Nanneella Estate Primary School

Newsletter: Term 2 Week 10
June 26th, 2025

From the Acting Principal—Jess Blackman

Welcome everyone to this week's news.

A reminder—this is the last newsletter for this term.

Thank you!

As the term wraps up, I just wanted to say a big thank you to the NEPS community. It's been a real privilege to step into the Acting Principal role this term, and I've loved getting to know the students, staff and families more deeply.

Thank you for making me feel so welcome and supported. I'm really grateful for the opportunity and proud to have been part of such a caring school this term.

Parent/Teacher/Student Interviews

A reminder these valuable interviews are scheduled for the last week of term. This is a great opportunity to hear about your child's progress as well as the future goals we will be focusing on for the remainder of the year.

Semester 1 Reports

Semester 1 Reports will go live on uEducateUs on Monday 30th of June at 3pm. We will print reports if requested otherwise families can click on the report tab within uEducateUs to view or download these at any time.

Wood & Fire Pit Raffle

Don't forget to sell those tickets!

If you need more books we can send some home with your child.

The return date for tickets & money is Tuesday 1st July and the two winning tickets will be drawn on Wednesday 2nd July.

Good luck everyone!

Thanks to Lesley and Michael for getting a trailer load of split wood together (from around the school) for the lucky winner.

2025 TERM DATES

TERM 1

Tuesday 28th January—
Friday 4th April

TERM 2

Tuesday 22nd April—
Friday 4th July

TERM 3

Monday 21st July—
Friday 19th September

TERM 4

Monday 6th October —
Friday 19th December

End of Term

End of Term is Friday 4th of July, we will still head into Rochester PS for the day with an early finish time of 2:20pm back at school.

SCHOOL VALUES: Considerate, Responsible, Courageous

OUR SUPPORTERS IN 2025

Nanneella General Store
Apex Club Echuca/Moama
Moama Bowling Club
Brady Electrical
Firepits R Us—Kyabram
Bridgestone Echuca
Bunnings Echuca
WB Hunters Echuca
Lions Club Rochester
Rotary Club Rochester
Rochester RSL
Shire of Campaspe
Breakfast Club

School Hours

8:50am to 3:20pm.

Staff are on yard duty from **8:35am** until **3:35pm**.

Parents should contact the school to discuss alternative arrangements if needed.

We acknowledge the Bangarang / Yorta Yorta People, the traditional custodians of the land on which we are gathered.

We welcome all Aboriginal and Torres Strait Islander people to our school.

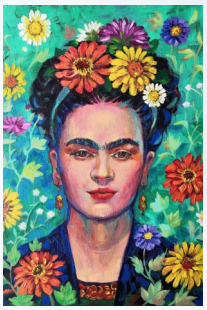
Ten Pin Bowling - Shepparton

Staff and students will be heading to Oz Ten Pin Bowling centre in Shepparton next Tuesday. This will be a great way to finish off our PE unit on Ten Pin Bowling and to celebrate the end of Term 2.

MACC Visual Arts

During Term 1 we explored portraiture using different media and styles. Younger levels responded to artists, 3/4s explored paint mixing and 5/6 students chose their drawing media. Early finishers made a fun Salvador Dali self-portrait. Some schools had time to do some pet portraiture using collage and oil pastel drawing.

In Term 2 we began our exploration of the art and style of Frida Kahlo. Her representation of Mexican culture in her life and work was compared to that of Australian Indigenous artist Cassie Leatham. Textiles featured in this comparison and students have been exploring textile techniques as they have altered a piece of hessian. This unit will continue into next term with more textile work and some exploration of clay and modelling techniques. Finally, students will bring all these pieces together to create one piece of artwork that has been inspired by the life and work of Frida Kahlo.



NEPS NIPPERS

It was great to have our NEPS Nippers program running this term. This has been a great opportunity for prospective Prep students to become more comfortable in our school environment.

We hope to continue our NEPS Nippers program throughout Semester 2.

