



PATCHWORK NEWS

RESPECT, RESPONSIBILITY, INTEGRITY

Friday 24th October - Term 4, Issue 1 2025



9756 7463

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DATES TO REMEMBER

OCTOBER

Thurs 30th Prep Student Showcase (5-6pm)
Fri 31st CURRICULUM DAY - Student Free Day

NOVEMBER

Mon 3rd Alternative Program
Tues 4th Melbourne Cup Day Public Holiday
Thurs 6th PatchFest26 Meeting (3.30pm-4.30pm)
Fri 7th Yr 2 Sleepover (school hall)
Mon 10th Yr 1/2 Junior School Swimming Program Commences
Tues 11th 2026 Prep Information Night (6.30pm)
Fri 14th 2026 Prep Transition Session 1 (9.30am-10.30am)
Fri 14th Yr 1/2 Junior School Swimming Program Finishes
Mon 17th PatchFest26 Meeting (9am-10am)
Mon 17th Yr 3/4 Senior School Swimming Program Commences
Fri 21st 2026 Prep Transition Session 2 (9.30am - 10.30am)
Fri 21st Yr 3/4 Senior School Swimming Program Finishes
Wed 26th Prep & Yr 6 Puffing Billy Excursion
Fri 28th 2026 Prep Transition Session 3 (9.30am-10.30am)
Fri 28th Second Hand Uniform Sale (8.45am-9.15am)
Fri 28th Casual Dress Day
Sun 30th Jess Dunn's Music Concert (Independent Music Students)

DECEMBER

Thurs 4th PatchFest26 Meeting (3.30pm-4.30pm)
Tues 9th Step Up Day (9.30am-10.30am)
Thurs 11th Patchmas End of Year Concert
Mon 15th PatchFest26 Meeting
Tues 16th End of Year Prep Celebration (2.30pm-3.30pm)
Wed 17th Yr 6 Graduation at Sky High
Thurs 18th Yr 5/6 Knox Leisureworks Excursion
Thurs 18th Final Assembly (12.30pm-1.30pm)
Thurs 18th LAST DAY OF TERM 4 - Early Finish (1.30pm)
Fri 19th CURRICULUM DAY

BELL TIMES

8:55am First Bell

9:00am Learning Begins

11-11:45am First Break

11:45-12pm Lunch eating time

2-2:30pm Second Break

3:20pm Prep & Yr1/2 Dismissal

3.30pm Yr 3-6 Dismissal

ASSEMBLY

9.00am Friday mornings

See page 3
for 2026
Dates





MESSAGE FROM THE PRINCIPAL

Principal's email: james.burnside@education.vic.gov.au

Assistant Principal's email: alesha.sangster@education.vic.gov.au

Hi Patchies,

We've had so much fun to begin Term 4! Dress-up days (we have been impressed by the effort put into costumes!), performances and new lunch clubs have brought many smiles to our faces.

The Showcase Evenings have been spectacular. The Year 1/2 and 3/4 evenings were full of songs and instrumental performances by all our wonderful students. So many students displayed amazing confidence to perform for our families. We feel immense pride in how talented and dedicated our students are. We are so lucky to have Leanne running such a high-quality music program, and fortunate to have volunteers provide a professional experience – thank you to Jess, Chris and Greg!

Speaking of amazing performances: our 5/6 Production at the end of last term – wow. Simply wow. I have never seen such an entertaining and vibrant school production during my years in education. The students were perfectly cast. The villain with perfect evil laughter; the jokers were genuinely funny; the taskmaster sounded like a military general; the wizard was whacky; the dancers were brilliant with their choreography; and our leading cast with acting and singing beyond their years. Both student and adult sessions brought abundant laughter and cheers from the crowd.

The story and performances were brilliant to the point of wanting more when it finished. All the students involved should be so proud of themselves. And, fortunately, you will all be able to enjoy this amazing show again; Paul will be sharing the video link for families via Compass! It is completely free. Enjoy!

Thank you to all the families joining our PatchFest meetings so far. It isn't too late to join in and contribute ideas or time as we piece together all the elements for an amazing day in March. Have a look at the Dates to Remember for PatchFest meeting days and times.

As always, keep a look out on Compass and Qkr for upcoming events. Swimming sessions, Year 2 Sleepover, Year 6 graduation events and Patchmas are just some of the many special events coming up.

Have a great weekend!

Jim



2026 Dates

JANUARY

WEEK ONE

Tues 27th

STATEWIDE CURRICULUM DAY (Student Free Day)

Wed 28th

CURRICULUM DAY (Student Free Day)

Thurs 29th

Students Return to School

Thurs 29th

Prep Students Finish at 11am

Fri 29th

Prep Students Finish at 11am

Weeks 2 - 6

Prep Students finish school at 3.20 pm and do not attend school on Wednesday's

Week 7

Prep Students commence full-time school hours



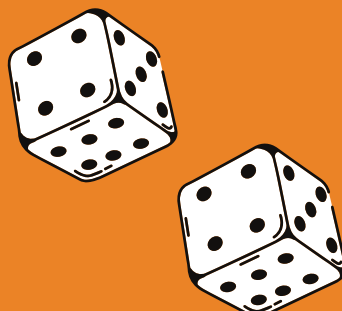
MONOPOLY DREAMS 3/4 EXCURSION RECOUNT



On Friday 10th October at 9am we went on a bus to Monopoly Dreams. On the bus I was sitting next to Elliott. When we got there, we sat down for snack and I was on the first table then the employees started talking to us about the day.

My favourite part was the raining money machine. We had to catch the money. It was so much fun! Then we went on the bus and went back to school.

By Thom Lee



DIGITECH IN YEAR



3/4



During DigiTech, students became property moguls and graphic designers all in one!

Using Canva, each student designed their very own Monopoly property card, inspired by the classic game.

They chose a property name, colour group, purchase price, and rent details. Then personalised their designs with creative fonts, borders, and icons.

The results were incredible!





WRITING IN 3/4



Writing from a New Perspective!

We have been exploring writing from an objects point of view. From frustrated glue sticks and overworked pencils to forgotten lunchboxes and sleepy backpacks, students have brought everyday items to life through creative letters and stories. It's been wonderful to see their imaginations shine as they used emotion, voice, and humour to make their objects speak!

Dear Norah,

This is your glue-stick, Bob, here, by the way. We need to talk.

So, I get that you're nice, and let your friends use me, but when they do, they press me down too hard, and then, don't put my lid back on! And on top of all that, after they use me, I somehow get lost. So, you use a different glue-stick even though I'm the best!

Your hurt, lost, and missing a head glue-stick, Bob.

P.S. Other than when your friends use me, I have a great life with you.

P.P.S. Can you please find me? I'm still lost!

