



**Produced by Dwellingup Primary School**

**Nov 10th 2023**

*Established 1911*

**"Choose Respect"**

**Dates to Remember:**

**Tues 14<sup>th</sup> Nov:** Years 1/2/3 Assembly

**We 15<sup>th</sup> Nov:** Year 6 PSHS Aspirant Program

**Fri 17<sup>th</sup> Nov:** Pupil Free Day

**Mon 20<sup>th</sup> Nov:** Youth Workshop Year 6 Pinjarra

**Tues 28<sup>th</sup> Nov:** Years 4/5/6 Assembly

**Wed 29<sup>th</sup> Nov:** Nutcracker Ballet Perth K - 6

**Fri 10<sup>th</sup> Nov: Community Xmas Tree**

**Registrations Close**

**Thurs Nov 30<sup>th</sup>; Fri Dec 1<sup>st</sup>:** Transition Days  
P.S.H.S. Year 6

**Fri 8<sup>th</sup> Dec:** Kindy Transition

**Sat 2<sup>nd</sup> Dec: Dwellingup Community Xmas Tree**

**Thurs 14<sup>th</sup> Dec:** Presentation / Graduation 9.30am

[www.mathletics.com.au](http://www.mathletics.com.au)

[www.studyladder.com.au](http://www.studyladder.com.au)

**Weekly Events in Dwellingup:**

**Tues: Playgroup 9.00 – 10.30 am**

## **K / PP Assembly**



On Tuesday 31<sup>st</sup> October students in years K / PP recounted some fabulous facts about the thrilling learning that they have experienced lately. We heard about how students were taught fire safety while cooking damper (and then eating it!) on a campfire. We also heard all about exploding rockets with **Mrs Holster**. Everyone loved the lively dance called, **"Heel, Toe Polka"**.

## **Merit Certificates**



***Congratulations  
Indi Pollard, Evie  
Myles and Logan  
Reid on being the  
Merit Certificate  
recipients.***

***Evie Myles** ~ For being a delightful member of Room 2. Evie can always be relied upon to complete any task to the best of her ability and with a smile. Great job!*

***Indi Pollard** ~ Indi always behaves responsibly and is a kind, caring and helpful student to all.*

***Logan Reid** ~ For participating effectively in the recent combined schools Leadership Day at Waroona. Your input was impressive Logan!*

**CHOOSE RESPECT**  
RESPECT IS TO TREAT WITH CARE AND CONSIDERATION

**CONGRATULATIONS!**

## **Designated Bushfire Zone**

Dwellingup is in a designated Bushfire Zone and we have a Stand Alone Bushfire Policy that is completed with consultation from the Volunteer Bushfire Association. In week 1, students and staff completed an Evacuation Drill. Bushfire advice is included with this newsletter. Please be assured that we are informed by DFES immediately if there is any threat of bushfire and parents are contacted immediately. Please ensure your contact details are up to date.



## School Council Workshop

Last Monday School Council Members **Shani Holster, Christina Gray, Pam Laird, Ryan Myles, Edith O’Neil, Anne Sinclair (Chair), Lee Vanelst and I** participated in a **School Council Workshop**. Content included the legislated requirements of School Councils and how the Council is positioned in the governance structure of a school.

The School Council conducted an audit of its operation in term 4 last year and a list of actions including the Composition of the Council were identified. New members nominated in term 3. The Council comprises members who have a range of backgrounds, experiences and expertise that will benefit the school. A School Council meeting will be held before the end of the year. I have attached the handouts that were provided at the meeting for everyone’s information.

## Year 6 Transition

**Pinjarra Senior High School** has organised a range of Transition incursions for incoming year 7 students this year.

Last Wednesday, students were involved in their first excursion. The year 6 students travelled by school bus to Pinjarra S.H.S. and they then, “embarked on an exciting adventure to meet future classmates and teachers”. The adventure comprised travelling to the estuary in Mandurah where they played sport, participated in team-building games, had a swim and then went kayaking!