DATES TO REMEMBER – 2025	
TERM 2	**July**
Tuesday 1st	Ten Pin Bowling Excursion—Shepparton
Thursday 3rd	Drama Incursion
Friday 4th	END OF TERM
TERM 3	**July**
Monday 21st	START OF TERM 3

PROTECT
Protecting children & young people from abuse is our responsibility

HELP IS BUT A PHONE CALL AWAY

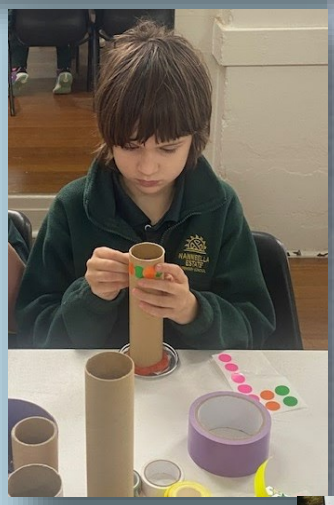
LIFELINE	KID'S HELPLINE	BEYOND BLUE
13 11 14	1800 55 1800	1300 22 4636

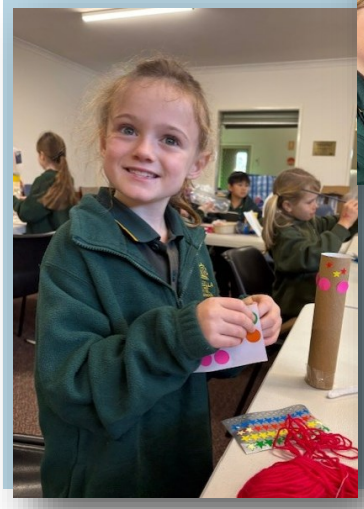
Gallery Program - MACC Art - Cluster Day Leitchville

On Wednesday, we were fortunate to travel to Leitchville Primary School to join with other small schools who participate with the MACC Van. It was the first time for our students to join in with small schools from Koondrook, Gunbower, Murrabit and Leitchville in the Gallery Program.

Children were divided into their age groups and rotated through three sessions, including P.E., Performing Arts and a Visual Arts session facilitated by a visiting team from the Australian Centre for Contemporary Art (ACCA). What a great opportunity for our students! An experience they all thoroughly enjoyed.

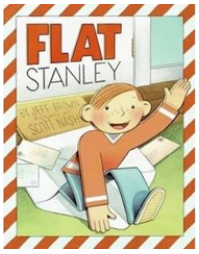
Special thanks to Mrs Kemp who jumped in at the last minute to run some of the Performing Arts sessions with students.

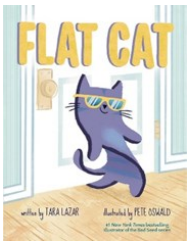


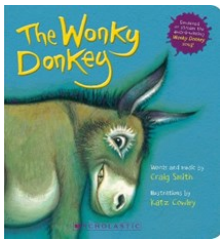


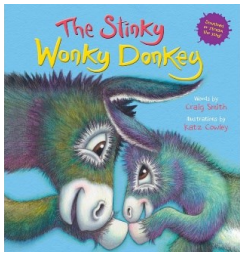
MARC Library Information - Term 2

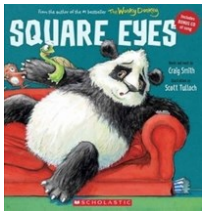
In Library, Prep, Grade 1 and 2 students watched the movie trailer of Dog Man that was on at the movies during the holidays. We watched some episodes of the graphic novel online. We read Flat Stanley by Jeff Brown and Flat Cat by Tara Lazar, then made flat cats. We watched many books that are also songs, such as the Wonky Donkey series by Craig Smith. We watched lots of other book/songs by Craig Smith, such as Square Eyes, then made some square glasses. We read and sang songs such as Do Your Ears Hang Low, We're Going on a Bear Hunt, Give Me A Home Among the Gum Trees, The Lion Sleeps Tonight. We have sung, danced, kept the beat with musical instruments, drawn characters, made finger puppets and had lots of fun. We watched the video of the book/song/shadow puppet performance of What a Wonderful World sung by Louis Armstrong.