Norah B. 3/4P



DEAR STUDENTS,

IT'S ME, THE PRETTY PURPLE PVA GLUE BOTTLE STANDING ON THE TEACHER'S TABLE. MY BEST FRIEND PINK PVA GLUE AND I ARE SO FED UP. WE KNOW WE ARE VERY PRETTY BUT THAT IS NO EXCUSE FOR USING US NONSTOP!

IF YOU DON'T STOP USING US, OUR GLUE WILL RUN OUT. I REALLY DON'T WANT YOUR TEACHER TO CHUCK ME IN THE SMELLY, YUCKY, LANDFILL EWW. LIKE I WANT TO BE STUCK IN THAT DUMP WITH THE OLD TEXTERS! THEY ARE SO BORING, ALWAYS TALKING ABOUT THE DAYS IN THE TEXTER TUB.

I NEED A VACATION, PLEASE! LIKE TAKE ME TO PARIS. OR SOMEWHERE OUT OF THE BORING CLASSROOM. I AM NOT AT THE AGE TO RETIRE BUT GIVE ME AT LEAST A 2 YEAR BREAK. (BY THE WAY, THAT'S NOT A QUESTION!)

GIVE ME A BREAK PLEASE. I AM TIRED OF BEING PASSED OVER AND OVER AND OVER TO EVERY ONE IN THE CLASS BECAUSE I LOOK NICE. LIKE THERE ARE TONS OF GLUE IN THE WORLD BUT ALL YOU KIDS USE, IS ME.

LOVE YOUR OVER WORKED [BUT STILL PRETTY] FRIEND PURPLE PVA GLUE

PS LEAVE ME ALONE NOW PLEASE?

POPPY H 3/4P



WRITING IN 3/4

Cont...



Dear Students,

Dear Students,

It is Bluey the glue stick, and I do not like to be lost and I have had enough of it.

Why can't I be like Greeny the glue stick, he never gets lost?

Most days I'm in your tub or on the floor and you guys don't come and try to look for me. And I feel like no one likes me.

So please don't lose me again.

Please don't leave me with no cap on. I get dried up and I feel angry and thirsty. From your lost friend Bluey the glue stick

Zoey A 3/4P



It's me, the Pink PVA Glue standing on the corner of the table. My best friend Purple PVA Glue and I are getting used so much. Well, we know that we are the best, but give us a break.

Only the girls use us cause the boys say that we are girl colours. But the boys use Red PVA Glue and Blue PVA Glue, which are disgusting. They always have their lids off, (that's how they act cool. Which they are not.)

Also the girls forget to close our lids. I absolutely do not like it!!!!!!

Please! I am getting overwhelmed. I want a break, I want to retire (even though I'm not that age yet), if not my eyes will pop out, which is not pretty.

From the very pretty and very exhausted, Pink PVA Glue

Grace B 3/4P



THE PATCH Cookbook

ORDERS ON QKR! CLOSE
SUNDAY 26 OCTOBER

DONT MISS OUT!



THE ONE AND ONLY CHANCE TO GET A COPY!

School preparations for the bushfire season



Each year, we undertake a range of activities to ensure the safety of our school and to prepare for bushfires and grassfires.

An important part of this process is communicating to parents what will happen when certain fire danger ratings are issued to help ensure the safety of students and staff.

Our school has been identified as being in one of the highest fire risk categories - BARR 2. On elevated fire danger days, schools in the highest levels of risk take pre-emptive actions to minimise the risk of being caught in a fire in these conditions.

Our school will action its pre-emptive plan for **relocation to Knox Central PS in Boronia** on a day forecasted as **Extreme fire danger rating** in our **local government area (LGA), Yarra Ranges**.

Our school will also **close** on a day forecasted as **Catastrophic fire danger rating** in **Central fire district**.

We will let you know when we are enacting our pre-emptive action plan by Compass notifications. Please be aware that no one will be on site on days where the school has enacted this plan.

As part of preparing our school for the fire season, we have updated and completed our Emergency Management Plan and prioritised any maintenance works that may assist in preparing for the threat of fire and cleared our facility's grounds and gutters.

What can families and the school community do to help us prepare?

- Ensure we have your current contact details, including your mobile phone numbers.
- Keep in touch with us by regularly checking and reading our Compass notifications, reading our newsletters, checking our website [[The Patch Primary School - Home](#)], by talking to your child's teacher or any other member of the teaching staff about our emergency management plan
- Make sure your family's bushfire survival plan is up-to-date and includes alternative care arrangements if our school is relocated due to elevated fire danger or closed due to a Catastrophic fire danger rating. Further information can be found on the [CFA's website](#).
- Action your family's bushfire survival plan if your own triggers are met. Our school community may be spread out across many areas and some families may be at higher risk than others. Your family's safety is critical, so please let us know if you are enacting your bushfire survival plan and if your children will be absent on these days.
- If your child is old enough, talk to [them about bushfires](#) and your family's bushfire survival plan.

School preparations for the bushfire season cont...



You can find more information on emergencies, and preparedness actions here:

- VicEmergency app – that can be downloaded on your android and iOS mobile devices
- VicEmergency Hotline (1800 226 226)
- Website <https://emergency.vic.gov.au>
 - Facebook (<https://www.facebook.com/vicemergency>)
 - Twitter (<https://twitter.com/vicemergency>)
- ABC local radio, Sky News and other emergency broadcasters

Frequently Asked Questions

What is the department's policy?

The Department of Education annually assesses the fire risk of all schools and early childhood services with the support of the Commonwealth Scientific and Industrial Research Organisation (CSIRO). They are allocated a category of risk (categories 0 to 6). Schools and services that are categories 0-3 are published on the [Bushfire At-Risk Register \(BARR\)](#). Schools at some risk of bushfire and grassfire are published on the [Category 4 List](#).

The department's [Bushfire and Grassfire Preparedness Policy](#) requires schools at high risk of bushfire to enact pre-emptive action plans based on LGA-level fire danger forecasts. Conditions can vary significantly across the wider weather district, so using local forecasts helps us to respond appropriately to risks in our local area and maintain stability and educational continuity for our students and school community. This policy is consistent for all schools at high levels of risk and this approach is supported by emergency services.

The policy also requires that all schools and early childhood services on the BARR and the Category 4 list close when a Catastrophic fire danger rating day is forecast in their fire weather district. All school bus routes which travel in or through a district with Catastrophic fire danger must also be cancelled.

Why do we use the LGA forecast?

When the Bureau of Meteorology (BoM) provides public fire danger rating forecasts, they use fire weather district areas. In Victoria, there are 9 fire weather districts, which include numerous Local Government Areas.

As conditions can vary significantly across a wider weather district, the department uses BoM LGA forecasts for some pre-emptive actions to respond appropriately to risks in the local area and maintain safe educational continuity for students and the school community. LGA forecasts are a subset of the weather district ratings and while not issued publicly, are provided to emergency services and government departments to support planning and operational activities.

This policy is consistent for all schools at high levels of risk and this approach is supported by emergency services, including the Country Fire Authority (CFA).

