowledging our official opening of the upgraded facilities, celebrating student learning during Weeks 5 and 6 and a range of additional information from Avondale Primary, DET and our school community.

What an exciting day we had today in celebrating the official opening of our upgraded facilities. We welcomed our families, students and visitors, with our Member for Parliament, Ben Carroll, as well as:

- John Dainutis – Area Executive Director
- Alex Artivilla – Acting SEIL (School Educational Improvement Leader)
- Isabelle Sawtell – School Council President
- Seamus Cale (Manager, VSBA) and Mo Oyouun Alsoud (Senior Project Officer, VSBA)
- Craig Whitford (Project Manager, Rendine Constructions) and Richard Strickleton (Site Manager, Rendine Constructions) and
- Daniel Coomber (Architect, FMSA) and Anna Morawiec (Architect, FMSA)

Our School Captains, Ava and James alongside our student leaders had the pleasure of meeting with Mr Ben Carroll, our local member of parliament for Niddrie and Mr John Dainutus, Area Executive Director (DET)

Mr Ben Carroll had the role of cutting the ribbon and speaking with our School Council president, staff, students and families about the work that went into designing and building these wonderful learning spaces.

When Ava and James were introduced to Mr Carroll, they wanted to learn more about his journey into politics and what it is like being a member of parliament, so they asked some questions about his occupation.

James asked Mr Carroll “What is it like to be a member of Parliament and do you enjoy your work?”

His response was that he enjoys his work but is very busy for most of the time.

Mr Carroll stated that he particularly enjoys visiting schools, meeting and speaking with students and families.

IMPORTANT DATES

Monday, March 14	Labour Day Public Holiday – no students at school
Tuesday, March 14	School Council election closes at 4pm
Friday, March 18	National Day of Action Against Bullying
	GALA DAY 1 Grade 6 students
Monday, March 21	Harmony Day- Students are encouraged to dress in orange
Monday, March 21 – Friday, March 25	SCHOLASTIC BOOK FAIR
Monday, March 28	GALA DAY 2 Grade 6 students
Friday, April 8	End of Term 1 2.15pm pick up
Monday, April 25	ANZAC DAY public holiday
Tuesday, April 26	First Day, Term 2
Thursday, April 28	Avondale Primary School Photos
Tuesday, May 10 to Friday May 20	Online NAPLAN for Grades 3 and 5 students

During the opening he said he was delighted to see such wonderful new learning spaces for Avondale Students and teachers to work in.

Ava asked Mr Carroll, "What helped you to decide you wanted to be a member of parliament?"

Mr Carroll responded, saying he wanted to become a journalist at first but there were not many opportunities at the time. He then decided to go back to university to study law. Mr Carroll worked in this area for a while before becoming interested in and joining politics. He is about to celebrate his 10th Anniversary as a member of parliament.

This was a very special occasion for our Student Leaders and we look forward to sharing photos in our next newsletter.

Have a great long weekend.

Mrs Jill Benham
Mr Joe Scarfo

Principal
Assistant Principal

RESPECTFUL RELATIONSHIPS

Respectful Relationships is an initiative to support schools and early childhood education settings promote and model respect and equality. A recommendation from the Victorian Royal Commission into Family Violence was to introduce Respectful Relationships into schools, which is now mandated in all Victorian schools. Respectful Relationships:

- is about embedding a culture of respect and equality across our entire community, from our classrooms to staffrooms, sporting fields, fetes and social events. This approach leads to positive impacts on student's academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students.
- education focuses on building and promoting gender equity in relationships and challenging of gender stereotypes
- education is about tackling family violence. Teaching and learning about respectful relationships is an essential part of a whole-school approach to the prevention of gender-based violence.

Through the Respectful Relationships content, students:

- develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage safe and respectful relationships
- learn to recognise and regulate emotions
- develop empathy for others
- establish and build a framework for positive relationships.

Taking a whole-school approach to Respectful Relationships enables us to embed and promote a culture of respect and equality across our entire school community, from our classrooms to staffrooms, to the yard, to sporting arenas and across social events. This approach leads to a positive impact on students' academic outcomes, mental health, classroom behaviour and relationships.

During Term One, our focus has been on the teaching and learning of Topic 1, Emotional Literacy. This learning is represented in the Teaching and Learning section, later in the newsletter.

COVID-19 UPDATE

We want to thank parents and students for the great job they have done in keeping our school as safe as possible by following important COVIDSafe measures, including mask wearing, physical distancing, ventilation, getting vaccinated and rapid antigen testing. This has meant that our school has remained open and our students in class. This is a fantastic outcome and a testament to the hard work of parents, carers, students and school staff.

Rapid antigen tests

To keep schools as safe as possible, the Victorian Government has extended the COVIDSafe measures introduced for the beginning of Term 1. This includes extending the availability of free rapid antigen tests (RAT) for screening until the end of term. It is anticipated an additional 24 million RATs will be provided to

schools and early childhood settings to continue to support early detection and prevent infection, for use at home.

The need for this program will continue to be monitored, and may end earlier based on health advice. This is great news and will mean we're able to continue identifying COVID-19 cases as early as possible, reducing the impact on our school and individuals.

Department of Health modelling indicates that in the first two weeks of school returning, the program has already prevented more than 21,000 cases in schools alone. Their modelling indicates, assuming a 75 per cent compliance rate with screening of students, that by continuing RAT screening in schools for the full 10 weeks of Term 1, we will prevent:

- 61,000 COVID-19 infections in children aged 5 to 17
- more than 150,000 COVID-19 infections in the overall community (on average 15,000 per week over 10 weeks, or more than 2,100 per day)
- around 400 hospital admissions.

The department will continue to supply RATs to our school for your use. We will send updates through Compass posts as to when the next lot of RATs will be sent home. Twice-a-week testing continues to be strongly recommended for both students and staff. Testing will be conducted at home and students and staff must report any positive result. There is no requirement to report a negative result.

Vaccination

Vaccination is another key component to protect students and staff in school settings. Vaccinations for children aged 5 to 11 are open and third dose vaccinations for 16 to 17 year olds are now available. There are lots of convenient options to access vaccinations. These include state-wide vaccination hubs, your local GP or pharmacy. You can book your appointment in a few different ways, including:

- online: coronavirus.vic.gov.au/vaccine
- by phone: 1800 675 398 (Coronavirus Hotline)
- In person: talk to your local pharmacy, doctor, or attend a state-wide vaccination hub.
- using the COVID-19 Vaccine Clinic Finder - [COVID-19 Vaccine Clinic Finder | Australian Government Department of Health](#)

In addition, schools provide a trusted place among the community to access vaccination, particularly for families who may experience language or social barriers. Following successful implementation of school pop-up clinics at the commencement of Term 1, more than 230 schools across Victoria are currently hosting mini-vaccination clinics led by GPs and pharmacists. Many of these clinics will also make vaccinations available the broader school community, inclusive of families of students and school staff.

