

Portland Secondary College

Newsletter

TERM 4 WEEK 5

6th November 2025

Highlights

- Principal's report
- Attendance
- Library News
- Sport
- VCE VM
- StudentAchievements
- Art
- Community News and more



IMPORTANT DATES TO REMEMBER Friday November 7th • Year 12 exams continue Year 10 TAFE Taster (for selected students only) Tuesday November 11th • 2026 Indonesia Trip Student Meeting @ lunch (J11) Wednesday 12th • Year 9&10 Super 8 Cricket - Hamilton Thursday November 13th • Year 7&8 Super 8 Cricket - Hamilton Friday November 14th Year 10 TAFE Taster (for selected students only) Saturday November 15th - Monday 17th • Legacy Public Speaking National Final - Adelaide

Year 10 TAFE Taster (for selected students only)



Friday November 21st



Portland Secondary College is a Child Safe School

Jo Kindred, Principal



PRINCIPAL'S REPORT

The Melbourne Cup has been run and won and with this comes the last full month of school for 2025. Our Year 12 students are currently completing their final exams and in a few short weeks will enjoy their Graduation Dinner and a night of celebrations before receiving their final results in mid December. Students in Years 10 and 11 will begin their exams in a couple of weeks and students in Years 7, 8 and 9 will soon be well under way with final assessments.

We have had a number of our students excelling of late in the wider community.

Congratulations must go to Jessica Prentice who recently won the ABC hit show Hard Quiz kids, Bella Nebel who is starring in the Equestrian arena, Sienna Stone who has been selected for the 2026 Under 20 State Basketball team, Ryder Trickey who has placed 14th in Australia for the 2025 Junior Motocross Championships and Harriette Eichler who recently spent a week refereeing at the School Sports Australia Touch Football Competition. You can read all about these amazing individual student achievements elsewhere in the newsletter.

And of course, we also celebrate a number of great team performances as well, most recently congratulations to the 3 Bays Marathon teams of Lucas Arnold, Scott Bryce, Archer Cumming,

congratulations to the 3 Bays Marathon teams of Lucas Arnold, Scott Bryce, Archer Cumming, Jaron Macleod, Koda Macleod, Ethan Matley, Will McIntyre, Otis Porter, Ari Robinson, Tait Scott, Jasmine Siemon, Kiran Sonti, Clancy Stirling, Zac Thornton, and Olive Watt, with a special mention to Koda who ran two legs, including completing the Shuffler!

There are a large number of sporting teams heading off in the next few days including Super 8 Cricket for Years 7 and 8 and for Years 9/10 Cricket, both occurring next week.

Keep an eye on the newsletter, the PSC Facebook Page and Compass to stay connected with all school events.

The Compass Program is becoming increasingly important in the way we communicate with parents. It is crucial that parents are regularly logging on to see what activities and opportunities are coming up for their child. It is also the way many teachers communicate with parents about behaviour, homework or work output concerns. If you need help logging in, please contact the General Office. All the opportunities outlined above are showcased on Compass so if you're not logging in regularly, you are missing out.

A great deal of planning is now underway for 2026 and Level Managers have now finalised elective classes with students currently in Years 8, 9, 10 and 11. Booklists for 2026 will shortly be released. Please keep checking the newsletter for key dates.

Portland Secondary College Our School Wide Positive Behaviour Support (SWPBS) Impact

At Portland Secondary College we strive to create an environment where high expectations, a wealth of opportunities, and dedicated professional growth enable students to embody our core values of Respect, Success, Resilience and Creativity.

The implementation of School Wide Positive Behaviour Support (SWPBS) has seen the College establish a solid framework in which to develop a positive, safe and supportive culture where student wellbeing and student learning are equally important.

SWPBS is a multi-tiered support system for behaviour management employed by our teachers which focuses on promoting expected behaviours through positive teaching and reinforcement. We are in the second year of implementation.

21%

Fewer Major Behaviour Incidents

Major Behaviour referrals have dropped significantly, leading to calmer classrooms and more time for learning.

5:1

More positive classrooms

We're aiming for 5 positive comments to every one correction, helping students to succeed.

26%

Increase inPositive
Green notes

Green notes are affirmations, given to students who exhibit positive behaviours.

We've also seen

- increased respectful and positive behaviour
- increased time focused on learning
- increased academic performance
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- a predictable learning environment
- improved perception of safety
- reduced bullying behaviours
- decreased suspensions
- increased positive school culture and climate

Our 2025 Attitude to School Survey completed by students showed a:

- 7% growth in Sense of Connectedness
- 7% growth in Respect for Diversity
- 7% growth in Effective Classroom Behaviour
- 14% growth in Not Experiencing Bullying
- 3% growth in Advocate at School

What Our Students Are Learning



Be Respectful and treat others as you would like to be treated yourself.