School preparations for the bushfire season cont...



What do we do when our LGA has a different fire danger rating to the wider fire weather district?

As we respond to local conditions, there may be days during the fire season when our fire weather district, **Central fire district** is forecast as an Extreme fire danger rating, but our LGA is at a lower level of fire danger. On these days our school operations will continue as normal; however, we will be taking action in line with fire services' advice by:

- checking our Emergency Management Plan and taking any necessary preparedness actions
- actively monitoring our local conditions and warnings
- having plans and procedures in place for if a fire starts to support us to take immediate action.

While our school will continue to operate, we encourage our school community to consider their own bushfire survival plan and reassess any travel through bushfire risk areas. We encourage you to follow your family bushfire survival plan and the advice of emergency services.

There may also be days where our LGA is forecast as Extreme fire danger, but **Central fire district** is not. On these days we **will** enact our pre-emptive action plan.

When will our school be closed due to Catastrophic fire danger?

Our school will also **close** on a day forecasted as **Catastrophic fire danger** rating in **Central fire district**.

Closure of the school due to a Catastrophic fire danger rating will be enacted when the BOM forecast and related public safety messaging is confirmed. Due to uncertainties in the forecast, the timing of this confirmation may vary. Information regarding potential or confirmed Catastrophic fire danger days will be communicated to you by Compass notifications.

It is also important to be aware that:

- No one will be on site on days where the school is closed due to a forecast Catastrophic day.
- Out-of-school-hours care will also be cancelled on these days.
- All bus routes that travel through the Catastrophic area will be cancelled.
- School camps will be cancelled if a Catastrophic fire danger rating day is forecast for fire weather district in which the camp is located, or if the travel involves passing through areas that have Catastrophic fire danger.

Families are encouraged to enact their Bushfire Survival Plan on Catastrophic fire danger rating days. On such days, children should never be left at home alone or in the care of older children.

For those of us living in a bushfire prone area, the Country Fire Authority (CFA) advises that when Catastrophic days are forecast, the safest option is to leave the night before or early on the morning of the Catastrophic day.



HALLOWEEN DRESS UP



Second Hand Uniform Sale

Friday 28th November (8.45am - 9.15am)

In the breezeway between Library and Y1/2 LH

Donations of any second-hand uniform to the office are greatly appreciated.

All items \$2 (purchased via Qkr!). All proceeds go directly to the school.

A big thanks to our parent volunteers that run the stall.

Thank you! 😊



INSTRUMENTAL MUSIC LESSONS

Our school has an excellent extracurricular music program with 5 instrumental music teachers offering lessons on various instruments. All instrumental teachers are contractors, set their own fees and timetables. Music lessons can fill up quickly, so waiting lists are a possibility for some lessons. If you are interested in music lessons for your child/ren it is best to contact the teacher individually.

Jess Dunn

Junior Choir, small group ukulele lessons, small group voice lessons, solo lessons (voice or ukulele)

Email: jessdunn.arts@gmail.com

Mob: 0408 102 542

Hiro Mukai

Violin

Email: hiro1656@hotmail.com

Mob: 0423 765 312

Eddie Cole

Guitar

Email: music@eddiecole.com

Mob: 0417 152 947

Mieke Florisson

Senior (Yr3-Yr6) Piano

Email: miekeflorisson@bigpond.com

Mob: 0407 647 511

Madeleine Rowe

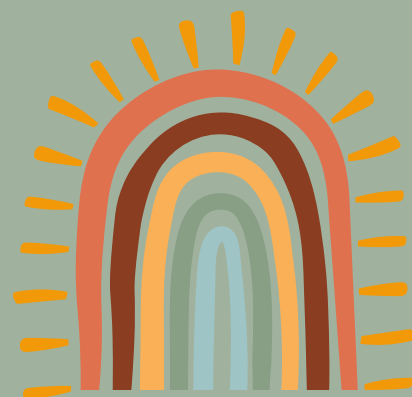
Junior (Prep - Yr2) Piano

Email: musicalmother@hotmail.com

Mob: 0408 539 523



2025 Term 4 - Wellbeing Section



Indigo & Alesha



Hello beautiful Patch Community,

It is hard to believe it is Term 4 and we are writing the last Wellbeing Newsletter for the year. I would very much like to thank you all for the kindness and compassion you showed us as staff, and also each other, in the wake of losing our past Patchie Ivy. In my 20 years here, nothing has compared to the grief and heartbreak that has come with losing a student we all loved. What became clear to me, was how much our Patch school community became an important connection for all that were grieving.

I visited Monbulk Secondary to support our Patch kids and what I saw was all of our Patchies supporting each other and sticking together. These bonds were strong and when things went wrong, they all found safety in each other.

When we invited past Patch classmates and families of Ivy and her brother Hunter back to school, we had a huge turnout. It was beautiful to watch all our former Patch kids connect, cry and just be there for each other. Even more heart-warming was that Hunter came too. I think they felt like they were home, back to their Patch family. It got me thinking about how we can better keep that connection for our Patchies once they leave, perhaps through return to school days and for us as staff visiting and keeping connection once they are at secondary school.

Ivy's dad beautiful dad Brent, has become proactive in his unimaginable grief and has gathered some amazing and creative community members to start working on how we can help our youth, through the Arts, connecting school, parents and community with mentoring and support. Sofia and I are honoured to have been asked to be part of this group and we will keep you connected with ways our community can help and support this project. It will take time however and careful planning to get it right, but will certainly be worth it. We are all part of a very special community, staff feel it, kids feel it and families feel it, how lucky we are to know that when we need it we have each other.

Big hugs and huge thanks,
Alesha x





The Seed that Ivy Planted

<https://chuffed.org/project/theforgeinstitute>

Head over through the link above to read updates from Ivy's dad and see how this project is taking shape. We had our first meeting with so many creative and incredible locals a few weeks ago to get the ball rolling.





gratitude shout outs



All the staff- what a huge time the end of last term was for you, for both its positive and saddening reasons. I was in awe at how you all showed up for our kids in spite of the exhaustion you must have been feeling. Hope you all had time to care for yourselves over the break.
Thank you!

Jim, Alesha and all the staff of the Patch PS. Thank you for everything you did for the Children and Families following the tragic loss of one of our own while trying to deal with the loss yourselves. Once a Patchie, always a Patchie, and we felt that more than ever over this trying time of losing a beloved member of our community.

Alesha for having the biggest, kindest heart of anyone I know! She gives her absolute heart and soul to everyone she comes across. We are so lucky to have her at The Patch.

Everyone involved in the Grade 5/6 production, especially Paul. Thank you for the memories you helped create for these kids over Term 3. They are still buzzing from it 2 weeks later!



gratitude shout outs



Alesha Sangster for taking care of so many in our Patch community recently while we grieve beautiful Ivy.

