

Term 3:

15th September 2023

# What's Happening at RPS

Rutherglen Primary School  
Newsletter



## DATES TO REMEMBER:

**Mon 2nd Oct**

- Term 3 starts for all students

**Friday 6th Oct**

Free Dress Day and Lunch and Play at the Park.

**Fri 6th Oct**

- Assembly

Student arrival  
time at school

**8:40am onwards**  
-staff supervision  
starts at this time

Morning bell is  
at 9am.

What a fantastic Term 3 we have had full of great learning and exciting events in and out of the classroom. We are grateful for the amazing things, big and small, our kids have done and were able to be a part of on a day to day basis. We thank you, our families for your engagement in your child's school and interest in their learning and well-being, for attending events or volunteering at a number of things our students have been a part of. As we move into Term 4 we encourage you to continue to be a part of opportunities within the school and beyond and to reach out to your child's teacher at any time, even when there are no concerns, but simply to check in and celebrate some fabulous personal growth that is being made whether that be academic or to do with their well-being. Without doubt everyone will enjoy the holiday break to rest and re-charge the batteries ready for a big Term 4.

Our thanks to the families who completed the Parent/Carer Opinion Survey. We had 37 families take the opportunity to provide feedback on a range of factors related to their child's learning and well-being and our school as a whole. There were some results that we were particularly pleased with as they affirm the work of the school and the areas of improvement we are focusing on. We will continue over coming newsletters to share the results of this survey and seek additional feedback from parents/carers on areas that we would like to further improve. See some of these results on p. 4.

We finished the term strongly with our school-wide focus on RESPECT. Our students have more than shown they are capable of being respectful through improvements in the way they speak to and treat other people, acknowledge others with a hello, please and thank you, take care of our school, and follow school-wide instructions and expectations with a positive mind-set. Our mantra has been - Every One, Every Where, Every Time and we are pleased with the way that students have adopted this, creating a more positive and happy environment for all. As a whole school, students were working together to reach 400 grapes by the end of the term through our positive behaviour acknowledgements to receive a whole school reward as chosen by the students. We were super excited that after the final 'market' took place on the last day and tokens were traded for grapes, that collectively students reached the target with 404 grapes! Our Student Leadership Team considered all class' suggestions for the reward and chose lunch and play at the park. In addition to the 400 grapes, students were working as a whole class to demonstrate our school expectations to receive a 'golden grape' as recognition of their efforts and use of our values as a class team. The target to reach by the end of Term 3 was 20 golden grapes, and in total 22 were awarded... an awesome effort by those classes as a whole. The reward for the bonus was a FREE DRESS DAY. Great work everyone, what a fantastic job!

2024 planning for learning, staffing and classes is underway. We are very pleased that in 2024 we will be running two straight Foundation classes, with 30 Foundies currently enrolled. In assisting us with our planning of classes etc., we would appreciate you letting us know as soon as possible if your child will not be staying on at RPS next year, so that this can be factored into our class structures.

Regards, Karryn Williams -Principal



School success starts  
with attendance

**Respect**

**Responsibility**

**Integrity**

**Empathy**

RPS Values Awards acknowledges students who display our school values and expectations by the choices they make in their daily actions - **Week 9 & 10**

### Foundation

**Becca. S** - being a responsible learner. Your continued effort to learn each letter and associated sound and to then apply this knowledge to your reading is fantastic! Well done Becca!

**Odie. S** - displaying a positive attitude towards your learning and giving every task a red-hot-go! Well done Odie, you should be very proud of yourself!

### Year 1-2

**Clementine. D** - consistently displaying our school expectation of respect to everyone, every time and everywhere. You are an excellent role model for your peers Clem!

**Tiahn. H** - thinking about the feelings of others and developing empathy by including others in your games and sharing with your peers. Keep it up Tiahn!

**Ella. D** - consistently showing empathy by helping others and just spending time with others, especially when they aren't confident about who to sit with or who to play with in the yard. Thank you for your constant kindness and gentleness.

