

# Campbellfield Heights Primary School

## Newsletter No. 1 – 2<sup>nd</sup> February 2017

**Our Website:** [www.chps5034.vic.edu.au](http://www.chps5034.vic.edu.au)

**Twitter:** [www.twitter.com/chprimary](http://www.twitter.com/chprimary)

**Facebook:** <https://www.facebook.com/#!/campbellfieldheights>

**Tiqbiz -App** (download from the app store) available for Android phone too.

**Phone:** 9359 5502 **Fax:** 9357 2791

**Principal:** Jo Howard **Assistant Principal:** Susie Bellizia

**If you need help understanding this document please contact the school.**

إذا كنت بحاجة إلى مساعدة في فهم هذه الوثيقة يرجى الاتصال بالمدرسة.



Dear parents and students,

I'd like to welcome you all back to school for 2017. I hope you all had a great holiday and enjoyed lots of quality family time.

I would specially like to welcome our new students and their families who started today. I know their primary school years will be filled with lots of learning, fun and friendships.

### Building Damage

On the 29<sup>th</sup> December the terrible storms we had caused large damage in Building B. Thanks to John and Claire the damage was notice in the early hours of the 30<sup>th</sup> January on their daily walk through the school.

The Department of Education and the insurance company were notified and repairs commenced immediately. Because of the quick discovery the building is back to normal☺.

### School Pack/Fees

School council voted to waive the school fees for 2017, due to the department providing extra funding for schools in low social economic areas. Parents will not be required to pay for school packs/fees.

### Tiqbiz

Campbellfield Heights Primary School uses Tiqbiz to communicate with parents. Newsletters are sent through this app along with reminders and messages about school events. IT IS VERY IMPORTANT THAT YOU DOWNLOAD THE TIQBIZ APP.

**This is the first and only printed newsletter for the year – SO PLEASE DOWNLOAD TIQBIZ.** Instructions on how to download it are on pages 7,8, 9 &10 of this newsletter

**IF YOU NEED HELP DOWNLOADING THE APP, PLEASE COME TO THE OFFICE AND ASK US FOR HELP.** The app has a translator so you can read the messages in your preferred language (NOT the Newsletter as it is a PDF file).

### Yard Duty

School starts at 9:00 am, students can come in and put their bags away and take home books in the tub at 8:50. Parents are reminded that no staff are out on yard duty until 8:50, so students coming to school on their own before 8:50 will be unsupervised unless they are going to breakfast club.

In Term 1 we are trialling having 4 staff on Yard Duty at Recess and Lunch Times. The staff members will all be wearing "Yellow" vests. Student are encouraged to solve their own minor disputes and if they need help to seek out a staff member. Please read the 'school's behaviour management plan' on page 10.

Campbellfield Heights Primary School does not accept any responsibility for, nor does it endorse any advertising material printed

Term 1 2017 Tuesday 31 <sup>st</sup> January to Friday 31 <sup>st</sup> March	
Week 1	
Frid 3 <sup>rd</sup> Feb	CANTEEN OPEN
Week 2	
Mon 6 <sup>th</sup> Feb	CANTEEN OPEN
Tue 7 <sup>th</sup> Feb	<b>BREAKFAST CLUB</b>
Wed 8 <sup>th</sup> Feb	School Council 6pm
Thur 9 <sup>th</sup> Feb	

### SCHOOL TERM DATES **2017**

**Term 1:** 31 Jan to 31 Mar

**Term 2:** 18 Apr(Tuesday)  
to 30 June

**Term 3:** 17 July to 22 Sept

**Term 4:** 9 Oct to 22 Dec

### School Uniform

Parents are reminded that school uniform is compulsory. Uniforms are sold at the school through the office. Any items with logos on them must be bought through the school, however other items may be purchased at retail stores as well as from school e.g. Shorts, tracksuit pants, leggings, dresses. Order forms and pricelists are available from the office.

### Breakfast Club

The breakfast Club will commence at 8:15 next Tuesday 7<sup>th</sup> February. All children and parents welcome every Tuesday, Wednesday and Thursdays.

### Canteen

Canteen will be open from Friday 3<sup>rd</sup> of February. It opens for lunch orders and counter sales on Mondays and Fridays.