*Above: Luca, Capri, Lenny and Nate prepare to board the school bus. Lucas and Logan were already on the bus with their siblings.*

## Seen in the Playground

The year 4/5 students were permitted to select any of the equipment in the Sports Shed whilst the year 6 students were at their Transition event. They thought of a very calm and peaceful game ~ bouncing on the giant balls while throwing and catching a bean bag around in a circle. I was very impressed!



## Mini Golf Tournament / Chess

Lucky, lucky students at D.P.S. have a mini-golf course! A mini-golf tournament involving students in years 1-6 commenced last week. All students will play and then there will be a play off! We have had several holes in one and skill has been demonstrated!

*Right: Sienna, Alby, Anika and Breanna.*



*Above: Lucas and Victor playing Giant Chess!*



## “Choose Respect” Marble in the Jar Certificates

*Matilda Duyn* ~ Demonstrating determination during maths.

*Bella Goncalves* ~ Putting in a fabulous amount of effort in HASS.

*Lara Goncalves* ~ Coming up with a fair and practical solution to an issue in the playground and for taking responsibility for her actions.

*Jackson Hanstrum* ~ Putting in a fabulous amount of effort in HASS.

*Evie Robb* ~ Always being mature, responsible and proactive.

*Arli Sellenger* ~ Overcoming anxiety by demonstrating resilience and perseverance.

*Anika Vanelst* ~ Remembering and applying a spelling rule.

*Nash Vuletic* ~ Completing a sensational message stick using symbols.

*Theodore Wass* ~ Completing all of his work diligently and correctly.



## Recycling / Charities

Please bring in obsolete mobile phones (recycling); batteries (safe disposal); stamps (Rotary sell them for charity and have raised \$90 000 in 23 years); toothpaste tubes and old toothbrushes. There are collection bins in the passage.

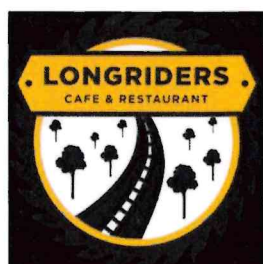


Students who bring in items receive a raffle ticket which goes into a weekly draw for a milkshake. Recipient is as follows:

Week 5: Nate Fort

Milkshakes are kindly donated by Longriders' Café.

## Longriders' Donation ~ Thank You



Thank you to **Tania and Al** from **Longriders Café** for donating \$70 to the school recently. **Mrs Holster** used the money to purchase art supplies.

## Remembrance Day

On Saturday students from Dwellingup Primary School participated in the town's **Remembrance Day** commemoration. **Alf Allen**, our wonderful local **RSL** President, places huge importance on the inclusion of children in both the ANZAC and Remembrance commemorations. He fully recognises that the children are the future and his usual very moving and sincere address emphasizes the importance of peace and the futility of war as well as recognising the sacrifices that were made by so many. This year, special mention was made of the medical personnel involved in war ~ nurses, doctors, dentists, stretcher bearers, vets and others.



Above: Alf Allen with the recorder players ~ “Amazing Grace”.

Below: Bronte, Ambrosia, Anika, Byron, Lenny, Nate & Lara prior to delivering their readings.





## Year 6 Parliament House Visit

Last Thursday our year 6 students were invited to lunch at parliament house by **Robyn Clarke MLA**, member for our electorate, Murray Wellington.