**Jacob. S** - developing his skills in writing and completing learning tasks independently. Great improvement, Jacob!

### Year 3-4

**Oliver. S** - for focusing and putting in your best effort during writing and maths. Your integrity towards your learning tasks these last couple of weeks has been fantastic, and it shows in your work. Keep it up, Oliver!

**Sabryna. C** - for always approaching your learning with a positive attitude, and trying hard to use feedback from your peers and teachers to improve your work. You can always be counted on to do your best. Well done, Sabryna!

**Elijah. D** - for consistently showing growth in writing and becoming a responsible learner. Elijah, you have shown a creative and willing attitude to literacy tasks this term. Keep up the great work.

**Liam. H** - for consistently trying your best in all learning tasks. Liam, you have shown amazing growth in your literacy this term in both reading and writing. Keep up the great work Liam.

### Year 5-6

**Zac. S** - for the increased responsibility and resilience you have been displaying in getting your work done, and not giving up when things become a challenge for you. Great stuff, Zac!

**Will. T** - Will, we are most grateful for the respectful way you conduct yourself, and treat others in a positive manner in the playground.

**Max. P** - we are grateful for the way you bring a smile to our faces, your willingness to help others, and for being a positive class member. Thank you Max.

**Abbie. W** - we are grateful for the way you always show fantastic manners, and treat everyone with kindness. You are a pleasure to have in our class.

**Casey. B** - for showing the leadership skills of a sports captain and organising the sporting equipment. Well done Casey, you can always be relied upon to complete a task perfectly.

**Sophie. S** - for caring and supporting your peers during a challenging situation in a game. Well done Sophie, for stepping up and showing your leadership qualities.

### ART

**Jess. P** - for your attention to detail with your Art and your willingness to work with anyone! Congratulations on your excellent attitude and effort. You are a true leader Jess!

### STEM

**Zac. S** - for your excellent effort to complete the Scavenger Hunt for Chemical Science. Great leadership Zac!

# SWPBS

## Positive Behaviour in the Playground

**WE SHOW RESPONSIBILITY**



sois responsable

- Keeping body parts to ourselves
- Returning equipment
- Being sun smart

Luke.C, Jasmin.P, Max.C, Scarlet.G, Stella.B, Will.D, Will.T - returning equipment  
Liam.H, Zane.S, Hunter.M, Ryeder.D - playing well together in taps

**WE SHOW RESPECT**



sois respectueux

- Valuing our equipment and the environment
- Keeping our school clean
- Speaking politely
- Listening to others

Hollie.L, Lily.B - using the garden area quietly  
Will.D, Harry.B, Ashlyn.W, Sparrow.E, Lily.B, Poppy.A, Scarlet.G - keeping our school clean  
Emily.C, Sabryna.C, Charlie.H, Jed.L, Evie.K, Jensen.M, Tyler.C, Blair.P, Kailen.M - valuing our equipment/environment  
Logan.H - being a respectful community member

**WE SHOW INTEGRITY**



sois vraie

- Playing in the correct spaces
- Playing fairly
- Being an upstander

Jedd.P, Kyden.S, Nikaela.M - playing fairly  
Freddie.D, Jedd.P - handing in money they found in the playground

**WE SHOW EMPATHY**



montre de l'empathie

- Being inclusive
- Taking care of others

Luke.S - asking someone if they were ok when they fell over  
Max.K, Will.T, Zac.S, Brayden.M, - including others  
Abbie.M - supporting another student in the playground  
Brayden.M - being mindful of other people's needs



Pride of RPS...  
Becca



Aussie of the Month acknowledges students who demonstrate one or more of the key values of

- Fair Go
- Mateship
- Respect
- Inclusion

## WHO'S IN THE HOUSE?



Congrats!  
**YEAR 1-2H**

2

Each fortnight we are celebrating the number of full houses (when every student in the class is at school on each day) each class has achieved over 10 days of learning.