Be Successful and strive to be the very best that you can be.

Be Resilient and persevere through challenges.

Be Creative and use your initiative to have a positive impact as a global citizen.

Our School Motto is Creating the Opportunities

Our School Mantra is High Expectations - No excuses! We have clear expectations for students in the Junior, Middle and Senior School and we use simple, clear routines to teach students about expected behaviours.

High Expectations

High Expectations in the JUNIOR SCHOOL

We are SUCCESSFULL when we:

- Arriving before the bell
- Line up quietly
- Bring correct equipment to every class
- · Give everything our best go
- Complete all homework
- Take pride in our school community

We are RESPECTFUL when we:

- Are kind to others
- Are kind to ourselves
- Care for property and our environment

High Expectations in the MIDDLE SCHOOL

We are empowered to SUCCEED by:

- Arriving to mentor and classes on time
- Brining correct equipment to every class
- Wearing full school uniform
- Completing & submitting all work
- Respecting ourselves, each other, facilities, and the environment
- Taking responsibility for all equipment (e.g. locks on lockers)
- Participating positively and actively in our school community
- Being prepared to seek opportunities for self improvement

High Expectations in the SENIOR SCHOOL

In the Senior School Community we:

- Respect each other, ourselves and spaces
- Are quiet and productive in our work and study time
- Encourage, support and celebrate each other's efforts and successes
- Are responsible for following VCE and PSC rules and regulations
- Are Active participants who take pride in our education
- Model positive behaviours

••••••••

Learn from mistakes and feedback



Library

Corridors

Locker Ar

Classroom

Behaviour Expectations Matrix

	Be Respectful	Be Successful	Be Resilient	Be Creative
ms	We arrive on timeWe listen to the teacher	 We bring correct equipment We stay on task We try our best 	 We ask for help We challenge ourselves We learn from our mistakes 	 We share our knowledge We embrace new ideas We help others
	 We use appropriate voice and tone We are considerate of others 	 We return books on time We use available resources appropriately 	 We read outside our comfort zone We use study time productively 	 We engage in library activities We experience a variety of resources
T)	We walk calmly We speak softly	 We line up quietly We keep areas clean 	We are considerate of others	 We look ahead and move safely We dispose of litter thoughtfully
reas	 We wait patiently We only access our own locker 	 We collect all class materials in a timely manner 	 We lock our locker We keep our locker area clean 	 We keep our own locker organised We are considerate of others
ies	We sit quietly in Mentor GroupsWe listen carefully	 We listen for opportunities We encourage, support and celebrate the achievement of others 	We wait patientlyWe stay focused	 We are inspired and consider our future goals
	 We use facilities appropriately We respect the privacy of others 	 We use the facilities during break times We practise good hygiene 	We report damage	We conserve water
	 We line up and wait patiently We use our manners We only enter the canteen if ordering 	 We plan our order We use the correct line 	 We are patient We have alternate choices ready 	We make healthy choicesWe try something new
	 We are kind to others and the environment We behave in a safe manner 	 We take pride in our school We put rubbish in the bin We keep our area clean 	 We attempt to solve issues maturely We seek help from teachers when resolving issues in the yard. 	 We try new activities We choose not to follow the crowd
Office	 We use our manners We are considerate of parents and visitors 	 We remember our planners We arrive promptly if called 	We wait our turn to be served	 We observe notices on noticeboards We greet visitors politely
ces	 We follow online etiquette We close our device when it's not needed 	 We use devices appropriately and productively We take our charged device to class 	 We embrace mistakes as a step forward We seek support if needed 	• We try different apps to present work
mmunity	 We wear correct school uniform We represent the school with pride 	We make the most of opportunities to represent PSC	 We are open to different ideas We embrace diversity 	 We have a voice on community matters We volunteer to try different activities

To provide all students with opportunities to become creative, successful, respectful and resilient members of their local and global communities.

In the con

ICT/Device

General Of

Grounds

Canteen

Toilets

Assemblie

PORTLAND SECONDARY COLLEGE

PSC STUDENTS: YOUR SAFETY IS #1...