Ventilation

Improving ventilation is one of the most effective measures to keep education settings safe. 51,000 air purifiers were delivered to schools by Term 1, 2022 to support COVIDSafe settings in schools. Up to an additional 60,000 air purifiers will be rolled out to schools ahead of winter to supplement natural and mechanical ventilation during the cooler months. The winter allocation will provide enough purifiers to cover all classrooms, in government schools based on current enrolments. This includes general purpose classrooms and other specialist classrooms such as art and science rooms.

Mask rules will remain the same, with students in Grade 3 and above required to wear masks – although they will not be required outdoors.

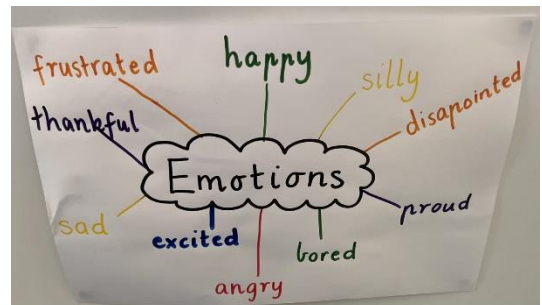
On behalf of the school, I would like to thank you again for your continued support in helping your child to complete the rapid antigen tests and other COVID Safe measures. As a result of these efforts our school can continue providing a safe environment for students and staff.

TEACHING AND LEARNING: Respectful Relationships

This year our students are engaging in Respectful Relationships learning experiences. Respectful Relationships is an initiative by the Department of Education, designed to positively develop students' social, emotional and relationship skills. It covers eight topics of *Social and Emotional Learning*. This term all year levels will be focusing on Topic One - *Emotional Literacy*, once a week. Emotional Literacy supports our students in developing an understanding of the emotional states of themselves and others.

In Grades One and Two this week, students have been developing their *emotional literacy*, learning to name some of the commonly experienced emotions and identifying the ways in which emotions are shown through body language. As part of this, students played a game called 'emotional statues', identified the names of emotions using photos and then throughout the week tried to work out how their friends/ family members might have been feeling. Check out a snapshot of our learning across the school, below. Our students and staff look forward to sharing more updates regarding our Respectful Relationships learning in the near future!

In Foundation A, we have been learning about emotions and what they look like through body language. We spoke about what emotions we know about and made an anchor chart to display in our classroom. We also watched a Sesame Street video called 'Name that Emotion' and students loved guessing how the characters were feeling. In the photos below, we also had a go at making faces and guessing each other's emotions.



Happy



Sad

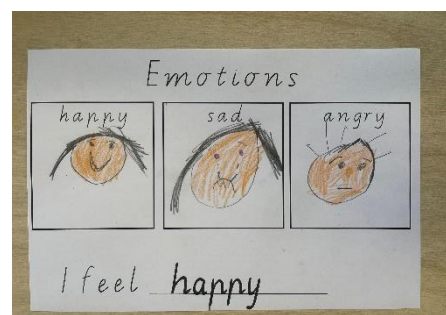
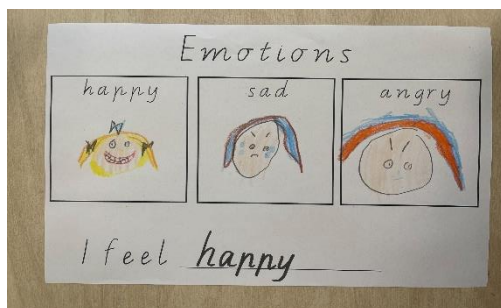


Angry



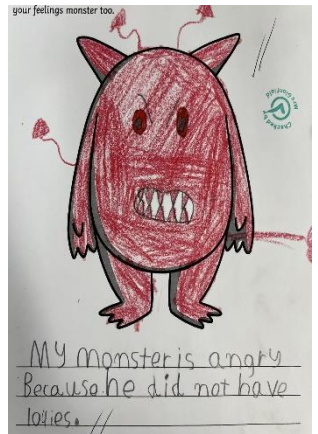
Surprised

In Foundation B, we have been learning about emotions and what they look like through facial expressions and body language. We illustrated different emotions and shared how we were feeling with our classmates through using facial expressions and body language.



In Foundation C we have been learning about emotions. We have started a daily check in where students can display what they are feeling that day. We also looked at ways to show how we are feeling, including body language and facial expressions.

In Grade 2A, we have been learning to name and express some commonly experienced emotions such as happy, sad, angry and scared. We have been identifying ways in which emotions are shown through body language. Students were given the task to draw an emotion on the face of a monster. They then had to write a sentence to describe why their monster was feeling that emotion.



In Grade 2B we are building on our prior knowledge of emotions. We are learning to name some of the commonly experienced emotions. We are also learning to identify the ways in which emotions are shown in body language.

We played a fun game called Emotion Statues, then we created an Emotion Wall in our class. Our Emotion Wall includes photographs of the students in our class acting out a range of different emotions. Throughout the term we are going to add synonyms for the different emotions onto the posters, for example, angry, mad, furious.

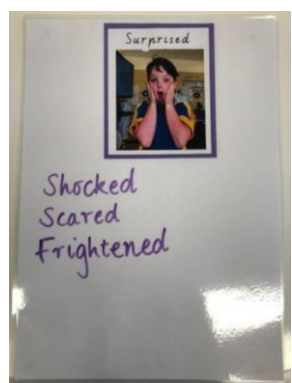
Here are some pictures from our Emotion Wall.

Can you guess these four emotions? What helped you to make your guess?



In Grade 2C, we explored how we express and experience emotions. As a class, we brainstormed some of the emotions we experience on a regular basis and why we may feel this way. The class played an Emotion Statue game where we further explored what makes us feel certain emotions and how everyone's body language and expressions are different.