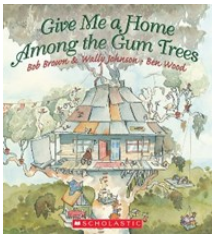


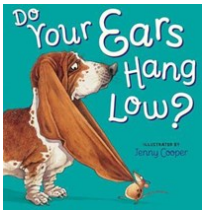


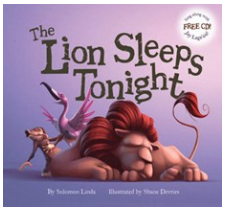


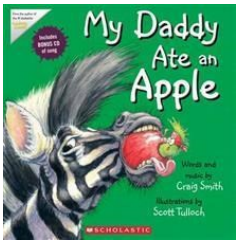




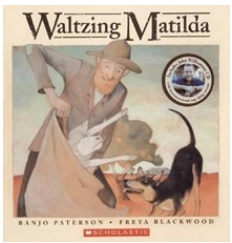


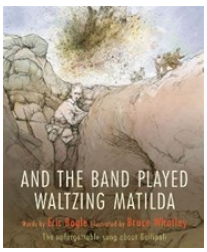


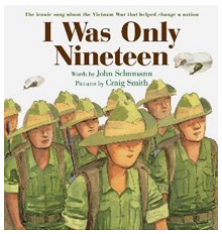


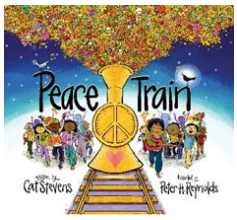


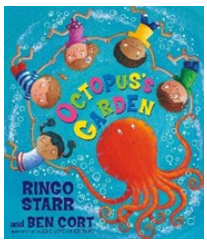
In Library, Grades 3,4,5 & 6 students watched the movie trailer of Dog Man that was on at the movies during the holidays. We watched some episodes of the graphic novel online. We watched other movie trailers, then made a movie trailer about a book. We looked at books that are songs – I Was Only Nineteen by John Schumann of the band Red Gum, Waltzing Matilda by Banjo Patterson, And the Band Played Waltzing Matilda by Eric Bogle, Peace Train by Cat Stevens, Octopus's Garden by Ringo Starr, Imagine by John Lennon, Forever Young by Bob Dylan, When I Grow Up by Tim Minchin, What a Wonderful World sung by Louis Armstrong, Give Me a Home Among the Gum Trees by Bob Brown and the Duck Song. We have learnt about the Beatles and Cat Stevens. Some of the books are about peace that were written 50 years ago and still today we want peace in the world. We researched an author and learnt about different authors. We did some drawings, using drawing books with the Dewey Decimal number of 741, 742 and 743.

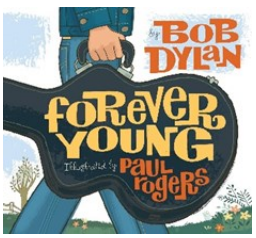


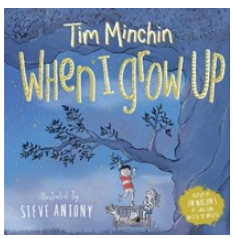


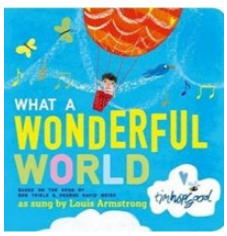


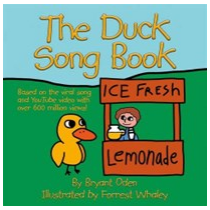












Helen McLaren

(MARC Teacher Librarian)

Child Safety and wellbeing at Nanneella Estate Primary school

Information for families and the school community

The Victorian Government has announced new Child Safe Standards to further strengthen child safety across organisations, including schools. The new standards recognise the critical importance of families and the broader school community in maintaining and promoting child safety and well being.

Nanneella Estate PS has reviewed and updated our child safety policies and procedures to ensure they meet the requirements of the new standards. These are available to view on our school website, via uEducateUs, and the general office @ school.

We are committed to continuous improvement in our approach to child safety and wellbeing and welcome feedback from families and members of our school community on ways we can further strengthen our child safety policies, procedures and practices.

If you have any suggestions, comments or questions, please contact Nanneella Estate PS at nanneella.estate.ps@education.vic.gov.au or by phone on 03 5484 5395.

There are 11 Child Safe Standards:

Standard 1: Culturally safe environments – Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

Standard 2: Leadership, governance and culture – Ensure that child safety and wellbeing are embedded in school leadership, governance and culture.

Standard 3: Child and student empowerment – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

Standard 4: Family engagement – Families and communities are informed and involved in promoting child safety and wellbeing.

Standard 5: Diversity and equity – Equity is upheld and diverse needs are respected in policy and practice.

Standard 6: Suitable staff and volunteers – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Standard 7: Child-focused complaints processes – Ensure that processes for complaints and concerns are child focused.

Standard 8: Child safety knowledge, skills and awareness – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

Standard 9: Physical and online environments – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

Standard 10: Review of child safety practices - Implementation of the Child Safe Standards is regularly reviewed and improved.

Standard 11: Implementation of child safety practices – Policies and procedures that document how schools are safe for children, young people and students.

FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicions of Child Abuse

YOU MUST TAKE ACTION

As a school staff member, you play a **critical role** in protecting children in your care.

- You **must** act, by following the Four Critical Actions, as soon as you witness an incident, receive a disclosure or form a reasonable belief * that a child has, or is at risk of being abused.
- You **must** act if you form a suspicion/ reasonable belief, even if you are unsure and have not directly observed child abuse (e.g. if the victim or another person tells you about the abuse).
- It is strongly recommended that you use the ***Responding to Suspected Child Abuse template*** to keep clear and comprehensive notes, even if you make a decision not to report.