- Students must cross the road at designated crossings where available
- Students need to practice the "Stop, Look, Listen, Think" rule, no matter what age they are
- Students must stick to footpaths when possible
- Students should minimize distractions, such as using mobile phones and headphones while crossing the road
- Students must walk their bikes and scooters across the road and must not ride in and out of the traffic
- Students must not walk in and around the bus loop area
- Students must not run/walk in amongst moving traffic. You must cross the road at a safe place when the road is clear of traffic



PORTLAND SECONDARY COLLEGE

STUDENT SAFETY IS IMPORTANT

- Drivers must be alert, watching for school zone signs, traffic signals and potential hazards such as student movement and opening car doors
- Drivers must obey the 40km speed limit in school zones that are in effect between 8am to 9.30am and 2.30pm to 4pm weekdays during Victorian school terms
- Drivers must avoid distractions, such as using mobile phones
- Drivers must park in designated areas and avoid parking on driveways, footpaths and grass areas
- Orivers must be aware of school busses pulling out into traffic and students getting on and off busses
- Drivers must use designated drop off and pick up areas

E-scooter Road Rules

Tougher penalties as e-scooters are made permanent.



e-scooter riders cannot

- Ride on the footpath
- Use a mobile phone while riding
- Ride while under the influence of
- drugs or alcohol
 - Carry passengers or animals or ride
- in tandem
 - Ride a high-speed e-scooter, one capable of more than 25 km/h
- Ride on roads that have a speed limit over 60 km/h

e-scooter riders must

- Be aged 16 years and over
- Not exceed the maximum speed of 20 km/h
- Ride only on shared paths and roads that have a speed limit up to 60 km/h
- Wear a helmet at all times
- Follow traffic rules
- Use lights and reflectors







Formoreinformation(includingcommunitylanguage translations) transport.vic.gov.au/Road-rules-and-safety/E-scooter-road-rules



Six strategies to help prepare for the end of school

School is such a big part of your life. You might have mixed feelings as you approach the end of it. You may be excited or unsure about your post-school plans. You may feel a bit anxious or overwhelmed. Whether you're planning to study, work or play – think carefully about the transition from school to your life beyond it.

Reflect on what you've achieved.



Finishing school is a huge achievement. Reflect on your last few years of school and make sure any important achievements go on your resume.

f myfuture career article:
Write strong achievements

2 Understand your pathways.



Whether you're going to TAFE, university or into work, the more you know about how the process works, the better. Browse myfuture's career articles. You can filter by VET or university articles.

f myfuture Career articles

3 Line up some work.

Whatever you do after school, having a job will help. It will put money in your pocket and skills on your resume. Check out myfuture's resume templates and guides to job-seeking.



f myfuture's Job seeker resources

4 Tidy up your digital footprint.

Social media and email are crucial for your career as well as your private life. Set up a professional address to use while jobhunting, consider setting up a LinkedIn account and review your personal social media accounts.



f myfuture Career article: Clean up your digital footprint

5 Take a break from study.



The end of school is a great time to take a break from study, often called a gap year. You might travel, volunteer or work during this time. A gap year can help you recharge and take a bit of time to figure out your next steps.

f myfuture Career article: Making gap years work for you

6 Look after your wellbeing.



The end of school can be a complex time emotionally. You might feel excited and anxious at the same time. Make sure to reflect on how you're feeling about things and talk to someone if you need help.

f myfuture Wellbeing and resilience hub



myfuture.edu.au

ATTENDANCE

Does your student's attendance matter?

Yes! It does matter!



Attendance matters! All day everyday!

Respect

3 days per week

Success

120 days per year

Resilience

24 weeks per year

Creativity

Nearly 8 years

Portland Secondary College

Creating the opportunities

TERM 4 CALENDAR

Friday 7th - Year 12 exams

- Year 10 TAFE Taster (for selected students only)

Tuesday 11th - 9D Portland Indoor Cricket Stadium

- 2026 Indonesian Trip Student meeting @ lunch (J11)

- Year 11 PE - tennis

- Year 10 Fundamentals of Fitness - bike ride

Wednesday 12th - Year 9&10 Super 8 Cricket (Hamilton)

Thursday 13th - Year 9 Outdoor Ed - surfing

- Year 7&8 Super 8 Cricket (Hamilton)

- Year 11 PE - tennis

Friday 14th - Year 10 TAFE Taster (for selected students only)

Saturday 15th - Monday 17th - Legacy Public Speaking National Final - Adelaide

Tuesday 18th - Year 10 Fundamentals of Fitness - bike ride

Thursday 20th - Year 12 Graduation

Friday 21st - Year 10 TAFE Taster (for selected students only)

Monday 24th - Year 10&11 exams

Tuesday 25th - Year 10&11 exams

Wednesday 26th - Year 10&11 exams

Thursday 27th - Year 10&11 exams

Friday 28th - Year 10 TAFE Taster (for selected students only)

- Student Free Day (Staff Professional Development Day)

Monday 1st - Normal classes

Tuesday 2nd - Year 7 Celebration Day - Allestree/Narrawong

- Year 8 Celebration Day - Warrnambool

- Year 9 Celebration Day - Halls Gap

- Year 11-12 2026 Headstart begins

Wednesday 3rd - Year 8 - 12 2026 Headstart

Thursday 4th - Year 8 - 12 2026 Headstart

- 2025 Presentation Night

Friday 5th - Bridgewater Day (Year 7-9 2025)

- Year 11-12 2026 Headstart

Calendar was last updated on 6/11/2025.
Please monitor Compass, Newsletter and
Social Media for updates.

