



# Tweed Heads South Public School

TERM 1 WEEK 11 2025

NEWSLETTER

## CALENDAR DATES

- Friday 11 April -  
Last day of Term  
1 for students and  
staff
- Friday April 25 -  
Community  
ANZAC March  
10:00am
- Monday 28 April -  
School  
Development Day  
(staff only)
- Tuesday 29 April -  
School  
Development Day  
(staff only)
- Wednesday 30  
April - Term 2  
begins for student  
K-2 and Baawii
- Thursday 1 May -  
Bing Ging returns  
for Term 2
- Tuesday 6 May -  
Busy Bees  
Playgroup 9:15am  
- 10:45am
- Wednesday 7  
May - Maths  
Olympiad 1

## Principal's Message

It's hard to believe the end of Term 1 is already here!

It has been a very busy end to the term with a fantastic Easter hat parade and cross country and I congratulate all the students on their amazing hat creations and persistent efforts in the cross country races. It was really lovely to see so many of our families join us to cheer on and congratulate our students as they participated in these occasions as well. Thank you to our canteen team for organising the BBQ and Jim for cooking.

Congratulations to the students who were part of the Principals lunch for demonstrating the school value of respectful behaviours consistently during Term 1. Next term our focus is on responsibility and there will be weekly PBL lessons in class focusing on this value and what it looks like at school.

**Community Anzac Parade** We hope to see as many students as possible participate in the Community Anzac Parade on the 25<sup>th</sup> April 2025, meeting at Jack Evans Boat Harbour at 10am.

Our school service will be on Thursday 1<sup>st</sup> May at 9:15am. Students are welcome to bring donations of flowers or wreaths to place in memory of serviceman and women. Families are welcome to attend.

**Attendance** This term we have 21 students at 100% attendance and a total of 67 students at 95% and above attendance! This is fantastic! It remains important that your child attends school every single day. School is the best place for students to learn as well as to build social connections and life-long skills. Did you know that when a child misses 1 day every week it equals 8 weeks lost per year! It all adds up.

As we head into the holiday break, I'd like to thank all our staff for their commitment and hard work to quality teaching of our students. I wish all the staff, students and families a wonderful, safe and relaxing holiday break.

We look forward to school returning for students on the Wednesday 30<sup>th</sup> April 2025.

Hope you all have a wonderful fortnight.  
Warm regards  
Gretal French  
R/Principal



## Guyaany News!

Over the past few weeks in Guyaany, we have been focusing on learning and practising our classroom expectations and procedures.

**Reading:** We've been building our reading skills through both partner reading and independent reading practise.

**Math:** In math, we've been using tools like Unifix cubes and 10-frames to explore number patterns and discuss how they relate to each other.

**Writing:** This week, we drew and wrote a story about a character going on a journey.

On Friday, April 4th, we joined the rest of the school in celebrating the belated farewell arch event for the 2024 Year 6 students. Originally postponed due to inclement weather, the event was an opportunity to farewell to the students as they move on to the next chapter of their academic journey.



With Easter approaching, we've been creating artwork that incorporates the Elements of Art, such as Line, Shape, Colour, Value, and Texture. We've also explored overlapping, contrast, and pattern in our work!

**Day 1:** Students started by drawing flowers all over their paper using markers and oil pastels. They were encouraged to create large flowers and fill the paper, especially along the top and sides, as a bunny would be added later. Bright colours and long green stems were emphasised.

**Day 2:** On the second day, students finished any remaining flowers and stems, focusing on adding intricate details. They then used watercolour paints with brushes to create soft backgrounds. The addition of water made the colours lighter and softer (Value). The paintings were left to dry.

**Day 3:** Once the flowers had dried, students selected a bunny template and used a Sharpie to add texture to the bunny by drawing close lines to create a fur-like effect. Students carefully cut out their bunnies and glued them onto the flower backgrounds.

At the end of the project, we shared our artwork and discussed the creative process during the assembly. It was a fun and engaging experience, and the students were excited to apply the elements of art to their projects!



## Guyaany News continued!





## Library News!

After listening to story books the students in Gurrumnan and Guyaany made puppets about the characters in the books.