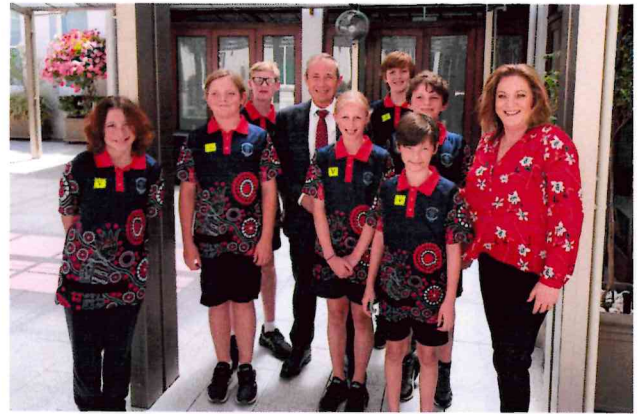
Robyn conducted a tour of parliament house which was very interesting. During the tour, students were introduced to **Roger Cook**, the state's premier. After the tour, we enjoyed a silver service lunch in the parliamentary dining room.

The visit was extremely enjoyable and very educational.

### Interesting facts:

- Roger Cook is a strong advocate for health and fitness, competing in regular triathlons, marathons and rides charity. He enjoys coming to Dwellingup.
- One of the first woman politicians in parliament came from Dwellingup.
- Robyn Clarke paid for our lunch from her own salary.
- Robyn Clarke was very impressed with the behaviour of the students from Dwellingup.
- The old section of parliament house, built in 1890, is very beautiful with lots of stained-glass windows and jarrah panelling ~ which probably came from Dwellingup.
- You aren't allowed to take photos in the dining room at parliament house so we can't show you a photo of the beautiful table setting or our delicious food, but we are happy to tell you about it!

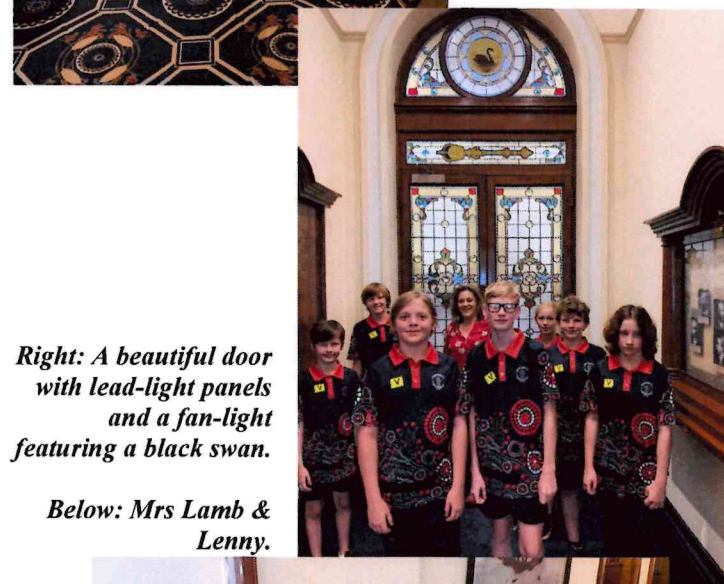
*Below: "Standing Tall and Proud" outside Parliament House.*



*Above: Our year 6 students with Roger Cook, Premier, and Robyn Clark, M.L.A.*



*Left: The elegant passageway outside the dining room. Local materials, including lots of jarrah panelling, were used in the construction.*



*Right: A beautiful door with lead-light panels and a fan-light featuring a black swan.*

*Below: Mrs Lamb & Lenny.*





## Playgroup News

We continue to see lots of children and their parents coming to Playgroup. A huge thank you to **Lainee Vanelst** for all of the amazing activities that she comes up with. Last week there were 'frogs eggs' (sago) with lily pads and little frogs. Children also painted stick insects on printed leaves as well as having fun with lots of other things ~ indoors and out!



*Left:*

*Below: Dad Ben with Rupert*



*Above: Caterpillar prints.*

A **Transition Day** for the Playgroup children who are starting school next year has been planned for **Friday 8<sup>th</sup> December**.

## Life in the Bush ~ Kangaroo Ticks

As we adjoin the forest, kangaroos visit our school, and ticks can latch onto children as Jackson discovered last week. It is important that children aren't distressed about ticks and know that they should contact an adult to remove the tick carefully so that the head does not break off and cause infection.