Rebecca Gould, PE Team Leader

Portland 3 Bays Marathon



It was perfect weather for the 3 Bays Marathon over the weekend, and our PSC runners made the most of it!

Staff and students proudly represented the school, taking part both in teams and as individual runners.

It was fantastic to see so many members of our school community getting involved, supporting one another, and showing great determination throughout the event.

Congratulations to everyone who took part and demonstrated such wonderful school spirit

— you've made PSC proud!



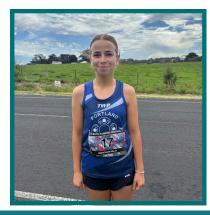
























Emma Thompson, Music Teacher

Music Celebration Assembly



Our PSC Music Department recently hosted a whole-school celebration assembly, showcasing some of the incredible achievements of our music students this year.

Staff and students enjoyed performances from the VCE Music Class, School Band, a new contemporary ensemble, and our talented Year 7 vocal group.

A huge congratulations to all the students who took the stage—especially those performing for the very first time!



Sue Taylor, Art Team Leader

Year 9 Art



Our talented Year 9 students recently went hands-on with clay for their Term 3 Art CAT!

From moulding and bisque firing to glazing and the final glaze fire - each step brought their creativity to life.

Check out their incredible finished pieces!



Sue Taylor, Art Team Leader

Tiny Art Exhibition

The Tiny Exhibition for Semester 2 is open!

Thank you to all the artists who have contributed to our second exhibition.

Students can now visit the exhibition in the PSC library and vote for their favourite.

All other members of the community can vote for their favourite art by visiting the PSC Facebook page and placing a to the one they like the most!





Caryn Lyszczarz, Science Lab Technician



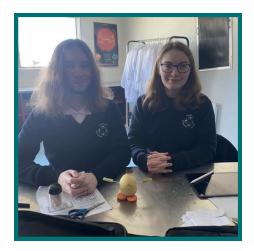
Vegetable Babies & Volcanic Activity

Year 10 students are exploring genetic inheritance by creating 'vegetable babies' to visually demonstrate how hereditary traits are expressed through phenotypes.

They used Punnett squares to model different parental gene combinations.







Year 8 students had a blast with a volcanic eruption experiment!

Using baking soda and vinegar, they created eruptions to explore the power of Earth's natural forces.







Andrew Prentice, VCE VM Teacher



VCE VM Unit 2 - Community Projects

Congratulations to Year 11 students Skyla and Bella for inviting Russell and Leigh from the Great South West Walk to visit our class and speak about our connection to community, as well as career and volunteer opportunities.

Russell and Leigh shared how the walk is a true source of local pride, representing a major collaborative achievement by the Portland community.





Andrew Prentice, VCE VM Teacher



Neil Porter Legacy - Industry Tour

The Year 11 VCE VM students, in conjunction with the Neil Porter Legacy, recently participated in an Industry Tour to Warrnambool and Port Fairy. The tour provided valuable insights into local industries and career opportunities, exposing students to a range of real-world work environments.

Students visited several local workplaces, including Bamstone in Port Fairy, Tasweld Engineering in Warrnambool, and the iconic Warrnambool Hotel.

A huge thank you to Career Advisor Suzanne Patterson for organizing the tour, and to Ann Hudson from the Neil Porter Legacy, an initiative that prioritizes career education through a locally focused and action-based approach in south-west Victoria.

This experience clearly reflected the Neil Porter Legacy's goal of inspiring young people to pursue meaningful careers and contribute positively to their communities.

Student Quotes:

"I loved learning about the technology in engineering, and how clean the workshop is." – **Raine**"It was fascinating to see how Bamstone engraves different styles and patterns into bluestone rocks." – **Brianna**

"The organization and the potential pathways that Tasweld Engineering offers were impressive." – **Emily**

"Watching the 32-tonne forklift and the 84-tonne excavator in action was amazing." – **Bella**"I was fascinated by how diamonds are used to cut through solid rock using specialized blades." – **Skyla**

"I learned about the different pathways and job roles within the hospitality industry." – **Brodie**"Visiting the hotel gave me a real insight into how teamwork, communication, and customer service come together." – **Jasper**



Lydia Mackie, Performing Arts Teacher



PSC Singing Group



Dale Cumming, PE Team Leader



Makos Shark Tank



Students interested in taking part in this event need to register with Mrs Gould, Mr Cumming or Tarni in The Batcave.