Jalam has been looking at the Lightbot app. This app introduces students to core programming concepts in a fun and engaging way. Students need to solve puzzles that often requires multiple attempts. This fosters persistence and patience, as users learn that failure is part of the learning process.



Years 5-6 are finishing their major projects. They needed to write a script then reproduce the script using stop motion and iMovie.



## Library News continued



Reading is always encouraged in the library and as you can see from these pictures students enjoy picking up a book.

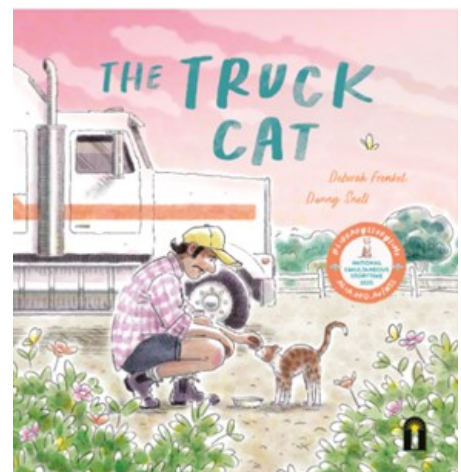


### Simultaneous Storytime

In 2024, there is a good chance that your child was one of the 2.3 million children from over 21,969 locations who participated in National Simultaneous Storytime.

We will once again be involved in National Simultaneous Storytime which will be held on Wednesday 21 May at 12pm.

This years book is: The Truck Cat by Deborah Frenkel



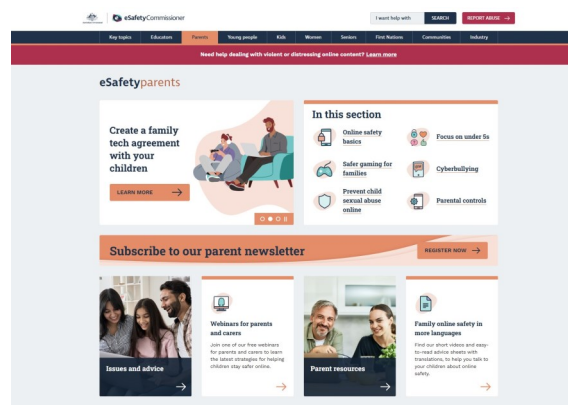


# Cyber Safety Presentation

We would like to extend our thanks to all of the parents and carers who attended our recent Cyber Safety Presentation. It was a pleasure to have Senior Constables (Youth Engagement Officers) from the Far North Coast region join us to share valuable insights on how we can keep our children safe in the digital world.

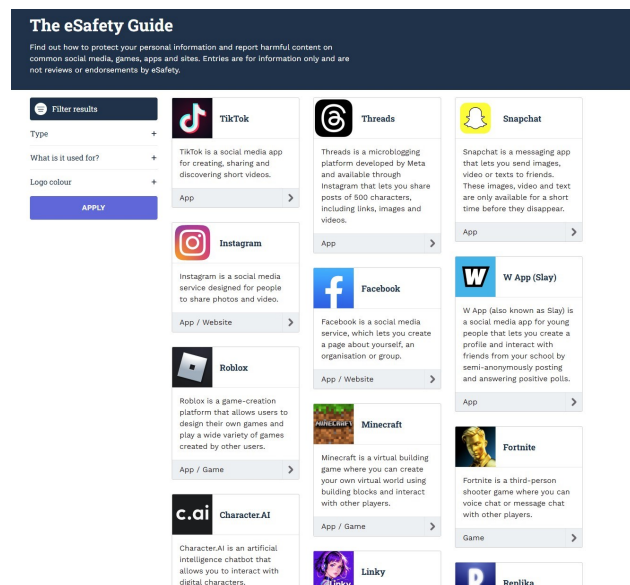
During the session, the officers introduced a range of useful resources from the eSafety Commissioner website. For those of you who were unable to attend, we'd like to remind you of some key tools that can assist in ensuring online safety for your children:

The Parents and Carers section of the eSafety website offers a wealth of information on online safety basics, safer gaming for families, cyberbullying, and parental controls: eSafety Commissioner - Parents & Carers - <https://www.esafety.gov.au/parents>



You can also access free webinars that provide further guidance on keeping your children safe online: eSafety Commissioner - Webinars - <https://www.esafety.gov.au/parents/webinars>

For in-depth information on specific apps, the eSafety Guide provides detailed advice: eSafety Commissioner - eSafety Guide - <https://www.esafety.gov.au/key-topics/esafety-guide>



We encourage you to explore these resources, as they are designed to equip you with the knowledge and tools to navigate the digital world safely with your children.

