



Bay Views NEWSLETTER

12-02-2025

Phone: 03 9789 9552

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Principal's Message

Notice of Election to School Council

Dear community,

There are three vacant parent positions for School Council in 2025. The nomination process will close next Wednesday 19th. Please find some information below, with self-nomination forms in the front office.

Membership of School Council

Each member brings their own valuable skills and knowledge to the role, however, in order to successfully perform their duties, councillors may need to gain some new skills and knowledge.

It is important to have an interest in your child's school and the desire to work in partnership with others to help shape the school's future.

Code of conduct for school councillors

School councils in Victoria are public entities as defined by the Public Administration Act 2004.

School councillors must comply with the Code of Conduct for Directors of Victorian Public Entities issued by the Victorian Public Sector Commission. The Code of Conduct is based on the Victorian public sector values and requires councillors to:

- **act with honesty and integrity** – be truthful, open and clear about their motives and declare any real, potential or perceived conflict of interest and duty
- **act in good faith in the best interests of the school** – work cooperatively with other councillors and the school community, be reasonable, and make all decisions with the best interests of students foremost in their minds

- **act fairly and impartially** – consider all relevant facts of an issue before making a decision, seek to have a balanced view,
 - never give special treatment to a person or group and never act from self-interest
- **use information appropriately** – respect confidentiality and use information for the purpose for which it was made available
- **exercise due care, diligence and skill** – accept responsibility for decisions and do what is best for the school
- **use the position appropriately** – not use the position as a councillor to gain an advantage
- **act in a financially responsible manner** – observe all the above principles when making financial decisions
- **comply with relevant legislation and policies** – know what legislation and policies are relevant for which decisions and obey the law
- **demonstrate leadership and stewardship** – set a good example, encourage a culture of accountability, manage risks effectively, exercise care and responsibility to keep the school strong and sustainable.

If you have any questions, please contact myself.

Warren Bull

Principal

Student of the Week

Monday 17th February

PM

Lylah-Rose C

For her great work in our
Alphabet Spingo phonics game.

PI/W

Ayden S

For working well in class.

I/2B

Amber C

For being a thoughtful and kind
friend.

I/2J

Etta R

For always looking out for others.
Well done!

3/4C

Finn D

For always applying himself to do his
best.

3/4M

Melanie B

For her amazing start to Grade 4 at
FEPS!

5/6A

Josh P

For his great effort at the Water
Safety Excursion.

5/6R

Finley M

For setting a great example for all
students.

Student Birthdays

February 14th

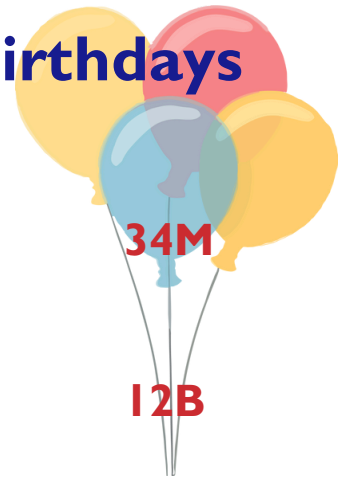
Tamati R

February 15th

Brook S

34M

I2B



Student Attendance

Percentage of students at school

90.0 %

Percentage of students on time

92.0%

Important Dates

Wed 12/02

No school - Preps

Wed 19/02

No school - Preps

Wed 26/02

No school - Preps

Fri 28/02

Choc Top day

Thurs 06/03

Wheeltalk 5/6

Mon 10/03

Labour Day - Public Holiday

Tue 11/03

Pupil Free Day - No School

Wed 12/03 - 14/03

NAPLAN 3's & 5's

Find us on Socials



FrankstonEastPrimary



FrankstonEastPrimary



FEPStv

PLEASE READ

As part of our annual application to the Department of Transport for funding of the School Crossings program the annual vehicle and pedestrian counts will be conducted week commencing Monday 17 February 2025.

