



Yurran
P-9 College

5 August 2026 | Week 4, Term 3

Newsletter

Key Dates

August

- 13** Curriculum Day / student free day
- 17 - 21** Science Week
- 17 - 21** Bullying: No Way Week
- 19** Greater Western Water Incursion
- 25** LifeED consent & payment due
- 28** Book Week Parade (8:50am)

September

- 3** Father's Day Breakfast and Stall
- 8** LifeED Incursion
- 10** R U OK? Day
- 16** Footy Colours Day
- 18** Assembly and last day of Term Three

2026 Term Dates

Term 1

29 January – 2 April

Term 2

20 April – 26 June

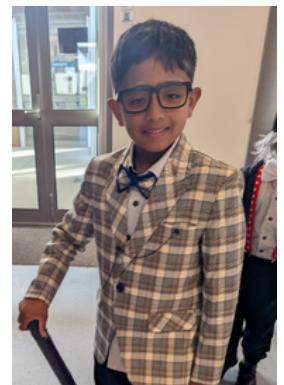
Term 3

13 July – 18 September

Term 4

5 October – 19 December

100 days at Yurran P-9!



Learn, Grow, Succeed!



From the Principal

Welcome back to Term Three!

Welcome back to Term Three! We have had a fantastic start to the term, and it has been a pleasure greeting our students and families at the school gates each morning. There is nothing better than seeing smiling faces arriving ready for another day of learning. A warm welcome also goes to the new families joining the Yurran P–9 College community. We are delighted to have you with us and look forward to partnering with you throughout your child's learning journey.

This term is filled with exciting opportunities to **Learn, Grow and Succeed**. Our dedicated teachers have carefully planned engaging, evidence-based learning experiences that are tailored to meet the needs of every student. Alongside classroom learning, students will enjoy a range of special events, incursions and extracurricular activities that enrich their educational experience and strengthen our vibrant school community.

At Yurran P–9 College, we are committed to achieving excellence in literacy and numeracy. One of our Annual Implementation Plan goals is for **85% of students to achieve at or above the expected standard in Literacy and Numeracy**. Achieving this goal requires a strong partnership between school and home. By working together, we can provide every child with the support, encouragement and opportunities they need to become confident, capable learners.

Maths is everywhere!

Mathematics is part of everyday life. Whether we are cooking, shopping, playing sport or travelling, we use maths without even realising it. Helping children recognise these everyday mathematical connections builds confidence and shows them that maths is meaningful and useful.

Research consistently shows that families have the greatest influence on children's learning, development and wellbeing. The conversations and activities you share at home play an important role in developing positive attitudes towards mathematics and building confidence.

Ways to support maths learning at home

Use mathematical language every day:

- Ask your child to find the 1 litre milk or the 500-gram packet of pasta.
 - Talk about measurements while cooking, such as teaspoons, cups, litres and millilitres.
 - Compare sizes, lengths, weights and distances using everyday language.
- 



Count in everyday situations:

- Count pieces of fruit, toys or books.
- Count the number of steps between rooms.
- Count cutlery or plates while setting the dinner table.
- Skip count by 2s, 5s or 10s together.

Go on a Number Hunt

Challenge your child to spot numbers wherever you go—house numbers, speed signs, number plates, calendars, shopping catalogues or prices in the supermarket.

Sport is full of mathematical thinking, which can be explored by:

- How is the score recorded?
- How many points is each goal worth?
- How long is each quarter or half?
- How much time is left in the game?

These conversations help children develop mathematical thinking while talking about something they enjoy.

Online maths learning

Students can also strengthen their mathematical skills through fun online activities. Some suggested websites include:

- Maths Playground
- PBS Kids
- Funbrain
- Cool Maths Games

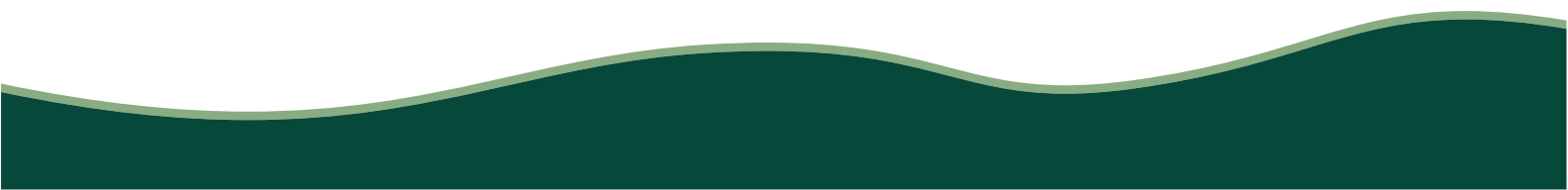
Before using any online resources, we encourage families to visit the [eSafety Commissioner](#) website to learn about safe online practices, setting healthy screen time limits and protecting personal information.

If you have any questions about your child's mathematics learning or accessing these online resources, please speak with your classroom teacher.

Together, we can nurture curiosity, resilience and confidence in mathematics and help every child develop the knowledge and skills they need to become successful lifelong learners.

