



Triabunna District School

Issue No 2: 27th February 2024

From The Principal

Upcoming events

Monday 4th March

South East Youth Engagement
(YNOT) Grade 6-10

Chase a Rainbow Art Workshop
– Selected Students

Tuesday 5th March

Pre-Kinder first session

GRIP Leadership Conference

Wednesday 6th March

24 Carrot Spring Carnival
-Grades 3-6

Delta Dog Visit – Kinder - 2

Term dates:

Term 1

8th February – 12th April

Term 2

29th April – 5th July

Term 3

22nd July – 27th September

Term 4

14th Oct – 19th December

Student Free Days:

7th June

25th October

Dear Families and Community Members,

Welcome to our February newsletter! I am delighted to witness such strong engagement from our students in both core and options classes this year and am excited to share some highlights, important reminders, and upcoming events with you.

This term, we are emphasising the value of responsibility and nurturing a culture of empathy, kindness, and respect. I encourage our students to actively participate in creating a positive and inclusive environment. Remember, your words and actions shape our school culture and effect those around you.

At TDS, we prioritise the safety and well-being of every student. We want to remind everyone in our school community that physical violence and hurtful comments have no place in our learning environment. Every member of our school community deserves to feel safe, respected, and valued. We believe in fostering an atmosphere of empathy, kindness, and respect. It's important that each student understands their responsibility in contributing positively to our school culture.

A reminder of our school's mobile phone policy. Phones should be turned off and kept away throughout the day, especially during class time. If students are found with their phones, they will be asked to hand them to staff, who will keep them at the office for the day. If a student feels unwell, they should visit the office rather than contacting parents directly. Your cooperation in reinforcing this policy at home is greatly appreciated, as it allows our students to fully engage in their learning experiences.



Last week our Grade 10 students participated in the P.A.R.T.Y program at the Royal Hobart Hospital, focusing on informed decision-making regarding risk taking behaviour, as they transition into adulthood. A big thank you to Grace and Ms. Brumby for organising this educational experience.

Unfortunately, our East Coast Cluster carnival with Orford and Swansea Primary schools was cancelled last week due to extreme weather. We hope to organise another event for our three schools to come together before the end of the term.

Our K-6 students are currently engaged in the Learn to Beach program this week. I'm confident they'll have a great time and learn valuable skills. Special thanks to Mr. McKean for providing these enriching opportunities for our students to connect with their local environment.

Last Wednesday I attended a meeting at The Village with local organisations to engage our young people and provide employment opportunities into the future. I look forward to continuing to build relationships within the community to ensure that students at TDS have access to employment, recreation and health services in their local community.

As always, thank you for your continued support of your students and our staff. If you have any questions or concerns, please do not hesitate to contact.

Kind regards,

Erica Winger

Principal

Learn to Beach



DECYP

EdSmart

Dear Parent/Guardian

Our School will commence using a new messaging platform for communicating with you.

The new platform, called EdSmart is an Australian platform which is designed to improve communication in school communities by allowing electronic messaging i.e. SMS and emails. For now, it will be used to manage absence messages i.e. you will receive a SMS or email alert if your child is absent from school requesting a response. It will also allow us to send a communication message to all parent/guardians.

The platform will, over time, be rolled out across all Tasmanian Government Schools and new features will be added.

You will receive a text message and/or an email with further details. Note, the text message sender will be a shortened version of our school's name - Please keep an eye out for it!

Further information is available on the Department's website

[Communicating with your child's school - Department for Education, Children and Young People \(decyp.tas.gov.au\)](http://decyp.tas.gov.au)

School Lunch Program

Week 4- Thursday: Beef Cottage Pie, Friday: Mexican Bowl.

Week 5- Thursday: Beef/ Vegetarian Bolognese, Friday: Lentil Lasagna.

Week 6- Thursday: Moroccan Chicken, Friday: Macaroni Cheese.

Week 7- Thursday: Butter Chicken, Friday: Meat Loaf.