Paul and all the other staff and students involved in the "What a Knight!" production. It was fabulous and gave Jarrah and the other 5/6 kids an amazing opportunity to bring an incredible show to fruition. It was such a brilliant show and a great achievement.

I'd like to give a Huge Gratitude Shout Out to Kate Jeffs in the 5/6 Team. Kate went above and beyond, designing and then creating so many props for our 5/6 production. At school and at home. And she encouraged so many kids and others to help out, whenever possible. The props, down to the tiniest bit of detail with everything we saw on stage, were absolutely amazing. It was a huge team effort, thanks to Kate's organisational skills. Not to mention her backstage coordination of so many prop changes, during lots of rehearsals.... and 2 shows on the day.... involving a wonderful team of dedicated kids, behind the scenes! Kate encouraged and trained her 5/6 backstage crew perfectly, and always with great enthusiasm and a huge smile. It all certainly paid off. It was a fantastic day/night/knight 😊
Well done Kate ★★★★★



gratitude shout outs



To Tarli – for an amazing first year of teaching her own class. Our kids adore you and are learning, growing and having a great time at school in your class. Wishing you all the best in the years to come!

Paul, for leading an exceptional school production. You clearly put so much thought, time and effort into it. The kids were so well prepared and absolutely shone on stage. It was such a high calibre, inclusive and fun performance. Thankyou!

To the whole Patch School family! Thank you for welcoming me in so beautifully in term 3. Amanda

Haley. For everything she's done for our boys, especially the small one! We all love and appreciate you!

Social media changes are coming

- From 10 December, under 16s won't be able to have an account on some social media platforms.
- Under 16s can still use **messaging services** and **online games**, as well as a lot of other apps and platforms that support health and wellbeing.
- Visit **eSafety.gov.au** to find out more.

Scan to visit the
eSafety website



PHOTO: GETTY





Australian Government



eSafety
Commissioner

Social Media Minimum Age

Do you ever start scrolling on social media and realise hours have passed without you noticing? Ever felt bad about yourself because of something you've seen on your #fyp? You're not alone.

Over 7 in 10 young Australians have seen content they shouldn't be exposed to online, including sexist, misogynistic or hateful content, content depicting dangerous online challenges or fight videos, or content that encourages unhealthy eating or exercise habits.

That's why we're increasing the minimum age to have a social media account to 16.

Social media minimum age – coming 10 December 2025

Starting 10 December, if you're under 16, you won't be able to have an account on some social media platforms. If you already have an account, it should be deactivated or frozen. The law is intended to capture social media platforms like TikTok, Instagram, Snapchat, X, Facebook and YouTube.

You can still go online

You can still use messaging services and online games, as well as a lot of other apps and platforms that support your health and wellbeing.

How you can prepare



Talk to people you trust about how you can prepare for this change.



Start a chat about other things you and your friends can do to fill your time when you're not online.



Think about other ways to stay connected with family and friends, such as using other online platforms, meeting up in person, playing sport or joining a club together.



Save your data, photos and videos from your existing accounts. The major social media platforms have instructions for how you can do this, or you can find links on the [eSafety website](https://www.esafety.gov.au/eSafetyguide) ([eSafety.gov.au/eSafetyguide](https://www.esafety.gov.au/eSafetyguide)).



Do you need more information?

Visit the [eSafety.gov.au](https://www.esafety.gov.au) website to learn more about the social media minimum age.

If you need to talk to someone about ways to deal with the change, you can contact:

eheadspace: 1800 650 890 or [eheadspace.org.au](https://www.eheadspace.org.au)

- Available 3pm – 10pm every day.

Kids Helpline: 1800 55 1800 or [kidshelpline.com.au](https://www.kidshelpline.com.au)

- Available 24/7 (phone and online).
- You can also join [My Circle](#), a private, safe and confidential social platform for 12–25 year olds across Australia, run by Kids Helpline.

ReachOut: [au.reachout.com](https://www.au.reachout.com)

- A safe space for young people aged 12–25 to chat anonymously, get support and feel better.

13YARN: 13 92 76 or [13yarn.org.au](https://www.13yarn.org.au)

- Available 24/7 for Aboriginal and Torres Strait Islander people.

Scan to
find out more



Social Media Minimum Age

Fact sheet

The Australian Government is taking world-leading action to reduce online harms experienced by young Australians by introducing a minimum age to access social media.

From 10 December 2025, social media platforms will need to take reasonable steps to prevent Australians under 16 from having a social media account. Importantly, the responsibility will be on the social media platforms, not parents, carers or children, to follow this law.

Delaying access to social media will help protect the health and wellbeing of young people and give them extra time to develop real world connections and digital literacy skills before they join global platforms.

Why has a social media minimum age been introduced?

There are many benefits to being online—from education to social connection. But for too many young Australians, the addictive algorithm can expose young people to harmful content.

Over 7 in 10 young Australians have seen content they shouldn't be exposed to online, including sexist, misogynistic or hateful content, content depicting dangerous online challenges or fight videos, or content that encourages unhealthy eating or exercise habits.

Keeping young people safer online is a top priority for the Australian Government. That's why we've delivered a world-leading social media minimum age—to give under 16s a break from the pull of social media, and give parents and carers peace of mind.

How will it work?

From 10 December, some social media platforms will need to take reasonable steps to prevent under 16s from having an account. The law is intended to capture social media platforms like **TikTok, Instagram, Snapchat, X, Facebook and YouTube**.

Under 16s will continue to have access to messaging services, online gaming, professional networking and development services that are primarily for the purposes of education and health support.

How will platforms know who is under 16?

There are lots of technologies out there that help social media companies figure out how old people on their platform are. There are 3 types of age assurance technology that social media platforms can use to identify if a person is under 16:

- **Age inference:** platforms can use the data they already hold to infer a person's age. This could include how long they've had an account, their interests and networks.
- **Age estimation:** platforms can analyse a person's characteristics like their facial features, voice and language they use.
- **Age verification:** a person can choose to provide social media platforms with existing documents that prove their age.

Platforms are encouraged to take a layered approach, and no Australian will be forced to use government ID to prove their age online. Social media platforms must comply with Australian law to protect the data provided to assure a person's age.

Won't young people be able to circumvent the law?

We understand that some people will try to get around the law. Much like laws that restrict the sale of alcohol or cigarettes or mandate the use of car seat belts, raising the minimum age to access social media is about changing cultural norms. We understand the law is not infallible. The responsibility will be on the platforms, not parents or carers, to prevent circumvention.

Platforms have tools at their disposal to prevent access to certain content for commercial purposes, including detecting VPNs. We expect social media platforms to use that same technology to keep young Australians safe.