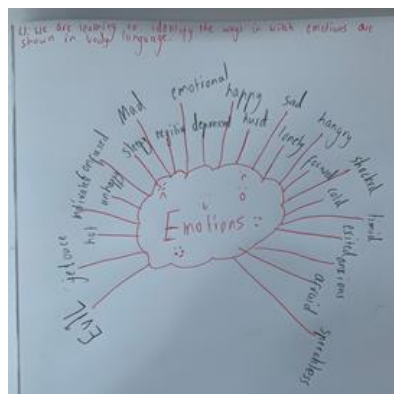
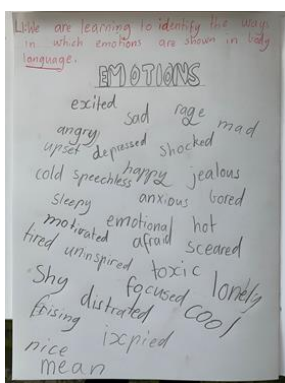
Each student demonstrated how an emotion can be visually represented, getting their photo taken using facial expressions and body language. 2C created a Wall of Emotions in the classroom, which we will continue to use throughout the year. Students can refer to our Wall of Emotions when unable to explain or express their feelings. We have been brainstorming synonyms for each Emotion.



In grade 3A, we had fun playing a guessing game. We worked in teams to design and perform a freeze frame: a situation in time in which someone might feel a certain emotion.



In grade 3B, we brainstormed a list of emotions and played some games exploring the different ways we show and feel these in our bodies.



In grade 3C, we discussed what we knew about different types of emotions and demonstrated how an emotion can be represented by the many facial expressions and body languages we display. We had some fun acting out these emotions to the whole class.

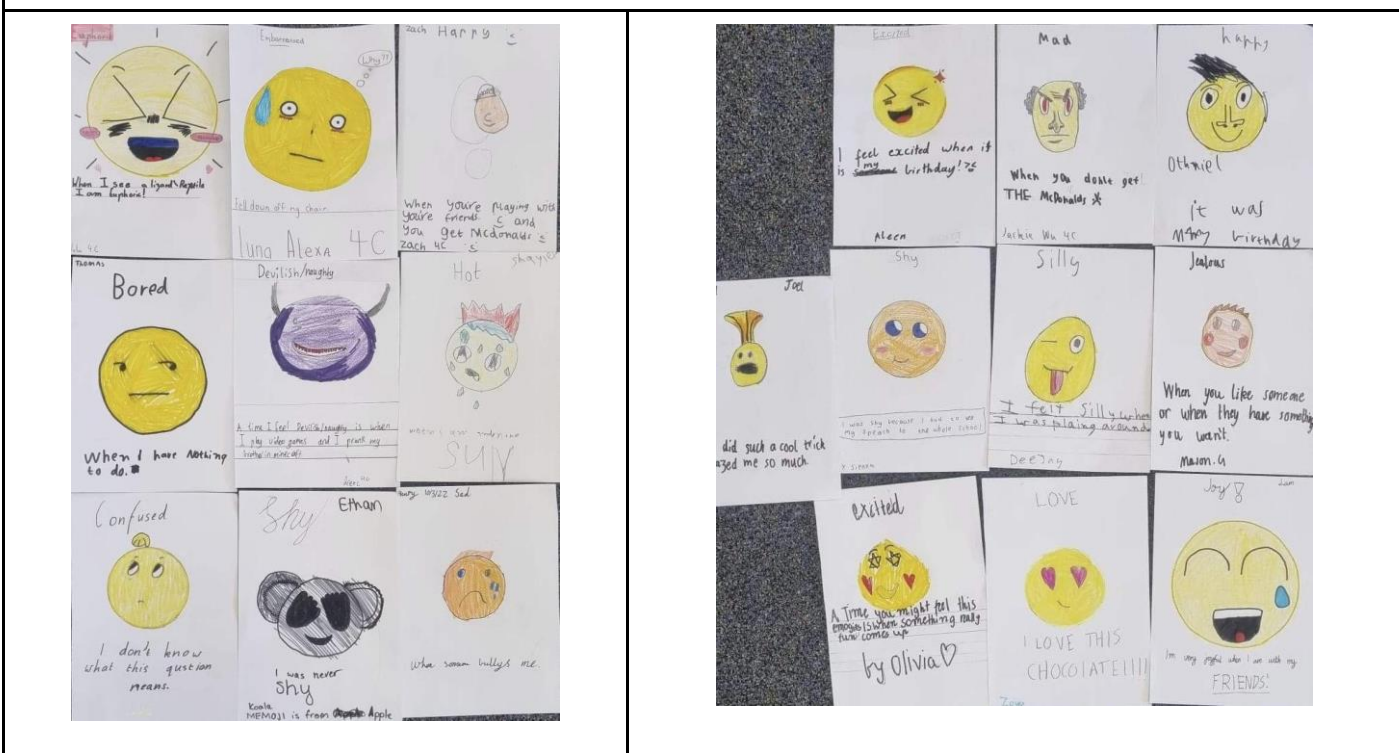


In Grade 4B we discussed and brainstormed lots of great emotion words and went through whether some were visual emotions, some were body emotions and some were both. We talked about the importance of reading facial expressions as well as body language. Can you guess the emotions of these students?



In Grade 4C, we have been learning about what causes our emotions to change. We had to make a freeze frame in small groups to show each emotion and then we got to create our own emojis to show an emotion that people can feel. "My emotion was 'hot' and people can feel this when they are under the sun," (Shaylee). "My emotion was shy and people can feel this emotion when they meet someone new and they are nervous," (Ethan). We do these activities so we can learn how people's emotions are triggered. "I felt happy when we did the freeze frame because I could show people my emotion," (Shaylee). "I felt a little frustrated because it was tricky to plan our freeze frame," (Ethan).

By Ethan H and Shaylee B 4C



In Grade 5A, we have been learning about emotional responses, how we would identify the emotion through body language and situations in which displays positive, negative and mixed emotions. Here are a few examples of students' work where they had to identify positive and negative emotions and situations in which they showcased these.

EMOTIONS

Which emotions do you think are positive? Which do you think are negative?
 Fill in the boxes with a tick for a positive emotion, and a cross for a negative emotion.