Thank you again for your commitment to supporting our young people's online wellbeing.

# Congratulations Connor!

Congratulations to Connor for making the North Coast Hockey Team. Connor will now travel to Newcastle in May to compete at the PSSA State Carnival.



## YARN UP—Term 2

### YARN UP TERM 2

#### Aboriginal Room

##### WEEKS DATE & AGENDA

WEEK 1 THURSDAY 8:30AM-9:15AM

CHECK IN/TERM 2 GOALS

WEEK 3 THURSDAY 8:30AM-9:15AM

WEEK 5 THURSDAY 8:30AM-9:15AM

WEEK 7 THURSDAY 8:30AM-9:15AM

WEEK 9 THURSDAY 8:30AM-9:15AM

WEEK 11 THURSDAY 8:30AM-9:15AM

Times can be changed and verified to suit everyone and get as many mob to our yarn ups as possible. This is just a guide and can be changed and catered for everyone with suggestions after our first Yarn.

YARN UP, LISTEN DEEP, WALK TOGETHER

SHAPING A SHARED FUTURE

REFLECTING ON OUR ROOTS

# YARN UP

As a group we want to share and yarn in a positive way to help encourage our jarjums and have a positive impact for years to come

PLEASE COME SIT WITH US IN THE ABORIGINAL ROOM AND YARN ABOUT OUR SCHOOL, JARJUMS AND FUTURE

## Sky's Voice - Spreading Autism Awareness

Introducing Skye! Skye is 5 years old and in the Billin class of the Support Unit. Skye has non-speaking Autism. Skye communicates in many ways non-verbally and she understands everything. Her visual awareness is very strong. She notices things I don't notice sometimes. Skye loves the alphabet, numbers, colours and shapes. Skye is a strong swimmer. She also loves sorting and organising items into categories in her own unique way. Skye is very loved by her family.

Skye had a difficult start to school. She struggled with the change from pre-school and there were times when Skye would refuse to walk through the gate, and would scream and become dysregulated. As a Mum, it was so very hard but I knew school is important and Skye would thrive here. We persisted, and shed many tears along the way. Principal Mrs Henderson worked with me and made some positive changes to help make Skye succeed. It is now the end of term 1 and the Inclusive classroom staff alongside Mrs Henderson and Mrs Badger have been AMAZING! They have taken the time to learn Skye's many strengths and also her triggers. Each morning Skye is greeted at the gate with a warm, friendly hello from SLSO's Miss Kylie and Miss Kerri who are there waiting and they help encourage Skye to her classroom. In particular, Miss Kerri supports Skye throughout the day and Skye has developed such a beautiful connection with Miss Kerri which is such a blessing. Skye has a wonderful external support team of Speech Therapist, Key Worker and OT and they will also support Skye at school.

Skye now rides to and from school in her DoBuggy (disability stroller) and this has helped her transition successfully to school. One little boy stopped and asked me "why is she sitting in a pram?" I said "it's a special ride for earth angels who do not have their wings yet". The boy smiled.

This is just the beginning for Skye. We have a way to go yet, but Skye is happy, safe, supported and settled. Thank you to everyone who stopped to help Skye when she was upset, to the parents and staff who gave me words of encouragement, a hug or a tissue, your support meant more to me than you will know. Please tell your children about Autism. Autistic people are different. Not less.

By Lynlee, Skye's Mum xo

### WHAT IS AUTISM?

Autism is a difference in the brain that allows people to experience the world differently.

Autistic people may have differences in their communication style, socialization, and thinking styles.

They may have deep interests that provide joy and enhances quality of life.

Many autistic people prefer doing things the same way, or get upset when changes occur.

Autistic people experience the sensory world differently. They may hear sounds louder, feel pain differently, and taste food stronger.

