



TECOMA TIMES

Tecoma Primary School Newsletter



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Acting Principal : **Brooke Cross**

7th August, 2025

FROM THE PRINCIPAL...

DATES TO REMEMBER:

AUGUST

Friday 8th

**Swimming Lessons
Prep Classes**



Monday 11th

**Kids Helpline's
Largest Anti-Bullying
Lesson**

Wednesday 13th

**Street Science
Incursion
Whole School
9:00am - 11:00am**



Friday 15th

**Swimming Lessons
Prep Classes**

Tuesday 19th

**Belgrave Library Visit
Grades 1A, 2A & 2C**

Wednesday 20th

**Belgrave Library Visit
Grades 1B & 2B**

I hope this newsletter finds you and your families well. We are now nearly at the end of week 3 of Term 3. Can you believe it! It has been a wonderful fortnight filled with learning, collaboration, and community spirit.

100 Days of School – Prep Students

Congratulations to our Prep students who celebrated 100 days of school this week! It was wonderful to see them dressed as 100-year-olds, participating in themed activities, and proudly sharing their learning journey so far. Thank you to the amazing Prep team for organising such a joyful and memorable day, and a special thank you to the parents who assisted with decorating and other aspects of the festivities.

School Production Update

Rehearsals for our school production “A Test in Time” are in full swing and we are so impressed with the commitment of our students. Information regarding costumes and ticketing will be sent home next week – it’s shaping up to be a fantastic show you won’t want to miss!

Book Week Is Coming!

Book Week is just around the corner – running from Monday 19 August to Friday 23 August. This year’s theme is “Book an Adventure!” We’ll be hosting a range of events over the week including, our much-loved Book Week Parade on Thursday 22 August. Start thinking about your costumes – we can’t wait to see everyone’s creativity!

Respectful Behaviours within the School Community Policy

You may have noticed the new posters displayed at the school office and entry to the main Administration area of the school. This is because the Department of Education has released an updated Respectful Behaviours within the school community policy. The following information comes directly from the Department of Education and Principals have been asked to share it with our school communities.

This policy outlines the shared roles of parents, carers and school staff in creating a positive environment for learning. In addition to this, there are also other policies that set out clear standards of behaviours that are specific to school staff and students. When parents/carers and school staff work together as one team, our students do better. All Victorian Government schools want to work with parents and carers to achieve this.

These expected standards of behaviours apply to different school settings. This includes at school events, camps, excursions, outdoor activities, online learning and other places online related to schools.

Building a positive relationship with your school

Parents/carers and school staff have a relationship that can last many years. This is an opportunity to work together to create a positive relationship in the best interests of the child.

When this relationship is built on respect and trust, students learn better and feel like they belong in the school. The foundation of a good collaborative relationship is based on:

- open and honest communication
- trust and respect
- working together
- fair and reasonable expectations by all.

To understand more about how to build a positive connection to your school, please refer to the Family Engagement in Learning document elsewhere in this newsletter.

Shared responsibility of members of the school community to behave respectfully

Positive school environments are important because everyone has the right to be safe and play a shared role in being respectful. Everyone at school, particularly staff and parents/carers, play a role in making school a better place for learning and work.

Respectful behaviours are important in building strong, healthy and thriving school communities. School staff in Victorian Government schools have to follow the [Respectful Workplaces Policy](#) to build and maintain a respectful workplace, including:

- treating each other with respect and consideration
- being inclusive, valuing others and accepting their differences
- recognising the efforts and achievements of others
- considering our impact on others calling out and addressing behaviour that can lead to bullying, harassment and discrimination.

Parents/carers can create a positive environment for learning and work by:

- modelling positive behaviour to their child/children and to the school community
 - communicating politely and respectfully with all members of the school community
 - working with the school to achieve the best outcomes for their child/children
 - communicating constructively with the school
 - making use of the expected processes and protocols when raising concerns
 - following the school's processes for communication with staff and making complaints
- treating all school staff, students, and other members of the school community with respect.

By treating everyone with respect, parents/carers and schools can make sure students feel supported and cared for.

Respectfully raising complaints at your school

The Department supports your right to make a complaint and provides a [Parent Complaints Policy](#) to help you do this. Complaints from parents and carers help the school community by providing feedback to improve how a school operates.

Schools welcome complaints from parents and carers if they are communicated in a respectful and constructive way. They may ask that concerns be communicated in writing.

The [Family Engagement in Learning \(PDF, 343KB\)](#) page shows parents and carers how they can best talk to schools to provide feedback or complaints.

You can have a support person to help you at any time, who can talk to the school on your behalf or help you understand school policies. They can be a family member, a friend, a community member or a person from a support service.

You can also ask your school for an interpreter or translator to help communicate with the school,

as per the [Interpreting and Translation Services Policy](#)

For more information, refer to your school's own complaints policy or the Department's Parent Complaints Policy.

Unacceptable behaviours and consequences

Schools are positive places of learning where everyone has a right to a safe and healthy learning environment. Schools are also workplaces, and school staff deserve to work in an environment where they don't feel threatened or unsafe.

