



Principal's Report

Art4All Weekend

Two weeks ago, we welcomed students, families and visitors to our annual Art4All extravaganza. Once again, it exceeded expectations. Everyone who visited the event could not help but be impressed by the artwork, activities, food, and most importantly, the community spirit. For many people this event is their first visit to FPS, and over time it becomes a highlight of the year.

Opening night was **Friday**. Our orchestra delighted the audience with four wonderfully performed pieces. It was also the first opportunity to buy a favourite piece of art and to visit the gallery shop.



On **Saturday** night, people were dressed to impress for the Gala Night. This allowed further opportunity to view the artwork, whilst being entertained by our parents' orchestra and served gourmet food by our Year 6 students.



Sunday was Family Day, with the school grounds flowing with creative juices as children took part in a range of activities, including making soft sculptures in *The Factory*, creating portraits of teachers, '*Messages to Mirka*' and a performance from *Tricky Nick*. A little bit of afternoon rain was not going to get in the way of another memorable day.



Estimated funds raised from this event is \$40,000; an incredible achievement (final figure will be confirmed next term). At Buildings and Grounds sub-committee meetings, we will be discussing how these funds can contribute towards the next stage of the school grounds masterplan – I will provide more information on this next term.

Once again, the levels of parent volunteerism has been outstanding. Three days of events requires a substantial amount of planning, coordination and dedication from our volunteers. Many, many thanks to all of the parent helpers who contributed towards this weekend in any way. A particular mention to our two coordinators, Trish Phelan and Leanne Coughlin for making it all happen.

Year 5 Camp

Another significant event to have occurred during the past fortnight is the Year 5 camp to Anglesea. What a wonderful experience this was. I heard such positive reports about how the students worked as a team and supported one another. I congratulate our students for such positive representation of the school.

Thank you to the teachers, Aaron, Michele, Zoe and Monique, and parent helpers Scott Voller, Linda Ruby-White, Laurence O'Neil and Neil Turner for their attendance and support.



Junior Landcare Grant

Fairfield Primary School has been awarded \$5000 in Junior Landcare Grant funding - a huge achievement! This will enable us to improve the biodiversity value of our school grounds and better educate our students about our fundamental dependence on healthy ecosystems and how we can contribute to them.

Our planned project comprises of two parts:

1. The development of a habitat corridor along the currently sparsely vegetated stretch of earth adjacent to the school oval. This will include planting indigenous grasses, shrubs and trees, installing logs and rocks to create homes for small reptiles and insects, and making and installing nesting boxes for possums, birds & bats.
2. The creation of a 'pollinator garden' comprising indigenous flowering plants known to attract a wide range of insect pollinators.

There will be opportunities for students and the broader school community to be involved in this project from soil preparation to planting and habitat creation – more details and requests for help to follow!

Click the link to see the full list of [2019 Victorian Junior Landcare and Biodiversity Grant recipients](#).

Happy Holidays

What a fantastic term we have had, with many highlights to reflect upon. Wishing all of our students and families a safe and enjoyable two-week break. We look forward to welcoming you back next term.

~ Paul Wallace, Principal



Resilience

Resilience refers to the ability to manage change to maintain and restore mental health and wellbeing, particularly after an adverse event. Resilience is not static – it is something that can change over time due to experiences and circumstance.

Resilience is particularly important for children. A child's ability to be resilient can depend upon many things, particularly their relative balance of risk and protective factors. Depending upon their situation, a child's resilience may vary. Importantly, specific situations or events that one child or young person may find challenging, another may not.

The transition from being a child to an adolescent to a young adult occurs over a relatively short period. Rapid changes in physical, psychological and social development can present numerous challenges. Children who are more resilient are better able to stay on track with the biological, psychological and social demands of growing up and moving through early childhood into adolescence and beyond.

Being resilient is associated with better academic performance and school behaviour and, over the longer term, fewer mental health issues and greater life opportunities (including employment and relationships). Individual resilience (as well as family and community resilience) is something that can be fostered and developed over time.

A resilient child might:

- Be optimistic
- Use positive self-talk for encouragement
- Have a positive sense of self
- Identify and express their feelings and thoughts
- Not hide away from strong feelings
- Have helpful, age-appropriate strategies to manage their emotions when upset
- Rearrange their plans to work around an unexpected situation
- Have a sense of agency or responsibility
- Keep on trying if something does not work out and use judgment about when to stop
- Hold a sense of purpose, or hope for the future
- Actively ask for help if they need it
- Feel a sense of attachment to family, their learning community and to learning.

Children need resilience to manage ups and downs, both during and after difficult or challenging situations. Ups and downs can range from everyday challenges like conflict with friends or falling off a bike. They can be emotional experiences such as loss, rejection, disappointment or humiliation. Some children face serious challenges like disability, learning difficulties, family separation, family illness or death, or bullying.

Resilience is more than just coping. Children with greater levels of resilience are better able to manage stress. If stress is severe or ongoing, it is a risk factor for mental health issues. When children learn to navigate these stressors, it supports their mental health and wellbeing now and into the future.

