



Yurran
P-9 College

17 September 2026 | Week 10, Term 3

Newsletter

Key Dates

September

- 18** Assembly and last day of Term Three
- 18** All library and take home books to be returned to school

October

- 5** First day of Term Four
- 30** Halloween Disco

November

- 2** Professional Development Day (no school)
- 3** Melbourne Cup Public Holiday
- 11** Remembrance Day

December

- 3** International Day of Persons with Disabilities
- 9** Twilight Christmas Carols
- 17** Last day of Term Four
- 18** Curriculum Day (no school)

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 – 18 December

Photo highlights



Learn, Grow, Succeed!



From the Principal

Term Three – What a wonderful term!

As we come to the end of Term Three, I would like to take a moment to reflect on what has been another busy and rewarding term at Yurran P–9 College. It is hard to believe how quickly the year is moving! As spring arrives, we are enjoying brighter days, blossoming trees and a renewed sense of energy across the college. Just as spring represents growth and new beginnings, we continue to see our students Learn, Grow and Succeed in so many different ways.

As a new school, every term brings new experiences, new traditions and opportunities to strengthen our sense of community. I am incredibly proud of the progress we are making together and the positive culture we are continuing to build at Yurran.

Celebrating our First Book Week

This year was particularly special as we celebrated Yurran P–9 College's first Book Week. It was wonderful to see our school come alive with books, imagination, creativity and storytelling.

The highlight was our Book Week Parade, where students and staff proudly dressed as characters from their favourite books. There was such a wonderful sense of excitement throughout the college, and it was fantastic to see the creativity and enthusiasm of our students and families.

Book Week is more than dressing up. It is an opportunity to celebrate the joy of reading, encourage children to discover new stories and authors, and develop a lifelong love of books.

A very big thank you to our families for supporting our first Book Week and helping make it such a memorable celebration for our students.

Celebrating Father's Day and Special People

On Thursday 3 September, we welcomed families to our Father's Day and Special Persons Breakfast.

It was wonderful to see so many parents, carers and special people joining our students for this special occasion. These moments are important because they strengthen the connection between home and school and allow us to celebrate the people who play such an important role in the lives of our children.

We extend our warmest wishes to all the dads, grandfathers, uncles, stepdads, foster fathers and special people who support, encourage and care for our students.



A special thank you also goes to the families who supported our Father's Day Stall and to our wonderful volunteers who generously gave their time to organise, set up and run the stall. Your contribution helped our students choose something special for the important people in their lives.





Parent/Caregiver/Guardian Opinion Survey

Thank you to all the families who took the time to complete the 2026 Parent/ Caregiver/ Guardian Opinion Survey. As a new school, your feedback is particularly valuable. It helps us understand what we are doing well and where we can continue to improve. Your feedback provides important information about areas such as communication, school programs, student engagement, wellbeing and the overall experience of our families.

We will use the survey findings to inform our planning and priorities as we continue to develop Yurran P-9 College.

Thank you for sharing your experiences and perspectives. Your voice contributes to the ongoing growth and development of our school.

Planning for 2027

It is hard to believe that we are already beginning to plan for 2027. Our leadership team is working through class structures, staffing and recruitment for next year.

As part of this planning, we ask families to let us know as soon as possible if your child/children will not be returning to Yurran P-9 College in 2027. Early notification helps us plan effectively and ensure we are prepared to support all students next year.

If your child will not be returning, please contact the school office on 7300 7117.

Foundation enrolments for 2027

We are also continuing to welcome families who are preparing for their child to begin Foundation in 2027.

Throughout Term Two and Three, we have welcomed prospective Foundation families through our Tuesday morning and after-school school tours. It has been wonderful to share our school, our vision and our growing Yurran community with new families.

A reminder to our current families: if you have a child who will be starting Foundation in 2027, please ensure that their enrolment form is submitted and finalised as soon as possible.

Enrolment information and forms are available on our school website. If you have any questions about the enrolment process, please contact the school office.

Kinder to Foundation transition – Getting ready for 2027

Our Kinder to Foundation Transition Program is designed to help children become familiar with their new school, meet our staff and begin building a sense of belonging at Yurran. Our Kinder – Foundation transition sessions will be held on Thursday 15 October and Thursday 29 October 2026. We look forward to welcoming our future Foundation students and their families, supporting them as they begin their journey at Yurran.





Term Four – Sun protection – ‘No Hat, No Play’

As we move into Term Four and the warmer months, it is important that we continue to keep our students safe from the sun.

Our ‘No Hat, No Play’ policy will be in place throughout Term Four. Students without an approved school hat will need to remain in designated shaded areas during recess, lunchtime and outdoor learning.