*Left: The tick on Jackson's arm ~ what a whopper!*

### Removing Ticks

**Susan Hanstrum** used tweezers, and this is also **Ms Wagenaars** recommended method.

**Ryan Myles** recommends "**Tick Off**" Freeze Spray.

My method is to apply a dollop of Vaseline etc and then cover with a band aid to smother the pest.

You may or may not find the following information interesting!

*The Common Kangaroo Tick, or **Amblyomma triguttatum**, is a terrestrial invertebrate that lives on the outside of a host animal. This pesky creature especially likes to latch onto warm mammals such as a kangaroo or wallaby but will also feed on domestic animals and are happy to feed on humans! An animal that lives this way is called an **ectoparasite**. These ticks are usually not dangerous, but bites can become infected, and ticks can also play a role in the **transmission** of disease.*

*The lifecycle of a Common Kangaroo Tick has three stages:*

*A female needs to feed off a host animal before she can produce eggs. After she has satisfied herself with a blood meal and has produced her eggs, the engorged female drops from the host. She then lays a clutch of eggs, which can number in the thousands. After this, she dies. The baby larval ticks then hatch and can survive for weeks with no food (depending on climate). When the larvae have the opportunity to attach to a mammalian host, such as a kangaroo, they will feed over several days, and then drop off to moult to the **nymphal** stage. The cycle is then repeated, and the tick matures on the third mammal host. (W.A. Museum).*



## Spotted Pardalotes



The Spotted Pardalote's nest is usually an enlarged, lined chamber at the end of narrow tunnel, excavated in an earth bank. Sometimes they nest in tree hollows and occasionally in artificial structures. At Dwellingup Primary School, there are at least three nests in the eaves of the classrooms. Both parents share nest-building, incubation of the eggs and feeding of the young when they hatch. We are looking out carefully to spot the babies.

## Community News

### Dwellingup Community Christmas Tree

**Saturday 2nd December**  
**Dwellingup Primary School**



**12.30pm** Santa's drive around town in Mack Fire truck.

**2.00pm** Children arrive at school.  
Entertainment / craft.

**3.30pm** Santa arrives.

**4.00pm** Raffles drawn

**\*Donations for the raffle are gratefully accepted. Please drop these off at the school at any time.**

### Dwellingup Community Village Inc (former Nursing Post)

Please support the following services that are available at the **Dwellingup Community Village** each week:

**HAIRDRESSER: Wednesdays**

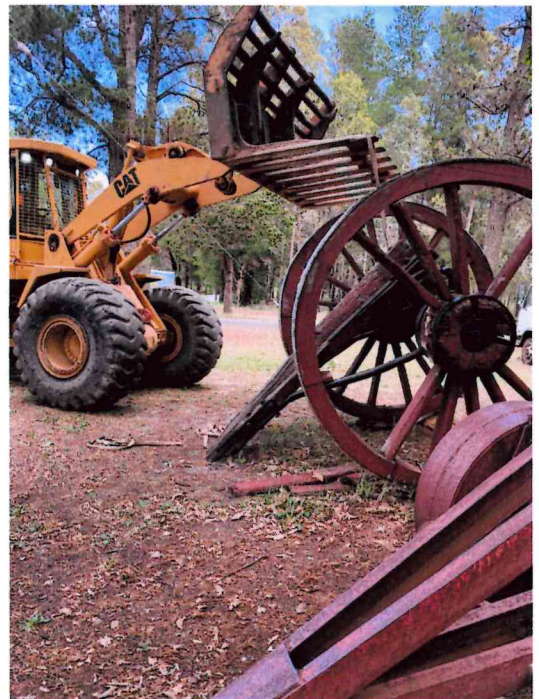
Bookings essential: Joanne **0438 940 566**

**REFLEXOLOGIST:** Every four weeks. Bookings essential:

**Tess 0417 955 981**

### Community Hotel Association ~ Restoration of the Whim

In the last newsletter there was information about the restoration of the whim located opposite the hotel. Last week saw the first stage of this process. **Leon and Ron**, arrived to take the whim to the **Mens' Shed in Manjimup** to commence its restoration. Thank you to **Jamie Iseppe** for volunteering his time and loader to place the dismantled whim onto the truck. The whim is now in Manjimup being completely restored prior to it being reinstated in its original location. The Hotel Committee is organising the restoration of the whim but all of the funds are coming from Alcoa.