** A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.*

1 RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm go to **Action 2**

If a child is at immediate risk of harm you **must** ensure their safety by:

- separating alleged victims and others involved
- administering first aid
- calling **000 for urgent medical and/ or police assistance** to respond to immediate health or safety concerns
- identifying a contact person at the school for future liaison with Police.

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

2 REPORTING TO AUTHORITIES / REFERRING TO SERVICES

As soon as immediate health and safety concerns are addressed you **must** report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

Q: Where does the source of suspected abuse come from?

WITHIN THE SCHOOL

VICTORIA POLICE

You **must** report all instances of suspected child abuse involving a school staff member, contractor, volunteer or visitor to Victoria Police.

You **must also** report **internally** to:

GOVERNMENT SCHOOLS

- School principal and/or leadership team
- Employee Conduct Branch
- DET Incident Support and Operations Centre.

CATHOLIC SCHOOLS

- School principal and/or leadership team
- Diocesan education office.

INDEPENDENT SCHOOLS

- School principal and/or school chairperson
- Commission for Children and Young People on **1300 782 978**.

All allegations of 'reportable conduct' **must** be reported as soon as possible to:

GOVERNMENT SCHOOLS

- Employee Conduct Branch

CATHOLIC SCHOOLS

- Diocesan education office

INDEPENDENT SCHOOLS

- Commission for Children and Young People on **1300 782 978**.

WITHIN THE FAMILY OR COMMUNITY

DHHS CHILD PROTECTION

You **must** report to DHHS Child Protection if a child is considered to be:

- in need of protection from child abuse
- at risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.

VICTORIA POLICE

You **must also** report all instances of suspected sexual abuse (including grooming) to Victoria Police.

You **must also** report **internally** to:

GOVERNMENT SCHOOLS

- School principal and/or leadership team
- DET Incident Support and Operations Centre.

CATHOLIC SCHOOLS

- School principal and/or leadership team
- Diocesan education office.

INDEPENDENT SCHOOLS

- School principal and/or chairperson.

For suspected student sexual assault, please follow the **Four Critical Actions: Student Sexual Offending.**

OTHER CONCERNS

If you believe that a child is not subject to abuse, but you still hold **significant concerns** for their wellbeing you **must** still act. This may include making a referral or seeking advice from:

- Child FIRST/The Orange Door (in circumstances where the family are open to receiving support)
- DHHS Child Protection
- Victoria Police.

3 CONTACTING PARENTS/CARERS

Your principal **must** consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:

- **not to contact** the parents/carer (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parent/carer to be contacted)
- **to contact** the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion)
- **how to communicate** with all relevant parties with consideration for their safety.

4 PROVIDING ONGOING SUPPORT

Your school **must** provide support for children impacted by abuse. This should include the development of a ***Student Support Plan*** in consultation with wellbeing professionals. This is an essential part of your duty of care requirements.

Strategies may include development of a safety plan, direct support and referral to wellbeing professionals and support.

You **must** follow the **Four Critical Actions** every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

CONTACT

DHHS CHILD PROTECTION

AREA

North Division **1300 664 977**
South Division **1300 655 795**
East Division **1300 360 391**
West Division (Rural) **1800 075 599**
West Division (Metro) **1300 664 977**

AFTER HOURS

After hours, weekends, public holidays **13 12 78**.

CHILD FIRST

https://services.dhhs.vic.gov.au/referral-and-support-teams

ORANGE DOOR

https://www.vic.gov.au/familyviolence/the-orange-door.html

VICTORIA POLICE

000 or your local police station

DET INCIDENT SUPPORT AND OPERATIONS CENTRE

1800 126 126

INCIDENT MANAGEMENT AND SUPPORT UNIT

1800 126 126

EMPLOYEE CONDUCT BRANCH

(03) 9637 2595

DIOCESAN OFFICE

Melbourne **(03) 9267 0228**
Ballarat **(03) 5337 7135**
Sale **(03) 5622 6600**
Sandhurst **(03) 5443 2377**

INDEPENDENT SCHOOLS VICTORIA

(03) 9825 7200

THE LOOKOUT

The LOOKOUT has a service directory, information, and evidence based guidance to help you respond to family violence: http://www.lookout.org.au

Family violence victims/survivors can be referred to **1800 Respect** for counselling, information and a referral service: **1800 737 732**.

PROTECT