Preparing for the change

To help prepare for the change, parents, carers, educators and young people can:

- Have a conversation about the social media minimum age, including what they think and feel about its benefits and impacts. **Headspace** (headspace.org.au) has a helpful conversation guide.
- Make plans to connect with friends and family in other ways, such as in-person or via online games or messaging services.
- Download data, photos and videos from existing social media accounts before 10 December 2025. The major platforms provide instructions on how to do this, or you can find links on the **eSafety website** ([eSafety.gov.au/eSafetyguide](https://esafety.gov.au/eSafetyguide)).

Useful resources

If a young person in your life needs help dealing with the change, they can contact:

headspace: 1800 650 890 or headspace.org.au

- A phone and online service for young people aged 12 and over and family seeking support to help a young person (aged 12–25). Available 3pm – 10pm every day.

Kids Helpline: 1800 55 1800 or kidshelpline.com.au

- Free and confidential online and phone counselling service.
- Available 24/7 (all ages).
- You can also join **My Circle** (kidshelpline.com.au/my-circle), a private, safe and confidential social platform for 12–25 year olds across Australia, run by Kids Helpline.

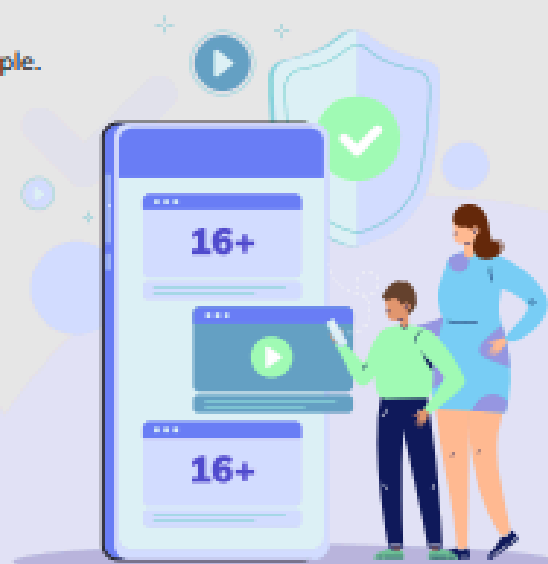
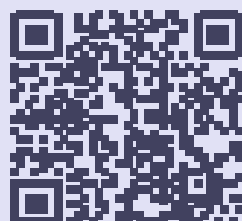
ReachOut: au.reachout.com

- A safe space for young people aged 12–25 to chat anonymously, get support and feel better.

13YARN: 13 92 76 or 13yarn.org.au

- Aboriginal and Torres Strait Islander crisis support line.
- Available 24/7 for Aboriginal and Torres Strait Islander people.

For more information about the social media minimum age, scan the QR code below.



kids mindfulness activities



Glitter jar

This activity can teach children about how strong emotions can sometimes be overwhelming, and how to find calm when these strong emotions take over.

Tip: make sure an adult helps you with this exercise

Materials:

- Jar or bottle that will not leak liquid
- Glitter and/or other small objects to add such as LEGO or beads
- Food colouring
- Clear glue
- Hot (not boiling) water
- Spoon or stick to mix

Instructions

1. In the jar or bottle, mix the clear glue and hot water.
2. Add a very small amount of food colouring to the water and glue mixture.
3. Choose a glitter or object to add to the mixture.
 - Imagine the object or glitter represents a feeling such as sadness, anger, fear, happiness, love or anything else you feel.
4. Add that glitter or object to the mixture.
5. Keep adding glitter or objects and assigning feelings to them.
6. Fill the jar or bottle all the way to the top with the hot water.
7. Mix the contents together with the spoon or stick.
8. Make sure the lid is on tight!
9. Shake the jar or bottle and watch all the objects interact.

Questions to think about

What sorts of things or events make the glitter and objects (emotions) in the jar swirl? Say them out loud as you shake the jar.

• Distressing events

- Losing a game
- Missing friends
- Getting frustrated with a parent or sibling
- Scary stories on the news
- Sick family members

• Positive events

- Spending time with family
- Making a new friend
- Getting a good grade
- Learning a new skill
- Winning a game

Notice how it is hard to see through the jar with all these events going on.

Now, watch what happens when you keep the jar still. Does the water begin to clear?

The same thing happens in our mind when we stop for a little while and are mindful...bad or hard feelings start to go away and we can focus on other things that make us happy or calm.

6 © State of Queensland (Department of Education) 2020, as per <https://www.qld.gov.au/education/learning-and-teaching/curriculum-and-assessment/curriculum-frameworks/curriculum-framework-for-schools>

Mindful breathing

This exercise can be used as a relaxing and thoughtful way to start the day, end the day or help relax and calm your child.

Tip: find somewhere quiet or put on some relaxing music in the background. For younger children, this can be done with a parent or teacher guiding them. For older children, it can be done alone or with others.

1. Find a comfortable place to sit or to lie down on your back.
2. Place your hands on your stomach.
3. Take a big deep breath – in through your nose and out through your mouth. Do this three times and then gently close your eyes.
4. Continue to slowly breathe in through your nose and count 1, 2, 3 in your head (or out loud).
5. Hold your breath and count 1, 2, 3 in your head (or out loud).
6. Slowly breathe out through your mouth and count 1, 2, 3 in your head (or out loud).
7. Count 1, 2, 3 in your head (or out loud) and then breathe in again through your nose.
8. Repeat these steps for five minutes and think about the questions below while you are breathing.
9. When you have finished, gently open your eyes. Have a look at the room around you and think about how you feel. Do you feel different compared to before the activity?

Questions to think about

- What parts of your body move when you breathe in?
- Do different parts of your body move when you breathe out?
- Can you feel your hands moving?
- What does it feel like when you breathe in – where does the breath go?
- What does your breath sound like?
- What other sounds can you hear while you're breathing?
- Does your body feel heavy or light while you're breathing?

7 © State of Queensland (Department of Education) 2020, as per [https://www.qld.gov.au/education/learning-and-teaching/curriculum-and-assessment/curriculum-framework-for-schools](https://www.qld.gov.au/education/learning-and-teaching/curriculum-and-assessment/curriculum-frameworks/curriculum-framework-for-schools)

Smell the flowers

Tip: try this with real flowers and plants outside! Adults should supervise young children

1. Find a flower to smell or imagine you can smell a flower.
2. Slowly breathe in through your nose and count 1, 2, 3 in your head.
3. Hold your breath and count 1, 2, 3 in your head.
4. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
5. Repeat with as many flowers you can think of or find.
6. Younger children may then want to draw and colour in all the flowers they can think of or find.

Questions to think about

- Which one did you think smelt the best and why?
- What did you smell when you breathed in?
- What did you smell when you breathed out?
- Could you feel the flower?
- What did it feel like?
- Did smelling the flowers remind you of any memory from your past?

Best belly buddies

Since breathing is something that we do all the time, it is one of the best tools you have to bring you into the present moment, and there is no better way to engage young children than by using their favourite soft toy.

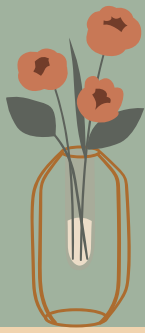
Tip: pick your favourite soft toy as your belly buddy. Young children will need a parent to guide them while older children may do this independently.