Resilience develops and changes over time as children grow and progress through developmental stages. People may have more, or less, resilience to draw on at any given time depending on their circumstances.

Biological influences

To some extent, resilience has a genetic component (that is, it lies within a person's individual make-up and personal strengths). However, it is not simply an individual characteristic nor is it a fixed character trait. A combination of individual, family, community and societal factors influence a child's developing resilience.

Exposure to manageable stress

Children and young people develop coping skills through exposure to manageable stress in their day-to-day lives (for example, the everyday stress of getting ready for pre-school or school). Everyday stresses may include meeting new people or separation from families while in pre-school. For older children, being uncertain of rules or expectations at school can lead to stress. For adolescents, not knowing where to turn for support, or to have questions answered, can be stressful.

Positive relationships

Strong relationships within immediate and extended family helps at times of stress or adversity. This support and security is a critical buffer against life's ups and downs – it's often called a protective factor for mental health.

Connection to diverse groups of friends

Even very young children develop a sense of self and self-confidence through their peer relationships and attribute meaning and value to them. Relationships outside of the family mean children have someone else to support them when times get tough.

Significant adults

Research indicates a positive relationship with at least one caring, competent adult outside of the child's immediate family is related to greater mental health and resilience. Positive relationships are particularly important for individuals who have not experienced close relationships with their family and can improve developmental outcomes.

Children and young people's resilience is enhanced when they:

- Are loved by someone unconditionally
- Have an older person outside the home they can talk to about problems and feelings
- Are praised for doing things on their own and striving to achieve
- Can count on their family being there when needed
- Know someone they want to be like
- Believe things will turn out all right
- Have a sense of a power greater than themselves
- Are willing to try new things
- Feel that what they do makes a difference in how things turn out
- Like themselves
- Have a sense of humour
- Make goals and plans, both short and longer-term.

~ Sarah Abbott, Assistant Principal

School Council Update

School Buildings & Grounds Update

Paul Wallace presented the much-anticipated proposed floorplans for the new building on Wingrove Street. This exciting project will provide eight new classrooms, as well as collaborative and project spaces, and will

greatly improve the learning opportunities for Fairfield PS students. Paul Wallace and Sarah Abbott will continue to work closely on the project to ensure the best outcome for the school. A communication will be sent when the plans are available for viewing.

Library Update

Our School Council President, Bronwyn Wolfgang, has been working on improving our current library space to make it a more useable resource for both students and teachers. Keep your eyes open for future volunteer and working bee opportunities to improve our library.

Milkshake the Cow!

Have you been wondering what happened to our beloved Milkshake? We have – but don't worry, she hasn't been forgotten. The Buildings & Grounds Committee will be working out a new home for her so she will be back on the grounds again soon.

School Asthma Policy

School Council has approved a new comprehensive Asthma Policy for the school to help explain to parents/carers, staff and students the processes and procedures in place to support students diagnosed with asthma. The [Asthma Policy](#) is available on the FPS website.

Parents/carers are reminded that if a student has been diagnosed with asthma, you must provide the school with an *Asthma Action Plan* that has been completed by the student's medical practitioner.

Buildings & Grounds

Council previously approved funding in principle for the AIRCONOFF air conditioning management system. The formal proposal is still in the working stages, and it is hoped the new system will be in place in time for the coming summer. This system will ensure that air conditioning units automatically turned off when people have left the room for an extended period.

Nick Mann (FPS parent) will be talking about the *Grounds Action Plan* at the next Buildings & Grounds meeting (on Tuesday 22 October) so anyone who is interested is, as always, welcome to attend the meeting.

Art4All

Amongst all the wonderful events we have had this term, the highlight of course was the Art4All weekend, held earlier this month. The co-ordinators Leanne Coughlin and Trish Phelan, along with their team of volunteers, are to be congratulated on what was once again a fun-filled, professional and successful community and fundraising event. Countless hours go in behind-the-scenes to make these events run so smoothly and School Council offers their sincere thanks to all involved.

School Council Minutes

A reminder that you can access the [minutes](#) of each School Council meeting, once approved, on the FPS website.

~ Sarah Glass, FPS School Council Secretary and Parent Representative

Community News

Library Working Bees – Over Holidays

We would like to kick-start our work to improve our library over the school holidays. The first steps are:

- Rearrange the shelves to make a better seating area near the window that can accommodate a class and make better use of the space in the library in general.
- Remove all books that have not been checked out in over 10 years to make room for new books.
- Clear out the blue cupboard in the library (currently housing many items that are no longer useful to the library) to make room for library supplies.

If you would like to be a part of this fantastic effort, we have chosen a few times during the holidays – please come along if one suits your schedule!

- Saturday 21 September, from 10am – 12pm
- Monday 30 September, from 3:30 – 5:30pm
- Thursday 3 October, from 1 – 4pm

If you would like to come along to any of these sessions or if you have further questions, please contact Bronwyn Wolfgang at bjwolfgang@gmail.com

Tennis Lessons at FPS

Tennis will be offered Thursday mornings before school during term four. Lessons commence Thursday 17 October. Please click for further details and to [access the enrolment form](#).