Sadia Toqeer

Principal



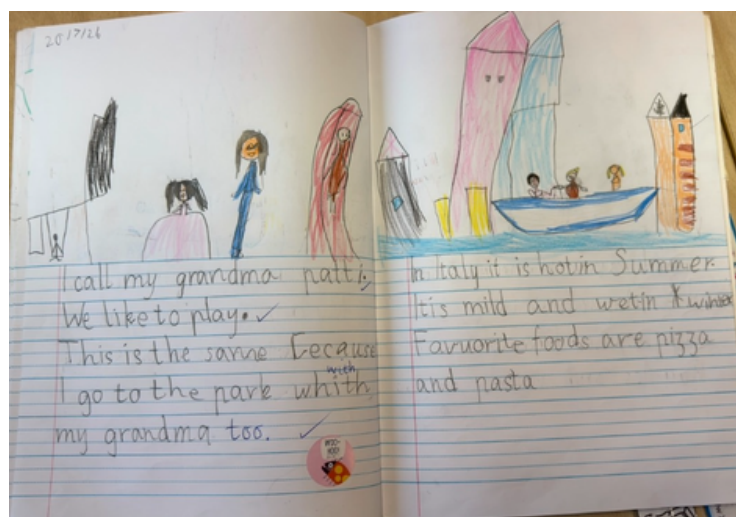
What we are learning

Literacy

Foundation - Year 1

Students have been building their text-to-self connection skills in Literacy. Using the books 'What Do You Call Your Grandma?' and 'This Is How We Do It'.

Students have been comparing the families in the stories with their own. They have been sharing what they call their own grandparents, and identifying similarities and differences between their own background and the characters in the text.

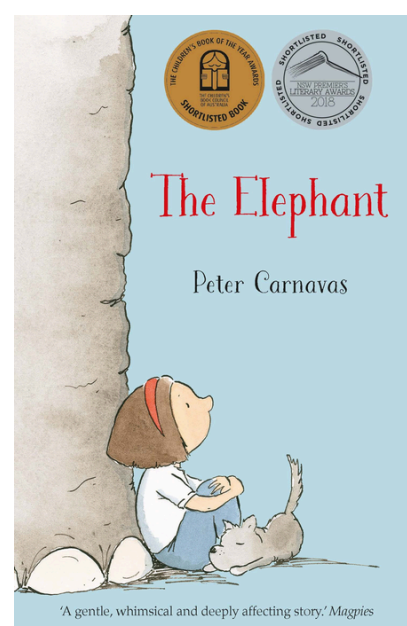


Year 2 - 5

In the Literacy block, students have been reading 'The Elephant', while learning about metaphors, similes and analogies within the text.

Students have been identifying examples of this figurative language and exploring how authors use it to create meaning and imagery for the reader.

Gengchen Zhang
Classroom Teacher

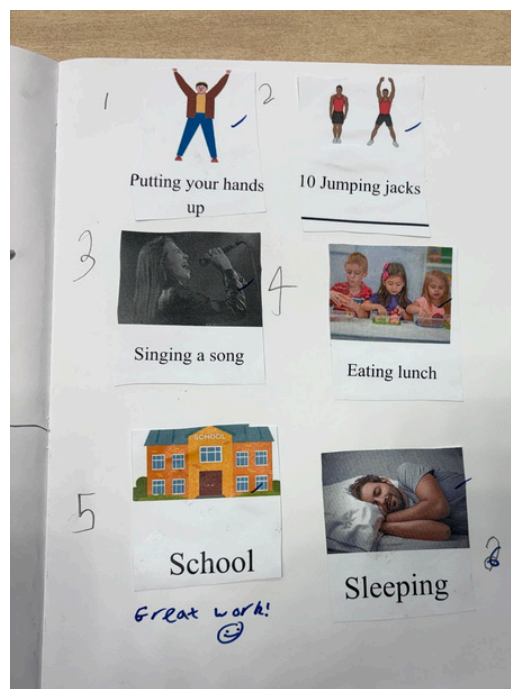
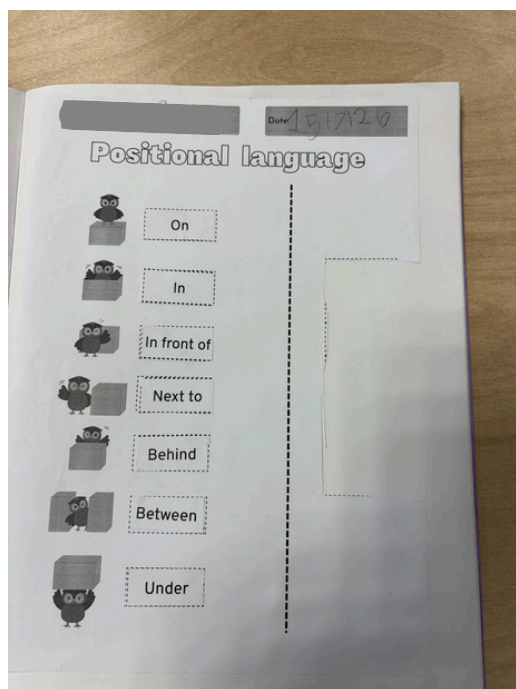


Numeracy

Foundation - Year 1

Students have begun Term Three learning about location and time.