Well done to all concerned for ensuring an important relic of Dwellingup's past is preserved.



## *Information for Parent's on Bushfire Procedures for Dwellingup Primary School*

### ***Bushfire***

In the event of a bushfire threatening the school, the school will notify DFES and the **Bushfire Plan** will be invoked by way of the school siren with a series of three sequenced blasts, or if the power is out, by way of the large external bell with three sequenced rings.

### ***Bushfire- Watch community***

During a bushfire, Emergency Services provide as much information as possible through a number of different channels. There are three levels of warning, **ADVICE**, **WATCH AND ACT** and **EMERGENCY WARNING**. These change to reflect the increasing risk to life and the decreasing amount of time you have until the fire arrives.

#### **Advice**

If the school is likely to be threatened by the fire, activate the Emergency Management Plan immediately. Notify DFES Communication Centre of your decision and relocation point.

An **ADVICE** provides you with information on a bushfire that is not threatening lives or property but may be causing smoke near the school. Turn off evaporative air conditioners. Regular checks of the school are to be undertaken paying special attention to the evaporative air conditioners.

#### **Watch and Act**

A **WATCH AND ACT** message tells you the fire conditions are changing and there is a possible threat to lives and the school. The Principal's decision to leave or relocate students, staff and visitors off site should be based upon assessment of known information and current circumstances, including advice from emergency services or observations at the time of the event.

#### **Emergency Warning**

An **EMERGENCY WARNING** is the highest level of warning and tells you of immediate danger. In some circumstances it may start with a siren sound called the Standard Emergency Warning Signal (SEWS) to get your attention as the fire is about to arrive. SEWS is a distinctive sound that is broadcast immediately prior to major emergency announcements on radio, television and other communication systems. SEWS tells people 'you need to listen- there is an emergency in your area and you need to take action now'. It is used like a siren and is strictly controlled for use by an authorised hazard management agency only.

The School should activate their Bushfire Plan in regards to evacuation. Consideration will include; location of fire and ability to travel safely to the selected relocation point, notify DFES Communication Centre of your decision and relocation point. The Principal is to liaise with the Regional Executive Director. If it is not safe to evacuate, direct all students, staff and visitors to the school's **Safer Location**.

### ***Bushfire- Act***

#### **Response when a bushfire starts and the school is open**

##### **- Evacuation Procedure**

- The siren will ring in three short bursts or hand bell will be rung.
- Because our buildings are on two sites, the students will go straight to their classrooms if its recess or lunch time.
- Any students or teachers are not in their rooms when the siren is sounded will go directly to their rooms.
- Teachers will then mark the roll and calmly walk the students across the road to the ECE Room 1 building to wait for evacuation.



- All other staff will meet in the Front Office and report to the Registrar and walk across the road to the Assembly area at the ECE.
- The Principal will check with each teacher and the Registrar to make sure all students and school personnel are present.
- **If anyone is missing police will be informed.**
- Doors and windows must be closed and **evaporative air coolers turned off.**
- Students with known respiratory conditions will be identified and given special consideration.
- Principal will control this response until DFES and other emergency services arrive, who will then take over.
- The local town assembly area in Dwellingup during a bushfire is the Town Oval. There are only three roads out of Dwellingup and they are all bounded by tall Jarrah forest. We are to work in unison with DFES and the Shire of Murray's Emergency Management and take directions from these organisations.

### **Safer Location Procedure – if evacuation is not possible**

School to remain on site on advice from DFES.