<input checked="" type="checkbox"/> hurt	<input checked="" type="checkbox"/> amazed	<input checked="" type="checkbox"/> safe	<input checked="" type="checkbox"/> ignored
<input checked="" type="checkbox"/> loved	<input checked="" type="checkbox"/> hopeful	<input checked="" type="checkbox"/> lonely	<input checked="" type="checkbox"/> uncomfortable
<input checked="" type="checkbox"/> angry	<input checked="" type="checkbox"/> miserable	<input checked="" type="checkbox"/> afraid	<input checked="" type="checkbox"/> inspired
<input checked="" type="checkbox"/> happy	<input checked="" type="checkbox"/> embarrassed	<input checked="" type="checkbox"/> confused	<input checked="" type="checkbox"/> serene
<input checked="" type="checkbox"/> scared	<input checked="" type="checkbox"/> proud	<input checked="" type="checkbox"/> shy	<input checked="" type="checkbox"/> betrayed
<input checked="" type="checkbox"/> excited	<input checked="" type="checkbox"/> tense	<input checked="" type="checkbox"/> of strong	<input checked="" type="checkbox"/> disappointed
<input checked="" type="checkbox"/> sad	<input checked="" type="checkbox"/> bored	<input checked="" type="checkbox"/> anxious	<input checked="" type="checkbox"/> determined
<input checked="" type="checkbox"/> surprised	<input checked="" type="checkbox"/> thankful	<input checked="" type="checkbox"/> calm	<input checked="" type="checkbox"/> rejected
<input checked="" type="checkbox"/> jealous	<input checked="" type="checkbox"/> stupid	<input checked="" type="checkbox"/> frustrated	<input checked="" type="checkbox"/> nervous
<input checked="" type="checkbox"/> joyful	<input checked="" type="checkbox"/> furious	<input checked="" type="checkbox"/> curious	<input checked="" type="checkbox"/> warm
<input checked="" type="checkbox"/> ashamed	<input checked="" type="checkbox"/> worried	<input checked="" type="checkbox"/> warm	<input checked="" type="checkbox"/> suspicious
<input checked="" type="checkbox"/> unloved	<input checked="" type="checkbox"/> upset	<input checked="" type="checkbox"/> guilty	<input checked="" type="checkbox"/> relieved

WHAT AM I FEELING?

Think of a situation where you could feel these emotions (like succeeding in a new skill, moving into a new school, or being left out) and then write down the words that describe those emotions. Use the list above to help you.

I might feel POSITIVE EMOTIONS in this situation: When I am out on a nature walk with my parents and having a picnic	These POSITIVE EMOTIONS could be: calm serene warm
I might feel MIXED EMOTIONS in this situation: When I am giving a speech to my class in front of everyone	These MIXED EMOTIONS could be: excited nervous shy
I might feel NEGATIVE EMOTIONS in this situation: When my ideas are rejected or when I'm left out	These NEGATIVE EMOTIONS could be: rejected lonely hurt

RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS: LEVEL 2 - 6

EMOTIONS

Which emotions do you think are positive? Which do you think are negative?
 Fill in the boxes with a tick for a positive emotion, and a cross for a negative emotion.

<input checked="" type="checkbox"/> hurt	<input checked="" type="checkbox"/> amazed	<input checked="" type="checkbox"/> safe	<input checked="" type="checkbox"/> ignored
<input checked="" type="checkbox"/> loved	<input checked="" type="checkbox"/> hopeful	<input checked="" type="checkbox"/> lonely	<input checked="" type="checkbox"/> uncomfortable
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<input checked="" type="checkbox"/> ashamed	<input checked="" type="checkbox"/> worried	<input checked="" type="checkbox"/> warm	<input checked="" type="checkbox"/> suspicious
<input checked="" type="checkbox"/> unloved	<input checked="" type="checkbox"/> upset	<input checked="" type="checkbox"/> guilty	<input checked="" type="checkbox"/> relieved

WHAT AM I FEELING?

Think of a situation where you could feel these emotions (like succeeding in a new skill, moving into a new school, or being left out) and then write down the words that describe those emotions. Use the list above to help you.

I might feel POSITIVE EMOTIONS in this situation: When it was my birthday and I got a lot of presents.	These POSITIVE EMOTIONS could be: -excited -surprised -loved -Happy
I might feel MIXED EMOTIONS in this situation: When my brother says that he will play with me but after we finished playing he started being rude to me	These MIXED EMOTIONS could be: -Happy -surprised -amazed -sad -angry
I might feel NEGATIVE EMOTIONS in this situation: On the day (Athletics Day) I saw a girl holding so many "1st" ribbon?	These NEGATIVE EMOTIONS could be: -jealous -sad -stuffed

RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS: LEVEL 2 - 6

In Grade 6B, we have been learning about emotional responses. Some emotions can have a negative response, while others feel more positive. Students worked together to create comics to display empathy for those who may be experiencing difficult emotions, such as anger, upset, loneliness, betrayal or rejection.

Resilience, Rights and Respectful Relationships

L.I. We are learning to identify events or situations that cause particular emotional responses.

Negative	Positive
<ul style="list-style-type: none"> Hurt Angry Scared Sad Jealous Disheartened Unloved Embarrassed Miserable Tense Bored Stupid Worried Upset Lonely Shy Confused Shy Anxious Frustrated Furious Guilty Ignored Uncomfortable Betrayed Disappointed Determined Rejected Nervous Curious Suspicious 	<ul style="list-style-type: none"> Love Happy Excited Surprised Joyful Amazed Hopeful Proud Thankful Thrilled Safe Strong Calm Warm Inspired Serene Relieved

Comic Strip

Empathy is when you put yourself in someone else's place for a moment, understanding what it is like to be them. It's a powerful way of connecting with people.

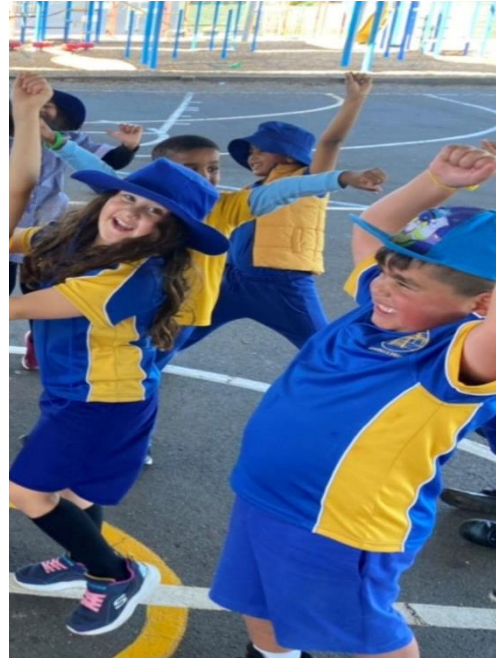
Sympathy is when you feel sorry for someone you pity them but you don't really put yourself in their position.

Apathy is when you are not moved by the other person's position at all. You might observe it but it doesn't affect you in any way.

Comic Strip

During Physical Education, we had discussions about the different types of feelings we may experience during the lesson. Students shared and demonstrated how they may feel when they win, when they fall over, when they make a mistake, when another team beats them, after running laps etc. Students were informed that I always focus on students having fun and learning whilst developing their skills and if a team or individual wins an activity, that it is a reward for their efforts but is not my overall focus. Students learnt the phrase "sometimes you win, sometimes you learn", encouraging students not to give up if they weren't successful at first but instead to learn from it ensuring they continue to practice to reach success. It was evident that a wide range of emotions could be felt during a PE lesson.