You can't see autism, and no two people with Autism are the same!



# Sky's Voice - Spreading Autism Awareness Continued



Warm regards  
Lynlee





# Zones of Regulation

## A Parents' Guide to the Zones of Regulation

A Parents' Guide to The Zones of Regulation The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

At Tweed Heads South Public School, we are using the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty.

We want children to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.



# Zones of Regulation Continued

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience.
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit')

## What are the different Zones?





**Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

**Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

**Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

**Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

## The ZONES of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

# Zones of Regulation Continued

We will teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. We will show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.

## How can you help your child use The Zones of Regulation at home?

- Identify your own feelings using Zones language in front of your child (e.g.: "I'm frustrated. I think I am in the Yellow Zone.")
- Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breathes to get me back to the Green Zone")
- Engage your child in discussion around Zones when they are in the Red Zone is unlikely to be effective. You need to be discussing the different Zones and tools they can use when they are more regulated / calm.
- Regular Check-ins. "How are you feeling now?" and "How can you get back to Green?"
- Put up and reference the Zones visuals and tools in your home.
- Praise and encourage your child when they share which Zone they are in.





# TRHS Academic Talent Pathway

# TRHS

## ACADEMIC TALENT PATHWAY



Innovative Learning Pathways

### KEY DATES

**Applications close**  
3pm Wednesday  
30th April 2025

**Placement Test**  
Tuesday 6th May 2025  
3:45 - 4:45pm  
Tweed River High School  
Hall

**Handwritten Letter**  
Please bring this to the  
placement test.

**Interview Dates**  
Term 2  
26th to 30th May 2025

Successful candidates  
will receive an email  
inviting them to contact  
the school to book an  
interview time.

### OUR MISSION STATEMENT

Tweed River High School promotes engagement and challenge for every student in every classroom.

Our Academic Talent Pathway is designed to foster critical and creative thinking by offering student additional opportunities to enhance and expand their learning abilities.



### THE ENTRY PROCESS

#### 1. Placement Test

The Australian Council of Educational Research General Ability Test (AGAT) is an online test to assess students' general reasoning ability. Students will be provided with a computer to access this test at our school.

The test assesses student's reasoning skills in three areas:

- Verbal
- Numerical
- Abstract (visual)

#### 2. Handwritten Letter to the Principal

Students will be asked to hand write a letter to Tweed River High School Principal, Ms Donna Riley, outlining what they would like to achieve in the Year 7 ATP Program and what skills they would like to enhance whilst at Tweed River High School.

#### 3. Interview

Successful candidates will be invited to sit a short face-to-face interview with the selection panel. Parents are welcome to join their child in the interview.

### ABOUT THE PROGRAM

We strive to develop each student as a life-long learner so that they become:

- A knowledgeable person with deep understanding
- A critical thinker
- An active investigator
- An effective communicator
- A creative person
- An independent participant; and
- A reflective and self-directed learner



### TO APPLY

YEAR 7 2026



Tweed River High School  
4 Heffron Street  
TWEED HEADS SOUTH  
NSW 2486

Phone: 07 55 24 3007  
tweedriver-h.school@det.nsw.edu.au



# Community News - Unity Day





# Community News - Free Vision Clinic and Movie Night



**ONESIGHT**  
EssilorLuxottica Foundation



A free **Vision Clinic** is coming to  
The Salvation Army Tweed Heads

If you're struggling to see clearly,  
you can get a **free eye test** here.

If you need glasses, they'll be  
provided them **at no cost**.

**Call 07 5524 5081 or stop by the centre to  
book your appointment today!**

*Limited appointments available*

**Clinic details:**

Wednesday 18<sup>th</sup> June 2025

@ The Salvation Army Tweed  
Centre  
Cnr Woodlands & Leisure  
Drive, Banora Point



**TWEED  
SALVOS**

**TWEED SALVOS**

# OUTDOOR MOVIE NIGHT

**Free Open Air Cinema**  
**Friday 11 April 6:30pm**  
*Screening: Paddington in Peru*

**@TweedSalvos  
Backyard**  
cnr Leisure & Woodlands Drive  
Banora Point

**BYO  
Seats &  
Snacks**

**NB This is a drug & alcohol-  
free event**