### Healthy Lunches – What to put in healthier school lunches

Every day at 10 o'clock the student stop for a brain break and eat a piece of fruit. Try planning a healthy lunch box to start the school year. Talk to your children and discuss what they would be happy to have included.



The six key parts to a healthy lunchbox include:

fresh fruit, fresh crunchy vegetables, yoghurt or cheese, a meat or meat alternative food like some lean meat (e.g. chicken strips), hard-boiled egg or peanut butter, a grain or cereal food like bread, a roll, flat bread, fruit bread or crackers (wholegrain or wholemeal choices are best) and tap water.

Consider giving half a sandwich or roll for morning recess, as this is an easy way to get a healthy fill.

In the hot weather, send yoghurt or water, or even frozen orange segments. This makes a great refreshing snack and helps to keep the lunch box cool.

Go for colour and crunch in the lunch box by offering a variety of colourful vegetables and fruit.

### What NOT to put in healthier school lunches (OK for a treat – once a week)

Some items do not belong in a healthy school lunchbox. Six items to avoid when preparing lunch for your children include:  
-all sweet drinks such as fruit juices, fruit drinks, cordials, sports drinks, energy drinks, flavoured waters, flavoured mineral waters, iced teas and soft drinks. These are high in energy (kilojoules) and sugar, and can lead to weight gain and oral health problems in children

-dried fruit bars and 'straps'. These are low in fibre and are also high in sugar and can stick to children's teeth, causing tooth decay

-'dairy desserts', chocolate bars and muesli bars. These are generally high in fat and sugar

-chocolate spreads, jams and honey in sandwiches. These add extra, unnecessary sugar to the lunchbox

fatty, salty processed meats such as salami and Strasburg

-'oven-baked' savoury biscuits. These may sound like healthier options, but some are just as high in salt and fat as crisps.

### School lunches and food safety

Food is usually stored in lunchboxes for several hours and it is important to keep the lunchbox cool so that the food stays fresh. Some tips to help keep lunchboxes safe include:

- Choose an insulated lunch box or one with a freezer pack.
- Pack a wrapped frozen water bottle or freezer brick next to foods that should be kept cold (for example cheeses, yoghurts, meats and salads).
- Perishable foods such as dairy products, eggs and sliced meats should be kept cool, and eaten within about four hours of preparation. Don't pack these foods if just cooked. First cool in the refrigerator overnight.
- If making lunches ahead of time, keep them in the fridge until leaving for school or freeze them in advance.
- If you include leftover meals such as meats, pasta and rice dishes, make sure you pack a frozen ice block in the lunch box.

### Student Wellbeing

We strive to have a safe and supportive environment where all students are happy and want to come to school.

Please read our Behaviour Management Plan on "Page 10". As always if you have any concerns about your child, academically or socially please ring to make an appointment to see the class teacher or myself. Communication between home and school is VITAL.

Regards Jo Howard



### January Birthdays

3 <sup>rd</sup>	Rohaam	3/4B	16 <sup>th</sup>	Ibrahim	5/6C
4 <sup>th</sup>	Mria	FA	17 <sup>th</sup>	Shaymaa	3/4A
5 <sup>th</sup>	Zaid	5/6B	18 <sup>th</sup>	William	3/4A
6 <sup>th</sup>	Maysa	1/2C	27 <sup>th</sup>	Malak	FA
9 <sup>th</sup>	Asawer	3/4A	28 <sup>th</sup>	Merwan	5/6A
13 <sup>th</sup>	Adam	5/6A	22 <sup>nd</sup>	Manar	3/4A
13 <sup>th</sup>	Davina	FB	26 <sup>th</sup>	Zak	1/2A
14 <sup>th</sup>	Mavina	1/2B	26 <sup>th</sup>	Omar	3/4C
15 <sup>th</sup>	Savyo	5/6C	31 <sup>st</sup>	Rawan	2/3B
16 <sup>th</sup>	Danah	5/6C	29 <sup>th</sup>	Leuaina	1/2A