Week 8- Thursday: Moroccan Chicken, Friday: Macaroni Cheese.



Grades 4/5

The first weeks have been very hectic filled with lots of learning, assessments and establishing routines.

Students are very excited to start rehearsing for our drama production that we are doing this year. 'Lyle, Lyle Crocodile'. If anyone can assist with costume and prop preparations, we would really appreciate it.

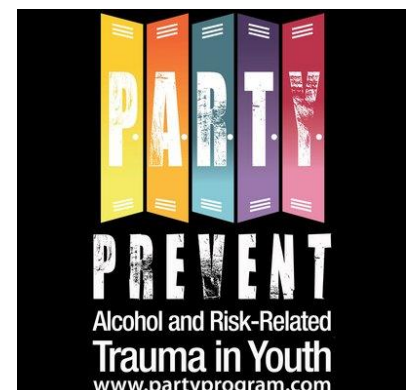
As part of our focus on the school value of 'Responsibility', every Friday we choose two students who are responsible for running two different games with the class. During this time, we are practising what it means to be a responsible leader, learner and listener.



P.A.R.T.Y Program



On Wednesday 22nd February, the Year 10 students participated in the P.A.R.T.Y Program at the Royal Hobart Hospital. Students rotated through a range of activities and visited different sections of the hospital which included the ICU ward, a demo emergency trauma room and the occupational therapy gym. Students gained an understanding of the medical processes which take place after a significant trauma has occurred. They heard real life stories and the impacts these accidents can have on someone's everyday life, and the lives of their friends and families. Students came away with a better understanding of how to mitigate risk related trauma in their peer groups.



Year 7 Pastoral Care

During Year 7 Pastoral Care, we have been discussing the school value of *Responsibility*. We talked about what *'stepping up and doing what's right'* might look like within the school context and came up with a list of things for which we are responsible. Students then listed what they would aim to take responsibility for at school on stars that we have displayed in our classroom.



Crafting Calm: The Benefits of Stress Balls

Recently, our Grade 9 and 10 students embarked on a mindful journey, crafting stress balls as a creative and therapeutic activity in pastoral care time.

The Link Between Stress Balls and Mindfulness

Mindfulness, the practice of being present and aware of our thoughts and feelings, has numerous benefits for mental health. Stress balls can serve as a tangible tool to enhance mindfulness practices. The act of squeezing a stress ball can help to ground us in the present moment, redirecting our focus away from worries and stressors.

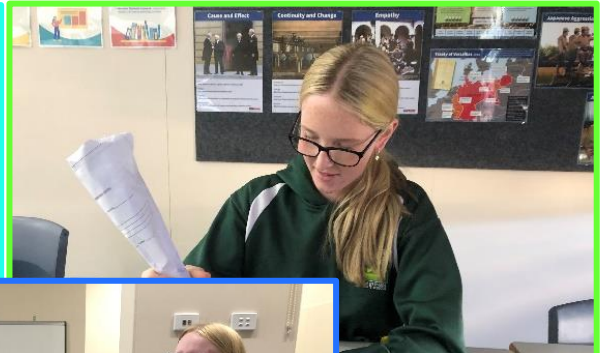
How Stress Balls Can Help People

Stress balls are not just simple toys; they can be powerful stress-relief tools. Squeezing a stress ball can help to release tension, improve concentration, and promote a sense of calmness. These benefits can be particularly helpful for students during exam periods, or for anyone facing stressful situations.

Making Stress Balls at Home

Creating your own stress ball at home is a fun and easy project. Here's a simple method to get you started:

1. Gather your materials: You will need balloons (any colour or size you prefer) and a filling material such as rice, flour, or beads. We used rice.
2. Prepare the filling: If you're using rice, you can add a few drops of essential oil for a calming aroma. Be sure not to overfill the balloon, as it needs to be able to stretch.
3. Fill the balloon: Stretch the balloon over the opening of a funnel and slowly pour in the filling until you reach your desired size. Tie off the balloon tightly to secure the filling inside.
4. Shape your stress ball: Squeeze and mould the balloon with your hands to evenly distribute the filling and create the desired shape.
5. Enjoy your stress ball: Your homemade stress ball is now ready to use whenever you need a moment of relaxation.