Students are required to wear an approved Yurran P–9 College hat, such as our wide-brimmed or bucket hat. Baseball caps are not permitted as they do not provide sufficient protection to the ears and neck.

School hats can be purchased through Uniform Group, either online or from their retail outlet. We encourage families to check that their child has a hat ready for Term Four and to clearly label it with their full name.

Thank you for helping us keep our students safe while they enjoy learning and playing outdoors.

Looking ahead

As we finish Term Three, I would like to thank our students, staff and families for the continued support, trust and partnership you provide.

We are building something very special at Yurran, a school founded on high expectations, respectful relationships, strong learning and a genuine sense of belonging. Every day, our students are learning to take responsibility, show respect, challenge themselves and celebrate their growth.

I look forward to another exciting term as we continue to Learn, Grow and Succeed together.

Sadia Toqeer

Principal



What we are learning

Literacy

Foundation - Year 1

Students have been learning about tongue twisters and creating sentences that include these to expand on their ideas. The popular tongue twister among the classes has been 'How much wood, would a woodchuck chuck, if a woodchuck could chuck wood?'

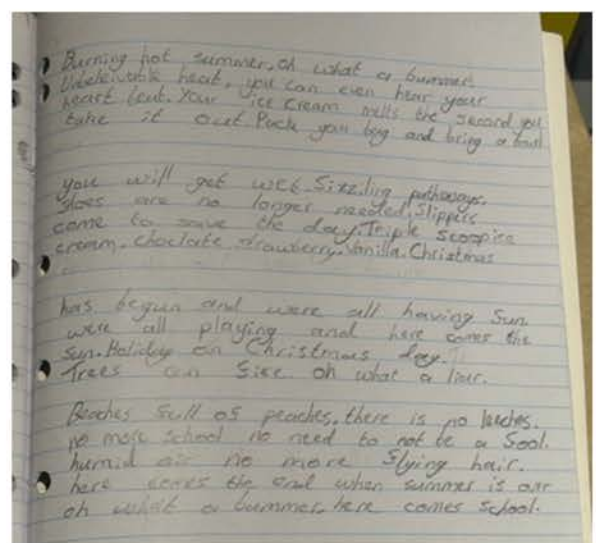


Year 2 - 5

Students have been learning about poetry. They have been looking at different haiku poems and creating their own haiku. The students have been developing their writing to include imagery, allowing the reader to create images through the words.

Ben Casey

Classroom Teacher and Subject Teacher (PE)



Numeracy

Foundation - Year 1

Students have been learning about length and comparing the size of various objects. They have used unifix blocks, icypole sticks, dominoes and counters to measure objects. One fun task students completed was to measure how far we could jump. They used recording sheets to write their measurements.

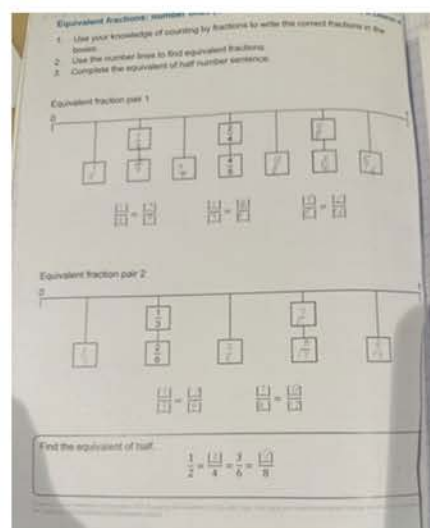
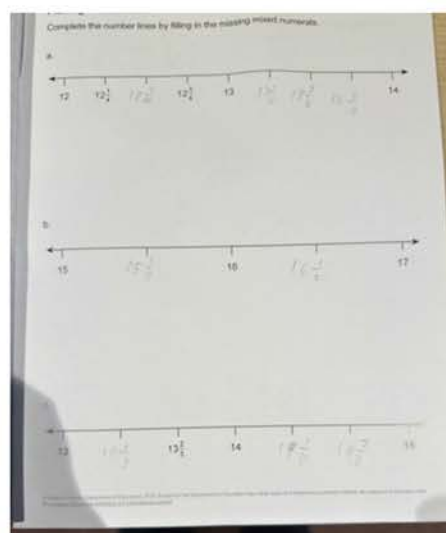
Measurement distance recording sheet

Calculate the length of your jump. Record your results in the template below.

	Length in unifix blocks	Length in ~~wooden cubes~~ dominoes	Length in circle counters	Length in ~~square counters~~ teddies	Length in popsicle sticks
Jump 1	50	~~24~~	58	40	9
Jump 2	65	26	76	42	12

Year 2 - 5

Students have been continuing to learn about fractions. They have been ordering and understanding how to add fractions with common denominators. Students have learnt to convert improper fractions into mixed numerals.