In the location unit, students have been identifying the position of objects in relation to another object. In the time unit, the students have been learning the days of the week and duration of events.

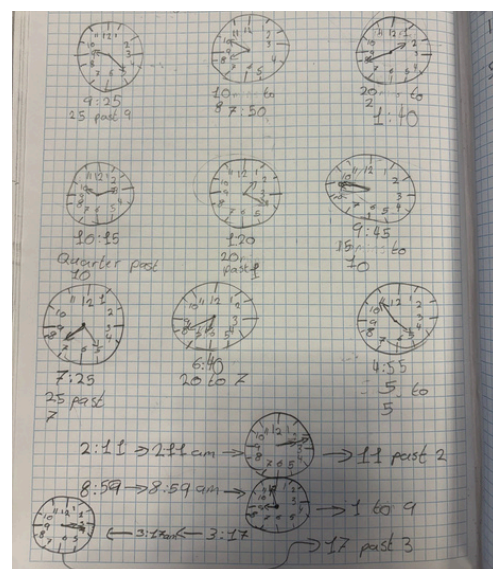


Year 2 - 5

Students have been learning about time. They have been focusing on reading calendars and analogue clocks to identify events and the duration of an event.

Ben Casey

Foundation - Year 1 Classroom Teacher





Social Emotional Learning | Resilience, Rights and Respectful Relationships (RRRR)

Respectful relationships education is part of the Victorian Curriculum and delivered by all Victorian government schools. It supports students to develop the knowledge, attitudes and skills needed for respectful relationships, and helps to build respect and equality across the entire school community. The goal is to create a safe, supportive school environment where everyone feels valued and treated equally.

Research tells us that providing respectful relationships education at school can lead to positive impacts on students' academic outcomes, their mental health, classroom behaviour and relationships.

Our school uses the Department of Education's evidence-based teaching and learning resources to teach our students about Respectful Relationships from Foundation to Year 6.

This term, students will be learning Topic 4 – Problem Solving, supporting students to learn a range of problem-solving techniques to apply when confronting personal, social and ethical dilemmas. They engage in scenario-based learning tasks to practise their problem-solving skills in relevant situations.

The second unit will also be Topic 5 – Stress Management, which will support students to consider the causes of stress and develop a range of self-regulation and coping strategies they can draw on to manage stressful situations.

The last unit of the term will be Topic 6 – Help-seeking, supporting students to develop skills and knowledge for peer support, peer referral and help-seeking.

If you would like further information about Respectful Relationships education, you can visit the Victorian Government's Respectful Relationships page [here](#).

At home activity

Problem solving

Activity: Come up with three positive and different ways to solve this problem: *You and your family arguing over which show to watch on TV.*

Stress Management

Activity: Ask your child to interview different family members and then draw a picture of them. Your child can ask: *What do they like to do to help them calm down or cheer up?*

Melissa Masutti

Mental Health and Wellbeing Leader and Subject Teacher (The Arts)



Social Emotional Learning | BodyKind August

BodyKind August is the Butterfly Foundation's annual health promotion initiative that encourages people to be kind to their own body and others. It is a chance to come together as a school community to support young people's body image so all bodies are treated with compassion and respect. Online, face to face, everywhere!

Butterfly has conducted research among young people to better understand what they think and feel about their bodies, and what impact body dissatisfaction has on their lives. Butterfly's survey found that more than 90% of young people in Australia are experiencing body dissatisfaction, significantly impacting all aspects of their lives.

- 75.5% reported wishing they were thinner or leaner, while 67% wished they were more muscular.
- 53.8% reported overall dissatisfaction with how their body looks.
- 78.5% reported experiencing negative comments or appearance-related teasing.
- Concerns about body image frequently stop 34.5% of young people from participating in sports or physical activity.
- Over 73% of young people stated they rarely or never talk to anyone when feeling bad about their body or appearance.
- Over 57% of young respondents indicated that social media platforms actively make them feel dissatisfied with their bodies.

If you would like to learn more about BodyKind August or Butterfly's work, you can view their website [here](#). There are also some tips for parents/carers on the next page.

Melissa Masutti

Mental Health and Wellbeing Leader and Subject Teacher (The Arts)



BODY IMAGE *Tips* FOR PARENTS

Children are very sensitive to messages about body image and appearance from their parents. Often you may not even be aware of the messages your child is hearing from you. Parents can have a very positive impact on the way a child feels about the way they look and their self esteem. Helping your child develop a healthy body image is important as it can also strengthen their relationship with eating and exercise and reduce the risk of developing disordered eating and eating disorders.

Here are some tips on ways you can be a good body image role model for your child:

Reflect on your own relationship with your body.