### February Birthdays

2 <sup>nd</sup>	Giselle	3/4B	18 <sup>th</sup>	Omar	3/4B
3 <sup>rd</sup>	Abdul	FA	20 <sup>th</sup>	Ava	3/4A
4 <sup>th</sup>	Ahmad	1/2A	21 <sup>st</sup>	Maream	5/6C
4 <sup>th</sup>	Sophia	5/6C	22 <sup>nd</sup>	Mya	1/2B
7 <sup>th</sup>	Hamza	5/6B	10 <sup>th</sup>	Sarah	FA
9 <sup>th</sup>	Nadine	5/6A	23 <sup>rd</sup>	Raphael	3/4A
10 <sup>th</sup>	Ibrahim	1/2A	24 <sup>th</sup>	Razan	1/2B
13 <sup>th</sup>	Nathaniel	3/4B	17 <sup>th</sup>	Zouka	FA

## CAMPS SPORTS EXCURSIONS FUND

**Dear NEW FAMILIES,**

If you have a Health/Pension card, please come to the office with the card as soon as possible so we can process your CSEF money. The money **(\$125:00)** will be held by the school to pay for excursions or Camp.

Thanks

Grade	Room	Staff 2017
F A	9 – Building A	Cassie Taylor + 1 day ES Gabriella Inglise
F B	10 – Building A	Esra Kemal + 1 day ES Gabriella Inglise
1/2 A	2 – Building B	Joanna Naim + ES Louise Cogley 3 days
1/2 B	3 – Building B	Wanwisa Srimanon + ES Christine Prantalos 4 x ½ days
1/2 C	4 – Building B	Niki Karamouzis – ES Louise Cogley 2 days
3/4 A	7 – Building A	Leanne Ross + ES Yvonne Gillespie 3 mornings and
3/4 B	8 – Building A	Lauretta Scoberg + 1 day ES
3/4 C	8a – Building A	Belinda Salera-Bartolo and Liz Smith + ES Karen Facciolo 3 days
5/6A	5a – Building A	Laura Dudgeon + ES Penny Rousalis 3 days
5/6B	5b – Building A	Sze Foo + ES Salar 5 days
5/6C	6 Building A	Tamara McCabe + ES Sandra Reis 2 Full days 2 half days and Ann-Maree Taylor 3 days
		Amanda Macellari
Visual	1 – Building B	Jules Lewis
Italian &	Building B	Michelle Petruccelli
		1 day Support Teacher - To be announced
HUB - Building C		Wellbeing Officer - Maritsa Rousalis
SSO Office – Building A		Student Support Officer - Anna Verzulli
Office – Building A		Business Manager - Karen Bolton
Office – Building A		Office Manager - Fiona Wilson
HUB - Building C		Hub Coordinator - Rebekah Volpe
Principal's Office - Building A		Principal - Jo Howard
Assistant Principal's Office -		Assistant Principal - Susie Bellizia

### Hub Start Dates for 2017

The Campbellfield Heights Primary School Hub is a safe place where families from the area's community can access



information about services and support. Our Hub increases access to programs by locating them within easy distance for parents with young children. Families can connect with opportunities inside and outside the Hub itself.

We look forward to seeing many parents involved in Hub activities this year!!!

Pilates – Monday 6<sup>th</sup> Feb at 9:30  
 Small Talk Playgroup – Tuesday 7<sup>th</sup> Feb 9:30am  
 Breakfast club – Wednesday 1<sup>st</sup> February 8:10 – 8:50  
 Playgroup - Wednesday 8<sup>th</sup> Feb at 9:30am  
 English class – Wednesday 8<sup>th</sup> Feb 12:30pm

Walk n Talk – Thursday 9<sup>th</sup> Feb 9:30am

Thanks,  
 Rebekah Volpe  
 Hub Coordinator  
 Campbellfield Heights Primary School  
 Laurel Crescent, Campbellfield  
 Ph:9359 5502  
 Working days: Tuesday - Thursday.



# HELPING YOUR CHILD READ AT HOME



It's one of the most common concerns for parents of primary school age children.

*How can I best help my child to read at home?*

Teachers are asked about this all the time, and reading progress is one of the areas that parents worry about more than any other.

So here are some tips for supporting your child's development as a reader. Put as many of these things in place as you can, then relax! You're doing your bit, and your child will respond.