Gengchen Zhang

Foundation - Year 1 Classroom Teacher

Science

Foundation - Year 1

During Term Three, the Foundation and Year One scientists investigated the weather. They learned how to determine what to wear and which suitable activities to do, as guided by our seasons. They also looked at the sky and measured the temperature using a thermometer. The students undertook a science experiment that included making a prediction, followed by finding out an actual result, when replicating the action of a cloud with a saturated sponge.

Year 2 - 5

The Year Two-Five scientists undertook studies in Geology throughout Term Three. Each of the students had the opportunity to physically examine a variety of rocks, minerals and gems. From their observations, they were able to determine properties such as 'hardness' and used Moh's Hardness Scale to suggest functions for these objects in our everyday lives (e.g. granite is suitable as a benchtop). The students completed their Geology unit with a mining simulation, extracting chocolate chips (precious rocks, minerals, and gems) out of biscuits (the land), endeavouring to cause minimal environmental impact to the biscuit (land).



Barbara Venuto

Learning Specialist and Subject Teacher (Science)

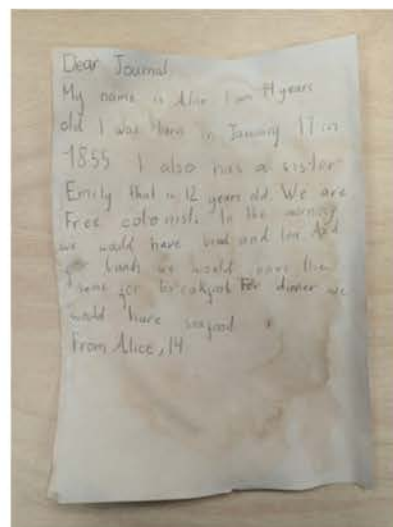
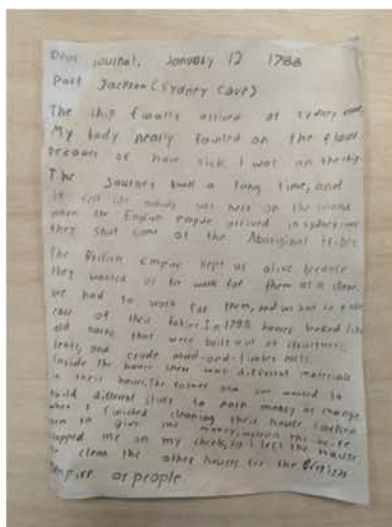
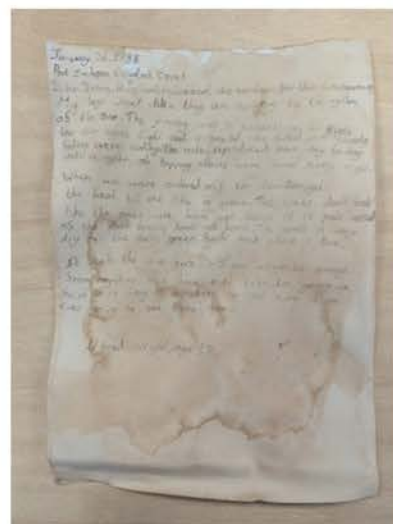
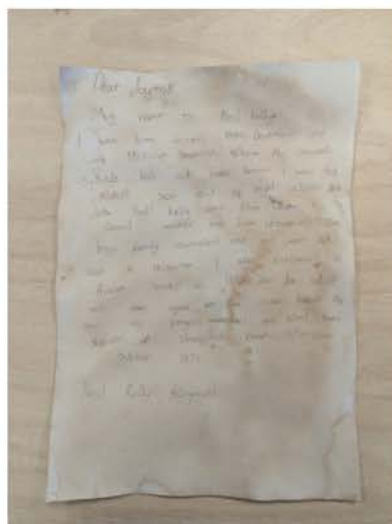
Humanities

Year 2 - 5

The Year Two - Four Historians created a character notebook to support their learning of describing the significant events and the experiences and perspectives of people in Australia between 1750 and 1800. They have also described causes and consequences of early colonisation for Aboriginal and Torres Strait Islander Peoples, new arrivals and the environment.

The Year Five Historians created a character notebook to support their learning of understanding different interpretations of a significant historical development in a colony during the 19th century. They also researched the role of the impacts of the development of colonies on Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants, and on the environment.

In all students' character notebooks, they wrote a letter from the perspective of their character from the past. When they published their writing, they had fun using coffee and tea to create an antique look with their published journal entries.