Janelle Collins, Teacher Librarian

Library News

The library has lots of new books, both physical, audio and ebooks, available – why not come in and find yourself something fresh for Reading.

A reminder that any books borrowed before the holidays should now be returned or reborrowed. Please have a look around and make sure any library books are returned as overdue letters will be sent out in the coming weeks.

Fiction and Non-Fiction are due 28 days after, the loan period for Graphic Novels and Picture Books is 14 days, and magazines 7 days. All can be reborrowed by dropping in to the library and asking, or you can renew via the Library web app (found under the star menu on Compass).



Also in the library web app are reviews written by PSC students.

One of our Year 7 students, Marcus Morgan, has been busy writing reviews for nearly every book he has read this semester! Thanks to Marcus for helping others to choose what to read next by reviewing.

Anyone is welcome to write a review, it is quick and easy to do once you have logged into the library web app.





BENEFITS OF READING GRAPHIC NOVELS

Graphic novels help students by...

PROMOTING VOCABULARY ACQUISITION

Graphic novels often contain MORE difficult vocabulary than traditional print books, giving kids extra opportunities to learn new words. The visual support provided by the graphics allows students to quickly associate new words with their meaning.





SHARPENING CRITICAL THINKING

When reading graphic novels, students must actively decode text and images together to synthesize information. Children must also infer in the gaps between panels. Nonfiction graphic novels make learning facts easier by activating the language and visual centers of the brain at the same time.

ENGAGING KIDS IN READING

The concise text and rich images within graphic novels give children access to complex stories even if they struggle academically. The design, color, and images invite students of all levels to engage in sustained reading. Plus, graphic novels are often a bridge to longer, prose-based narratives.





BUILDING VISUAL LITERACY

Did you know that the ratio of images to words in all kinds of documents is increasing? Understanding the interplay between pictures and text in both print and video media is an important component in comprehending increasingly complex information.

OURCES:

PIGNTURES IN GRAPHICA VISING COMES AND GRAPHIC NOVELS TO TSACH COMPRISENDING, 2-6 BY TERRY THOMPSON, RETRICING FROM

SAMES MOVES PROPRIES FOR A MICHIGEN AND MICHIGEN WORLD. BY KATHERING INCREST. RETREVED FROM MANAGEMENT COURSE.

THE ROLLAND REVING CAMPIC NOTES AND YOUNG LEARNERS RELEASE MERRICAN OF METHALSTORMS CONTRESON FOR TRUBING CHILDHOOK, RETRICAGE FROM ANA METRICAGE FROM ANA METRICAGE

Created by Esther Sto

Rebecca Gould, Food Studies Teacher



Food Studies - Year 11 & 8

Our Year 8 Food Studies students have been busy cooking up a delicious spaghetti bolognese!

Meanwhile, our **Year 11** students were thrown a "Surprise Chef" challenge — using only ingredients available in the fridge, freezer, or pantry to create a meal. The results? A wide variety of creative dishes and very little food waste (though there may have been some chicken spiced with a bit too much gusto...).

It's fantastic to see how far students have come with their skills, creativity, and confidence in the kitchen this year!



Marika Howman, Year 7 HUB Teacher



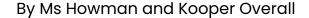
Indonesian Dance Group

Our Year 7 students were recently lucky enough to visit the Portland Baptist Church to watch traditional Indonesian dancing and listen to music played on the Angklung, a traditional Indonesian instrument.

The Krida Art Group from Bandung, Indonesia, is made up of senior high school students who study traditional dance.

We watched six different performances and were then invited onto the stage to learn some of the dances with the group.

"The best thing was listening to some of the songs. My favourite was the Batak Belayar dance, where they were like in a boat. I got up and had a dance — I really enjoyed it! I also got an Ikat Kepala Sunda (a headband) to wear. Meeting all the people was good too."











YEAR 7 - JESSICA PRENTICE

Year 7 student Jessica Prentice recently appeared on the ABC hit show Hard Quiz Kids!

It was an incredible experience for Jess to showcase her knowledge and confidence on national television.

If you missed the episode when it went to air, you can catch it now on ABC iView.

Congratulations, Jess – what a fantastic achievement and an amazing comeback!



YEAR 11 - BELLA NEBEL

A huge well done to **Bella Nebel** and her horse Kazwood Park Sincity, who recently competed in the Warrnambool Interschool Dressage and Showjumping Competition!

They achieved some amazing results:

Preliminary Test 1.1 – 1st Place
 Preliminary Test 1.2 – 1st Place
 Senior Preliminary Champion – Overall!

Fantastic effort, Bella – what an incredible achievement!



YEAR 11 - SIENNA STONE

A huge congratulations to **Sienna Stone**, who has been selected for the 2026 Under 20 State Team to represent Victoria at the Footlocker National Championships early next year!