When a small number of parents and carers behave unacceptably towards a staff member or another member of the school community, this can affect their health, safety and wellbeing. The impact can also be felt by the wider school community.

Unacceptable or unreasonable behaviours include, but are not limited to:

- being violent or threatening violence of any kind, including being physically intimidating, aggressive hand gestures or invading another person's personal space
- speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media, or over the telephone
- sending demanding, rude, confronting or threatening letters, emails or text messages
- discriminatory or derogatory comments

the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

If a parent or carer behaves in an unacceptable way, the school principal may contact them to talk about this further and there may be consequences. This may include making a [School Community Safety Order](#) to prohibit or limit harmful, threatening or abusive behaviour from a parent, carer or other adult to members of the school community.

Unacceptable or unreasonable behaviour may be escalated to the Department, where it will be assessed and managed by:

- requesting that the parties attend a mediation or counselling sessions
- requesting all communications be in writing
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police legal action.

At Tecoma Primary , we are proud of the positive culture we are building together. Thank you to our families for your continued support, encouragement, and involvement in our school. Your partnership truly makes a difference.

Warm regards,

Brooke Cross
Principal



STUDENT OF THE WEEK



GRADE	NAME	REASON
Prep A	All of Prep A!	Well done to all the students in Prep A for achieving 100 days of learning! You have shown resilience coming to school each day, lots of creativity, your personal best when completing your work and respect for the teachers and students at our school. We are so proud of each of you!!!
Prep B	All of Prep B!	You have all achieved so much in your 100 Days of School! Great work on being resilient when coming into our classroom each day and respectful in how you treat your friends and teachers. Your creativity in thinking, writing and drawing is wonderful and you amaze me with how you put your personal best into all of your learning. Well done!
1A	Holly B	Holly, it is great to see you working so hard during our InitiaLit lessons. You always try your personal best and make the most out of every learning opportunity. Superstar effort!
2A	Duncan L	Duncan has made a wonderful start to Term 3! He has been working very hard during our Literacy sessions and has been putting in extra effort to ensure his work is completed to a very good standard. Well done.
2A	Genevieve W	Gen has really enjoyed our inquiry focus about theatres around the world this term. She did a fantastic job of drawing the Globe Theatre in London including wonderful detail.
2B	Maxwell G	For your amazing work on arrays and multiplication sums in maths. You applied yourself and achieved a great understanding of the concepts. Well done!
2B	Eliza S	Eliza is a positive and caring member of the class and this is reflected in her efforts to go above and beyond to look after the classroom. She quietly does what needs to be done. Well done, Eliza.
2C	Lotus L	Lotus always takes care of her presentation and this week she shone with her handwriting. Lotus also knows she must work hard at Maths and she has been giving every lesson her Personal Best effort. I really love your determination, Lotus and you are really improving. Keep at it.
3/4A	Zoe C	Zoe has put her personal best into solving vertical addition problems this week. She has challenged herself by adding 4-digit numbers together while carrying over place value columns. Amazing work, Zoe!
3/4A	Eli B	During Maths this week, Eli has put his whole focus in to his addition of numbers with multiple digits. With brilliant presentation, he even challenged himself to add 27-digit numbers together. Great work, Eli!
3/4B	Isobel J	Well done, Isobel on engaging in our literacy sessions with such enthusiasm. You really get stuck in to all of the learning activities and try your best. Keep up the great work and effort!
3/4B	Alice D	Alice, you have shown great determination in all of the learning activities that you participate in. During our literacy sessions especially, you strive to produce your best work by asking questions and seeking teacher feedback to enhance your work. Keep up the terrific effort!



STUDENT OF THE WEEK



GRADE	NAME	REASON
3/4C	Ahlia L	Ahlia has absolutely smashed this value over the week! Her attitude towards InitialLit lessons is out of this world! We are so proud of how hard she is trying and this is evident in her outstanding efforts towards her learning! Well done!
3/4C	Abel L	Abel showed great kindness in a Maths lesson on decimals. He confidently completed his work and then eagerly asked to assist his fellow peers. Both peers really appreciated the extra support and found his explanation really helpful. Well done, Abel!
5/6B	Johnny W	Johnny has been displaying his personal best in the classroom and this is great to see. He has asked questions, been attentive and he is always respectful. Keep up the great effort Johnny!
5/6B	Eve K	Eve's honest and kind hearted nature make her an amazing friend and well-valued member of our classroom. She treats others respectfully and is always ready to give others encouragement. Well done Eve!
5/6C	Banjo L	Banjo has worked so hard in maths this term balancing decimal equations using all four operations. Amazing effort, Banjo.
5/6D	Logan P	Logan was so respectful, thoughtful and insightful during our discussion about bullying. He showed so much maturity and compassion for others. Thank you, Logan.
5/6E	Nell S	For always giving 100% in everything you do and taking lots of pride in your learning. The presentation of your work is always so neat. Keep it up, Nell!



INSTRUMENTAL LESSONS AT TECOMA PS

Drums 🥁 Piano 🎹 Singing 🎤
Violin 🎻 Bass 🎸



Scan to
book your
free trial
lesson!