Here is an example image of the students 'reaction to what their feelings may look like after 'winning a team game'



ITALIAN

In Italian, the grade 2 students have been exploring different emotions and practicing asking their peers how they are 'Come Stai?' to gain insight on how they are feeling. Students explored this concept through a dice game where they would act out emotions and through a vocabulary game where they would have to draw how the teacher is feeling based on expression and the Italian phrase used.

2022 SCHOOL COUNCIL NEWS

Isabelle Sawtell, School Council President

Our School Council held its first meeting of the year on Tuesday 1st March 2022. The retiring council members, *Dani Souphoulis, Andrew Barker, Annerley Juhlin-Beeck and Ajay Bhargava* and co-opted member, *Tony Baldwin* were thanked for their valuable contribution over the last two years.

The hard work and dedication of the school staff was also noted and staff were formally thanked for making the classroom moves and start of term as smooth as possible. Behind the scenes, it has been extremely difficult for them all as I am sure many of us know how stressful it can be to move house. The school move was on a significantly larger scale!

Road safety was discussed and several concerns about the traffic in Sydney St and Wood St. Many of us have witnessed several near misses and incidents of road rage since the beginning of term. I would strongly urge parents to avoid parking in these streets at pick up and drop off (if it is not safe to park and they appear to be congested) and use the Coles carpark or surrounding streets to avoid the congestion and reduce the traffic for the safety of our children. There are many options to park 3-5 minutes' walk from the school. School staff are not able to direct or instruct the traffic. Many of you may have seen that the local police are also patrolling the area to ensure the safety of our school community.

As a current member of the school council, I would urge you to use your vote! It is for you to decide who you feel would represent your views as a parent.

1. If you are unsure who to vote for, read the information about each candidate carefully and vote for the people who you feel would best represent you on the council. It is great to have people with different skillsets but equally important are for these parent members to have a genuine interest in the school with a desire to work collaboratively with others to help contribute to the school's future.

2. According to the Department of Education and Training website, “the school council supports the principal to provide the best possible educational outcomes for students.” It has 3 main responsibilities:
 - finance: overseeing the development of the school’s annual budget and ensuring proper records are kept of the school’s financial operation
 - strategic planning: participating in the development and monitoring of the school strategic plan
 - policy development and review: developing, reviewing and updating policies that reflect a school’s values and support the school’s broad direction outlined in its strategic plan.
3. The parent members of school council represent views of the parents at this school. They make decisions which affect your children and their education which directly affects you. The school council has powers to set the key directions of a school within centrally provided guidelines and is able to directly influence the quality of education that the Avondale Primary provides for its students. As a Council, we assist in the efficient governance of the school, ensuring students’ best interests are considered and enhancing the educational opportunities for students.

2022 SCHOOL COUNCIL ELECTIONS

Ballot papers for the Avondale Primary School Council election were sent home with the eldest child in the family on Tuesday 8th March. Each parent of children enrolled at Avondale Primary School received a ballot paper and is entitled to vote once in the Council ballot. To cast your vote, you must:

- Make a clear mark beside the name of the 4 candidates you wish to vote, for example, cross or tick
- Place the completed ballot paper in the smaller envelope provided and either

1. DROP OFF

between 8.00am and 4.00pm on any school day, on or before the date of closure of the ballot on Tuesday March 15, place the large blank envelope that contains the smaller envelope containing the ballot paper with your name and address on the back inside in the ballot box in the main/admin office. Voters will need to record their name and address in the register of voters.

OR

2. POST

Place the envelope in the large blank envelope provided with your name and address on the back and post to reach the Principal before closure of the ballot at 4.00pm on Tuesday March 15 .

Postal address: Avondale Primary School Attention: Jill Benham
24 Wood Street, Avondale Heights 3034

Ballot papers are unable to be distributed or returned electronically/ via email. Votes will be deemed invalid if you vote for more candidates than the number of vacancies to be filled. Any queries regarding the School Council election process should be directed to Jill Benham. Votes will be counted and a declaration of poll announced on Thursday March 17.

Please note: Campaign literature in support of candidates or groups of candidates may not be distributed or posted in the school. No school resources, whether human or material, may be used to support particular candidates or groups of candidates.

TRANSITION TO HIGH SCHOOL

Essendon Keilor College Campus Tours 2022 – Term 1 Every Wednesday

Year 7 – 9 Campus’:

East Keilor Campus, Quinn Grove East Keilor 10.15am – 10.45am To Book a tour Phone 8331 0109	Niddrie Campus, Peters Street Airport West 9.30am – 10.00am To Book a tour Phone 9375 8400
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Year 10 – 12 Campus –

Essendon Campus, 286 Buckley Street, Essendon (Corner of McCracken Street)
11.15am – 11.45am To Book a tour Phone 9319 1300

SYDNEY STREET, AVONDALE HEIGHTS – INSTALLATION OF CHILDREN’S CROSSING

I am pleased to inform you that Moonee Valley City Council will be commencing construction of the children’s crossing on Sydney Street, Avondale Heights and are hoping to complete these works by **Wednesday, 16 March 2022**, weather permitting. The works involve the installation of new kerb ramps, replacement of footpath and various signage and line marking changes. At all stages of the works, MVCC will endeavour to minimise disruption to residents and the community and maintain vehicular access as far as practicable. Every effort will be made to ensure disruption is minimised and pedestrian access is maintained during the works. Please take extra care around our school. It is a great idea to park a short distance from school, make the most of our beautiful Autumn weather and get some exercise and fresh air. This helps ease the congestion around school and further supports the safety of students, our residents and local community.

Safety around schools

Providing safe school zones for all children



Keep children safe in a school zone by:

- walking or cycling to school to decrease traffic congestion
- adhering to the 40km per hour zone when travelling in an operated school zone
- checking the restrictions set by the regulations and parking signs in the area and abiding by them
- not stopping or parking illegally – these actions will be noticed and infringements will be issued by Council.

You should:

- always let your child out on the kerb side of the road
- never call your child from across the road – teach them to wait until you walk over to get them or to use the school crossing

- talk to your child about what they should do if you are not there on time.

A children’s crossing is a legal crossing when two flags are in place.

Teach your child to:

- always stand one step back from the kerb
- wait for the Crossing Supervisor to go out onto the crossing and blow their whistle (two short blasts), then cross the road
- not ride bikes, bounce a ball, fight, muck around or run across the crossing
- always stay within the lines of crossing and walk in front of the supervisor (never behind them)
- always be alert and listen to what the Crossing Supervisor says.

Parking near a school.

- Do not park on or near a school crossing
- Do not double park and let your child out on the road.
- You cannot stay in the drop off/pick up zone for longer than two minutes or you will be issued with an infringement.