This is an outstanding achievement and a testament to Sienna's dedication and hard work on the basketball court.

Well done!



YEAR 9 - HARRIETTE EICHLER

Harriette recently returned from an exciting week in Ballarat, where she refereed several matches at the School Sport Australia National Touch Football Championships!

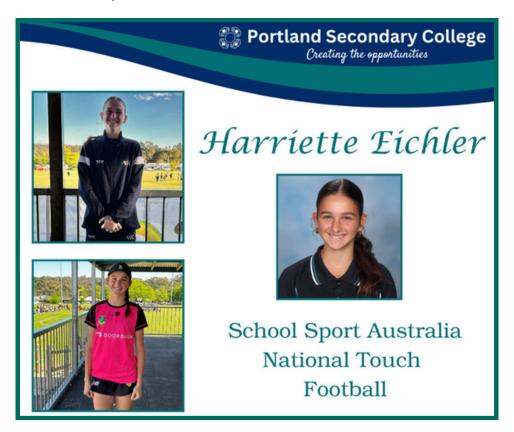
As a recognised Team Victoria umpire, Harriette officiated games in both the Under 12 Boys and Girls competitions, as well as the Under 15 Girls division — four full days of high-level competition featuring teams from across the country.

Harriette first started playing touch football in Portland and has now added refereeing to her list of sporting talents. After being spotted umpiring games in Portland and Geelong, she was invited by a Melbourne referee coach to join the national event.

"It was an amazing experience. I learned a lot about teamwork and umpiring, and I also picked up some good playing tips. I really enjoyed working closely with other players, umpires and coaches, and it's definitely something I'd like to do again! In fact, one of the Referee Coaches has asked me if I would be interested in doing some tournaments in NSW and I would love to do this!".

We're so proud of Harriette for stepping up to this challenge — it takes confidence and leadership to referee at this level, especially when officiating players older than yourself!

Well done, Harriette — what an incredible achievement!



YEAR 8 - RYDER TRICKEY

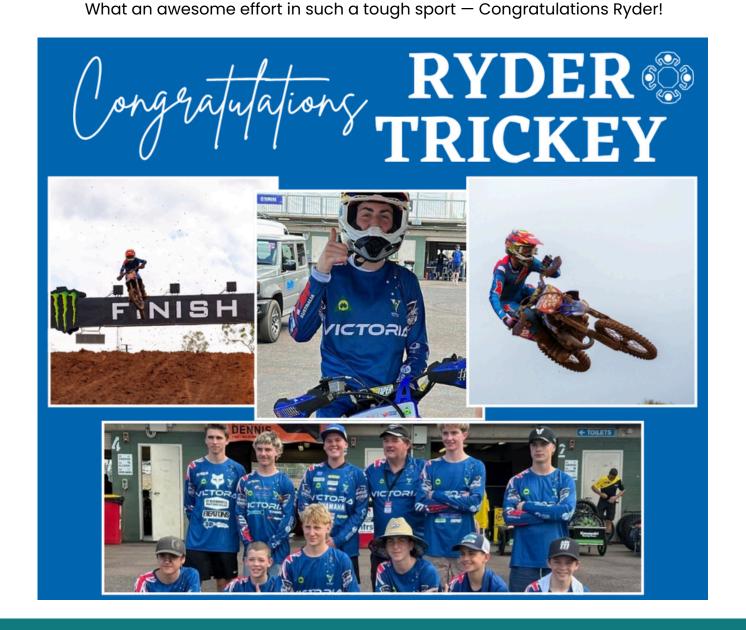
On Friday, 19th September, **Ryder Trickey** proudly represented himself and Team Victoria at the MXGP of Australia in Darwin!

He qualified for the MX85 class after an impressive performance at the Victorian State Junior Titles earlier this year, earning his spot at this world-class event. Out of a stacked field of 43 riders, Ryder finished 11th overall!

The Darwin track was like nothing he'd ridden before — and with next-level heat, it made for one tough challenge. Amazing result!

Ryder then spent 5 days in Adelaide competing in the 2025 Australian Junior Motocross Championships (AJMX). After 3 days of qualifying and 2 days of finals, Ryder qualified 15th out of 74 riders in the heats and went on to place 14th overall in Australia!

To top it off, this result made Ryder the highest-placed Victorian in the 85BW class!



Homework Program

Portland Secondary College

Creating the opportunities



HOMEWORK CLUB





All of Term 3: Every Wednesday & Thursday afternoon 3:40PM - 4:30PM J-Wing kitchen



Students are reminded to bring work to complete

Students need a pre-arranged way home as the office will be shut (no phone use)





Liza Chapple, Education Support **Marie Hein,** Education Support

UNO Club



What is the #1 card game in the world!?

UNO of course!