1. Long before your child starts formally learning to read, instill a love of reading in them by sharing bed-time (and other-time-of-the-day!) stories. This special, one-to-one time, where you and your child can escape into all sorts of adventures and amazing worlds, is precious. Research has shown that a love of reading is a stronger indicator of academic success than wealth or class background. As you enjoy stories together your child will soon begin to realise that those funny marks on the page that sit alongside the pictures are the story, and in time they'll want to learn how to decipher them for themselves.
2. Selecting books with flaps, pop-up pictures, secret compartments, buzzers and fuzzy textures will engage all of their senses. You don't have to spend lots of money – make good use of your local library.
3. Frequently let your child choose the book they want you to share with them... grit your teeth if this seems to be the one hundredth time in a row that they have chosen the same book! Young children love repetition and familiarity, and it really does help them to develop reading skills! Encourage them to join in with the bits they recognise.
4. Make (even a little) time for yourself to read, and make it clear that you enjoy your personal reading time. If your children grow up seeing you prioritising reading at least some of the time, they will see reading as something to value in their own lives.
5. Look for opportunities to encourage your child's reading skills when you're out and about together. Even before they can read, children can begin to recognise signs for *toilets, entrance, exit, stop, danger* etc.
6. Continue to read with your child way past the usual early years. There's plenty of evidence that reading with and to children even if they are already fluent, continues to develop their vocabulary and joy in reading. It also demonstrates that reading is something to be enjoyed throughout their life.



7. Read as many different types of book with your child as you can. Not all children are motivated most by stories. Finding interesting non-fiction books to share with your nature loving or car loving child can be just as stimulating for them, as they realise that books can open up a whole world of information about topics they are fascinated by. Also, trying different genres of stories will expose them to all sorts of fiction so that they can begin to develop their own preferences – rather than yours! If your child enjoys looking at junk mail, encourage it. There's nothing wrong with checking out the catalogue from the local supermarket or toy store. It is all developing lifelong skills in literacy.
8. When your child is sent home with a book to read, don't rush it. The fact that they read it through with you isn't the end of it. In the early stages children recite rather than read. The books are simple and repetitive... perhaps every page says, "I am a..." So your child will know to say, "I am a..." then look at the picture, and say, "dog". This is exactly what they should be doing. Don't ever be tempted to cover the pictures. They are an important part of the reading process. Ask your child to point to a particular word... they may not know that word yet, but they can work it out from the phrase they have learned. They know that the word "I" starts the sentence, so they know that the first word on the page must be "I". Keep it light, and fun. Gradually see if they can recognise those simple words out of context too.
9. In the early days, read to your child, and discuss what you're reading. After a while you can begin to read *with* your child. Let them decide if they want to read aloud to you sometimes. Later, listen to them read, just stepping in to help out with more challenging words when they need it. Later still, when your child is developing fluency, encourage them to read with expression. Playing around with goofy voices for different characters can be fun, as long as it doesn't spoil a tense or dramatic story that deserves to be taken more seriously!
10. Drop questions into your reading sessions to test and stretch their understanding of the text. Just every now and again - don't over-do it or reading will become a chore!

Try questions such as:

- a. What do you think Rob is going to do?
- b. Why do you think Susan said that?
- c. What did the teacher mean?
- d. What do you think Alex should do?
- e. What do you like about this book?

Above all, enjoy the experience. In our house, story time is a wonderful time of togetherness that we treasure and learn from. Some of the books will become favourites that will remain a part of your family for a very long time.

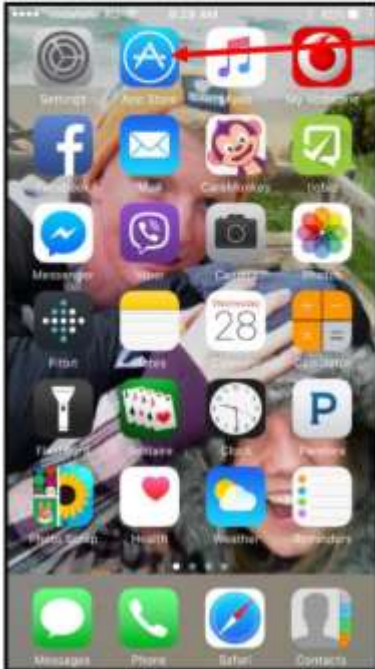
What family favourites would you like to share with our class?