Welcome back to 2024 with a lovely Grade 6 class comprising of 15 students. Term 1 is very busy with Learn to Beach, Mona 24 Carrot Festival, Athletics Carnival, and an excursion to Parliament House.

Our Grade 6 specialist timetable:

Monday	Tuesday	Wednesday	Thursday	Friday
Art	Library	Art Digital Technology	Kitchen Garden Health Music	PE

Please make sure you engage with Seesaw to get any updates and see your child's work. If you require any assistance, please come and ask for help. Students will be responsible for placing their spelling words and dictation onto Seesaw weekly.

We have support from Angela, Nicki, Eliza and Samara in the classroom this year. Mrs Parker and Mrs Palmer are also busy testing and will also help those students who require extra assistance. Miss Scott is also coming in on a Tuesday to do some one-on-one work.

Mrs Pyke.

Whole School Structured Literacy Approach

Being able to read is foundational to everything we do – learning, working, functioning in society. Every young Tasmanian should have the reading skills they need for life when they leave our school system.

As a school, we are committed to giving children the best possible foundation for reading through our early years program and introducing a structured and evidence-based approach to teaching reading and supporting those who need extra help throughout our school.

This year, our structured approach to teaching literacy is a comprehensive method that research shows is effective for all students and essential for those who have difficulty with reading. The approach addresses all the foundational elements for reading: oral language, phonological awareness, phonics, vocabulary, fluency and comprehension (the Big 6).



In years Prep – 8, we have introduced a whole-school phonics-based spelling and reading program. Particularly in the early years, and for those students who have struggled with literacy, this program will teach the fundamental ‘sounds’ that comprise our written language. Teachers will be sending, via Seesaw, weekly spelling words that you can help your child practise at home.

This year, we will also be supporting selected students with their literacy, offering intensive 10-week intervention sessions with our new Literacy Support Teacher, Mrs Palmer.

As always, please talk to your child’s teacher if you have any questions about our programs and how you can support your children to gain the best possible learning outcomes.

Pre-Kinder

If your child was born in **2020** and is turning **4** this year, please join us for our very first session on **Tuesday the 5th of March, 9am – 10:25am!**

We look forward to seeing you there!



If you have any questions, please contact Rachel Fox! 😊

Vaping – resources available for families and students



Vaping continues to be a trend amongst children and young people.

Electronic cigarettes, or vapes, are similar to smoking cigarettes, but don't use tobacco.

Instead, vapes are a battery-operated device which heats a liquid. This liquid turns into an aerosol and is inhaled. Like smoking cigarettes, vaping is highly addictive. Research shows that young people are three times as likely to start smoking if they vape.

While Tasmanian law says that a person under 18 can't use, possess or buy vapes, we know that some young people are doing it because they believe it's a safer option than smoking cigarettes.

It's important to work together to educate them about the health impacts of vaping and the harm it can cause on their short- and long-term physical health.

The Department for Education, Children and Young People has a [dedicated webpage](#) with information and resources for teachers, parents/carers and young people. This includes tips for talking to your children about vaping and how you can support them in quitting. The [attached fact sheet](#) also has some useful information to help support you in with these conversations.

At a school level, we are approaching vaping as a health issue. We use a range of educational resources to help students make healthy choices and informed decisions.

It's important that we all work together to nurture the wellbeing of students so they can continue to grow, thrive and succeed.

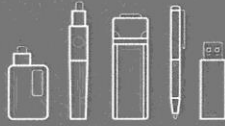
If you have any questions or concerns, please get in touch with either your child's teacher or myself.

Kind regards

Erica Winger

Principal,





Fact Sheet

Vaping: Information and advice for parents and carers

Vaping is addictive and harmful for lungs, brain development and general health.

