



5th March, 2020
Issue 5

Newsletter

Echuca Specialist School acknowledges the history, culture, diversity, and value of all Aboriginal and Torres Strait Islanders, and pays respect to their elders past and present, as well as acknowledging future generations.



Our Vision:

To provide inclusive and engaging learning that empowers all students for life



Principals message:

Jacob

I would like to thank the entire school and wider community for their support over the past couple of weeks. The loss of one of our students, Jacob, impacted both staff and students in an enormous way. Your support has helped us to heal our hearts during this devastating time. The date of the funeral is yet to be determined.

New school

This week we held a joint staff meeting with Twin Rivers Primary School. The purpose of the meeting was to plan 'Buddy rooms' between the schools and organise weekly visits. This will support the students with transition to the new school.

Last Friday the staff of both schools enjoyed paddle boarding on the river, before sharing a meal together. The staff are enjoying getting to know each other and how we can best work together in the future.

The building works are going well with the flooring for the gymnasium arriving this week. The wood will be acclimatised before being laid in a fortnight. Our oval will be seeded this week and the bike path has been completed.

I will include plans of the school in this week's newsletter as well as printed copies displayed in the office.

School captains

Congratulations to our new school captains. Jacob, Kaitlin and Chris. The vice captains are Bree and Adrian. The captains have the important job of running assemblies, thanking/greeting visitors to the school, representing the school at the Anzac day parade and supporting the students/school as required.



Dates to remember:

March

9th—Labor Day
- Public Holiday

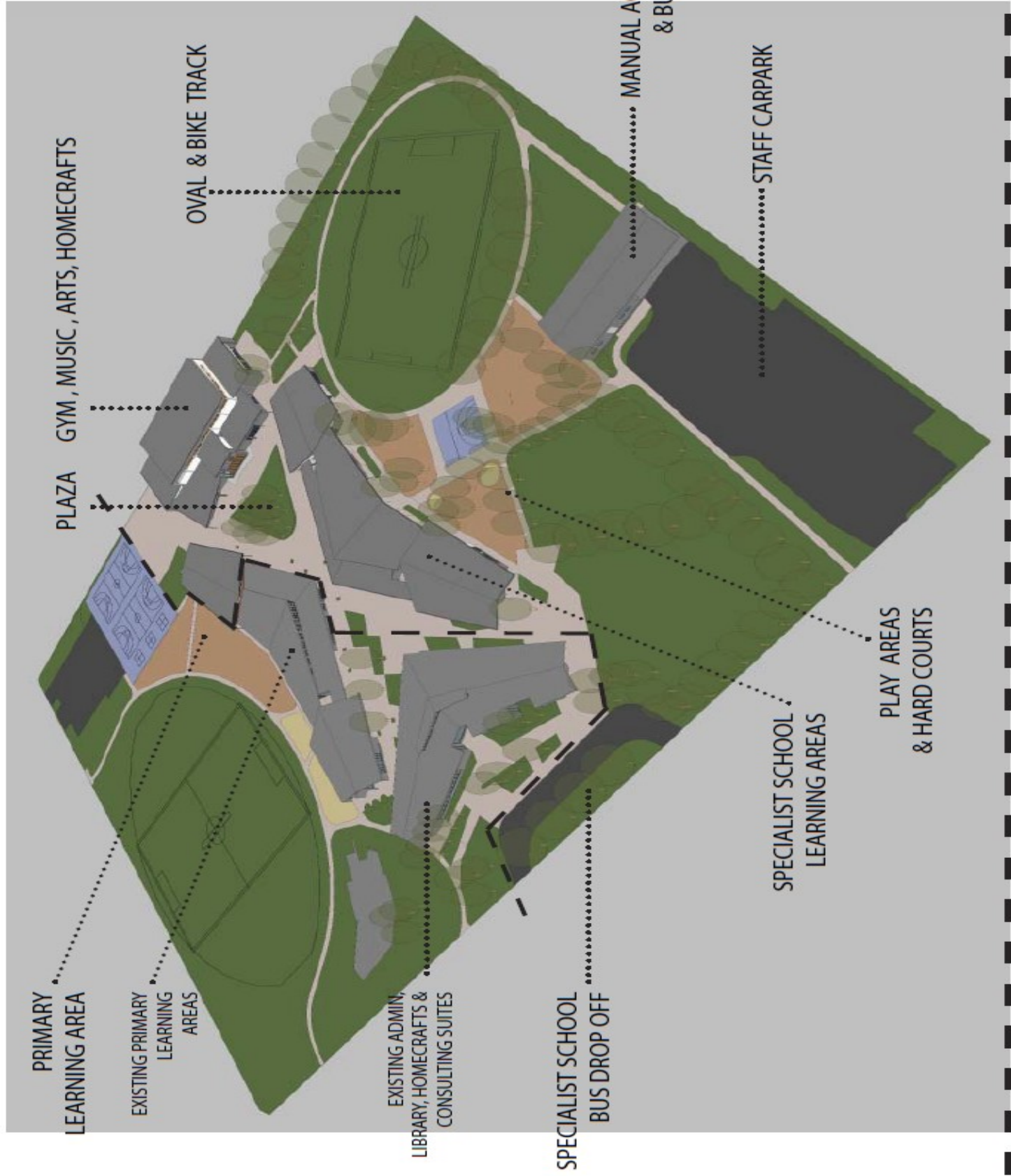
11th—Year 7 Immunisation

27th—Term of Term 1

April

14th—Start of Term 2

16th—Year 10 Immunisation



CONT PRINCIPAL REPORT

Junior school council

Now that the captains have been decided we will start the process of classrooms choosing representatives for Junior School council. I will meet with Junior School council members every fortnight to discuss ways to improve the school and get feedback on various issues. A major part of this year's council will be to ensure a smooth transition to the new school.

Purple day

We have decided to support the International day of awareness of Epilepsy on Friday March 27th. This is the last day of school. Staff and students will be invited to wear a "Touch of purple" to recognise the day. There is no cost. With so many of our students, staff and families touched by epilepsy, we felt it would be a good cause to get behind.

Beacon breakfast

Toby and Jack A have been chosen as our Beacon leaders for this year. On Friday 13th March the Beacon leaders from all of the schools (including Toby and Jack) will be holding a breakfast at Radcliffe's. The leaders will be welcoming business people and educators from across the towns from 7am to 9am. They will be responsible for speaking in front of the crowd and discussing what being a Beacon leader means to them. We are very proud of our involvement with Beacon and especially proud of our Beacon leaders.



FUNDRAISING NEWS



- 1st prize—Signed 2019 team Geelong jumper
- 2nd prize—Signed 2019 Essendon team poster
- 3rd—Kids hamper

**\$2 PER
TICKET**

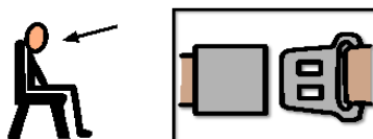
Please get behind
our 1st fundraiser
for the year.

The raffle will be
drawn on
Thursday 26th
March at ESS.



Inclusion on the Bus

I stay in my seat and wear my seatbelt.



I move safely when getting on or off the bus.



Excursions & Camps

The cost of all camps and excursions are to be paid by parents/carers unless alternative arrangements have been agreed to by the Principal prior to the excursion. All families will be given sufficient time to make payments for all activities. Consent forms will have clearly stated payment amounts and payment finalisation dates.

Students who have not finalised payment by the required date will not be allowed to attend unless prior arrangements have been made.

Echuca Specialist School will make all efforts to ensure that students are not excluded for financial reasons. Families experiencing financial difficulty are invited to discuss alternative payment arrangements with the Business Manager. The Business Manager can also discuss family eligibility for the Department's Camps, Sports and Excursions Fund (CSEF), which provides payments for eligible students to attend school activities, including camps and excursions. Applications for the CSEF are open to families holding a valid means-tested concession card or temporary foster parents and are facilitated by the school. Further information about the CSEF and the application form are available at [Camps, Sports and Excursions Fund](#).