1. Lie on the ground on your back.
2. Place your soft toy on top of your belly.
3. Look at your toes.
4. Slowly breathe in through your nose and count 1, 2, 3 in your head.
5. Hold your breath and count 1, 2, 3 in your head.
6. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
7. Repeat these steps for at least 3 minutes.

Questions to think about

- Can you see the toy on your belly?
- What does it feel like having your toy on your belly?
- What did your toy do when you breathed in?
- What did your toy do when you breathed out?
- What does the air sound like when it comes in your nose?
- What does the air sound like when it comes out your mouth?
- What do you think it would feel like for your toy sitting on your belly?





Beyond Blue Wellbeing Action Tool.....



Wellbeing Action Tool

We understand that everyone is unique. That's why finding what works for you is the key to maintaining your mental wellbeing.

We created the wellbeing tool to empower you to identify and take action on the things that work in three easy steps:

- 1 **Identify what works** for your mental wellbeing.
- 2 **Reflect on why** those actions work for you.
- 3 **Plan to do them** regularly to strengthen your mental wellbeing.



Ready to set your PACE?

1/3

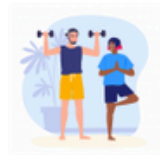
Take action across these four areas to strengthen your mental wellbeing.

Pause



In a world that can feel overwhelming, sometimes taking moments to pause is essential. Take the time you need to rest and reflect. To practice self-care. To engage in positive self-talk.

Act



Taking action is about doing the things that help you feel good and thrive. This might come from caring for your body or taking positive steps towards a goal. These actions could be small, big, or somewhere in the middle.

Connect



Having a sense of connection can help you feel safe, grounded and valued. Think about how you invest in your relationship with others or with your community. With nature or spirituality. Or with something else.

Enjoy



Think about the things that you know help spark joy in your day, whether big or small. Embrace them by making time for them. Or try something new.

1 What works for you

You know yourself, your life and your strengths. Start with what already works. Think about what you do that makes you feel good and build from there.

Write down 3 things under Pause, Act, Connect and enjoy that you do for your mental wellbeing.

Example: have a chilled-out day at home

Pause

Act

Connect

Enjoy

2 Why this works

Reflect on why those actions work for you. Reminding yourself how something makes you feel can help motivate you to do it.

Think about the last time you did each of these things. How did it help you? Link a motivating reason or memory to each.

Example: remember how good slowing down feels

3 Plan to do them

2/3

It's the small things done regularly that really help. Plan how often you'd like to do these actions to enjoy the benefits.

Think about when and how often you'd like to do each of these things. Start with simple patterns to create a habit.

Example: once a week, likely on the weekend

Cheatsheet

These suggestions are backed by research, and a good place to get inspiration to add to the things that work for you.

1 What works for you - tips

Pause

Reflect on my week	Have a shower or bath
Meditate	Stretch
Journal	Practice self-compassion
Have a rest day	Speak to myself positively
Say no to something	Check my thinking is helpful
Challenge unhelpful thoughts	Make space for unpleasant feelings

Act

Eat a healthy meal	Dance at home
Drink enough water	Get enough sleep
Go for a walk	Celebrate an achievement
Clean my space	Cook a meal from scratch
Do some Yoga	Complete a small task
Wake at the same time each day	Take a break from alcohol

No access to a printer? No worries!

This simple tool can be used in many ways:

- ✓ type into the template and save to your computer
- ✓ to help you draw up your own Wellbeing Action Tool
- ✓ to prompt reminders to add to your diary / calendar

Connect

Go on a nature walk	Call family or a friend
Volunteer	Say hello to a neighbour
Spend time with pets	Do a kind act for someone
Join a community group	Spend time with friends
Do some gardening	Connect to country
Spend time with people who share my culture	Practice spirituality

Enjoy

Play word games	Watch a favourite show
Learn a new skill	Visit a gallery or museum
Do a puzzle	Learn a new hobby
Read a good book	Make a playlist
Watch a feel good movie	Watch sports
Learn about land and country	Join a class or course

2 Why this works - tips

3/3

Here's a list of prompts that can help jog your memory and ignite the spark of motivation. Simply think about something you've listed that works for you, then complete one of these phrases:

Positive memories of taking this action

Remember when...	Remember how it sounds...
Remember how it feels...	Remember how it smells...
<i>E.g. Remember how good it felt after the hike</i>	

How it impacts your actions

It is good for me because...	It makes me...
It feels good because...	It helps me to...

What personal effect it has

I am at my best when...	I get excited when...
I do this and it will...	I love it when...

3 Plan to do them - tips

When planning your actions, it's useful to think about realistic patterns or routines that will work for you. Try not to stress about definitive goals like 'every day' or being hard on yourself when you fall short. In the end the most important part is making a commitment to your mental wellbeing.

Teachers are not perfect.
Teachers are not machines.
Teachers make mistakes.
Teachers need grace.
Teachers need compassion.
Teachers need help at times.
Teachers need other teachers.
And that's okay.


Alone we can do so little;
together we can do so much.
-Helen Keller

"PARENTS ARE
TEACHERS,
AND HOME
IS A CHILD'S
FIRST
AND MOST
IMPORTANT
CLASSROOM."

ASKING FOR HELP
IS A SIGN OF
STRENGTH,
BE BRAVE ENOUGH
TO DO IT.

@beautybrainuk



Yarra Ranges Council Resources



Community relief and support agencies

Recent events have caused an unprecedented challenges for everyone. Many individuals, families and communities find themselves needing support and it can be daunting to ask for help, and to know where to start.

Please know that there are many organisations located in the Yarra Ranges that are dedicated to providing support to people when they need. It is ok to ask for help. Support is available in the Yarra Ranges for people who need assistance.

Below is a list of services that are available to the Yarra Ranges community. These organisations will respond to your enquiry about the availability of services and are an excellent source of information, resources, community connection and can offer referrals to additional services if necessary.

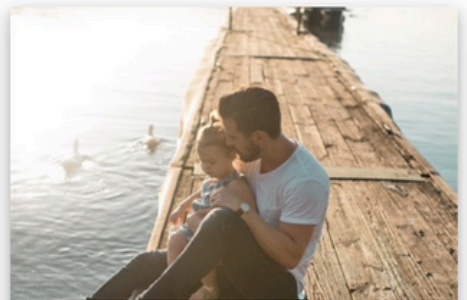
www.yarraranges.vic.gov.au/Our-services/Health-and-wellbeing/Community-relief-and-support-agencies/Family-violence-support

Family Webinars

Are you looking for more information and resources for your family? Watch our series of webinars here.

The Family and Children's Services team at Yarra Ranges Council are committed to supporting families and keeping our community connected.