All students & staff are welcome to attend PSC's UNO CLUB

(official UNO rules apply!!)

WHEN: Wednesdays @ recess

WHERE: A1 (LSR)





Every day counts HOW CAN I GET MY CHILD/TEEN TO SCHOOL

No matter how hard parents try, some students may be reluctant to go to school. Here are some ideas which may assist you to support a child or teen who is reluctant to go to school and may even be school refusing.

Addressing attendance issues promptly and setting up good attendance patterns can lead to future success and can help students feel more engaged and connected at school.

Did you know?

- · Patterns of late arrival at school or missing classes are early warning signs of disengagement from school
- · Missing one day of school each week adds up to 2 months missed over a year
- · Each day of absence has an impact on skill development and social connections
- · Poor attendance may be associated with future unemployment, criminal activity, substance abuse, and poorer health and life expectancy.

Some causes of school problems

Some of the more common causes of school problems are underlying learning difficulties or learning disabilities or behavioural or emotional issues.

But there are many other reasons why a child or teen might not be engaging fully in their education.

School factors might include:

- · bullying or cyberbullying
- · feeling isolated at school
- · disliking, or not feeling connected to, the school culture or environment
- · falling behind on school work or feeling overwhelmed about keeping up
- · disliking school subjects, not liking the choice of subjects, or not feeling challenged by the work
- · poor school or academic support, especially in relation to heavy workloads
- · not getting along with teachers or other students at school
- · competing demands on time, such as extracurricular activities
- · not feeling understood and fully accepted by peers or teachers
- · cultural acknowledgement and understanding

Personal factors might include:

- · chronic illness
- · intellectual or cognitive disability
- · behavioural or developmental difficulties or disorders
- · mental health issues such as depression or anxiety
- · history of abuse and neglect
- · poor self-concept or self-esteem
- · poor communication skills
- · poor social skills
- · poor sleep habits
- · difficulty with listening, concentrating or sitting still
- · generational trauma

Family factors might include:

- · parents who aren't involved in their child's education
- · a home environment that doesn't or can't adequately support a young person's learning
- · family problems such as relationship breakdowns
- · competing family or social responsibilities, such as caring for family members, or working outside school hours
- · cultural differences with the school culture and environment

What you can do

Generally:

- · Act early if you are concerned
- · Talk about the importance of showing up to school every day, make that the expectation.
- · Regular attendance at school sets up good behaviours for regular attendance at future workplaces and other life commitments
- · Don't let your child stay home unless genuinely sick. Complaints of headaches or stomach aches may be signs of anxiety
- · Reward appropriate behaviour and don't unintentionally reward unwanted behaviour by letting children who stay home have access to their devices and the internet
- · Be sure to set a good example how you meet your commitments impacts on how they will meet theirs

Daily Routines & sleep

- · Help your child maintain daily routines such as finishing homework and getting a good night's sleep.
- · Primary school aged children need about 10 to 11 hours sleep. Teenagers need an average of 8-9 hours of sleep to be healthy and alert.
- · You may also need to monitor your child's use of the Internet, mobile phone and TV at night to ensure they are not staying up too late or being disturbed while sleeping
- · Consider how your child is sleeping is their room cool and dark and have all devices, including TVs and mobile phones, been removed?

Talk about school

- · Talk to your child. What are their feelings about school? What interests them at school? Are there any difficult situations?
- · For teens, it helps if you open these discussions in a relaxed way so that your teenager knows you are demonstrating concern, not authority. It's often a good idea to have these conversations while doing something else together such as driving, preparing dinner or going for a walk. If your teen doesn't want to talk right then, let them know you're ready to listen whenever they're ready to talk
- · For younger children, talking about the school day shows your interest. Ask simple, positive and specific questions about parts of the day e.g. What was fun? Who did you play with today? Did you help anyone today?

Extracurricular activities, social connections & part-time work

- · Encourage meaningful extracurricular activities that your child enjoys, such as sports and clubs, to develop positive relationships and experience success outside of a classroom setting. These activities can help your child feel part of the group, important to the school, and more motivated
- · For teens, try to be aware of your child's social contacts. Peer influence can lead to skipping school, while students without many friends can feel isolated
- · Set clear parameters around part-time work. Make sure that the hours your teenager is working do not impact on their ability to go to school the next day, or interfere with school assessment expectations or exam preparation. Most schools recommend no more than 10 hours per week.

Family holidays & appointments

- · Try not to schedule hair, dental or medical appointments during school hours. Arrange family holidays during scheduled school holidays so that students don't miss out on classes and feel left behind.
- · If it is necessary to be absent from school for an extended period, arrange with your school for a Student Absence Learning Plan.

