Beverford District Primary School Newsletter

20 School Road
Beverford 3590
Ph. 50376622
email: beverford.ps@education.vic.gov.au

August 26, 2026
Term 3, Week 7

What's On at BDPS?

Term 3, 2026	
Tues Aug 25 – Tues Sep 1	Mel – Acting Principal (Phil on Carers Leave)
Thursday August 27	Aspire Program Suni-Tafe excursion – Gr. 5/6
Friday September 4	Father's Day Breakfast Prep Come & Try Session 3
Thursday September 10	Divisional Athletics Room on the Broom Performance (P-2) Swan Hill Hall
Friday September 11	Prep Come & Try Session 4 RU OK? Day (Wear a splash of yellow)
Monday September 14	**Pupil Free Day**
Wednesday September 16	School Council – 7pm
Friday September 18	Footy Colours Day **Term 3 Ends – 2.20pm finish**

Students and staff pictured at the Book Week Parade on August 19.

Book Week Parade

On Wednesday August 19 we had our annual Book Week parade. All our students and staff dressed up as book characters and looked wonderful.

There was a large crowd in attendance and we thank all of the parents & carers who organised the amazing costumes for the students to wear.

A special mention to the staff who dressed up as minions. Gru was very proud of them. Thank you also to Mrs Leahy for her outstanding work as the MARC Van teacher.

Staff pictured at the Book Week Parade

WARM UP WEDNESDAYS

For the remainder of Term 3, food can be brought to school for heating up on Wednesdays. Please do not send food that requires heating or hot water on any other day.

Principal's Report

Athletics Success!

It's been a very busy few weeks at BDPS with Book Week, Science Week, Student Conferences, Athletics and an Author visit. **We have been "flat out".**

The **Interschool Athletics** were a great success. We were so proud of the effort and resilience every child showed while competing in their events. It was amazing to see everyone try their best! Well done!.

Our **Student Conferences** took place last Tuesday, August 18. It was a great opportunity for parents/carers to discuss their child's learning. If you have not had your conference, please arrange another time directly with the classroom teacher.

A reminder to students and parents that on Wednesday for **MARC Van**, students are permitted to bring in one stuffed toy or doll. Students are not permitted to bring in toys or squishes to school on any other day unless arranged with the classroom teacher.

We had a School Council Meeting last week and we will be purchasing **outdoor play spaces** including 2 Cubby Houses and 1 Mud Kitchen to be installed in November or December. The Major Works on the COLA structure over the Basketball Court will begin in Term 4 and are scheduled to be completed by the end of November. This is very exciting.

In other building news, we will be **re-purposing the Lounge area** to house the library. Cabinetry will be installed around the walls of the Lounge to hold the books and we will farewell "Big Red" the Amphitheatre. This will allow the current library area to become a breakout space for small groups, a place for external agencies to work with students and possibly a mini classroom in the future.

We look forward to our **Friends and Fathers Day Breakfast** on Friday September 4. It is always a popular event on the calendar.

Our third **Prep Come & Try Session** will be conducted next Friday September 4 from 9am to 10am. Please let potential families know and encourage them to contact the school to enrol in the session.

We congratulate the following students on their recent awards:

Mathematics Awards:
W5: Maggie, Leo & Harrison
W6:Skyla, Freddie, Cecelia

Junior Student of the Week
W5: Eedie W6: Tyson

Middle Student of the Week
W5: Indi W6: Max

Senior Student of the Week
W5: Felicity W6: Charli

Principal Awards:
W5: William W6: Charli

Have a great week.
Thanks Phil

Term 3 Week 5 & 6 Principal Award Winners – William & Charli

Week 5 Student of the Week Winners: Eedie, Felicity & Indi.

Week 6 Student of the Week Winners: Tyson, Charli & Max

Week 5 Maths Award Winners: Harrison, Maggie & Leo

Week 6 Maths Award Winners: Skylah, Freddie & Cecelia

Week 5 Home Reading Awards: Oliver, Freddie & Raphael.

Grade 2 students proud of their red ribbons

Oliver leaping over the bar in high jump

Well done to our Preps on their first Athletics day.