Melissa Masutti

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

From eyes to hands: Building strong foundations for learning, play and daily life

Fun activities to build Visual-Motor Integration at home

What is Visual-Motor Integration (VMI)?

VMI is the brain's ability to coordinate visual perception (what the eyes see) with motor control (how the hands, fingers, or body move). Basically, it is the ability to use what we see to guide how we move our hands.

For example: In the context of writing and classroom tasks, VMI functions as a continuous feedback loop:

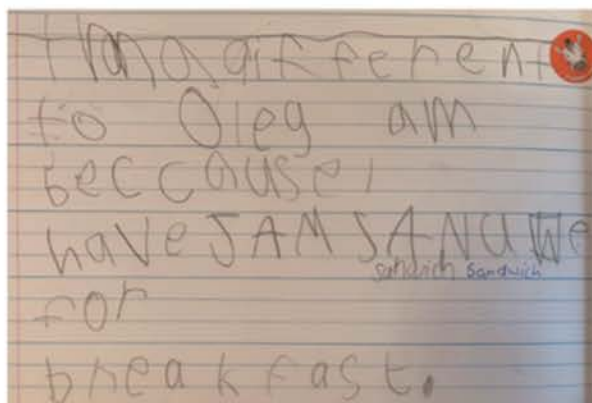
- *The Visual System (The Navigator)*: Scans the paper, identifies the baseline, gauges the width of margins, and plans the spacing between letters.
- *The Motor System (The Driver)*: Recruits the intrinsic muscles of the fingers and wrist to guide the pencil, apply proper pressure, and decelerate to stop exactly on the line.



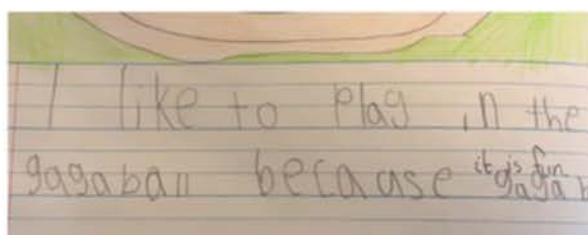
Why is VMI essential?

VMI serves as a core developmental anchor across school tasks, daily self-care, and long-term academic independence:

- *Handwriting & Academic Output*: VMI enables letters to sit neatly on the baseline, maintains proportional letter sizing, and regulates word spacing so written work remains readable and fluent without causing hand fatigue.



Before developing VMI



After developing VMI

- *Spatial Cognition & STEM Learning*: VMI supports geometric shape analysis, graph and chart interpretation, number-line estimation, and column alignment in multi-digit math.
- *Daily Living Skills (ADLs)*: Buttoning shirts, threading belts, tying shoe laces, pouring water without spilling, and slicing food all require visual-spatial depth estimation paired with fine motor manipulation.
- *Play & Bilateral Coordination*: Catching a moving ball, building with LEGO bricks, cutting with scissors, and navigating playground structures depend on timing motor actions to visual targets.

Why is NOW the 'Golden Window' to implement it?

Early primary school is the critical developmental window where fine-motor neural pathways and visual-spatial mapping are most plastic. Children's brains are still growing and building new connections, so practising skills like eye-hand coordination during these years can help them become easier and more automatic over time. Strengthening these foundational skills now, transforms daily routines into stress-free experiences, allowing children to tackle classroom tasks with ease, freeing up mental energy for creative thinking, and building confidence in everyday activities like buttoning coats, assembling LEGO, and joining playground games. Automating these basics today prevents academic fatigue and self-esteem dips later, ensuring children feel capable, independent, and excited to learn as school demands grow.

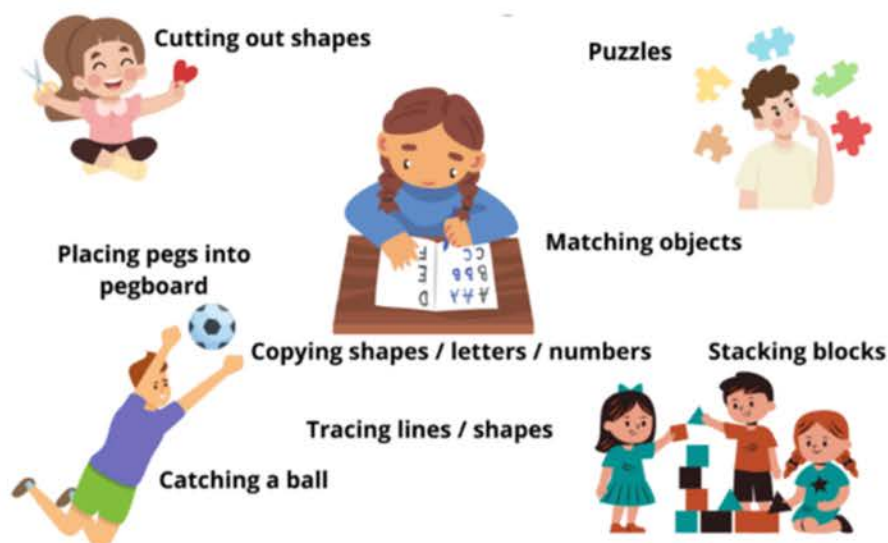
Signs to watch for (red flags)