Please advise parents via your newsletters/parent portals that if they see a camera mounted on a pole near the school that these are in place for the purpose of vehicle/pedestrian counts. The counts are conducted by Trans Traffic Surveys being councils preferred provider.



EVERY TUESDAY

**Winners will
be announced**

from 18th February

EVERY DAY COUNTS ...

A day here or there doesn't seem like much but ...

When your child misses just	that equals...	which is....	and therefore, from Prep to Year 12, that is ...	This means the best your child can achieve is ...
1 day a fortnight	20 days a year	4 weeks of school	Nearly 1½ years of school	Equal to finishing Year 11
1 day a week	40 days a year	8 weeks of school	Over 2½ years of school	Equal to finishing Year 10
2 days a week	80 days a year	16 weeks of school	Over 5 years of learning of learning	Equal to finishing Year 7
3 days a week	120 days a year	24 weeks of school	Over 8 years of learning	Equal to finishing Year 4

**Give your child every chance to
succeed ...**



HATS



All students must wear their hats during recess, lunch and all outdoor activities from now until 1st of May





WELCOME TO THE PARENTS' CORNER

LEARNING TO TAKE ON CHALLENGES

Challenges are the pathway to growth. When our children habitually avoid challenges, their learning stalls. When they learn to understand, value, and embrace challenge, their learning accelerates. So, helping our children develop a healthy relationship with challenge becomes one of the most important ways we can help them become better learners.

How does your child respond to a challenge?

Does your child avoid a challenge, seeking their “path of least resistance” in learning?

Or do they select the challenges they know they can do? Looking like they are working hard, but secretly avoiding mistakes by not taking on anything too challenging?

Maybe your child takes on challenges because the teacher tells them to. They follow the teacher's instructions and are led through challenging tasks. Perhaps your child takes on challenges because they need to. They have something they want to achieve, a goal in mind. Their relationship with challenge is born out of necessity so they can reach their goal.

But imagine if your child embraced challenges. In the spirit of John F. Kennedy when he said, “we do these things, not because they are easy, but because they are hard!” Imagine if when they were given the choice of doing something hard, or something easy, they'd choose the more challenging task, because they understood that challenge is the pathway to growth.

Becoming a Skilful Learner

How our children respond to challenges is a key element of what I call **Learnership™** – the skill of learning. Learnership is a skill developed over time. It helps our children (and us) to get more out of every learning opportunity. Most importantly, Learnership is something we can teach our children that helps them to thrive both in school and life.

As parents we can help our children on the path to becoming better learners, by helping them develop a healthier and more productive relationship with challenge.

Comfort Zone V's Learning Zone. What's the Difference?

The first step in helping your child develop a healthy relationship with challenge is to teach them the difference between their Comfort Zone and their Learning Zone

We've all heard that we need to get outside our comfort zone and challenge ourselves, but how many of our children truly understand what that means?

For many people, getting outside their comfort zone means trying something new. But something new, isn't always something challenging. Very often “new” is simply an “easy thing we haven't done yet”. There is little struggle involved in this type of challenge, it comes with a great deal of certainty, and confidence that we'll succeed. These challenges feel more like a task. They keep us busy, but they don't help us get better. These types of challenges are in our Comfort Zone.



PARENTS' CORNER

To be truly challenged our children need to stretch themselves beyond their current abilities. These types of challenge feel like a problem. Unlike a task where the path to completion is easily recognised, the solution to this challenge is not immediately apparent. They leave us feeling uncertain, and they involve struggle. The challenge feels “hard”. When our child feels like this, it's a good sign they are in their Learning Zone.

Being in your Learning Zone feels uncomfortable. When our children find themselves in the Learning Zone, their first reaction is often to get out of it. Suddenly anything else seems like a more attractive option. They look for distractions, seek out easy options or adopt any number of avoidance strategies.

Struggle is temporary

It's important to help our children recognise that the feeling of struggle and discomfort that comes with being in their Learning Zone is temporary. It passes. Many children believe if they are struggling now, then the next step in learning will involve even more struggle. They believe that the further they go, the more uncomfortable they'll feel. So naturally, they turn away from further struggle.