Sustainability News

Rubbish-Free Lunch Week!

In week 7, each class audited the waste in their lunch boxes. As a school, we brought the following to FPS in our lunch boxes in one day:

Soft plastic recycling	Hard Plastic recycling	Landfill	Paper recycling
266 items	46 items	90 items	32 items

Some very enthusiastic and committed Year 6 students reviewed our data and set some excellent targets. They were to:

- Reduce hard plastic recycling
- Reduce soft plastic recycling
- Reduce glad wrap

In Week 8, we celebrated *Rubbish-Free Lunch Week!* It was inspiring to hear that classes had dramatically reduced lunch box waste, had some interesting discussions about sorting waste, and found great ways of celebrating their achievements.

As part of *Rubbish-Free Lunch Week*, we audited the lunch boxes across the school. As a school, in one day we brought the following to FPS in our lunch boxes:

Soft plastic recycling	Hard Plastic recycling	Landfill	Paper recycling
108 items	22 items	34 items	40 items

Our data shows that we have reduced our waste in general, but also reduced both our soft and hard plastic by half!

Our Year 6 team will now review this data and make a plan for where to next.

Well done to Fairfield students and families for their efforts in reducing lunch box waste. We have heard some outstanding examples of students and families working together to make more responsible lunch box choices. As you can see, every little bit counts!



Students with reusable lunch pouches that were made to celebrate rubbish-free lunch week.

General News

Representing FPS at Breavington Day

Our names are George F and Scarlett M, and we were chosen to do a speech and lay a wreath *in All Nations Park* on the 3rd September for *Breavington Day*, to respect and commemorate Corporal Rodney Breavington. He was a police officer who quit his job to join the army and fight for Australia in WW2.

We were very honoured to have been chosen for such an amazing opportunity and we will never forget the poem *The Corporal and His Pal* that we read out. It was very exciting to go up and read a very important poem in front of all those police officers, army members and other locals. We



hope that we inspired other school students to go and read a poem next year. We would just like to thank the Northcote Police and the Returned Services League for allowing our school to have such an amazing opportunity.

~ George F and Scarlett M, Year 6

A Spotlight on Year 5

Anglesea Camp

Last week the Year 5 students had a wonderful experience on their YMCA Anglesea camp. Students worked on their team building skills by collaborating and cooperating on all of the activities. These included; hut building, the giant swing, volleyball, gaga and crate climbing. Students also enjoyed a night walk to look at the stars and playing team games on the beach.

The students represented the school well – there was a lot of positive feedback from the YMCA staff on how supportive Fairfield students are towards each other. Many thanks to the parent helpers and pre-service teachers who gave up their time for us.

Camp quotes:

- “We really like Gaga as it brought the kids together as a big group and as a school.” ~ Romy L, 5C
- “Seeing people’s faces as they overcame the giant swing challenge was amazing.” ~ Kian W, 5A
- “I loved doing the crate climb because it was challenging and it was a team effort.” ~ Will H, 5B



Hut building



Beach tug-of-war



Crate climb



Ready for the giant swing



On the giant swing

~ Year 5 Teachers and Students

A Focus on Visual Arts

Art4 All has been the spotlight for our community this term... such excitement, such art, such family fun!

What a weekend it was! It brings together everything we love about FPS and showcases our values "*Creativity, Community, Excellence and Respect*".

Art4 All, however, is not only an art show. It also presents many learning opportunities for our students, not just in the visual arts areas.

In the Visual Arts learning, students have the advantage of being part of an art gallery, creating a work to be included in a group exhibition, understanding the dynamics of an art show and feeling pride in seeing their work displayed for all to view.

In addition, our Year 6 students have the option to apply for leadership roles as hosts for the Art4All Gala Evening and as Sous Chefs, preparing food for the same event.

What a chance to be part of such an occasion, where they host the evening as the only children present. To be included as hosts they must write an application, providing evidence as to why they would be ideal for the role. They assist with the serving of the food, greet the guests, accept entry tickets, hand out catalogues and help at sales. In appreciation for their work, the teachers provide for them a special supper.

Such personal learning is invaluable.

Our Year 5 & 6 students also can volunteer to support the café on Sunday as part of the Family Day. Their assistance in serving and clearing up was valuable to the smooth operation of the eating venues.

We would like to thank the students who gave up their time to be part of Art4All. They are exhibiting traits of their character that will serve them well in the future. We are proud of them – as they should be of themselves!

~ Marjie Tkatchenko, Visual Arts Teacher



Year 6 hosting the Gala Evening



Handing out catalogues



Serving and hosting during the Gala Night

Children's Gallery—Self Portraits in the Mirka Mora style



All students feel part of the FPS community and are provided with opportunities to develop the knowledge, skills and resilience to enable them to thrive and learn, in and beyond school.

Respect • Creativity • Excellence • Community • Since 1885

We respectfully acknowledge the Wurundjeri people of the Kulin Nation, the traditional custodians of the land on which Fairfield PS stands, and pay our respects to the Elders both past and present.