Signs the children might need extra VMI support:

- Letters frequently "float" above the line, sink beneath it, or bump into each other with irregular spacing.
- Difficulty copying simple shapes, letters, or designs from the board/paper.
- Frequent frustration or fatigue during cutting, drawing, or buttoning tasks.
- Tilting the head excessively close to the paper or rotating the entire page when writing.
- Trouble catching balls or bumping into boundaries during movement games.

How to implement VMI at home

Example of playful home activities:



- *Painter's tape roadways*: Tape straight, curvy, or zigzag tracks on the floor for your child to drive toy cars along without steering off-track.
- *Sensory tray tracing*: Pour a thin layer of rice, salt, or flour onto a tray and have your child copy shapes using only their index finger.
- *Kitchen tongs sorting*: Use tongs, tweezers, or clothespins to pick up bottle caps or any objects and drop them into an egg carton or ice tray.
- *Pattern pasta threading*: String dry pasta onto yarn, matching a specific visual color or pattern sequence.

- *Cutting paper*: Draw spirals and zigzags on paper plates for your child to cut along smoothly.
- *Building LEGO*: Snap a photo of a simple 3–5 brick build and have children replicate it from the picture.
- *Sock-roll basket toss*: Toss rolled socks into laundry baskets placed at different distances to practice depth perception and motor timing.
- *Playing catch*: Toss slow-moving ball or scarves to allow extra visual tracking time before hand closure.

Recommended everyday tools:

- Tracing bold tracks and large letter patterns through gross-motor movements help to build foundational pre-writing skills by providing clear visual boundaries and rich sensorimotor feedback. Activities such as walking along taped letter paths, tracing large letter shapes with ropes or chalk, and skywriting help develop motor planning, directional control, and spatial awareness, supporting the transition to fine motor handwriting skills.
- Using Tangrams pattern puzzles.



Recent studies highlight the benefits of Tangram puzzles as they serve as an engaging, evidence-based tool to strengthen children's visual-motor integration (VMI) and visuospatial reasoning without worksheet fatigue. By physically manipulating, rotating, and aligning geometric pieces to recreate target patterns, children actively train hand-eye coordination, mental rotation, and spatial orientation—activating neural pathways in the parietal lobe and building foundational cognitive skills essential for early reading, writing, and mathematics.

Furthermore, the playful trial-and-error during the Tangram process fosters independent problem-solving and cognitive flexibility, while reinforcing everyday coordination skills like buttoning clothes and using cutlery. [Read more here.](#)

Quick Do's and Don'ts for parents

DO:

- *Keep it short & playful:* Use 10–15 minutes daily for hands-on games, building, or crafts.
- *Praise effort & control:* Celebrate spatial wins ("Great job staying on the track!") rather than neatness alone.
- *Use multi-sensory tools:* Add textures (yarn, dough) and bright visual cues to make boundaries obvious.

DON'T:

- *Don't force repetitive handwriting sheets:* Extra drills without visual-motor play increase fatigue and resistance.
- *Don't treat play as a test:* Keep the tone relaxed, encouraging, and pressure-free.
- *Don't ignore task fatigue:* Take quick movement breaks whenever frustration creeps in.

The takeaway for parents

Improving visual-motor integration does not require complex clinical tools or rigid exercises. It comes naturally through creative, low-stress play at home that gives young learners continuous opportunities to practice eye-hand coordination. With regular, playful exposure, the neural connection between the eyes and hands strengthens. Over time, what once required intense concentration turns into an automatic motor habit, allowing children to coordinate movements with speed, precision, and confidence in the classroom and beyond.

Prepared by an Occupational Therapy student. This information is intended as general information for families and does not replace individual assessment or advice from a qualified health professional.

Ivy Nguyen

Occupational Therapist Student | Deakin University



Assessment and Reporting

Families of 2027 Year 3 and Year 5 students –
National Assessment Program- Literacy and Numeracy

The 2027 NAPLAN is set to take place between 10-22 March 2027. The subjects that are assessed are Reading, Writing, Language Conventions (spelling, grammar, punctuation), and Numeracy. Yurran P-9 College uses evidence-based learning programs that incorporate preparation, so that all students are well-equipped with the knowledge, skills and understandings about how to experience success. Yurran P-9 College celebrates the strong partnership between home and school and understands that families may like to also prepare at home. Check out the public demonstration site with your child, enabling you to get a 'taste' of what to expect in question types and format.

