



Hello everyone.

I would like to welcome everyone to the 2025 school year, especially our new students and families. I hope that the year will be rewarding and fulfilling for your child. RESC prides itself on being a good flourishing school, a school where students can feel safe and achieve individualised learning outcomes.

I would also like to welcome back my fantastic staff who day after day provide thriving opportunities for our students to engage with their learning experiences.

We are an ever-growing school. At this moment we are at full capacity and will not be looking at new enrolment enquiries until mid-year. Thank you for trusting us with your child's educational journey.

**School Board:** Our School Board will be holding its annual Open Board meeting on Thursday 3rd April. I will send out an invitation in the next couple of weeks with further details. Please come along to find out about what the Board does and how being a Board Member can be rewarding and beneficial in having a say on aspects of school governance.

I am urgently seeking at least two more parent representatives to join the Board, please contact me should you be interested and I can arrange an informal chat with you.

**Parent and Citizen (P&C) Riverside Schools:** There are several Office Bearer positions vacant along with general membership

opportunities within Riverside Schools P&C. Should you be interested in any of the positions or membership please contact me to discuss.

**IEP Meetings:** Your child's classroom teacher will be contacting you to arrange a meeting to discuss and plan your child's Individual Education Plan (IEP). Your input is a vital part of ensuring that common academic and functional goals are agreed, and teachers can plan their respective learning programs to ensure that the goals are optimised.

**School Business Plan:** A reminder about our Business Plan (2024 – 2026) – it is available in printed format from the office or for download from our website, for your perusal.

**Student Behaviour:** At RESC there is an understanding that 'everyone has the right to feel safe all the times' – this is across the school and includes both students and staff. Given the significant impact of physical violence or aggression upon the health and wellbeing of others, in particular the disruption to learning and risk of injury, all incidents are taken seriously.

Should a student be unable to regulate their behaviour after a reasonable period (e.g. 20-30mins) teachers will contact parents/carers for the student to be picked up and taken home.

There may be times when a student requires an Individual Behaviour Management Plan (IBMP); these are developed in consultation with parents and require parental consent. This approach recognizes that behaviour change can't be achieved by the school alone; it is the responsibility of all contributors to a student's wellbeing.

There may also be occasions when a reduced attendance plan will benefit the student for a

period of time. During their limited school hours the student's attention is focused on learning and compliance activities aimed at increasing their capacity to express themselves more appropriately. As with the IBMP, formulation of a modified attendance plan is a consultative process.

In extreme cases suspension for a period of between 1-10 days may need to be applied. If this is the case the student will be provided a home-study pack to complete whilst away from school.

Examples of physical violence or aggression that could trigger any of the above interventions include hitting, kicking,

scratching, biting, pulling hair, spitting, violent behaviour, abusive threats etc.

Please be assured that my classroom staff work professionally and competently to manage and support every one of our students. The school is currently working on a comprehensive Behaviour Management Plan (policy) which will be available once it has been presented to the School Board for noting.

I do thank you all for your understanding and support for this important aspect of school management.

Kind regards,

Jim Douglas, Principal

## IMPORTANT SCHOOL DATES

Mar 3-14 Yrs 5-6 swimming lessons

Apr 2-4 Yrs 5-6 school camp

Apr 11 Last Day of Term 1

Apr 29 Students start Term 2 (Tue)

## New school website now launched

We mentioned to you at the end of 2024 that work was almost complete on the new school website. That goal has now been attained. The site has been refreshed and simplified to make it easier to find information. There are new images, a new school calendar, information pages about all aspects of the school, and everything needed to stay informed about school activities and direction.

When you have time, check out the website at [www.riversideesc.wa.edu.au](http://www.riversideesc.wa.edu.au).



## NOW IS A GOOD TIME TO PAY YOUR 2025 VOLUNTARY SCHOOL CONTRIBUTION



Each year, families and carers are invited to pay a voluntary contribution that assists our school acquire additional classroom resources. Your contribution is important: the higher the number of contributions received the more effectively can the acquisition program benefit all ESC students.