Stay up to date with the latest news for families and children 0-12 years by subscribing to the [Yarra Ranges Families and Children's newsletter](#).



<https://www.yarraranges.vic.gov.au/Our-services/Early-years-and-preschool/Family-Webinars>

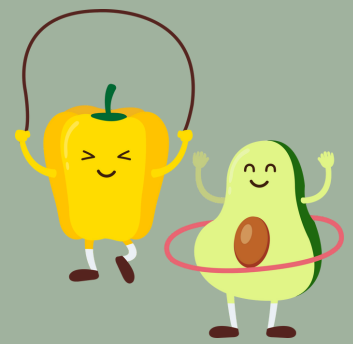


SOME SPRING CRAFT IDEAS!

Follow this link for craft ideas:
<https://www.bakerross.co.uk/craft-ideas/category/kids/seasons/spring-seasons/>



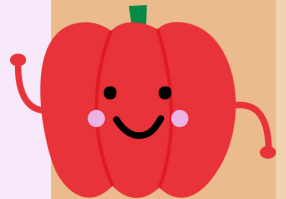
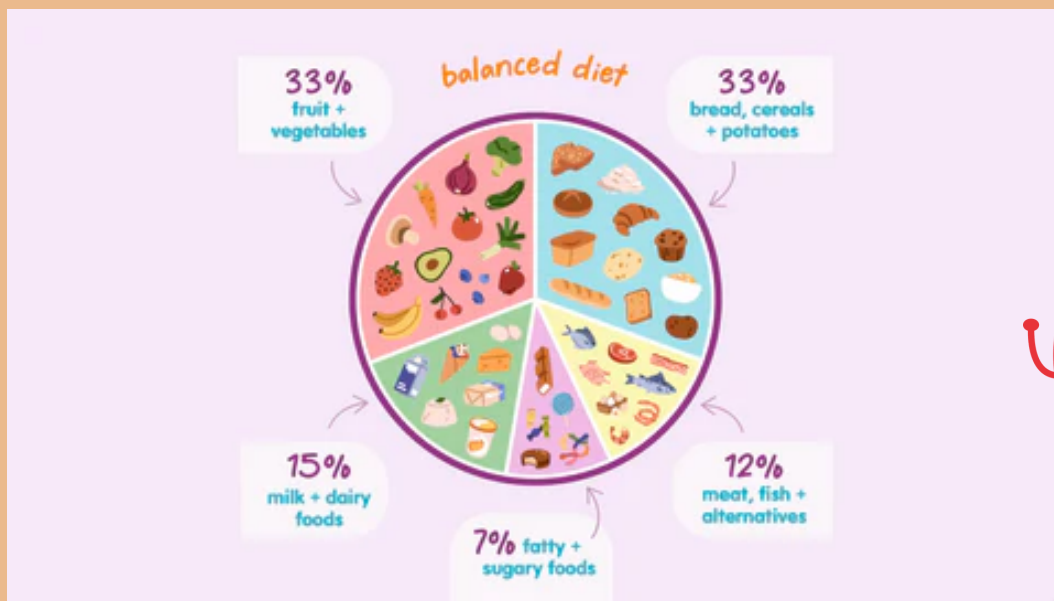
some school lunch box inspo...



Some info and inspo on ways to pack your kids school lunches....



Follow this link:
<https://bbox.com.au/blogs/all/fuel-for-winter-nutritious-lunchbox-ideas-for-active-kids?srsId=AfmBOopV-4MsoYHERWpZLRdWsVepuI42Vlx6s6Ejav6z9VzdK6-wagrV>





FROM THE WELLBEING OFFICE...



Hi Patchies,

I hope everyone had a lovely break over the holidays and are ready to ride Term 4 down to Christmas – only a couple of months to go!

Friendship Groups

I have been pleased to see this term that many students who have struggled with friendships this year seem to be finding connections on the playground lately. It has been lovely to watch you all grow this year and use the strategies we have talked about in the Friendship Groups.

I am still getting feedback as to whether these groups will run again this term as some students are feeling more settled socially and feel they need the group less at the moment – watch this space.

Song Writing Groups

This term I am going to trial some song writing groups, possibly for grades 1/2 and 3/4. I did run these for a term last year and they seemed to go well so thought I would try this again. I feel these groups could give students a chance to express themselves, work together, get creative and have fun. Anyone interested can join – you don't have to be able to play an instrument or be a singer. I will most likely run these at second play on Thursdays (am still finalizing this though.)

...

Kindness Matters

This is still on at 2:30 on Thursdays, run by Sofia and myself. The cohort is mainly grades 1/2s to 3/4s as much of the senior school are busy at this time of year. Last week we started making our own felt Kindness badges to wear as well as making certificates to present at assembly for those that have been kind to others during the week.

One-on-ones

I am enjoying doing my one-on-one work with students, playing board games, drawing, building Lego, playing Uno, going for walks, doing creative therapy activities – whatever best supports them. I enjoy finding new games and new ideas that I can try out with our Patchies.

Playground Support

During playtime I am wandering around and catching up with students here and there when I can. This provides me the opportunity to see who may not have a friend to play with or who is feeling a bit lost at playtime so I can offer support at that moment.

As you can see, a lot going on here for Wednesdays and Thursdays!
If you have any questions please email wellbeing.thepatch@gmail.com.

Sarah



Building Better Behaviour

A 3-week program for parents of children aged 2 to 7 years

This 3-week program covers:

Week 1: Explore why young children behave as they do, and share ideas to manage challenging behaviour

Week 2: Learn communication strategies that encourage positive behaviour in young children

Week 3: Discover how to deal with children's feelings of fear, frustration and grief to become an emotionally intelligent parent

When: Thursday 16th, 23rd and 30th October 2025

Time: 10:00 am to 12:00 pm

Where: Craig Family Centre,
7 Samarinda Ave, Ashburton 3147

Cost: Free to attend (bookings essential)

Enquiries: sharon.muir@anglicarevic.org.au

Bookings: [Click here](#) or QR code below

Please note: Better Behaviour is a parenting program, so children cannot attend. Unfortunately, childcare at Craig Family Centre is fully booked. If you wish to however if finding childcare is a problem for you, we can add you to a waiting list for a future program.



PARENTZONE



Thank you for your interest in Building Better Behaviour and Setting Boundaries in the Early Years. These groups are now fully booked. To be added to our waiting list and notified about future parenting programs please email sharon.muir@anglicarevic.org.au

▼ Technical details

Create my own form

Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

 Microsoft 365



Setting Boundaries in the Early Years

A 3-week program for parents of children aged 2 to 7 years

This parenting program will cover:

Week 1: Explore why boundaries are important in the early years to support your child's learning and development

Week 2: Discover the difference between discipline and punishment and how to set positive rules with your child

Week 3: Introduce consequences that are logical to support your child's wellbeing and build resilience

When: Thursday 13th, 20th and 27th November

Time: 10:00 am to 12:00pm

Where: Craig Family Centre,
7 Samarinda Ave, Ashburton 3147

Cost: Free to attend (bookings essential)

Enquiries: sharon.muir@anglicarevic.org.au

Bookings: [Click here](#) or [QR code below](#)

Please note: This is a parenting program, so children cannot attend. Unfortunately, childcare at Craig Family Centre is fully booked. If you wish to attend, but finding childcare is a problem for you, we can add you to a waiting list for a future online program.