This may not be easy but being aware of your attitude towards your own body will help you be conscious of the messages you send to your kids. Try to avoid looking in the mirror and making negative comments about the way you look. If your child sees that you feel comfortable and happy with your body, this can help them feel comfortable in their own skin.

Avoid talking about diets. Dieting is the biggest risk factor for an eating disorder. Try to avoid talking about diets, your "naughty" eating habits, or your weight and size. This can give kids the impression that weight and size are highly valued by you and they might feel pressure to look a certain way or be a certain size. Celebrate diversity and emphasise how loved and valued your child is no matter what their weight, shape or size.

Talk to your child about the way they feel about the way they look. Encourage your child to talk with you about their feelings. Create space to talk about things on a daily basis including what is happening with their friends. If your child feels safe to talk to you, then they are likely to share feelings about their bodies with you.

Help your child stay body confident when using social media. Talk to your child about the realities of digital manipulation and that what they see in the media and online is not always real. Encourage them to reflect on how their social media experiences make them feel and if it's not positive then they need to change it up.

Despite best parenting efforts serious body image issues and eating disorders do develop. It's important to recognise the warning signs of body dissatisfaction and low self esteem as early as possible. There are certain cues you can pick up on in your child once you know what to look for.

Here are some warning signs to keep an eye on in your child:

- Withdrawal from social events and activities that they used to enjoy
- A focus on diets, calories, health and particular foods. They might talk about wanting to be healthier or fitter and become obsessive about checking the nutritional content of what they are eating.
- They might become irritable or anxious around dinner time. They may refuse to eat certain foods or whole food groups.
- Complaints about the way they look, e.g. "I'm ugly" or "I'm fat", or negative comments about their abilities, e.g. "I'm hopeless"
- Frequent self scrutiny – such as weighing themselves or excessively looking at their reflection.
- Change in clothing style such as wearing baggy or oversized clothing

If you notice any of these signs in your child it is important to seek help as early as possible. You know your child best, so trust your instincts. If you are finding it hard to be accepting of your own body, remember it's never too late to seek help.

Butterfly can support you. Call our National Helpline on **1800 ED HOPE (1800 33 4673)** or email us at **support@butterfly.org.au**



Assessment and Reporting

NAPLAN results and information for families

We'd like to inform **families of students in Years 3 and Year 5 that NAPLAN results were distributed in Week One of Term Three during Parent Teacher Interviews.** If you haven't yet received your child's report, please reach out to their classroom teacher.

NAPLAN results are reported using four proficiency levels introduced by the Australian Curriculum, Assessment and Reporting Authority (ACARA) to provide a clearer picture of student achievement. These levels are:

- Exceeding
- Strong
- Developing
- Needs Additional Support

NAPLAN continues to assess key areas of literacy and numeracy: **reading, writing, spelling, grammar and punctuation, and numeracy.** The reporting format gives parents and carers more accessible, easy-to-understand information about their child's progress and achievement in comparison to national expectations.

This data is one of many tools we use at school to identify learning strengths and areas for growth, and to ensure that each student is supported in their development.

If you have any questions about your child's NAPLAN results or would like to discuss them in more detail, we encourage you to contact your child's teacher.

Celebrating Principals' Day!

Friday 7 August 2026

Join us in celebrating Principals' Day! It is an opportunity to recognise and thank our school leaders, Mrs Toqeer and Ms Patterson for their dedication, leadership, and commitment to our school community.

We acknowledge the important role they have played in establishing our new school. We are grateful for the way they support students, staff, and families, while leading teaching, learning, wellbeing, and school improvement every day.

We thank our Principals for the care, guidance, and vision they bring to our school community.

Barbara Venuto
Learning Specialist



Wellbeing and Engagement

100 days of school

On Wednesday 29 July, we celebrated our very first 100 Days of School! 🎉🌟

To celebrate 100 Days Brighter, our students dressed up to reflect 100 years of age and had a fantastic day participating in activities all about the number 100. They built towers using 100 cups, created pictures using 100 icy pole sticks, and enjoyed playing Race to 100. They also worked together to create a special 100 Days of School art piece, which will be proudly displayed in our school.

What a fun way to celebrate 100 days of learning, growth, and achievement!



Occupational therapist students from Deakin University

Hello! We are three Deakin University students completing our 8 week placement at Yurran this term. Our goal while here is to build upon the school's curriculum and assist with student needs.

Over the next five weeks, we will each be running three small group sessions:

- **Sami** will be working on underlying fine motor skills aiming to build upon students' hand coordination, strength and precision, targeting learning skills at school including cutting, writing, and arts and crafts.
- **Ivy** will be working on handwriting aiming to improve the appearance and legibility of words by developing visual motor integration (the coordination between hand and eyes when writing, drawing or manipulating objects).
- **Chelsea** will be working on resilience, adaption and prosocial behaviour in the playground, aiming to strengthen child wellbeing, peer interactions, and transference of regulation into the classroom.