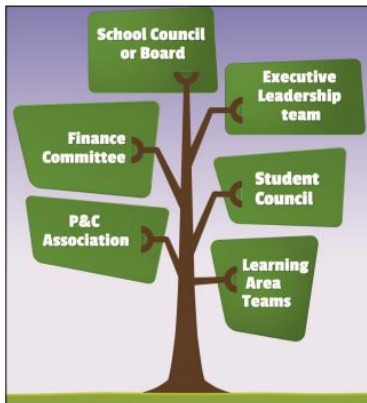
For ease of payment, EFT is available by speaking to our office personnel.

# RIVERSIDE ESC SCHOOL BOARD

## OPEN MEETING

**APRIL 3, 9:30AM, STAFF ROOM**

## **AN INVITATION**



Riverside ESC School Board warmly invites parents and carers of enrolled students to attend an Open Board Meeting on April 3.

The School Board of a public school works with the school community to achieve the best outcomes for students. It plays an important role in contributing to good school governance so that school resources are used efficiently, and community expectations and the school's priorities reflect the needs of students.

The School Board is a committee comprised of parents, staff representatives, the principal and community members.

Come along to our meeting and meet the board, become more informed about its function, and let us know your thoughts and suggestions about school improvement.

## AGENDA

Welcome

Introduction of Board Members to parents and carers

Role of Parents and Community Members on the school Board

The Function of the School Board

Growing the School Board

The political agenda: changes to education for students with special education needs

Changes to student reports, what it means for parents

Q&A

Closure and morning tea

**Please RSVP by informing the school office by phone or email by April 1**  
(for catering purposes)

## ROOM 31

We are thrilled to kick off a brand-new school year with all the students, parents, and carers of Room 31! It's wonderful to see how quickly all our students have settled into their new routines.

Thank you to everyone for your continued collaboration during our IEP meetings. It's been fantastic to meet with each of you, learn more about your child's needs, and discuss how we can best support their growth. With student goals now set, we are all excited to see each student's progress.

We've made excellent progress in adjusting to new areas of the school, including the library and sensory room. The library has been a favourite, filled with fun books and soft toys! Over the coming weeks, we will begin learning how to borrow books, offering an opportunity for the students to follow instructions and develop independence in the process. This will also allow for some independent reading time in class throughout the week.

In English, we've been diving into a new book each week. Our all-time favourite so far has been *The Very Hungry Caterpillar*, which was followed by some exciting activities, from making patterns and balloon painting to tasting various fruits (just like the caterpillar!) and sequencing the story. This week, we're reading *Dear Zoo*, and we can't wait to discover all the amazing animals!

We are currently exploring the sounds of the letters 'R' and 'D', through matching real objects to their corresponding sounds, handwriting practice, and fun craft activities.

In math, our focus has been on number recognition, counting, and units of measurement. The students have been enjoying counting along with Jack Hartman's energetic workout songs, practicing their number formation, and measuring quantities in cooking. This week we are making different variations of mini muffins.

We are so excited to have each of you as part of our Room 31 community, and we can't wait to see what the rest of the term has in store.



Miss Maddy, Mrs Douglas, Mrs Brown and Mrs Tilby.



## ROOM 35

To all parents and Carers associated with Room 35, welcome to your child's 2025 school year.

I have great pleasure in welcoming the Ogilvie, Peer, Sargeson, Wykstra, Sassman, Geeraets and Gardener families to Riverside Education Support Centre. It has been a pleasure meeting you and your children, at the beginning of what we plan to make a calm, supportive and enjoyable school year for you and your child. The children have had a positive start to school, with our focus being on beginning to establish a safe and supportive environment, with the most important aspect of this being the quality of our relationships.

As yet the children are not quite ready for a more formalised routine. We thus focus on developing the children's levels of joint attention, (When one person purposefully coordinates his or her focus of attention with that of another person), and joint engagement, (This happens when you and your child are paying attention to the same object or event during a back-and-forth interaction).

Our principal strategy to develop these skills is child led play. Play is vital for a number of reasons, some being;

- learning about emotions
- adapting to social situations
- interactions with others
- social skills such as sharing, waiting for our turn, compromising, co-operating, developing co-regulation and self-regulation strategies
- Develops connections
- Sparks creativity
- Improves literacy outcomes
- Promotes oral language and conversation skills

In using child led play, as a classroom staff we are making the most wonderful connections with the children, and they are disclosing a great deal about themselves, such as their likes and dislikes, resilience, strategies used for regulation, communication strategies used to request and comment and what their sensory needs are. These disclosures are already informing the way staff approach each child and what strategies we can use to support them best.