## HOW TO - DOWNLOAD TIQBIZ ON TO A SMART PHONE

### Step 1. Go to App Store.



Click on **App Store**.

### Step 2. Search for tiqbiz.



Search for **tiqbiz** -  
(not **tiqbiz admin**).

### Step 3. Download and open tiqbiz app.



Click **Get**.

Next screen click **Install**.

Next screen click **Open** to  
download and open the  
tiqbiz app.

### Step 4. Click Next x 3 to Get Started.



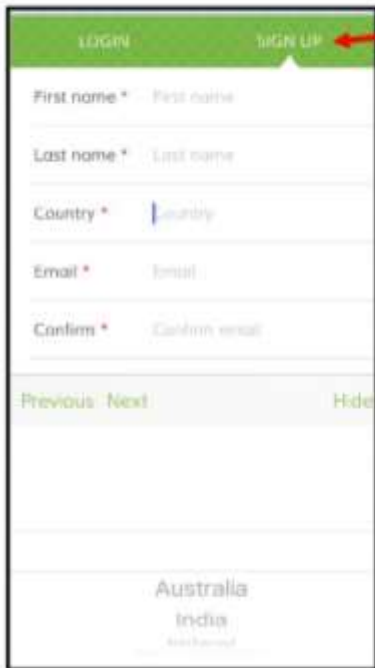
Click **Next**.

Next screen 'Select' click  
**Next**.

Next screen 'Notifications'  
click **Next**.

Next screen 'Converse' click  
**Get Started**.

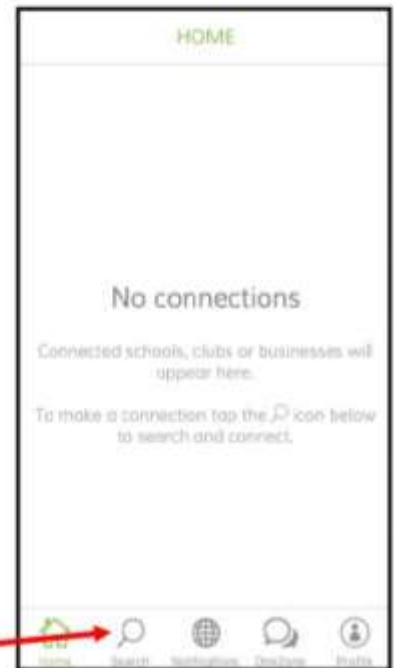
**Step 5.  
Sign Up.**



Click **Sign up**.  
Type **first name, last name, country, email, confirm email, password and confirm password**.  
Tick box **"Accept terms and conditions"**.  
Click **Sign Up**.

**Step 6.  
Search for**

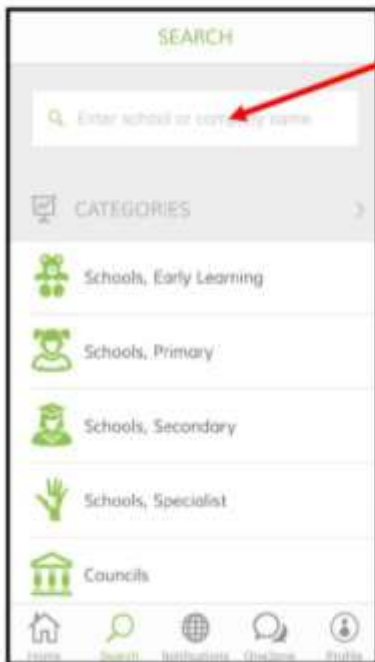
Campbellfield Heights Primary School



Click **Search icon**.