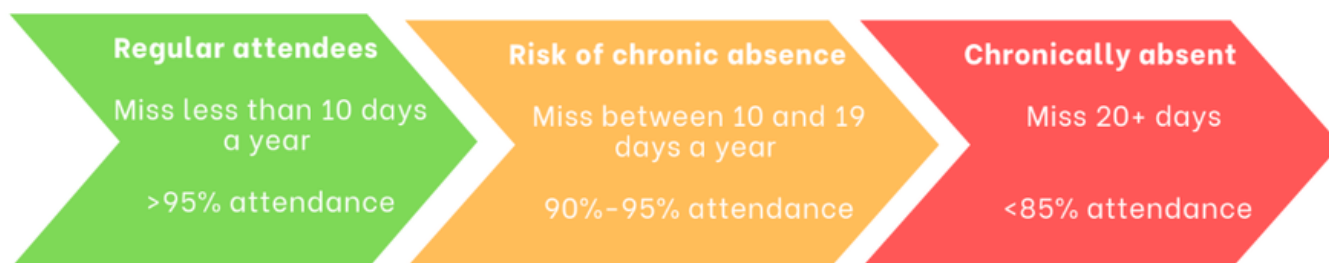
Attendance matters, every day counts!

At Yurran P-9 College, we believe that every day at school is an opportunity to learn, grow and succeed. Regular attendance is one of the strongest predictors of student success. Students who attend school every day are more likely to achieve better learning outcomes, build strong friendships, develop confidence and develop a strong sense of belonging within our school community.

Everyday, every lesson matters.

Missing just one day of school each fortnight adds up to almost 20 days of learning over the course of a school year. These missed learning opportunities can make it more difficult for students to keep up with new concepts, classroom routines and their peers.

Attendance Matters



Our attendance goal

At Yurran P-9 College, we encourage every student to strive for 95% or more attendance and to arrive at school on time by **8:40am** each day. Being on time ensures students are settled, calm, connected and ready to make the most of every learning opportunity for the day.

How families can help

Families play an important role in supporting their child's attendance and learning. Here are some simple ways you can help:

- Establish a consistent bedtime routine.
- Set an alarm for a calm morning routine to ensure your child arrives at school on time.
- Plan family holidays during the scheduled school holiday periods to minimise disruption to your child's learning and for maintaining continuity with classroom programs.
- Where possible, arrange medical, dental and other appointments outside of school hours, after school or on weekends.
- Encourage your child to attend school every day unless they are genuinely unwell.
- If your child is experiencing difficulties attending school, please contact us early so we can work together to provide support.



Congratulations to our Attendance Champions **Kirtan, William and Daniel**, for achieving 100% attendance in Semester One!

What a fantastic achievement! Your commitment to coming to school every day is something to be proud of.

We can't wait to see who our Term Three Attendance Champions will be. Keep up the great attendance, everyone!

Whole school attendance

Whole School Attendance for Semester 1: 90%

Attendance Challenge

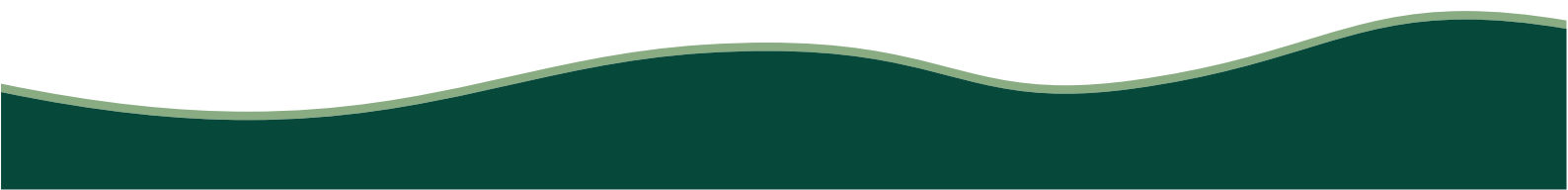
Our goal is for every class to achieve **95% attendance or higher** during **Term Three**.

Every day at school matters. Regular attendance helps students build stronger learning, develop lasting friendships, and create brighter futures.

Let's work together to ensure every student **is here every day, ready to learn, grow and succeed!**

Sadia Toqeer

Principal





Every day counts

Missing **one day per fortnight**
adds up to missing
four weeks of school a year.



Community Updates

Respectful Behaviours within the School Community Policy

This policy outlines the shared roles of parents, carers and school staff in creating a positive environment for learning. There are also other policies that set out clear standards of behaviours that are specific to school staff and students. An [Easy English version \(PDF, 1.26MB\)](#) of this policy is also available.

When parents/carers and school staff work together as one team, our students do better. Victorian Government schools want to work with parents and carers to achieve this.