I am lucky to have the support of a very empathic group of Education Assistants, who expend so much emotional labour during a school day, staying calm while our tired students' windows of tolerance shrink, and supporting them to stay regulated. They are, from left to right: Miss Amberley Hart, Mrs Karen O'Connor, Miss Ashley Tonkin and Ms Helen Bailey

As the term progresses, we look forward to getting to know you all better and working together towards positive outcomes for your children.

Kind regards, Glen Webber

## ROOM 32

Welcome back to school and a warm welcome to our newest members of Room 32!

It has been a very hot start to the school year and many of our Year Ones have enjoyed being able to relax inside in the cool classroom or having a freezing cold icy pole to help get through a long, hot day!

Our focus for the beginning of the year is always about building connections with our new class team and helping with the sharing of new resources, toys and outdoor equipment. Right is an example of Tripp and Lizzy sharing the cash register, using both their words and the PODD Core Communication Board to state, "I want a turn" as part of our morning social learning session.

In the early childhood years of education, an important skill is learning to regulate and calm ourselves using a variety of techniques and tools available to all students. Room 32 has been able to experience the Sensory Room with small groups of our students whilst they are calm and ready to investigate new spaces. Freddie, Eden and Tripp benefit from exploring this new space and will most likely request this space again in the future as part of the tools available to assist them when the school day is challenging.

Protective Behaviours lessons are an everyday part of our classroom learning. Students are taught about their personal circle (purple circle) and how to tell others to maintain this personal space. We have been learning how to say, "Please stop! I don't like that. I'm feeling uncomfortable, I need more space" through song and Key Word Sign. Each day, students practice this song and routine to help keep them safe and to feel empowered to ask others to step away from them if they need space.

As the term continues, we are looking forward to new opportunities to learn more about each other and how to communicate our needs, wants, likes and dislikes in a positive way.

Mrs Tanya Wardle and the Room 32 Team





## ROOM 30

On behalf of all the staff we welcome Pre-Primary and Year 1 students to Room 30! It has been a very busy and hot start to the school year, with students settling well into full time schooling.

We especially welcome two new students to Riverside Education Support Centre – Eli and Alissa. We are very pleased that you choose our school to be part of.

Initial assessments are now completed, and students are starting to work towards set goals. In English exposure to the alphabet through sensory, craft and fine motor activities forms a major part of our morning. We are reading fairy tales and the students have enjoyed *The Three Little Pigs* and *Jack and the Beanstalk* books. We have some fantastic craft pigs and houses on the classroom windows. This week we will be planting bean seeds and hopefully watch them grow – maybe not quite as big as the beanstalk that Jack grew!

In maths, the students are learning to recognise numbers and how to count. Singing, using counters and blocks have made math lessons fun and engaging for everyone. They are matching, sorting and counting different types of transport counters and starting to learn about patterns.



*Eli painting the letter 'S'.*



*Hunter using playdough to work on fine motor skills.*

Health lessons have focused on feelings. Learning to name feelings and being able to appropriately regulate is something the students are still learning to do. They are having fun in being able to name lots of different types of feelings and using playdough to make faces.

Wow! So much has happened already in the first three weeks of term. We look forward to watching the students as they learn new skills and make new friends.



*Alissa enjoying her lunch.*

Bev Mattin



## ROOM 38

What a fantastic start to the 2025 school year we've had in Room 38!

We extend a warm welcome to our new and returning students, along with their families and carers. It has been wonderful to see all students settle in so well, forming new friendships with their kindness and bright smiles.



The first few weeks have flown by, and we've loved getting to know each student—their interests, how they learn best, and what makes them shine. This year, our class will engage in a mix of play-based and structured learning, with a strong focus on supporting each child's individual academic, social, and emotional growth.

So far in Term 1, we've been practicing letter formations, focusing on the letters s, a, t, p, i, and n. Some students are exploring letter formation through sensory activities like playdough, shaving cream, and rice, while also learning to recognise letter sounds and identify words that begin with them.