- [Year 3](#)
- [Year 5](#)

In the following newsletters, we will spotlight each subject area assessed.

Should you require further information, please do not hesitate to speak with Barbara Venuto.

Barbara Venuto

Learning Specialist and Subject Teacher (Science)



Wellbeing and Engagement

Congratulations Ryu, your artwork is going to be HERE+SEEN!

We are so excited to announce that Ryu's artwork 'Tiger Shark 2026' has been selected to appear in the inaugural [HERE+SEEN Art Prize Exhibition](#). Congratulations!

Every artist is bringing something different to HERE+SEEN – different ideas, styles, colours, stories and ways of seeing the world. That's exactly what is going to make this exhibition so special, and we are excited for his work to be part of it.

There will be other exhibiting artists and members of the Wyndham community who support arts, culture and creativity.

Most importantly, we hope Ryu walks into the exhibition, sees his work displayed and feels incredibly proud. He created it. He entered it. It was selected. And now people are coming to see it. That's worth celebrating!

A big congratulations to you.

Melissa Masutti

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



Our First Book Week at Yurran P-9 College!

From August 24 - 28, our school celebrated Children's Book Week. Students read and completed activities from some of the shortlisted books *Derrek*, *The Colours of Home*, *Frogs*, *The Emperor's Egg* and *My Nonno Loves*. We also celebrated with a dress up day and parade on Friday.

It was a great week celebrating students' love of reading.

Jessie Patterson
Assistant Principal



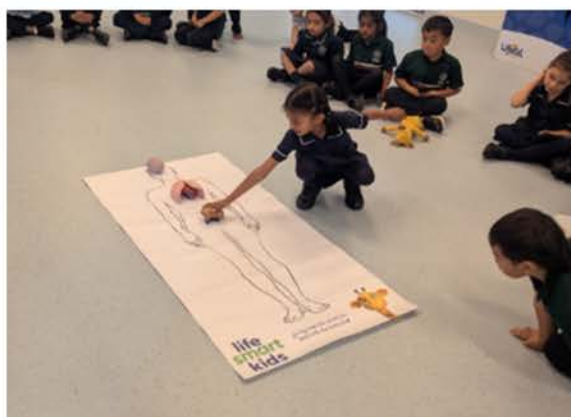


RU OK? Day and Life Ed incursion

From 7-11 September, we supported R U OK? Day by encouraging everyone at Yurran to stay connected and make asking, 'are you OK?' part of their everyday life.

On Tuesday 8 September, the Foundation - Year 1 students participated in a LifeEd incursion. This incursion supported student's social emotional learning and wellbeing, with a focus on:

- How to build friendships and care for others
- Feelings and emotions
- People to turn to for help
- Calming strategies.



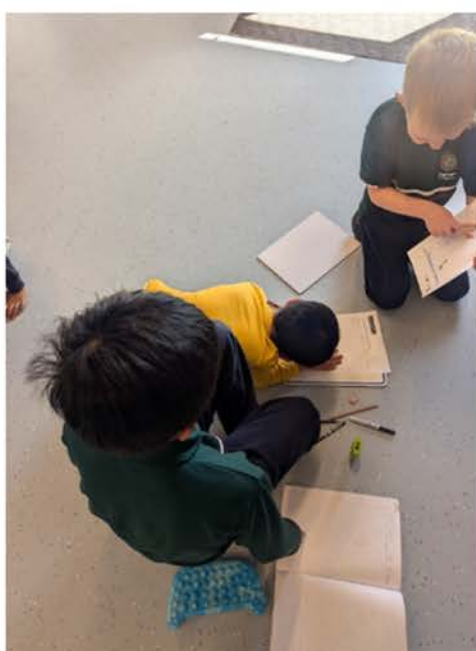
On Thursday 10 September it was R U OK? Day, students wore 'something yellow' to support this important cause and conversation. Students also participated in a school-wide Social Emotional Learning lesson.

R U OK? encourages all of us to have regular, meaningful conversations to support anyone struggling with life's ups and downs. We want everyone in our community to feel they can talk about how they're really feeling and access support if they need it, everyday of the year.

Ask R U OK? everyday, because a conversation could change a life.

Melissa Masutti

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



Footy Colours Day

On Wednesday 16 September, we held a Footy Colours Day to celebrate the upcoming AFL Grand Final. Students were encouraged to wear their favourite footy team colours and/or apparel for the day.