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

Building a positive relationship with your school

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

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

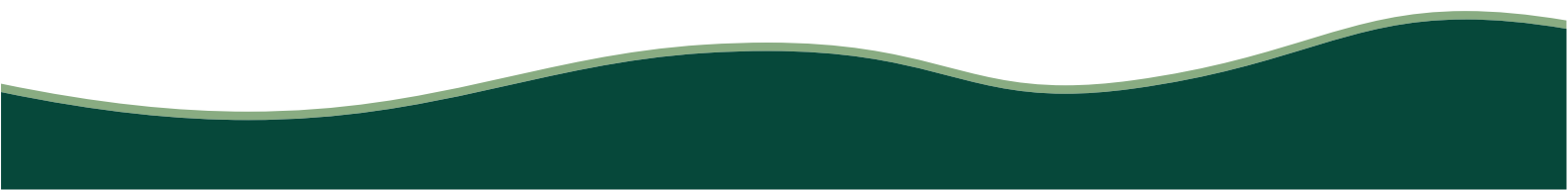
- open and honest communication
- trust and respect
- working together
- fair and reasonable expectations by all.

To understand more about how to build a positive connection to your school, access the [Family Engagement in Learning \(PDF, 343KB\)](#) resource.

Shared responsibility of members of the school community to behave respectfully

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

Respectful behaviours are important in building strong, healthy and thriving school communities.





School staff in Victorian Government schools have to follow the [Respectful Workplaces Policy](#) to build and maintain a respectful workplace, including:

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

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

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

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

Respectfully raising complaints at your school

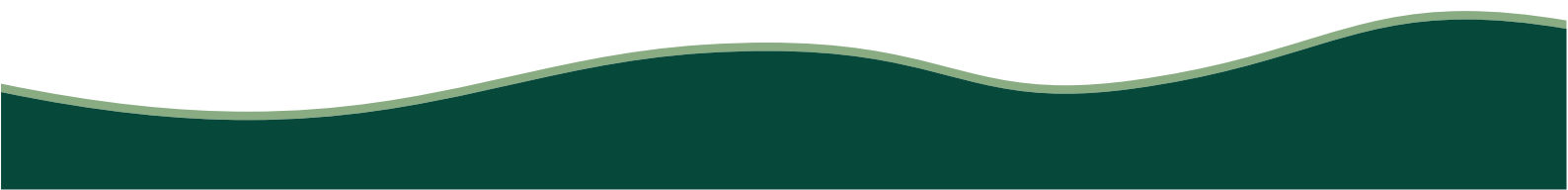
The Department supports your right to make a complaint and provides a Parent Complaints Policy to help you do this. Complaints from parents and carers help the school community by providing feedback to improve how a school operates. Schools welcome complaints from parents and carers if they are communicated in a respectful and constructive way. They may ask that concerns be communicated in writing.

The [Family Engagement in Learning \(PDF, 343KB\)](#) page shows parents and carers how they can best talk to schools to provide feedback or complaints. Each school is different in how they prefer to talk to you– please refer to your school's guidance.

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

You can also ask your school for an interpreter or translator to help communicate with the school, as per the Interpreting and Translation Services Policy.

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





Unacceptable behaviours and consequences

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

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

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

- being violent or threatening violence of any kind, including being physically intimidating, aggressive hand gestures or invading another person's personal space
- speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media, or over the telephone
- sending demanding, rude, confronting or threatening letters, emails or text messages
- discriminatory or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

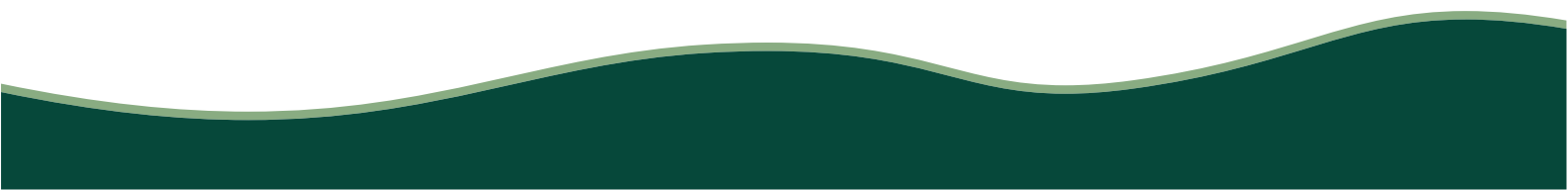
If a parent or carer behaves in an unacceptable way, the school principal may contact them to talk about this further and there may be consequences. This may include making a [School Community Safety Order](#) to prohibit or limit harmful, threatening or abusive behaviour from a parent, carer or other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

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

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

For more information about this policy, email safer.school.communities@education.vic.gov.au.

Sadia Toqeer
Principal



How to enrol



What You'll Need:

- Centrelink Customer Reference Numbers (CRNs) for yourself and your child if you would like to claim Child Care Subsidy (CCS). Note that the person completing the enrolment must be the same person linked to the child for CCS
- Bank account details or card for direct debit
- One or more emergency contacts
- Doctor's contact information, management plan for any relevant medical conditions and your child's immunisation record

Steps:

- 1 Scan QR Code above or head to oshclub.com.au/register and click on Get Started to register as a new Kidsoft user
- 2 Validate your registered email address (you will receive an email)
- 3 Create your account password
- 4 Select your school in 'Find a Place'
- 5 Complete the 'waitlist' form by adding your child's details (separate one for each child)
- 6 Complete and submit the enrolment form

Tips:

- Please allow 10-15 minutes to enrol, so it's a great time to grab a cuppa!
- Your email address will be your username and the main point of contact.
- Download the Kidsoft app on your mobile to manage your bookings!