General information

Electronic cigarettes (also called e-cigarettes or vapes) are similar to smoking cigarettes – but without the use of tobacco.

Vapes are battery-operated devices that heat a liquid (e-liquid or “juice”) until it turns into an aerosol. The aerosol is then inhaled and this is called “vaping”. People wrongly think the aerosol in vaping is only water vapour, but it actually contains dangerous chemicals.

The biggest misunderstanding about vaping is that it is harmless compared to smoking cigarettes. This is not true.

Both smoking and vaping involve breathing in chemicals that can harm your health.

There are many different styles of vapes and they can be difficult to spot. They can look like a highlighter, a pen or a USB.



There are no quality or safety standards for vapes and their ingredients.

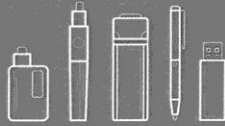
The main ingredient in vapes is propylene glycol, vegetable glycerine or glycerol. They can also contain harmful chemicals, and often they are not listed on the label. Some of the chemicals in vapes are the same as those found in cleaning products, nail polish remover, weed killer and bug spray.

Most e-cigarettes also contain nicotine, making them very addictive.

The nicotine in 1 vape can equal 50 cigarettes or more.

Yet, the flavours (like watermelon, caramel, bubble-gum etc.) and colourful packaging of vapes make them appealing to young people.

Tobacco companies are always looking for new customers. Vapes are a new way to get young people addicted to nicotine, which is often difficult to quit.



Vaping laws

To protect young people, e-cigarettes are treated the same as tobacco cigarettes under Tasmanian law. This means:

- a person under 18 cannot use, possess or buy vapes
- a person cannot supply vapes to a person under 18
- vapes cannot be used in public areas that are smoke free – this includes:
 - bus shelters
 - bus and pedestrian malls
 - within 3-metres of an entry or exit to a public building
 - bars and restaurants
 - workplaces
 - cars with a child in it
 - certain public events

It's also illegal for anyone (even adults) to use, buy or sell nicotine containing e-cigarettes in Australia without a prescription.

How vaping affects your child's body

Possible short-term impacts:

- nausea and vomiting
- mouth and throat irritation
- shortness of breath
- chest pain and heart racing
- weakening of immune system
- increased risk of developing asthma
- worsened strength and anxiety.

Long-term impacts can include serious lung disease and impacts on brain development. Nicotine changes the way brain synapses are formed in young people. This can impact attention, learning, memory, and mood.

Young people who vape are also 3 times more likely to start smoking tobacco cigarettes than those who do not vape.

Talk to your children about vaping – be understanding and compassionate and try not to judge or criticise them.

Protecting your child

Research shows that children are less likely to smoke or vape if their primary role models (typically parents or carers) do not smoke or vape.

If you have found quitting difficult and still smoke or vape, share your experiences with your child.

The best way to protect your children is to never smoke or vape in the house or other places where there may be children nearby. Smoking or vaping in a car when children are present is illegal. Passive exposure to e-cigarette aerosol can be damaging for children and young people.



Talking to your child or teen about smoking and vaping

As a parent or carer, you have an important role in protecting your child from smoking and vaping. Parent views on smoking and vaping can influence their children's behaviours. The most important thing you can do is to talk to your child or teen about smoking, vaping and other drugs.

Use these strategies to talk with your child or teen:

- try to start the conversation with your child in a relaxed easy-going way, perhaps taking the cue from around you, a note from school, a news story about vaping, or seeing people vaping on the street
- try to start the conversation with your child in a relaxed easy-going way, perhaps taking the cue from around you, a note from school, a news story about vaping, or seeing people vaping on the street
- be approachable and unshockable - listen to their ideas even if you don't agree
- try not to interrupt or react in ways that stop discussion - they might worry about telling you things you need to hear
- show them where to get accurate information from reliable sources
- help them think about risks to their health and wellbeing – but don't exaggerate
- encourage their involvement in a range of activities, sports and hobbies.