The reality is that effort is the currency of growth, and struggle is the price we pay for that growth.

The reward is that what we experienced as hard today, becomes easy tomorrow.

It doesn't get harder and harder and harder. It's hard, then it's easy. Then they move on, and the next step is also hard, until they make that easy. Being in the Learning Zone, and experiencing the struggle that comes with it, is not only a normal part of learning, but also an essential part of growth.

Parenting for more skilful learners

As parents we have an important role in helping our children become more skilful learners. This begins by helping them develop a healthy relationship with challenge. By teaching them that effort is the cost of growth, and normalising the struggle that comes from being in their Learning Zone, we help them become “comfortably uncomfortable” with challenge, and put them on a path of continuous growth.

AUTHOR

James Anderson

James Anderson is an international speaker, author and educator. In an educational landscape focused on teachers, James' work focuses on learners. His signature work defines Learnership™ – the skill of learning. He answers the question: What does it mean to be a skilful learner? For further information visit www.jamesanderson.com.au

LOCAL COMMUNITY

LAUGHTER FITNESS

Scout Hall

12R Bursaria Crescent

Nth Frankston

Tuesdays 11am – 12pm

Feb 4th to April 1st

April 22nd to July 1st

July 22nd to Sept 16th

Oct 7th to Dec 16th

Cost \$5

Bring a water bottle

Mind and Body Wellness.

Fun movement with laughter and relaxation.

<https://www.facebook.com/LaughwithNat>



FREE TENNIS LESSONS

@ FEPS



Monday 3.45 - 4.45pm Grade 4-6
(advanced)

Tuesday 3.45 - 4.45 Grade 1-3
(beginner)

Conducted on FEPS Basketball courts

Lessons include:

Tennis racquet

Free T-shirt

Snacks & drinks

Small Group (max 8)

For enquiries & bookings:

Please contact Les 0408 033 808

OR

marilyn.les@hotmail.com

SCHOOL BOOKINGS ONLY

FEPS CLUBS

MONDAY

Breakfast Club – (Baked Beans and Toast)

When: 8:15 – 8:45

Where: In the cafe

Choir Club (Grades 3 – 6)

When: The first half of lunchtime

Where: In the music room

Dress Up Club (Prep – 2)

When: The second half of lunchtime

Where: In the BER

TUESDAY

Running Club

When: 8:40 – 8:55

Percussion Club (Grades 3 – 6)

When: The first half of lunchtime

Where: In the music room

Fitness Club (Prep – Grade 4)

When: The second half of lunchtime

Where: On the basketball court or the oval

WEDNESDAY

Breakfast Club – (French Toast)

When: 8:15 – 8:45

Where: In the cafe

Boardgames Club

When: The second half of lunchtime

Where: In the Wellbeing Office

Fitness Club (5/6)

When: The second half of lunchtime

Where: On the basketball court or the oval

THURSDAY

Mindfulness Club

When: The second half of lunchtime

Where: In the library

FRIDAY

Breakfast Club – (Pancakes)

When: 8:15 – 8:45

Where: In the cafe

Lego Club

When: The second half of lunchtime

Where: In the Wellbeing Office

COMMUNITY

Our Purpose:

To provide the Frankston East Community with a friendly and dynamic learning environment that engages students who work to achieve their personal best in an atmosphere of mutual respect and cooperation.

Frankston East Primary School promotes itself as 'An established school with 21st century teaching and learning practices, based on values of integrity, respect and kindness'

Our commitment to child safety

Frankston East Primary School is committed to child safety. We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers. We are committed to the safety, participation and empowerment of all children.

We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

Our school is committed to preventing child abuse and identifying risks early, and removing and reducing these risks. Our school has robust human resources and recruitment practices for all staff and volunteers. Our school is committed to regularly training and educating our staff and volunteers on child abuse risks.

We are committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments. If you believe a child is at immediate risk of abuse phone 000.