School policies & monitoring attendance

- · Familiarise yourself with the school's attendance policy. This can help when trying to reason with a child or teenager who is resisting going to school
- · Monitor your child's attendance and school performance. Periodically check with their teachers to find out how things are going. If you find it difficult to contact several different teachers by phone, try email. Alternatively, the year level coordinator may be a helpful point of contact in relation to specific issues.

Homework & assignments

- · If your child wants to stay home to finish an assignment, rather than letting them stay home, expect them to go to school make attendance the number one priority. Later, you can discuss with them how they can improve their study habits or adjust their schedule
- · If your school has an assessment calendar on its website, use this to help your child plan their study so that they avoid working late the night before an assignment is due

School Refusal

School refusing children experience significant emotional distress not only when going to school but also at the thought of going to school; they may be absent from school for weeks or even months at a time. School refusal differs from truancy as children generally stay home with the knowledge of the parents and despite their best efforts to encourage their child to go to school.

School refusal can be very distressing for parents who can find it very difficult to manage and address; it can cause conflict in the home and disrupt routines

Identifying the cause of school refusal can be difficult; there may be a number of complex causes. Early intervention is essential as prolonged absences from school can greatly affect a child's social and emotional development, academic achievement and vocational opportunities.

Further assistance

Sometimes you may need assistance from professionals who can help anxious children. Discuss your concerns with relevant teachers or wellbeing staff at your child's school. They can help address any school-based issues, refer your child to school counselling services and make recommendations about professional support.

Alternatively, you could seek support from your GP who can assist with a referral to mental health professional such as a psychologist, psychiatrist or therapist. They can help your child overcome their anxiety using mindfulness, improving self-confidence and self-esteem and helping children change the way they think about difficult situations.

Remember

You can talk with school staff (such as a teacher, year level coordinator, wellbeing staff, careers staff, assistant principal or principal) to find out what support they can provide to keep your child/teen attending and engaged.

Top attendance tips for parents

- · Schools want to work in partnership with parents act early if you have any concerns by contacting your child's school and asking for advice and support
- · Remember that every day counts
- · There is no safe number of days for missing school each day a student misses puts them behind, and can affect their educational outcomes and their social connectedness
- · Talk positively about school and the importance of attending every day
- · Open and prompt communication with your child's school about all absences is a good idea
- · Avoid making routine medical and dental appointments during the school day or planning family holidays during the term
- · Seek help from your school if you are concerned about your child's attendance and wellbeing. Schools want to work in partnership with parents to support student attendance and wellbeing

Useful websites/contacts

Department of Education and Training -

https://www.education.vic.gov.au/school/teachers/studentmanagement/attendance/Page s/default.aspx

Kids Matter - www.kidsmatter.edu.au

Youth Beyond Blue - www.youthbeyondblue.com.au

Headspace - www.headspace.org.au

Reach Out - www.reachout.com

Raising Children Network - www.raisingchildren.net.au

Kids helpline - 1800 55 1800 24 hours a day, 7 days a week or web counselling

Parentline – 1300 30 1300 (8am to 10pm seven days a week) & web counselling Tuesdays and Thursdays between 11am and 2pm



Community News

We love hearing from our community, please contact us if you have an event or story to share.

newsletter@portlandsc.vic.edu.au | 03 5523 1344





Kyeema Support service's

Invites you along to cheer on athletes from across Victoria, NSW and South Australia as they compete in a variety of sporting events around Portland in November 2025



This is Portlands last year to come down and cheer on all our athletes as in 2026 the games are off to Mildura.

Is your school wanting to be apart
of the Street parade for 2025?
Please contact
robyn@kyeema.com.au or
shannon@kyeema.com.au
Everyone is welcome to come
along and be apart of the parade

Monday 10th Nov:

Street parade from Bayveiw College to the Gordon, followed by an opening ceremony on Henty beach lawn

9.30am to 12pm

Tuesday 11th Nov:

Portland Leisure & Aquatic Centre 9.30am to 12.00pm Remembrance day service at 11am

Thursday 13th Nov: Athletics

Alexandra Park 9.30am to 3.00pm

Friday 14th Nov: Group sports

Bridge water Beach

Kyeema Support Services and the Tri state committee would like to take this opportunity to thank all of our sponsors and volunteers across Tri state games 2024 & 2025



Thursday 6th, Friday 7th, Saturday 8th at 7:30pm and matinee Sunday 9th at 2:00pm November 2025

Tickets: Full \$30; Concession & CEMA members \$25; Students \$10

Bookings in person at Portland Arts Centre 55222263 or online www.portlandartscentre.com.au











Not quite feeling like yourself lately? Have things in life or at school become overwhelming?

These feelings are common for a young person to experience...
YOU'RE NOT ALONE









Families of students interested in entering can email the club at portlandswimclub@outlook.com.au for an entry form