In Literacy, we've been reading engaging books such as *Pig the Pug* and *The Very Hungry Caterpillar*, working on sequencing stories by identifying the beginning, middle, and end. In Maths, students have been recognising and ordering numbers and counting objects through interactive games and hands-on activities.

For Health, we are learning about the Zones of Regulation, helping students identify their emotions and develop strategies to support their self-regulation. We are also incorporating sign language to communicate needs and express ourselves through songs.



It has been a pleasure meeting with each family to discuss learning goals for the semester. We look forward to continuing to work together to support your child's academic, social, and emotional wellbeing.



Tamara Reed





## ROOM 19

Welcome to Room 19 2025. I have the absolute pleasure of working with a wonderful group of year 2 students this year and together with a great team of support staff, Miss Watson and Miss Allan, I am looking forward to getting to know the students and discovering their potential. We are already off to a great start.

The first 4 weeks of this term have flown by and it has been wonderful getting to know the students, discover their interests and how they learn. This year will see a combination of both play-based and formal learning with a focus on catering to students individual learning, social and emotional requirements.

Life skills will be a key feature in the students learning this year. We will be cooking regularly, focusing on the skills require for basic meal preparation for simple meals including pancakes and sandwiches. Hygiene and social skills will also be focus areas.

I have had the pleasure of meeting with most parents for student IEP meetings. It has been fantastic to meet you all and get to know a little more about your child in order to set appropriate and achievable goals for this semester.

We are all looking forward to a fantastic and successful year and are excited to see what the students can achieve.

Michelle Anderson



## ROOM 37

Room 37 staff welcome students, parents and caregivers to a brand new year in Room 37. It has been a fabulous start to the year and the students are settling well into their new classroom with new staff and routines. Room 37 is a Year 5/6 Classroom of 9 students. As a senior room, a class focus of increased independence begins as we start to prepare for transitioning to high school.

Room 37 students attend the following specialist subjects: Monday Sport in the afternoon with Mrs Carvell, Tuesday mornings HASS with Mr Mac and Science with Mr Cunningham, Wednesday afternoon Design and Technology with Mrs Arthur and on Thursday afternoons Media Arts with Mr Mac. Students have adapted well to visiting their new specialist classrooms on these days. On Fridays we visit the Library as our book borrowing day.



A spotlight of learning in our classroom from the beginning of the school year has been to build positive relationships, mutual respect and trust between students and between students and staff. We have been working on strengthening students' social, emotional and communication skills, as well as strengthening oral language by participating in activities such as news-telling, sharing circles and playing small group and partner games (linked to student curriculum goals). Additionally, the students have been busy completing diagnostic testing and activities in all subject areas in order to develop student IEP goals for the semester. We look forward to completing parent meetings to discuss and create student goals in partnership with parents and caregivers. A special congratulations to students who have been practising their reading and have jumped up reading levels since last year!

Year 5/6 students are looking forward to the opportunity to swim in the ocean at Doddi's Beach in Halls Head for their swimming lessons during weeks 5 and 6. It will be wonderful to watch their confidence grow in the water and then further develop their independence by getting dried and changed upon exiting the water.

We are excited to continue our learning in Term 1 are looking forward to a wonderful year in Room 37.



Ms. McCarthy, Mrs. Medlam, Mrs. Scott, Mrs. Punch, Mrs. Carey, Mrs. Delia, Mrs. Frost



## ROOM 10

Room 10 has begun the year building new friendships, learning new expectations and following new routines. It can be an exhausting time for students, but also a very rewarding time when all these things come together, and the students start achieving results.

In Literacy, the class is starting to learn the story *The Little Red Hen*. They will be learning the story and changing the characters to create their own story.

In Mathematics the focus is on Place Value, learning about the days of the week and how to use a calendar to know the day and date.



Kerry Sadler



## ROOM 11

Welcome back to school. We've had a busy and exciting start to the year as students settle into their new classrooms, get to know their teachers, and build friendships—both new and old. They've adjusted well to classroom routines, working hard during structured learning times while also enjoying the freedom of recess and lunch.