Make sure your child is waiting in the zone before you arrive

Infringements

Council regularly patrols schools as part of our School Crossing Program. Council will issue infringements to anyone who does not obey signs or regulations. Infringements can be affixed to the vehicle or posted to the registered owner of the vehicle.

Offence	Offence description	Fine
Stopped in a 'no stopping' area	Drivers cannot stop, even briefly.	\$182
Stopped in a bus zone	Only public buses can stop here.	\$109
Parked for period longer than indicated	This is when you have overstayed the time limit indicated on the sign.	\$88
Stopped in a parking area for people with disabilities	You need a special disabled parking permit to park here. The permit number and expiry date must be visible from the outside.	\$182
Stopping on or near a children's crossing	A driver must not stop on a children's crossing, or on the road within 20 metres before, or 10 metres after the crossing.	\$182
Stopped on a footpath	You cannot leave your car standing on a footpath, it obstructs the path of pedestrians and is also very dangerous.	\$109
Stopped on or across a driveway or other way of access	No part of your vehicle can be parked or stopped across a driveway or other way of access.	\$109
Parked/stopped on a nature strip	A driver must not stop on a nature strip as it can obstruct the view of oncoming traffic and cause damage to infrastructure.	\$109

Updated October 2021

Moonee Valley Language Line

العربية	Arabic	9280 0758	Ελληνικά	Greek	9280 0761	Español	Spanish	9280 0764
廣東話	Cantonese	9280 0759	Italiano	Italian	9280 0762	Türkçe	Turkish	9280 0765
हिन्दी	Hindi	9280 0760	Somali	Somali	9280 0763	Việt Nam	Vietnamese	9280 0766

All other languages 9280 0767

National Relay Service 13 36 77 or relay.vic.gov.au

This publication is available in alternative accessible formats on request.

9243 8888 | mvcc.vic.gov.au



Moonee Valley City Council
9 Kellaway Avenue | PO Box 126 Moonee Ponds VIC 3039

ALLERGY AWARENESS

Avondale Primary School is concerned about the safety and well-being of all our students.

Many of you will know someone who is affected by anaphylaxis, a life threatening allergic reaction. Our school does its best to be an allergy aware school. Staff undertake annual training in severe allergy management and we have implemented lots of strategies to help keep students at risk of anaphylaxis as safe as we can.

We now have several students at our school who live with the risk of anaphylaxis to foods and insect stings. Whilst these children are being taught to care for themselves at an age appropriate level, we ask that you help us educate your child on the importance of not sharing food with others, washing hands after eating and calling out to an adult if they think their friend with allergies is sick. With increased awareness and understanding of anaphylaxis, you will be able to help protect those around you.

A food allergy is an immune system response to a normally harmless food protein that the body believes is harmful. When the individual eats food containing that protein, the immune system releases massive amounts of chemicals, triggering symptoms that can affect a person's breathing, gastrointestinal tract, skin, and/or heart. Anaphylaxis is the most severe form of allergic reaction and is potentially life-threatening. It must be treated as a medical emergency, requiring immediate treatment and urgent medical attention.

It is estimated that up to 400,000 (2%) Australians, including 1 in 20 children suffer from food allergies and some of them will experience a life-threatening (anaphylactic) reaction.

Symptoms of food allergy can include:

Mild to moderate allergic reaction

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain (note these are signs of a severe allergic reaction if the person has insect allergy)

Severe allergic reaction- anaphylaxis

- Difficult/noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Persistent dizziness or collapse
- Pale and floppy (young children)

How to help keep SCHOOLMATES who have FOOD ALLERGIES

- 1** Don't share your food with your mates that have food allergy.
- 2** Always wash your hands after eating.
- 3** Know what your friends are allergic to.
- 4** If a Schoolmate who has food allergies becomes sick, get help straight away! (even if they don't want you to).

TIPS

Always take Food Allergies SERIOUSLY

If a Schoolmate who has food or insect allergies is showing these signs and symptoms, tell a teacher or person in charge immediately.

Here are some signs & symptoms:

- Skin that's Bumpy, red, and itchy.
- Swelling of the face, lips and eyes.
- Vomiting.
- Finding it hard to breath.

It could be an allergic reaction. Your quick action could save a life!

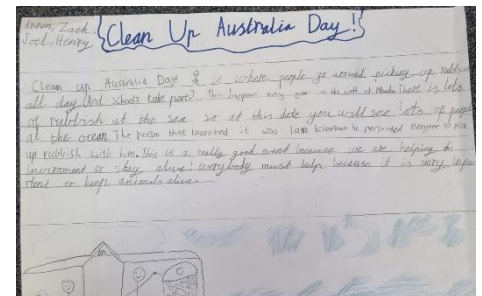
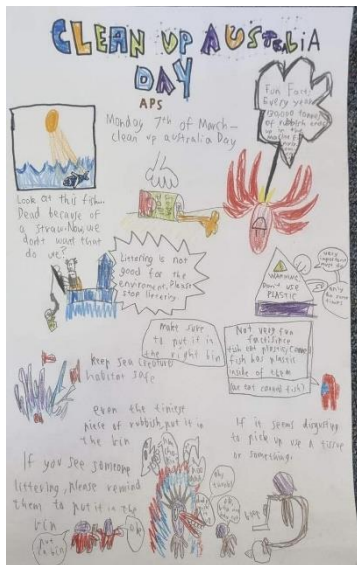
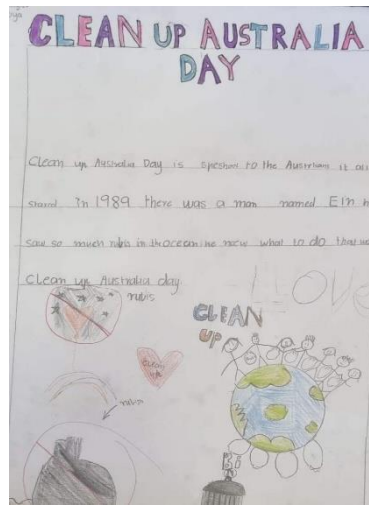
BE A REAL MATE
For more information about allergies contact:
Allergy & Anaphylaxis Australia
1300 728 000
allergyfacts.org.au

Be a Mate
Making Allergy Treatment Easier

Allergy & Anaphylaxis Australia
Your trusted charity for allergy support

CLEAN UP AUSTRALIA and AVONDALE PRIMARY SCHOOL DAY

In 1989, Ian Kiernan had a simple idea to make a difference in his own backyard - Sydney Harbour. He organised a community event - Clean Up Sydney Harbour. This idea has now become the nation's largest community-based environmental event, with the first official Clean Up Australia Day on 21 January 1990.