Onyx finishing off a great effort in our senior relay

WELLBEING

Beverford

MHiPS
Mental Health in Primary Schools

with Mrs Blackmore

The Mental Health Continuum

The Be You Mental Health Continuum

Just like physical health, mental health isn't fixed — it moves along a continuum, and all of us (children and adults alike) shift back and forth depending on what's going on in our lives, our relationships, and the support around us. Here's what each zone looks like:

- *Flourishing — feeling good, having supportive relationships, and being able to fully take part in life.*
- *Going okay — generally doing fine, though a bit more effort or support is needed to stay on track.*
- *Struggling — more noticeable, often temporary periods of distress, where extra support and attention can make a real difference.*
- *Severely impacting daily life — thoughts, feelings, or behaviours that seriously affect everyday functioning; tailored support is needed, and children in particular often need help from a trusted adult to move through this, as they're still learning to manage big emotions on their own.*

The Mental Health Continuum Video

Using the Continuum at Home

We encourage you to keep this continuum in mind at home as a helpful way of checking in on where your child might be sitting day to day. Noticing where they fall on the scale — whether they're flourishing, going okay, struggling, or finding things severely impact their daily life — can help you pick up on changes early and know when a bit of extra support might help. If you ever have any concerns about your child's mental health or wellbeing, please don't hesitate to get in touch with me at school — I'm always happy to talk things through and point you in the right direction. Attached to this newsletter is also a sheet outlining supports available to families, but please know you don't need to navigate it alone — I'm here to help with support and resources whenever you need

How Our Teachers Support This

It's also worth letting you know that all of our teachers are trained in using the Mental Health Continuum, and they know to come and see me as soon as they notice a student who seems to be struggling or not coping. Of course, you're welcome to come and see me too, whether it's to raise a concern of your own or just to chat something through. For a closer look at what each zone can involve, there's a more detailed version of the continuum attached to this newsletter, which walks through the specific behaviours linked to each stage.

1. What to notice

Level of concern	Very low	Low	Moderate	High
Core features	Optimal wellbeing	Overall positive wellbeing with a few isolated experiences of distress	Occasional and time-limited periods of distress with mild impact on wellbeing	Poor mental health and wellbeing causing distress and significantly impacting on daily experiences
Support focus	Maintain	Enhance	Monitor and provide support	Collaborate with professional mental health support
What it can look like				
Behaviours, Emotions, Thoughts	• Regularly expresses more positive than negative emotions. • Demonstrates ways of expressing and responding to difficult emotions. • Shows strategies for responding to stress and challenges. • Displays well-developed emotional regulation (including drawing on self-regulation tools suited to their needs and situation). • Understands and uses personal strengths, including special interests. • Displays healthy lifestyle habits that promote wellness and educational achievements.	• Demonstrates a range of emotional expressions, which may be communicated in different ways and supported by the environment, across different situations and contexts. • Manages the normal stressors of the learning environment (possibly with the support of accepted self-regulation tools such as fidgets, headphones, stims and safe spaces).	• Shows changes in emotional expression in response to different situations or experiences. • More frequent or intense expression of emotions such as anger, worry or sadness, which may reflect their individual communication style or experiences. • May express emotions in less visible, less familiar or less socially acceptable ways.	• Frequently displays external-ising (irritable, low impulse control, anger) or internalising (avoidance, worry, sadness) behaviours. • Displays low energy or tiredness. • Frequently critical of self and others. • Shows a loss of interest in previously enjoyed topics or activities. • Constantly seeking reassurance outside what is deemed typical for that child or young person. • Regularly speaks of physical symptoms (for example, head-aches, nausea). • Excessive or limited appetite; significant change in weight. • Displays regression in behaviour or skills previously demonstrated. • Difficulty communicating their thoughts and emotions in ways that are readily understood by adults and/or their peers.

Mental Health Services and Support

Beyond Blue

24/7 mental health support service

1300 22 4636
beyondblue.org.au

headspace

Online support and counselling to young people aged 12 to 25

1800 650 890
(3pm to 10pm daily)
headspace.org.au

Kids Helpline

24/7 crisis support and suicide prevention services for children and young people ages 5 to 25

1800 55 1800
kidshelpline.com.au

1800 RESPECT

24/7 support for people impacted by sexual assualt, domestic violence and abuse

1800 737 732
1800respect.org.au

QLife

LGBTIQ+ peer support and referral

1800 184 527
qlife.org.au

Lifeline

24/7 crisis support and suicide prevention services

13 11 14
lifeline.org.au

Suicide Call Back

24/7 crisis support and counselling service for people affected by suicide

1300 659 467
suicidecallbackservice.org.au

Mensline

24/7 counselling service for men

1300 78 99 78
mensline.org.au

13YARN

24/7 crisis support for Aboriginal and Torres Strait Islander people

13 92 76
13yarn.org.au

If you are concerned about someone at risk of immediate harm, call 000 or go to your nearest hospital emergency department.

be you | Beyond Blue

With delivery partners: Early Childhood Australia, A voice for young children; headspace, National Youth Mental Health Foundation

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