**Early Childhood Education Room 1.** This building is located adjacent to our main school buildings. It is newer, has reverse cycle air conditioning and is at the Eastern end of the school grounds. Fires usually come from the North-North West so this is the safest place for our students and staff to assemble.

- Because our buildings are on two sites, the students will go straight to their classrooms if its recess or lunch time.
- Any students or teachers not in their rooms when the siren is sounded will go directly to their rooms.
- Teachers will then mark the roll and quietly walk the students across the road to the ECE Room 1 building.
- All other staff will meet in the Front Office and report to the Registrar and walk across the road to the Assembly area at the ECE.
- The Principal will check with each teacher and the Registrar to make sure all students and school personnel are present.
- If anyone is missing police will be informed.
- Doors and windows must be closed and **evaporative air coolers turned off.**
- Students with known respiratory conditions will be identified and given special consideration.
- Principal will control this response until DFES and other emergency services arrive, who will then take over.

The local town assembly area in Dwellingup during a bushfire is the Town Oval. There are only three roads out of Dwellingup and they are all bounded by tall Jarrah forest. We are to work in unison with FESA and the Shire of Murray's Emergency Management Plan and take directions from these organisations.

### **- Parent Access**

Parents will be informed by SMS services where to collect their children. For parents without a mobile phone to receive the SMS, they will be encouraged to call the school on 9538 5100 or 0488 255 888 (Bushfire Plan). It will also be put onto the school's Facebook page and all parents who have emails will be advised. This will be done upon advice from the HMA's Incident Controlling Officer. In the information regarding Fire Emergency, parents will be informed via the Bushfire Plan that our procedure will be that parents are to pick up their children and to monitor the local media for specific access information. Dwellingup parents are skilled in the knowledge of what to do when they are first alerted to a bushfire and they come straight to the school, get their children and head out of town. If there are children not picked up the school will evacuate off-site on advice from DFES

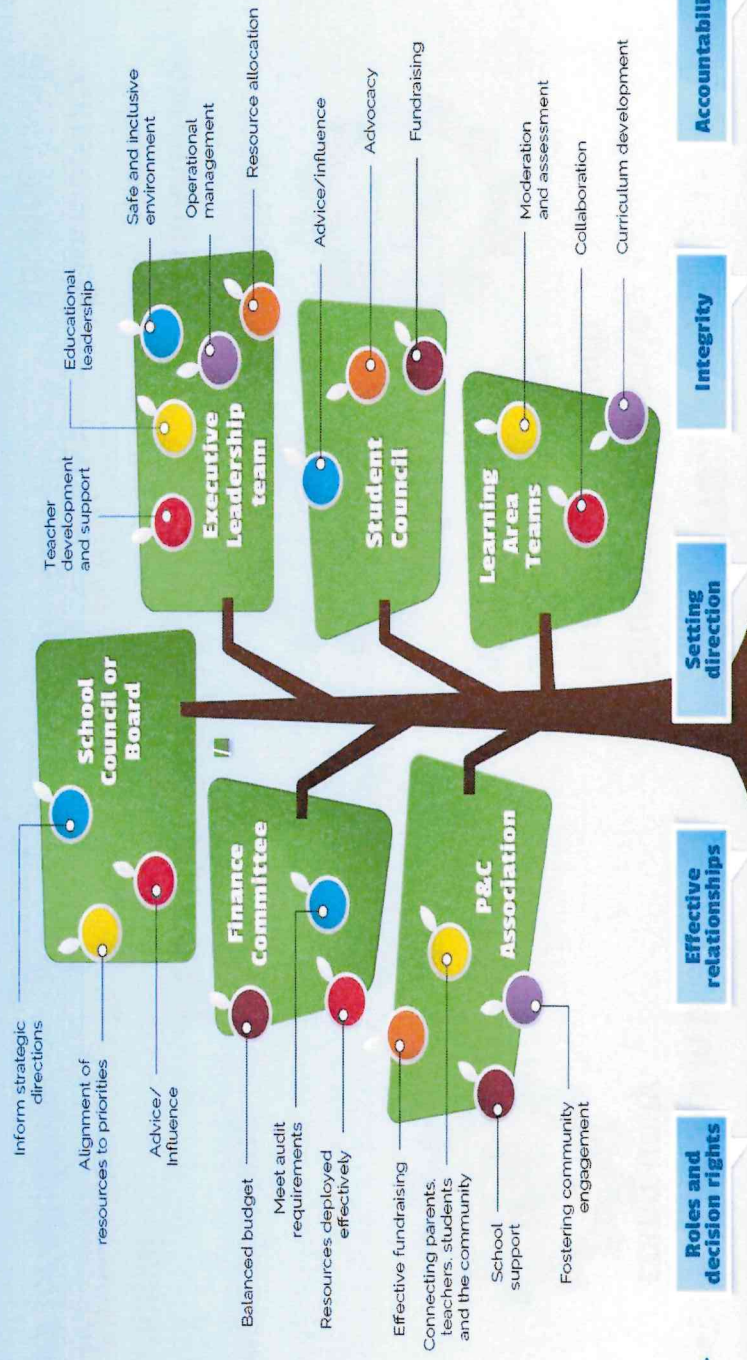
**- Pinjarra Senior High School.** If the ECE building is deemed by the Police and DFES to be an unsafe lockdown/ refuge area, the students and staff will be directed by these authorities to evacuate to Pinjarra SHS for parent pickup. This will keep traffic congestion at a minimum in the fire zone. It will be the HMA's (Hazard Management Agency) Incident Controllers task to make these arrangements. This information will be distributed to parents via SMS, Facebook and the ABC.