PARENTZONE



Thank you for your interest in Building Better Behaviour and Setting Boundaries in the Early Years. These groups are now fully booked. To be added to our waiting list and notified about future parenting programs please email sharon.muir@anglicarevic.org.au

▼ Technical details

Create my own form

Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)

 Microsoft 365

Shared by a parent...



'BUT JUST THINK, THERE ARE SIMPLY NO EXPERIENCES THAT CAN COMPARE TO THOSE WE HAVE IN CHILDHOOD. IMAGINE IF PEOPLE COULD UNDERSTAND HOW IMPORTANT EVERYTHING RELATED TO CHILDREN IS— THEIR BOOKS, THEIR MOVIES, THEIR MUSIC, EVERYTHING, EVERYTHING. BECAUSE IT SHAPES THEM FOR THEIR ENTIRE LIVES!'

Astrid Lindgren in a letter to her friend Louise Hartung, 6 February 1963



CHOOSE ✨
to shine,
✨ even on
cloudy days.

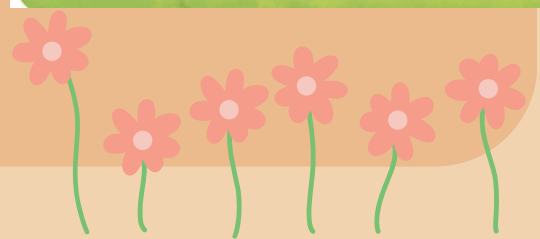
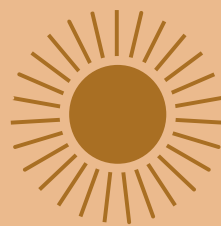
Small steps
every day
lead to
big changes.

Radiate
positivity,
it's
contagious.

Be kind
to your mind,
your soul
will bloom.

Good things
take time,
trust the
process.

Keep going,
you're closer
than you
think.





REMEMBER, IT IS OK TO NOT BE OK...

SEE THE PAGE'S BELOW FOR SOME HELPFUL CONTACTS FOR THOSE WHO MAY NEED THEM:

Specifically for men:

No To Violence: Male Family Violence Prevention Association

Peak body for individuals and organisations who want to contribute to male family violence prevention.

03 9487 4500

www.ntv.org.au

Men's Referral Service

Anonymous and confidential telephone service provided by men for men. It offers a central point of contact for men who want to stop violent or abusive behaviour towards their family members.

1300 766 491 (Mon-Fri 8am-10pm, Sat-Sun 10am-4pm)

MensLine Australia

Professional telephone and online support, information and referral service for men, specialising in family and relationship concerns.

1300 789 978

www.mensline.org.au

Specifically for women:

Women's Safety After Separation

Information for women facing separation, particularly where there is violence and abuse.

ncsmc.org.au/wsas/welcome.htm

WIRE (Women's Information and Referral Exchange) is a Victoria-wide free generalist information, support and referral service run by women for women.

1300 134 130 (9am – 5pm)

wire.org.au

Women's Health Victoria

Free, confidential and statewide health service offering information, support, a library and referral options for women. Run from the Royal Women's Hospital.

thewomens.org.au/WomensHealthInformationCentre

Centres Against Sexual Assault (CASAs)

Centres offer 24 hour crisis support to recent victims of sexual assault, as well as counselling, legal and medical support and information.

www.casa.org.au

1800 806 292 (all callers are automatically transferred to their local CASA within Victoria)

(Eastern CASA is in East Ringwood – 9870 7330)

Adults Surviving Child Abuse (ASCA)

Counselling support line, information, support, referral for survivors, supporters and health professionals.

1300 657 380 (7 days, 9am-5pm)

For LGBTQIA+:

QLife Australia (formerly Switchboard Victoria)

Australia's first nationally-oriented counselling and referral service for people of diverse sex, genders and sexualities. Provides nationwide early intervention, peer supported telephone and web-based services to support LGBTIQ people of all ages.

www.qlife.org.au

1800 184 527 (3pm-midnight, 7 days)

Gay and Lesbian Health Victoria (GLHV)

GLHV is a lesbian, gay, bisexual, transgender and intersex (LGBTI) health and wellbeing policy and resource unit.

www.glhv.org.au/

03 9479 8760

For Children and Young People:

DHS Child Protection Crisis Line

131 278 (24 hours/7 days) – state wide

Australian Childhood Foundation

www.childhood.org.au

1800 176 453 or 03 9874 3922

Parentline Victoria

www.parentline.vic.gov.au

132 289 (8am-midnight, 7 days)

Kids Helpline

<https://kidshelpline.com.au/>

1800 551 800 (24 hours/7 days)

Australian Childhood Foundation

Works to protect the rights and ensure the safety of children. Provides trauma counselling, professional training, advocacy, research and parent support.

www.childhood.org.au



Who is The Orange Door for?

The Orange Door is a free service for adults, children and young people who are experiencing or have experienced family violence and families who need extra support with the care of children.

Outer Eastern Melbourne

1800 271 150

oema@orangedoor.vic.gov.au

4-16 Devon Street

(Corner Pierson Drive and Railway Grove)

Croydon, 3136



If you or anyone you know needs help:

- [Lifeline](#) on 13 11 14
- [Beyond Blue](#) on 1300 224 636
- [MensLine Australia](#) on 1300 789 978
- [Suicide Call Back Service](#) on 1300 659 467
- [Kids Helpline](#) on 1800 551 800
- [Headspace](#) on 1800 650 890
- [QLife](#) on 1800 184 527
- [Relationships Australia](#) on 1300 364 277
- [ReachOut Australia](#)

Community Notices

Monbulk College Arts and Technology Exhibition 2025



Artwork by Amelia Hodgson

Thursday 20th November, 5-7 pm

T-9751 9000 David Hill Rd Monbulk
www.monbulkcol.vic.edu.au

BELGRAVE TRADERS ASSOCIATION PRESENTS...

FRIDAY, OCTOBER 31ST

HALLOWEEN
TRICK OR TREAT
BURWOOD HWY, BELGRAVE 4PM - 6PM

KIDS FUN RUN

with **PUFFING BILLY RAILWAY**

30th November 2025 at Puffing Billy Station Gembrook
Children 3-12 years running to benefit other children.

Proudly supporting
Eastern Health Foundation

THANKS TO OUR FANTASTIC SPONSORS

Trophies to 1st Girl & Boy, in each run!

Train rides on the day

Show bags & ...