On Thursday 10th March, all Avondale PS students and staff cleaned up the outdoor areas of our school. We are proud of how our school is looking and will continue to show respect to our outdoor areas by placing our rubbish in the bins.



Respectful school communities start with respectful behaviour

Parents, carers, staff and students can help keep our school community safe, supportive and respectful.

Good relationships are based on:



Open and honest communication



Trust and respect



Working together



Fair and reasonable expectations by all

These behaviours are **not** okay in our school community:

- ⊗ Threats
- ⊗ Violence
- ⊗ Rudeness
- ⊗ Harassment
- ⊗ Discriminatory and derogatory comments
- ⊗ Aggression
- ⊗ Intimidation
- ⊗ Threatening gestures

This includes in-person, over-the-phone, email, text message, social media and online.

For more information ask your school about the **Respectful Behaviours within the School Community Policy**.

STUDENTS OF THE WEEK – Weeks 5 and 6**Week 6: Monday 7th March - Friday 11th March**

STUDENT NAME	GRADE	AWARDED FOR
Christian S	Foundation A	For his excellent role play of the angry emotion. You're a star!
Charlie T	Foundation B	For remembering to point to words and look at initial letters when reading. Keep up the great work Charlie!
Alicia P	Foundation C	For trying really hard in her reading and writing this week. Great effort Alicia!
Jasmir.D	1A	For being a superstar at identifying before and after numbers.
Phoebe W	1B	For showing persistence and always being a good friend to her classmates! Well done Phoebe!
Lilly R	1C	For her focussed approach to reading and for displaying a love of books!
Martina F	2A	For confidently teaching the class how to say Welcome in Spanish. Well done Superstar!
Ryan H	2B	For his great work in maths using symbols to compare numbers (greater than or lesser than). Your work in maths is excellent. Super effort!
Angelo S	2C	For maintaining focus and improving his stamina during our writing session on our favourite Seasons! Keep it up!
Sophia F	3A	Being a wonderful role model and always having a positive attitude!
Simon N	3B	For his increasing effort and building confidence in sharing his views and knowledge with his classmates. Well done!
Hannah D	3C	For her persistence towards completing her 'renaming numbers' tasks during our mathematics place value unit.
Tessa S	4B	For being ultra-organised and always striving to do her best.
Zoya K.	4C	For always being helpful and supportive to her friends and classmates.
Xavier Thai	5A	For writing an excellent persuasive essay in such a short time! Well done superstar!

Bao Dinh	5B	For settling into Avondale Primary School and having an amazing first week.
Lexi K	6A	For writing and presenting a well-planned and convincing argument about "Celebrities"
Jessica N	6B	For working well with others and always seeking feedback from her teachers.
PE 3-6	Savervio A (6A)	For his realistic and detailed sketch of Nobel Prize winner Kailash Satyarthi. Well done superstar!

Week 5: Monday 28th February - Friday 4th March

GRADE	STUDENT NAME	AWARDED FOR
Foundation A	Amelia M	For having a go at writing about her weekend by saying the sounds and writing them down. Super effort!
Foundation B	Henry P	For his fantastic skills in identifying the sounds at the end of words. Way to go Henry!
Foundation C	Ava C	For showing persistence and enthusiasm when practising to write your name correctly. Well done Ava!
1A	Viola S	For her fantastic effort at writing interesting sentences on how she can make 'The very Cranky Bear' happy.
1B	Alysha T	For demonstrating confidence and playing nicely with new friends. Well done Alysha!
1C	Marcus-Charles	His excellent recognition of o'clock times.
2A	Finnegan R	For his determination and persistence to problem solve during mathematics tasks.
2B	Inaya A	Your enthusiasm for school and learning. I am so impressed with your work in class!
2C	Tiffany Q	For being a motivated and independent student. Keep up the amazing work Tiffany!

3A	Santi	Always having a positive attitude and being a kind and thoughtful classmate!
3B	Noah T	For his growing confidence in sharing his wonderful knowledge with his classmates.
3C	Taylor W	For completing excellent writing samples during our '7 steps of writing' lessons this week!
4A	Stella N	For being confident and believing in herself to complete work tasks.
4B	Lachlan H	For being so accurate with his math challenges. Three 100s in a row!
4C	Zach N	For considering the feelings of others and always being inclusive.
5A	Lara B	For always trying her best to reach her full potential and asking for assistance when needed! Well done Lara.
5B	Jake N	For working well in class and continuously challenging himself throughout all areas of his learning.
6A	Taj W	For taking an interest in his own learning and making an extra effort with his studies
6B	Jye S	For working hard to improve his persuasive writing and including the use of Show, Don't Tell.
ITALIAN F - 2	Jaya T 1B	For putting in lots of effort even when the task is a bit difficult.
ITALIAN 3 - 6	Odessa 3B	For being a positive and helpful classmate.
Performing Arts	Aarav B (1A)	For his excellent whole-body movement while playing the maracas, in the group performances this week.
Visual Arts	Danny T (6B)	For creating a neat and effective optical illusion art piece. Congratulations!
PE F-2	Ruby H (FC)	For working hard during all activities, not giving up and being an awesome teacher helper.

CELEBRATING COMMUNITY ACHIEVEMENTS AND PROMOTING COMMUNITY EVENTS



SAVING OUR ENVIRONMENT

Eliza Sawtell



HOW WE AFFECT THE ENVIRONMENT



Humans affect the earth in many different ways:

Air pollution comes from transport, fires, factories and fossil fuels.

People throw rubbish and litter all over the world which gets into the water systems and the earth.

Water pollution comes from sewage, rubbish, industry and global warming.

Deforestation is where we cut down trees. This kills the habitats of many birds and animals.

Climate change is a big issue affecting the whole world in different ways.

HOW TO MAKE A SMALLER IMPACT

Don't use "throw away" products like paper plates and napkins, or plastic knives, forks and cups.

Pick up rubbish around my local area with my claw.

Put waste to work in your garden- dig vegetable and fruit peel into the garden to improve the soil.

Recycle as much as possible and encourage others to do the same.

Unplug electronics when not in use.

Switch off lights.

Re-use, reduce remake as much as possible.

Install solar panels to use the sun's energy.

Save water, store and re-use rain water.



SCOUTS: GREY WOLF AWARD

This week, I received some news from the local Avondale Cubs and Scouts leader, about a fantastic achievement of Eliza, a Grade 6 student at Avondale PS. Eliza recently completed a peak award at Scouts, achieving her Grey Wolf Award. Last night her Cub group presented Eliza with her Grey Wolf Award certificate and badge and which the photos of this achievement is displayed for all to see.