**Step 7.  
Search for**

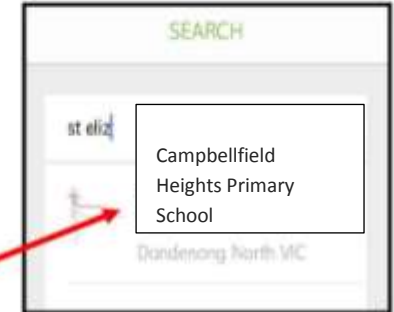
Campbellfield Heights Primary School



Click in Search box and type **Campbellfield Heights Primary School**

**Step 8.  
Search for**

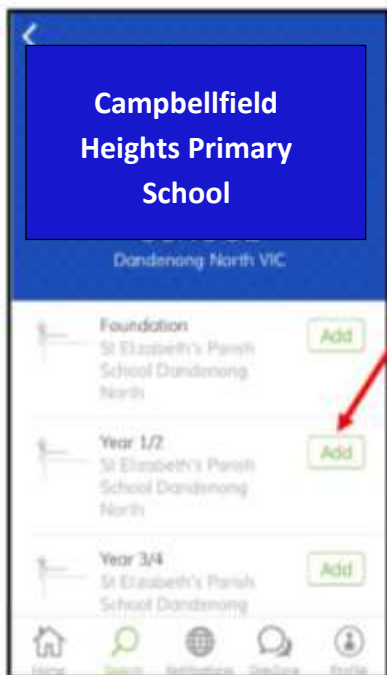
Campbellfield Heights Primary School



Click on **Campbellfield Heights Primary School**



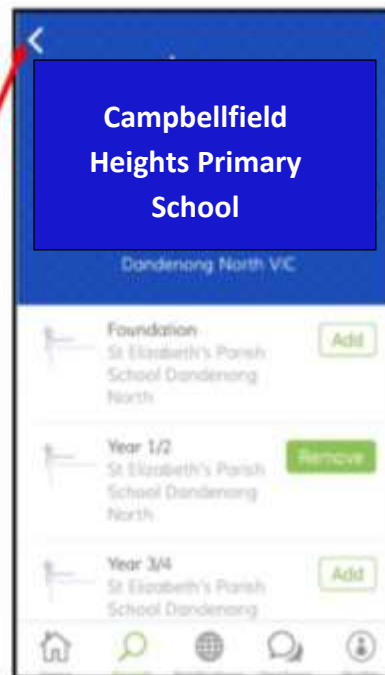
**Step 9.**  
Select year level/s.



Click on the green **Add** box next to your child/s year level/s. Once year levels have been selected the box will read **Remove**.

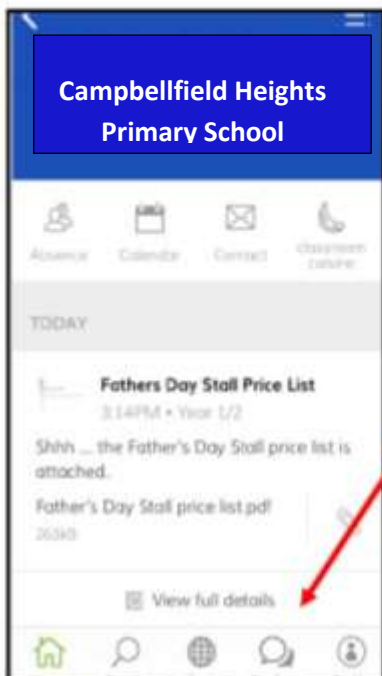
You will receive newsfeed notifications from the year level boxes with Remove next to it.

**Step 10.**  
Go to Home.



Click < to go to home page.

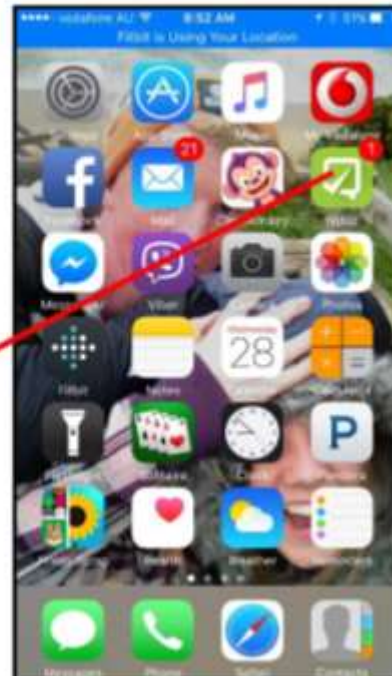
**Step 11.**  
View notifications.