If you think your child is vaping, here are some tips to approach this topic:

- don't react immediately. Give yourself time to think through what's happening.
- The best way to find out what's happening is to ask them - that is, by talking rather than by 'detection'. Don't go behind their back and search for vapes. The loss of trust will be greater than the benefit of anything you might find out.
- Try to avoid strong reactions and big arguments that could harm your relationship.
- A respectful tone and body language can go a long way.
- Tell them you're concerned about their wellbeing and you think they might be vaping. Let them know you want to help.
- Avoid judging or lecturing – listen to their point of view and keep it a two-way conversation.
- Give them a chance to tell you what's happening without interrupting or lecturing. Find out how often and where they are vaping.
- Consider asking questions like: 'What made you want to try?' and 'How did it make you feel?'
- Ask what they need with and help them get support.

Information on what vaping is, the impacts and how to support your child is available

Where to get help

- **Quit Tasmania** offers resources, information and support for people to quit smoking and vaping, as factsheets. Tips for quitting can be found here under this link: <https://www.quittas.org.au/quit-plan/>
The link below directs you to a form where you can sign up to 1-on-1 support: <https://smokefreegeneration.org.au/need-help-quitting/>
Or you can call the Quitline for advice and confidential counselling from 8am to 5pm Monday to Friday on 13 78 48
Culturally safe support is available through the Aboriginal Quitline: <https://www.quit.org.au/articles/aboriginal-quitline/>
- Your **family doctor** is a good place to get more information and advice regarding vaping.
- In our school, students can access **school health nurses**. Nurses can help with referrals, access to nicotine replacement therapy, managing nicotine dependence and cessation support.
- **Headspace** offers mental health support online, via phone and in person. Visit <https://headspace.org.au/>
- **Beyond Blue** offers similar support online and via phone <https://www.beyondblue.org.au/get-support/talk-to-a-counsellor>

If you want more information and resources, visit the DECYP webpage on vaping:

<https://www.decyp.tas.gov.au/about-us/projects/child-student-wellbeing/vaping/>



Train with us!

**Upcoming Public Courses:
South East Trade Training Centre, Sorell**

Date	Course
8 Apr to 12 Apr	Health & Safety Representative 5 Day

*Learners must hold a valid RWVP card for this location (volunteer card is sufficient)



We also offer corporate onsite training

For more information and a copy of our training capabilities, contact
Kimberley : 0417 266 889 or kimberley.walkerden@fsaus.com.au

www.fsaus.com.au | 1300 885 530

Pop Up Book Stall

Open - Wednesday to Sunday 10.30 – 3pm (including Public Holidays)

Venue - Community Hall (former Council Chambers Building) Vicary St. Triabunna. All proceeds are donated to community organisations and activities.

Enquiries: Chris 0458560753; Beth 0407571181; Margaret 0438606446; Caroline 0411895067

www.facebook.com/PopUpBookStall; email popupbookstall@hotmail.com

School Calendar

Wed 28 Feb	<ul style="list-style-type: none">• Learn to Beach – K-3
Mon 4 March	<ul style="list-style-type: none">• South East Youth Engagement (YNOT) – Grades 6-10• Chase a Rainbow Art Workshop – Selected Students
Tues 5 March	<ul style="list-style-type: none">• Pre-Kinder First Session• GRIP Leadership Conference
Wed 6 March	<ul style="list-style-type: none">• 24 Carrot Garden Spring Carnival – Grade 3-6• Delta Dog Visit – K - 3
Thur 7 March	<ul style="list-style-type: none">• House Athletics Carnival – Whole School
Mon 11 March	<ul style="list-style-type: none">• Public Holiday – Eight Hour Day
Tue 12 March	<ul style="list-style-type: none">• Forest Education Excursion - Grade 4-5• Parliament House Visit - Grade 6• AFL 9's- Grade 9-10 – Selected Students

CONTACT DETAILS

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TRIABUNNA
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