This award is the pinnacle achievement for Cub Scouts, aged between 8 and 11. It is extra special, because Eliza was able to achieve this in spite of the challenges presented by the COVID-19 pandemic. Not every Cub Scout achieves their Grey Wolf award, but something Eliza set out to achieve and requires strong planning, initiative, personal growth and team work.

The criteria for the award includes development of skills and knowledge in seven key areas: Health and First Aid, Safety, Ropes, Outdoor Scouting, Cub Scout Traditions, Symbols of Australia, Scout Promise and Law.

Cub Scouts then choose three additional areas (like electives) to fulfil the remaining requirements. Eliza chose fitness, handcraft and community awareness. Eliza undertook several overnight activities including camps, sleepovers exploring her community and surrounds and developed new skills working with other Cub groups around the local area too.

The Dance Centre



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Discover why The Dance Centre is the preferred choice for families.

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- ✓ No Sewing
- ✓ Stress Free
- ✓ Affordable

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Dance - Jazz, Tap, Ballet, Hiphop Contemporary, Musical Theatre, Acrobatics

Fitness - Small Group Fitness, Personal Training, Barre, Yoga

Pre School, Kinder, Child classes

Teen & Adult Classes

Older Adult (over 50) Classes



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www.thedancecentre.com.au



CANTEEN MANAGER WE ARE HIRING!



JOB DESCRIPTION

- Managing ordering and selling of food and drink stock,
 - Providing invoices to be paid.
- Providing high quality food to customers in a professional manner.
- Managing game days and other agreed commitments.
 - Ensuring safe practices of food.

For more details email president@ahfc.org.au or call Glen Graham

0425 731 206



EST 1965
AVONDALE HEIGHTS
FOOTBALL CLUB



**Ace Fun
Tennis School**

Tennis Au

Adult & Junior Tennis Less
Technique - Strat

MARIBYRNONG PARK FOOTBALL CLUB

nab AFL Auskick

MARIBYRNONG PARK AUSKICK CENTRE

IGNITE A PASSION FOR THE GAME!

MARIBYRNONG PARK LIONS

Monk Oval, 40 The Blvd, Moonee Ponds VIC 3039

Starting: 2nd April - Saturday's 8:45AM - 9:45AM

Coordinator: Nickia Cerneka 0477776657

To register go to play.afl/auskick

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3-DAY SPORTS CAMPS VIC

- > 9am - 5pm each day
- > High quality sports program for 5-15 -year olds
- > Delivered by expert & qualified coaches
- > Children grouped on age and skill level
- > Bring your friends along and we can group you together!
- > Suitable for children of all skill levels

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(Save \$99)



SPORTS

Basketball - Netball - Soccer - Hockey - AFL

LOCATIONS

Brighton | Bulleen | Bundoora | Doncaster | Canterbury
Hawthorn | Hampton | Maribyrnong

Venues include Brighton Grammar School, Camberwell
Grammar, H.A Smith Reserve and Trinity Marles Playing
Fields

Call 1300 914 368 or visit australiansportscamps.com.au
to book or for more information.

Keilor East
NETBALL CLUB

Netball in
2022

Interested in Starting Netball?



Come and Try

We have positions available
in the 11&U age group (aged 10, turning 11 this year)
BOYS AND GIRLS WELCOME

Weekly training, Wednesdays at Keilor Heights
Primary School, from 4-5pm
Games are at Riverside Netball Courts, Newsom St,
Ascot Vale on Saturday afternoons

For further information

Kristine on 0422 484 544

OR

email: keiloreastnetballclub@gmail.com

**** Places are Limited so Call to Secure a Place ****



Avondale Heights Good Karma Network

We would love you to join the Avondale Heights Good Karma Network Facebook Group

This network is a space for people in Avondale Heights to connect and spread kindness.

The Avondale Heights Good Karma Network is a space where you can:

- Post if you need help, or if you have something to share or give to someone else.
- Comment on a post if you can assist or would like to be involved.
- Anything that is offered or received in this space is done so with no expectation of anything in return.

This group is about positivity and looking after each other.

Please join the Avondale Heights Good Karma Network to start spreading positivity, kindness, and helping each other out.



Facebook: Avondale Heights Good Karma Network
www.facebook.com/avondaleheightsgkn




MyTime Avondale Heights

Free support for parents of children with disability

A place to unwind and connect. It's a world away from appointments and therapy.

What is MyTime?

MyTime groups are for parents and carers of children aged under 18 years who need a higher level of care than other children. It's a FREE service, and a place where you can socialise and share ideas with others who understand the rewards and intensity of caring for a child with additional needs in a relaxed setting. Play helpers keep your children busy and active. Siblings also welcome. Bring your child and come meet the staff. There is no need for children to have a medical diagnosis.

We invite you to meet new friends and chat with facilitators about resources & support.

Benefits of attending MyTime

- Meet other parents and carers in similar circumstances
- Share experiences and parent discussion
- A choice of topics and activities relevant to parents' needs
- Information, resources and services
- A facilitator to support, co-ordinate activities and guide group discussion
- A friendly environment with peer support



Avondale Heights Group Information

- Children welcome to attend
- Guest Speakers
- Play Helper

Address

Rhonda Davis Centre
 54 Lake Street Avondale Heights

Term 1 2022 times

- Avondale Heights Monday 10am – 12pm

Contact
 MyTime Coordinator Kim Mace on kim.mace@tweddle.org.au or visit <https://www.tweddle.org.au/ourwork/our-programs/mytime/> (03) 9680 1577

The MyTime program is funded by the Australian Government Department of Social Services. MyTime is coordinated nationally by the Parenting Research Centre.

Secure babies | Strong families | Safe communities

Tweddle Child & Family Health Service 83 Adelaide Street Footscray VIC Australia 3011
 T + 61 3 9680 1577 F + 61 3 9680 1822 www.tweddle.org.au GOVERNMENT WITH US  



DO YOU HAVE CCTV CAMERAS?

VICTORIA POLICE WOULD LIKE YOUR HELP.


If you have CCTV that covers driveways, front yards, streets, rear laneways and security doorbells that active when pressed, then North West Metro Police would like to add this to our secure database.

Your footage could help us solve a crime.



VICTORIA POLICE

To register e-mail:
ND4-Taskingoperation@police.vic.gov.au




DO YOU HAVE CCTV CAMERAS?

VICTORIA POLICE WOULD LIKE YOUR HELP.

Details that we are looking for are:

- Name
- Contact Number
- Email address
- Business name
- Address
- CCTV location / Coverage
- Storage time

Your footage could help us solve a crime.



VICTORIA POLICE