Click on **View full details**.

You will now see all newsfeed notifications from the year levels you have previously selected.

**Step 12.**  
Unread messages.



Any unread messages will be indicated by a red circle attached to the **tiqbiz app** on your phone home screen.

Click on **tiqbiz app** and you will be taken to tiqbiz.

## SCHOOL BEHAVIOUR MANAGEMENT PLAN

The Campbellfield Heights Primary School Behaviour Management Plan promotes positive social participation and self-discipline. The underlying philosophy of the plan is to focus on changing unacceptable behaviour when it occurs rather than simply punishing it. The School Behaviour Management Plan has been developed in consultation with the school community and is endorsed by the School Council.

Relevant aspects of The School Behaviour Management Plan are attached and can also be viewed on the school's website.

### DEPARTMENT OF EDUCATION POLICY

The Principal is responsible for developing, documenting and implementing a school behaviour management plan that promotes positive social relations and supportive learning environments. All decisions relating to the management of student behaviour must be made according to the principles of procedural fairness, be culturally sensitive and responsive to specific parent and student needs.

### SCHOOL OVERVIEW

Campbellfield Heights Primary School provides an environment that encourages positive social participation, self-discipline and a flexible and relevant curriculum that addresses social and academic outcomes.

Campbellfield Heights Primary School has forged strong links between the school, family, School Council and wider community.

<b>STUDENT RIGHTS AND RESPONSIBILITIES</b>	
<b>YOUR RESPONSIBILITIES AT SCHOOL</b>	
<b>You have a responsibility to treat other students with respect and kindness ·</b>	This means you should not laugh at, tease, make fun of or hurt the feelings of others.
<b>You have a responsibility to obey the rules ·</b>	This means you must obey all safety, class and school rules.
<b>You have a responsibility to help make school a safe place ·</b>	This means that you must help make the school safe for everyone and should not hurt, bully or abuse others.
<b>You have a responsibility to take care of all property.</b>	This means that you take care of your things, school property and the property of others.
<b>You have a responsibility to work and allow others to work without being bothered ·</b>	This means that you work quietly, follow teacher instructions and do not bother others.
<b>Level 1 Behaviours</b>	
<b>Behaviour</b>	
Spitting (not on another person)	*sit on bench for a ? minutes *follow teacher *apologies *take equipment off student *pick up papers *asked to play elsewhere *asked to find someone else to play with *Discuss School rule that has been broken
Playing in Out of bounds	
Low level teasing	
Dropping Rubbish	
Interfering with others play/disrupting others	
Taking other students hats	
Annoying, following, poking faces etc.	
Taking other student's sport equipment	
Not wearing hat	
In classroom before the teacher, or during recess or lunchtime without Eating in wrong area	
<b>Level 2 Behaviours</b>	
Swearing to self or in conversation	*sit on bench for? minutes *asked to play elsewhere *asked to find someone else to play with *Discuss School rule that has been broken *Redirect to lunch clubs *apologies * A Consequence that fits the behaviour *Late for line, stay in for that amount of time *Fill in a behaviour sheet *Staff member to enter BS into *Grade expert
Inappropriate language	
Unsafe behaviour/unsafe play with equipment	
Repeatedly not following instructions	
Threats to harm others	
Teasing about religion or race	
Throwing sticks, rocks etc.	
Leaving School Grounds	
Repetitive Level 1 behaviours	
<b>Level 3 Behaviour</b>	
Physical Violence: hitting, punching, kicking, pushing, choking, spitting, throwing objects e.g. stones, sticks equipment.	*Sent to Principal/Assistant Principal *Behaviour sheet filled in *Discussion with student about the inappropriate behaviour *Parent contacted *Detention or Suspension *Apology letter given to victim * A Consequence that fits the behaviour *Restorative Practice – discussion – Future Behaviours
Vandalism: Inappropriate use of or damaging of school property	
Verbal & Emotional Violence: swearing, teasing, bullying, threatening, intimidation	
Threats to harm teachers	
Continual refusal to follow rules	
Repeated Level 2 behaviours	
Stealing	