We're here to help!

Our friendly customer service team is here to assist with any enquiries.

✉ oshaccounts@junioradventuresgroup.com.au

☎ 1300 395 735

For service specific information and contact details, head to oshclub.com.au and search for your school.



Lithium-ion battery safety from Fire Rescue Victoria

As the school year continues, many students are using devices such as laptops, tablets, phones, e-bikes and e-scooters. Most of these devices contain lithium-ion batteries, which have become part of everyday life, but need to be used safely.

Fire services are responding to an increasing number of fires caused by lithium-ion batteries, often caused by incorrect charging or leaving devices unattended. That's why fire safety at home is especially important during the school year.

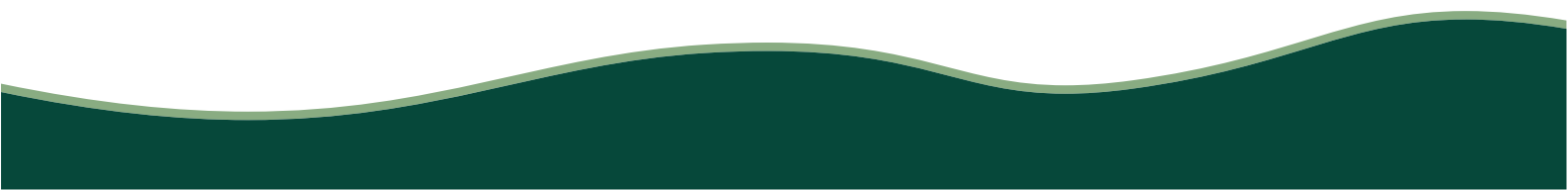
You can help reduce the risk by:

- Only using the charger and battery designed for each device
- Unplugging devices once fully charged
- Never charging devices on soft surfaces like beds or couches
- Not charging devices overnight, or when no one is home
- Charging larger devices such as e-bikes and e-scooters away from living spaces and keeping them clear of exits
- Regularly checking devices and stopping use if a battery looks damaged, swollen or overheats.

You can watch Fire Rescue Victoria's safety video [here](#).

It's also important to make sure smoke alarms are working and tested every month. Fire Rescue Victoria recommends installing smoke alarms in bedrooms, living rooms and near areas where devices are charged—because working smoke alarms save lives.

For more tips on lithium-ion battery safety, visit their website [here](#).



Wyndham Community Connector

A COMMUNITY CONNECTOR CAN PROVIDE FREE AND CONFIDENTIAL ADVICE

Supporting you to access the services you need to stay living at home, active and connected with your community.

We are an access point for Wyndham residents to connect with personalised support to navigate formal and informal services and groups/activities.

Our connectors can work with all residents and carers of residents living within the Wyndham municipality.

The community connector team is available Monday to Friday between 8am – 5pm.



(Interpreter available on request)

Community Connectors will be available at the following Community Learning Centres:

- **Tarneit Community Learning Centre**
WEDNESDAY 8am – 5pm
- **Point Cook Community Learning Centre**
THURSDAY 8am – 5pm
- **Manor Lakes Community Learning Centre**
FRIDAY 8am – 5pm

Additional days and Community Centres may be available, for more information please contact 8734 4514.

Please note during Community Centre closures the Community Connectors will only be contactable by phone or email.

www.wyndham.vic.gov.au/communityconnector

What matters to you?

How can we help you?

Is it important to you to stay connected to your community?

What information would help you connect to your local area supports and services?

Do you or someone you know need support with daily living to maintain independence?

Do you need an advocate to support you and work on your behalf to represent your wishes?

A Community Connector can assist with, however not limited to:

- Information about services that support you to participate in your community, feel safe and supports your wellbeing or that of your family.
- Connecting with local community groups and activities
- Information about council services

Access and connect to:

- State & Commonwealth funded programs
- Home & Community Care for Younger Persons (HACC PYP)
- My Aged Care (MAC)
- National Disability Insurance Scheme (NDIS)

Connection to emergency relief supports, for example:

- Food relief and material aid
- Mental health support and counselling
- Family violence support
- Family, youth and social support
- Homelessness and emergency accommodation
- Financial support

Events at Wyndham City Libraries

KIDS & YOUTH PROGRAMS AT WYNDHAM CITY LIBRARIES

TERM 3:

Monday 13 July –
Friday 18 September
2026

Location	Monday	Tuesday	Wednesday	Thursday	Friday
Hoppers Crossing Library (Pacific Werribee, Derrimut Road)	Creative Writing Corner 4 - 5pm Fortnightly Ages 8 - 14 Dates: 20/7, 3/8, 17/8, 31/8, 14/9	Resume Help 15 - 25 Year Olds* Weekdays by appointment		Kids Club 4 - 5pm Weekly Ages 5+	Lego Club 4 - 5pm Weekly Ages 5+
					All Ages Chess 4 - 5pm Weekly
Julia Gillard Library Tarneit	Robo Lab* 4 - 5pm 1st and 2nd Monday of the month Ages 11 - 15 Dates: 13/7, 3/8, 10/8, 7/9, 14/9	All Ages Chess 4 - 5pm Weekly	Kids Club 3:45 - 4:45pm Weekly Ages 5+	Lego Plus 4 - 5pm Weekly Ages 5+	Resume Help 15 - 25 Year Olds* Weekdays by appointment
	Art Lab 4 - 5pm 3rd Monday of the month Ages 9 - 13 Dates: 20/7, 17/8				
Manor Lakes Library	All Ages Chess 3:15 - 4:15pm Weekly	Resume Help 15 - 25 Year Olds* Weekdays by appointment	Board Games 3:30 - 4:30pm Weekly Ages 5+	Kids Club 3:30 - 4:30pm Weekly Ages 5+	Lego Club 3:30 - 4:30pm Weekly Ages 5+
			Robotics and Coding* 3:30 - 4:30pm Fortnightly Ages 10 - 15 Dates: 29/07, 12/08, 26/08, 09/09	Beginners' Code Club* 3:30 - 4:30pm Weekly Ages 8 - 12 Dates: 23 July to 10 September	
Werribee Library (Wedge Street)			Beginners' Code Club* 3:30 - 4:30pm 2nd and 4th Wednesday of the month Ages 8 - 12 Dates: 22/7, 12/8, 26/8, 9/9	Lego Plus 4 - 5pm Weekly Ages 5+	
			Family Fun Club 4 - 5pm Weekly Ages 3+		

Events at Wyndham City Libraries

KIDS & YOUTH PROGRAMS AT WYNDHAM CITY LIBRARIES

TERM 3:
Monday 13 July –
Friday 18 September
2026

Location	Monday	Tuesday	Wednesday	Thursday	Friday
Point Cook Library		All Ages Chess 4 - 5pm Weekly	Art Lab* 4 - 5:30pm 1st and 2nd Wednesday of the month Ages 9 - 13 Dates: 5/8, 12/8, 2/9, 9/9	Kids Club 4 - 5pm Weekly Ages 5+	Resume Help 15 - 25 Year Olds* Weekdays by appointment
			Robo Lab* 4 - 5:30pm 3rd Wednesday of the month Ages 11 - 15 Dates: 19/8, 16/9		
			Family Fun Club 4 - 5pm Weekly Ages 3+		
Truganina Library Lounge	Family Puzzles and Games 3:30 - 4:30pm Weekly All ages	Art Lab 4 - 5pm 1st and 3rd Tuesday of the month Ages 7 - 13 Dates: 21/7, 4/8, 18/8, 1/9, 15/9	Resume Help 15 - 25 Year Olds* Weekdays by appointment	STEAM Lab: Edison Robots 3:30 - 4:30pm Weekly Ages 10 - 15	Family Film Club 4 - 5:30pm Fortnightly Ages 5+ Dates: 17/7, 31/7, 14/8, 28/8, 11/9
Williams Landing Library Lounge	Study Space, Daily, 3:30 - 5:30pm				
	Lego Plus Drop in from 4 - 5pm Weekly Ages 5+	Lego Plus Drop in from 4 - 5pm Weekly Ages 5+			Family Fun Club 4 - 5pm Weekly Ages 3+
Online Programs	Resume Help 15 - 25 Year Olds* Weekdays by appointment	Read With Me* 3:40 - 5pm Weekly Prep - Grade 6	Kids Club Online Visit us online at wyndham.vic.gov.au/kidsclub for FREE online activities for children aged 5-12.		



*Bookings required:
wyndham.vic.gov.au/libraries-education-and-youth
wyndham.vic.gov.au/kids-events-activities

Children under 12 must be accompanied by an adult when using the library and attending library programs.
wyndham.vic.gov.au/libraries | 03 8734 8999

People of Yurran

Barbara Venuto | Learning Specialist

What is your favourite colour?

Green as I love to spend all my free time outside in nature.

What is your favourite number and why?

My favourite number is 10.

It's the best number to work with in Maths.

What is your favourite book and why?

Charlotte's Web is the first chapter book I read as a child.

Not only was I really proud that I read it by myself, I found myself relating to all the characters. It's a classic.

What is your favourite food?

Home-made chicken and vegetable soup. It is so comforting and very nourishing.

What do you like most about your role?

I feel very privileged to get to work with every student in our school. I am teaching Science at the moment which is one of my favourite subjects. I think I am super lucky to be at Yurran from the very beginning to help create this wonderful place to learn and grow.

What is something that is unique about you?

I am an indoor plant fanatic! I have 33 indoor plants at home and one on my desk at school.



Volunteers

Help us make a difference!

We are looking for enthusiastic volunteers to support our College community throughout the year. Some events we have coming up include:

- Father's Day stall
- Breakfast Club
- Helping with our library

If you are interested and have a Working With Children's Check, please contact our Administration team.