Amaris - 0424 888 556 | info@groovefoundations.com
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PLAY ON.

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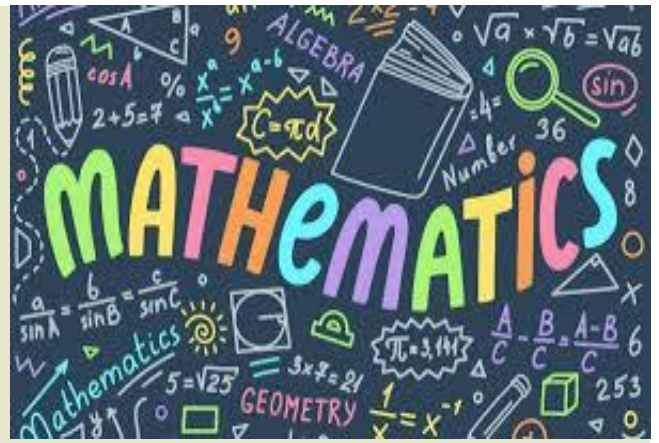
Want to give back to the community, and
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Become a School Crossing Supervisor.

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HOBAN Recruitment

Mathematics News

During Term 2, we introduced a 'Daily Review' as part of our teaching of Mathematics here at Tecoma Primary School. A Daily Review is a short, briskly paced, teacher-led routine where a variety of concepts and skills are reviewed. Daily reviews may include a combination of question types, requiring students to recall facts and key ideas, as well as apply their knowledge to solve problems and answers questions. To support active engagement, a mix of techniques should be employed – for example:



- presenting questions via slides, as well as running more interactive multiple-choice quizzes
- asking students to show answers on mini whiteboards

Daily reviews should be brisk, allowing a large volume and variety of content to be covered over time, and helping support student attention. Daily reviews should also be highly interactive between students, their peers and teacher.

Our Mathematics learning – Weeks 3 & 4

Prep	<ul style="list-style-type: none">• Continue to build our knowledge of number concepts, for example, place value, skip counting and sequencing numbers correctly.• To understand ordinal position, such as 1st, 2nd, 3rd, etc.• To describe the weight of objects, such as heavy or light.
Year 1	<ul style="list-style-type: none">• To read and order numbers up to 120.• To describe the duration and sequence of events using years, months, weeks, days and hours.
Year 2	<ul style="list-style-type: none">• To recognise, rearrange, regroup and rename numbers up to 1000.• To recognise and read the time represented on an analogue clock to the hour, half-hour and quarter hour.
Year 3/4	<ul style="list-style-type: none">• Continue to build our knowledge of number concepts, for example, place value and multiplication.• To use mental strategies to solve addition and subtraction problems.
Year 5/6	<ul style="list-style-type: none">• Continue to build our knowledge of maths concepts in our Maths Daily Review – Mode, Median, Range & Mean, Division and Place Value.• To solve subtraction problems using estimation, rounding and money.• To investigate angles.

Phil Darbyshire

Learning Specialist - Curriculum

Mrs Faul's

WELLBEING UPDATE

01



Term 3 SEL (Social Emotional Learning) Focus

This term our classes are focusing on explicit teaching around Anti-Bullying. As a school, we are exploring this area, diving into an inquiry around how we can support our students, and working with them to create a clear process for help seeking. Next week we will be participating in the Kids Helpline's National Anti-Bullying Lesson.

02

The Resilience Project Teacher Seminar

This Tuesday, Hayley and I attended The Resilience Project Teacher Seminar. It was a day full of engaging presentations, practical resources and ideas to bring back to the classroom and the home.

Here are a few activities to try with your children:

ACTIVITY

If I lost it ...

Purpose: Encourages students to appreciate what they take for granted.

How to do it:

- Ask students: "What's something in your life that you don't usually think about, but you'd miss if it were gone?"
 - Could be a person, object, or experience (e.g., a sibling, running water, a favorite book)
- Turn to the person next to you and share the thing you would miss and the impact it would have on you.



ACTIVITY

- Take some time to simply **notice how present you are right now.**
- What **impact do you think being present has on you?** How does it impact your performance and wellbeing? Just ponder for a moment.
- When you feel like you are in the moment and most **present**, what are you doing?



THE
**RESILIENCE
PROJECT.**

Labelling emotions...



Worried



Joyful



Sad



Calm

SPORTS NEWS

THURSDAY 7TH AUGUST

2025

DIVISION NETBALL



On Tuesday the 29th July, 10 girls from Tecoma Primary School competed in division netball at the Knox Regional Netball Centre in Ferntree Gully. Tecoma won 2 games and lost 3 but overall we came 4th in the competition.

We had so much fun and we ate too many lollies between games 😊.

Keep up the great work Tecoma Primary!! Zara A.

we're joining

Kids Helpline's largest anti-bullying lesson

11 AUGUST 2025



kidshelpline
@school



Bupa
Foundation



Book Club orders are
due in by Friday
8th August.
Online orders only.