If a camp or excursion is cancelled or altered by the school, or a student is no longer able to attend part or all of the camp or excursion, our school will consider requests for partial or full refunds of payments made by parents/carers on a case-by-case basis taking into account the individual circumstances. Generally we will not be able to refund payments made for costs that have already been paid where those funds have already been transferred or committed to a third party and no refund is available to the school. Where possible, we will provide information about refunds to parents/carers at the time of payment.

Visit from Uncle Rick



Uncle Rick came to visit Daniel today with his Digeridoo. Daniel has expressed an interest in learning how to play a Digeridoo. Uncle Rick said Daniel was a natural.

School Captains

Congratulations to our School Captain's for 2020



School Captains

Kaitlyn Lewis



Vice Captains

Bree Read



Chris Dunn



**Adrian
Marlborough**

Week 5

Student of the Week—Primary



Room 1—Drake
Asking to move yards



Room 2—Zayne
Coming to Room 2 when music is playing



Room 5—Hermione
Always asking to move yards.



Room 7— Shaun
Always asking when he wanted to move yards



Room 13—Shaun
Always asking staff to change yards when he wants too.



Room 14— Manny
Always using his manners

PBS—Secondary



Room 11—Kaitlyn
For following the rules in the yard



Room 15—Natilie
For also being polite and using her manners



Room 16— Michael
For following the rules in the yard



Room 17 —Claudia S
For following the rules in the yard



Room 18—Luke
For following the rules in the yard



Room 19—Zach
For following the rules in the yard



Room 20—Talisha
For following the rules in the yard

Social Worker—Jenny Weeks

The **ZONES** of Regulation – What is it and why are we using it?

This year we have implemented the Zones of Regulation into every classroom. We use the Zones to teach students the skills to regulate their emotions. The Zones framework provides strategies to teach students to become more aware of their emotions, and in doing so, become more independent in their ability to control their emotions. How we are feeling at the time determines which ‘zone’ we are in. There are 4 different zones and we determine which zone we are in by our feelings and our level of alertness. Within each zone, every student has their **own** strategies that work best for them to manage how they are feeling at that time. The 4 zones are:

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be feeling elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however you have more control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. The Green Zone is “good to go”. The yellow zone means be aware or take caution. A red light or stop sign means stop, and when one is in the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. We teach the students that all of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone. How we manage ourselves in each zone depends on where we are and the people we are with. For example, when playing on the playground students are often experiencing emotions such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed because it can be okay in this setting. However, if we then move to the classroom where there are different expectations than the playground, students may still be in the Yellow Zone but have to manage it differently so their behaviour meets the expectations of the classroom. Below is an example.

My Zones of Regulation - Sample

	BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
How I look or act	I sigh or pout I yawn, stretch, rub eyes I have a sad face, I cry I move slowly and rest	I sit up straight I look around me I make eye contact I smile	I wiggle and squirm I frown and glare I act silly or wild My muscles get tight and my heart beats faster	I cry I yell or scream I stomp or bang on things I lose control
What do I need to do?	Get my energy up. Get more engaged.	I'm good. I'm ready to learn and connect.	Use some strategies to settle back down into the green zone.	Use some strategies to calm down!
What could I do that would help me?	Stretch Walk around Get a drink of water Ask for a hug Tell someone how I feel Think happy thoughts	I'm doing well I can play or learn I could help a friend I could help a grown-up I can practice a calming strategy so I'm better at using it when I need it	Count to 20 Take deep breaths Think about a safe place Squeeze/press something Jump or dance or run Tense & release muscles Write, draw, talk about it	Stop what I'm doing Walk away Be safe Ask for a break Get help

COMMUNITY NEWS



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