In addition, students completed a mini football clinic on the day, and had a special optional footy themed lunch.

Thank you to everyone who participated and Deanna who supported us as a parent volunteer. We had fun celebrating Footy Colours Day with our students!



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

This term, we set ourselves a goal of achieving 95% attendance. As a school, we have achieved 89.5% attendance, with 45% of our students achieving between 95-100% attendance.

A huge well done to all of these students who have made the commitment to attend school every day and make the most of their learning opportunities. Your dedication is something to be proud of!

Let's continue working together towards our goal of 95% attendance next term.

How families can help

Families play an important role in supporting their child's attendance and learning. We encourage families to plan extended family holidays during the school holiday periods wherever possible and to avoid extended holidays during term time. Regular attendance helps students maintain continuity in their learning and supports their social and emotional learning, relationships and connection with their peers and school community.

Here are some simple ways you can help:

- Establish consistent bedtime and morning routines 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 maintain continuity with classroom programs.
- Where possible, arrange medical, dental and other appointments outside 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.

Sadia Toqeer
Principal



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

Community Updates



WERRIBEE
LITTLE ATHLETICS CENTRE

**FREE
TRIAL DAY**

**SATURDAY 19TH
SEPTEMBER 2026
9:30AM**



**1 FORTITUDE DRIVE
TRUGANINA**

**GO TO
WWW.WLAC.COM.AU
TO REGISTER FOR A
FREE TRIAL**



Website info
www.wlac.com.au



@werribeeleathleticscentre



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.



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



Drop by anytime, at any library for scavenger hunts					
WEEK 1	Monday 21 September	Tuesday 22 September	Wednesday 23 September	Thursday 24 September	Friday 25 September
Hoppers Crossing Library		Craft Ages 8-12 Come anytime between 2 – 3.30pm (final entry at 3pm)	Adventure Story Time All Ages 2 – 2.45pm	Melbourne Chamber Orchestra Music Activities Ages 5-12 See website for session details Bookings open at 9am on the day	Grand Final Public Holiday All libraries closed
Julia Gillard Library Tarnet			Melbourne Chamber Orchestra Music Activities* Ages 5-12 See website for session details	Infinity Flippers Ages 8-12 Come anytime between 2 – 3pm Craft* Ages 5-12 2 – 3pm	
Manor Lakes Library	Melbourne Chamber Orchestra Music Activities* Ages 5-12 See website for session details	Youth Career Connect Ages 16-25 12 – 2pm Bookings required – now open	Craft Ages 5-12 Come anytime between 11am – 12pm (last entry 11.45am)	Story Time Ages 0-5 10.30 – 11.15am Coding Champs Workshop – Intro to Scratch Ages 10-14 3 – 4pm Bookings open 14 September	
Point Cook Library		Melbourne Chamber* Orchestra Music Activities Ages 5-12 See website for session details	Infinity Flippers Ages 8-12 Come anytime between 11am – 12pm	Craft Ages 4+ Come anytime between 1.30 – 3pm	
Truganina Library Lounge		Illustration Workshop Ages 5-12 10.30 – 11.30am Bookings open at 9am on the day	Lego Ages 5+ Come anytime between 1.30 – 3pm	Coding Champs Workshop – Intro to Scratch Ages 7-12 11am – 12pm Bookings open 14 September	
Werribee Library		Dancing Story Ages 3 - 5 10 – 10.45am or 11 – 11.45am Bookings open at 9am on the day	Story Time Ages 5+ 11 – 11.45am Infinity Flippers Ages 8-12 2 – 3pm	Craft* Ages 5-12 2 – 3pm	
Williams Landing Library Lounge	Chat & Play Ages 0-4 2 – 3pm	Illustration Workshop Ages 5-12 2 – 3pm Bookings open at 9am on the day	Lego Plus Ages 5-12 3 – 4pm	Craft Ages 5-12 2 – 3pm Bookings open at 9am on the day	

Sessions marked with * are ticketed at each venue half an hour before the first session starts. Places are limited: once all tickets have been allocated there are no more spots available. For further details visit www.wyndham.vic.gov.au/kidsholidayactivities or scan the QR code below. Children under 12 years of age must be accompanied by an adult when using the library and attending library programs.