Our literary journey this term began with *Thelma the Unicorn* as part of our Talk for Writing unit. Students have loved learning the story actions and incorporating key signing into their retelling. To bring the story to life, they even made unicorn biscuits—a fun and creative way to set the stage for this narrative adventure!

In Mathematics, our focus has been on developing number sense. Students have been reading, writing, and making numbers while exploring counting sequences both forward and backward. They've also been practicing skip counting through engaging hands-on activities and games. Additionally, as part of our work in Measurement and Geometry, students have been using rulers to



measure the length of different objects.

In Protective Behaviours, we are revisiting important concepts such as early warning signs and the safety continuum. Our main focus is on identifying feelings and understanding what causes them. Meanwhile, in Health, we are learning about staying safe at school, at home, and in the community.

A big thank you to all the parents and carers who took the time to attend their children's IEP meetings. In the classroom, we have been busy with assessments and activities across all subject areas to help develop IEP goals for the semester.

On behalf of all the staff in Room 11, we want to congratulate our students on a fantastic start to Term 1! We look forward to keeping you updated on our students' progress and classroom adventures throughout the year.

Mrs. Stewart





## ROOM 4

What a lovely start to the year in Room 4. We started with some fun art activities and self-portraits which enabled students to share 'all about me, my likes and dislikes', and began to foster a sense of belonging in the classroom.

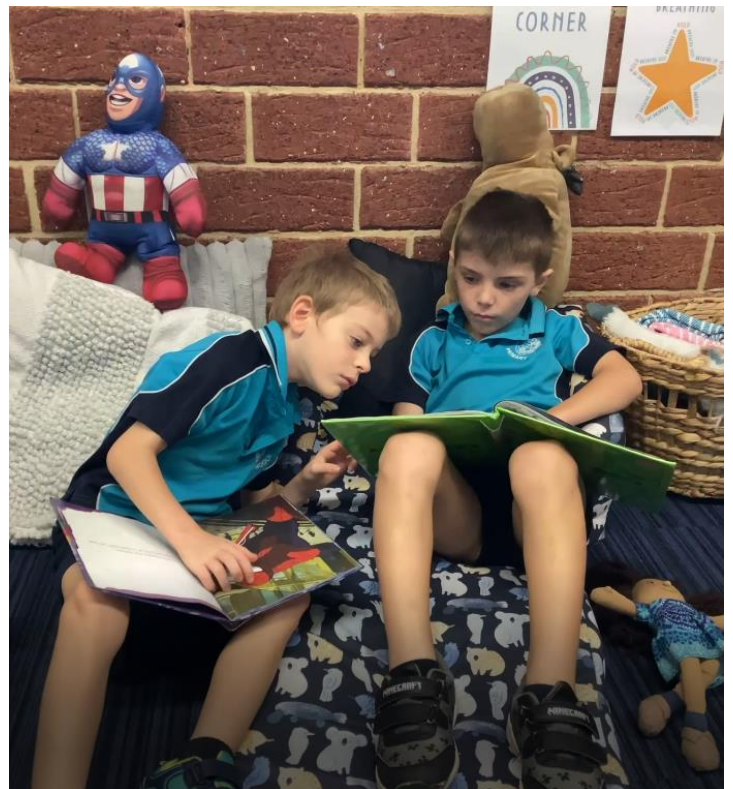
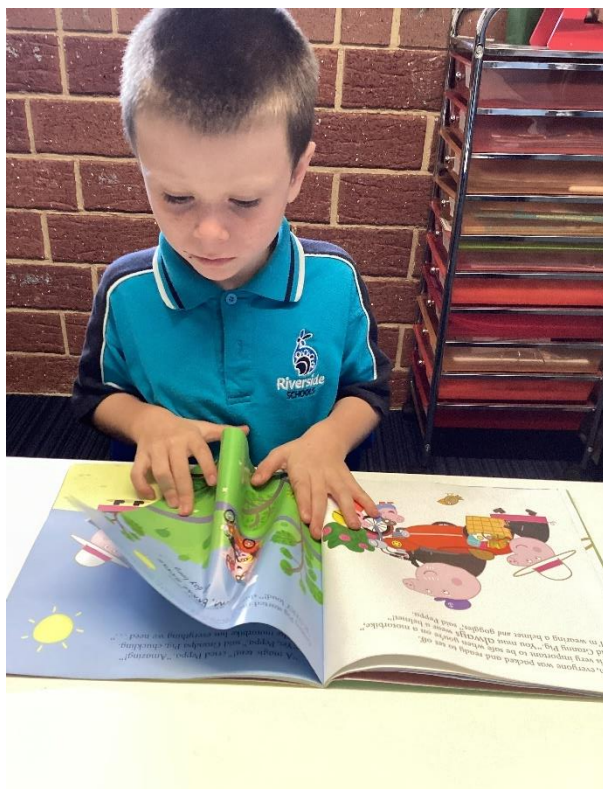
We have also been focusing on student routines and settling back into the classroom learning environment with a growth mindset.