# Reflect and discuss

## GOVERNANCE TREE

1. School governance is one tree with many branches.
2. Each and every part plays a unique role in ensuring a diverse and thriving governance ecosystem.
3. All branches of governance help create the conditions for student success.
4. The roots of good governance are its foundation principles.



### The Roots of Effectiveness >

	Roles and decision rights	Effective relationships	Setting direction	Integrity	Accountability
Capability	<ul style="list-style-type: none"> <li>• Role clarity</li> <li>• Decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Culture and values</li> <li>• Stakeholder engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Direction setting and alignment</li> </ul>	<ul style="list-style-type: none"> <li>• Board/Council conduct</li> <li>• Ethical integrity</li> </ul>	<ul style="list-style-type: none"> <li>• Internal and external</li> </ul>
Systems and Processes	<ul style="list-style-type: none"> <li>• Terms of reference</li> <li>• Meetings agendas and minutes</li> <li>• Decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Elections</li> <li>• Inductions</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic and business plans</li> </ul>	<ul style="list-style-type: none"> <li>• Managing governance breaches</li> <li>• Code of conduct</li> <li>• Managing conflict of interest</li> </ul>	<ul style="list-style-type: none"> <li>• Performance reports</li> <li>• Council/Board reports</li> <li>• Annual Reports</li> </ul>
Behaviours	<ul style="list-style-type: none"> <li>• Robust discussions that test and challenge decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Culture and values</li> <li>• Stakeholder engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions focus on strategic issues not operational issues</li> </ul>	<ul style="list-style-type: none"> <li>• Trusting and respectful relationships that enable robust discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Setting measures and targets for monitoring performance</li> </ul>



# Summary of key requirements

- submit the school's annual budget to the council/board for **noting**;
- Submit the school's Statement of Expectation for **noting**;
- submit proposed contributions and charges and personal items lists to the council/board for **approval**;
- **invite** nominations to fill vacancies in the council/board membership;
- **conduct** elections (where elections are applicable to the membership category);
- hold an **annual public meeting** at least once in every calendar year that is open to the public;
- hold at least two (2) ordinary meetings per year;
- Keep all signed (by chair) meeting minutes for audit.