For more info:
www.wyndham.vic.gov.au/kidsholidayactivities
 Ph: 8734 8999
 @librariesinwyndham



Events at Wyndham City Libraries

Drop by anytime, at any library for scavenger hunts						
WEEK 2	Monday 28 September	Tuesday 29 September	Wednesday 30 September	Thursday 1 October	Friday 2 October	Saturday 3 October
Hoppers Crossing Library	Coding Champs Walk In Ages 7-15 2 – 3pm	Sit Down & Read Ages 5-12 (and families) Focused reading time 2 – 3pm		Workshop with Ella Diaries Author: Meredith Costain Ages 8-12 1 – 2pm Bookings open at 9am on the day	Craft Ages 5-12 Come anytime between 10.30am – 12pm (last entry 11.45am)	
Julia Gillard Library Tarnait	Story Time Ages 3+ 2 – 2.45pm	Chess Ages 8+ 11am – 12pm	Coding Champs Workshop – Intro to Scratch Ages 12-15 11am – 12pm Bookings open 23 Sept Mr Huff Theatre Performance* Ages 5+ 2.45 – 3.45pm	Craft* Ages 5-12 2 – 3pm	Lego Ages 5+ Come anytime between 1 – 3pm	
Manor Lakes Library	Rhyme Time All ages 12.30 – 1pm	Infinity Flippers Ages 8-12 11am – 12pm	Mr Huff Theatre Performance Ages 5+ 11am – 12pm	Craft Ages 5-12 Come anytime between 11am – 12pm (last entry 11.45am)		
Point Cook Library		Mindful Doodling* Ages 5+ 11am – 12pm Story Time All ages 2 – 2.45pm	Craft Ages 4+ Come anytime between 10.30am – 12pm Family Fun Club Ages 3+ Come anytime between 2.30 – 4pm	Pyjama Story Time All ages 6 – 6.45pm	Chess Ages 8+ 2 – 3pm	Rhyme Time Ages 1-5 10.15 – 10.45am
Truganina Library Lounge		Infinity Flippers Ages 8-12 10 – 11am	Craft* Ages 5+ 2 – 3pm	Workshop with Ella Diaries Author: Meredith Costain Ages 8-12 10.30 – 11.30am Bookings open at 9am on the day		
Werribee Library		Craft* Ages 5-12 2 – 3pm	Coding Champs Walk In Ages 10-15 11.30am – 12.30pm	Family Fun Club Ages 3+ 2 – 3pm	Holly's Backyard Bees Ages 5-12 11am – 12pm Bookings open at 9am on the day	
Williams Landing Library Lounge	Chat & Play Ages 0-4 2 – 3pm	Mindful Colouring Ages 5-12 Come along anytime between 2 – 3pm	Spring Rhyme Time Ages 1-5 10.30 – 11.15am Bookings open at 9am on the day	Craft Ages 5+ 3 – 4pm Bookings open at 9am on the day	Holly's Backyard Bees Ages 5-12 1.30 – 2.30pm Bookings open at 9am on the day	

Sessions marked with * are ticketed at each venue half an hour before the first session starts. Places are limited: once all tickets have been allocated there are no more spots available. For further details visit www.wyndham.vic.gov.au/kidsholidayactivities or scan the QR code below. Children under 12 years of age must be accompanied by an adult when using the library and attending library programs.



For more info:
www.wyndham.vic.gov.au/kidsholidayactivities
 Ph: 8734 8999
 @libraries@wyndham

wyndhamcity
city coast country

People of Yurran

Melissa Masutti | Mental Health and Wellbeing Leader



What is your favourite colour?

My favourite colour has always been purple and I love all shades. Purple is known as the colour of spirituality and imagination. As a secondary colour that is a blend of two primary colours, energetic red and calm blue, purple balances stimulation with serenity, inspiring artistic thought.

What is your favourite number and why?

My favourite number is 5, because my birthday is 5 December.

What is your favourite book and why?

I love reading books so it is very hard to choose only one! My favourite book that I have read this year is 'The Correspondent by Virginia Evans'. This is an epistolary novel that explores how human connection, grief, and self-forgiveness shape a lifetime.

My favourite book from childhood is 'The Very Hungry Caterpillar by Eric Carle'. I think I have read this book hundreds of times.

What is your favourite food?

My family heritage is Italian, Croatian and Ukrainian, and I have a favourite food from each country:

- Italian: Beef ragu pasta and gelato
- Croatian: Zapečene Palačinke sa Sirom (baked crepes with cheese)
- Ukrainian: Varenyky (Ukrainian pierogi/dumplings)

What do you like most about your role?

The unique opportunity to be part of building connections at a new school community. I have enjoyed building supportive, inclusive environments and empowering others with lifelong social emotional skills. I have also loved seeing how The Arts have been so impactful to the mental health and wellbeing of our students.

What is something that is unique about you?

I love to travel and have lived overseas. I enjoy learning about different cultures, trying new foods, meeting new people, and exploring different landscapes, architecture, nature, and city streets. I also enjoy gaining a new outlook on life by stepping outside my comfort zone.



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:

- Breakfast Club
- Helping with our library.

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