In health, hygiene has been an important focus, beginning with a focus on morning hygiene.

The students are delighting in their specially designed 'calm corner' and they were so excited to visit the library to find some special books to read with friends during self-selected reading and relaxation.

Room 4 students have also been contributing to the school community with the eco-warrior program where we go and collect the recycling, food scraps for the worms, and water the garden.

Well done room 4!

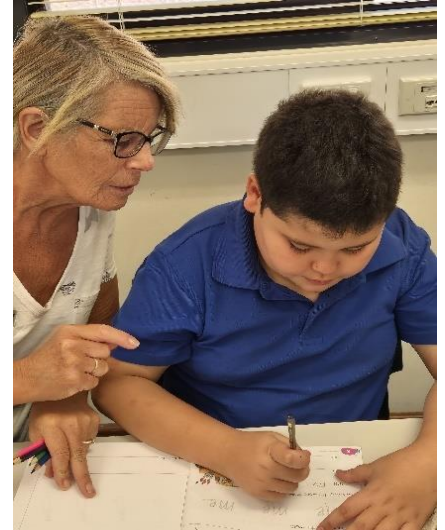
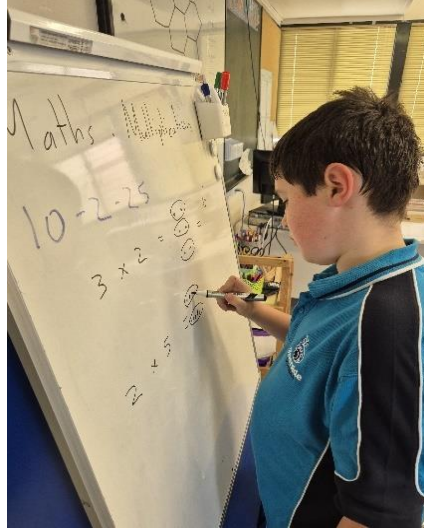




## ROOM 36

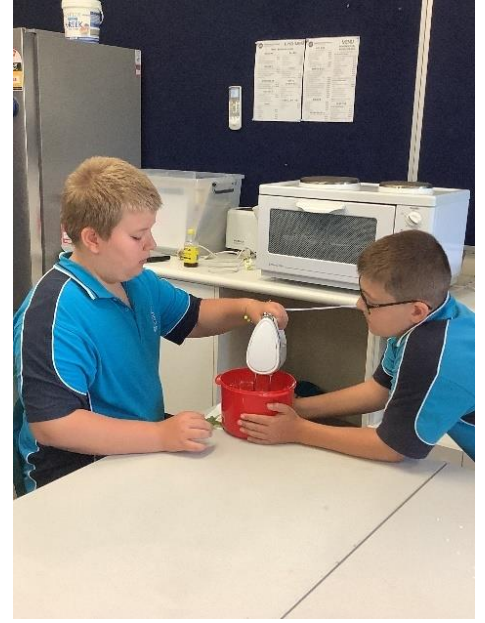
This year has begun with students diving into a mixture of multiplication, shape and location in Mathematics. This included students learning about the relative strength of hexagonal shapes and the reasons why bees use these shapes to make honeycomb.

A focus on spelling and reading in English saw students expanding their vocabulary.



Students loved the bicycle track and improving their skills on trikes, scooters, or bicycles, dependent on ability.

Room 36 also began developing their cooking skills with baking, which will be developed into a business enterprise later in the year. It has been a huge start to Term 1!



Mr. Williams