# PARENT/CARER OPINION SURVEY FEEDBACK

124 families received an invitation to complete this feedback survey that is held every year. Thank you to the 37 families that completed this survey, this was an increase of 13 responses from last year. We use this information to acknowledge and celebrate the things that are improving and going well, what areas we can focus on for continual improvement and to make comparisons between what our students' think and our families think on the same topics such as learning, well-being, safety and bullying. Here are a few results from the survey; we will share more in the next newsletter.

92% positive - *This school has a strong relationship with the local community.*

83% in 2022

89% positive - *I feel comfortable about approaching this school with any concerns I might have.*

75% in 2022

97% positive - *This school provides opportunities for my child to develop a sense of responsibility.*

83% in 2022

92% positive - *This school always aims to improve the quality of education it provides.*

79% in 2022

84% positive - *This school has a consistent approach to promoting positive student behaviour*

75% in 2022

## *A Focus on Writing*



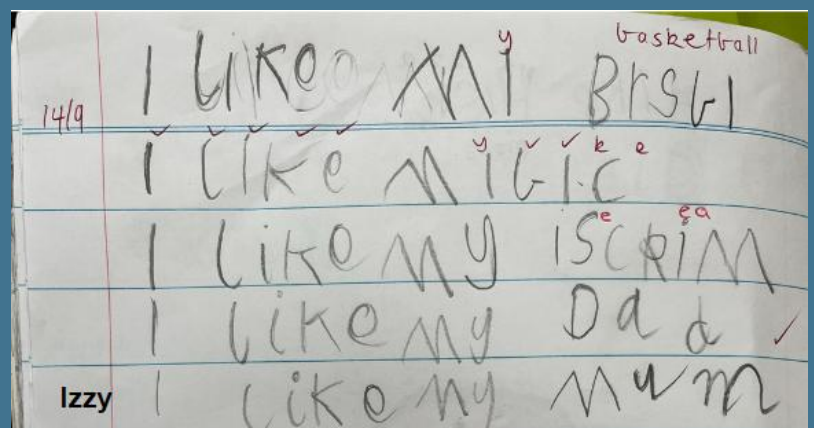
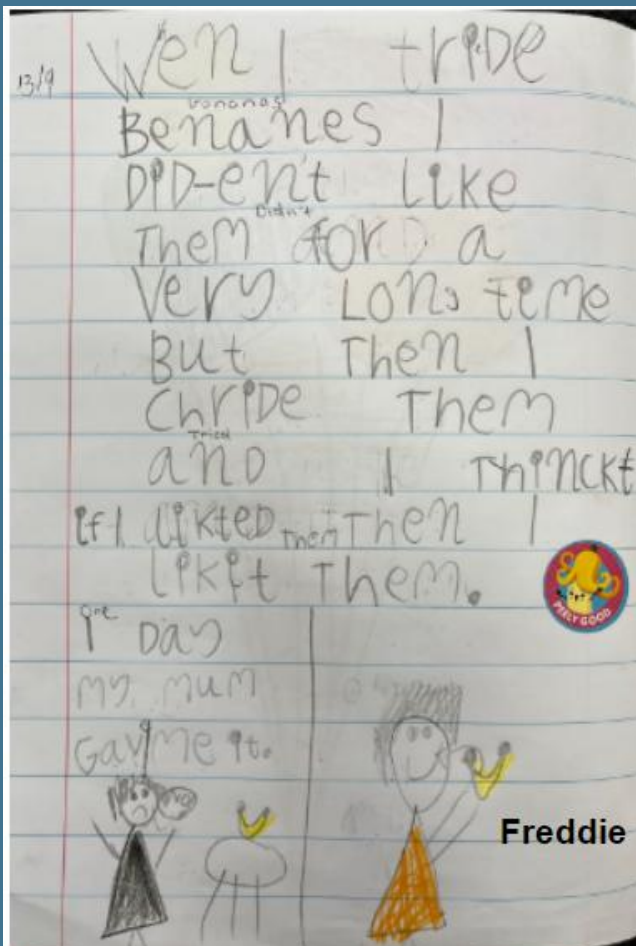
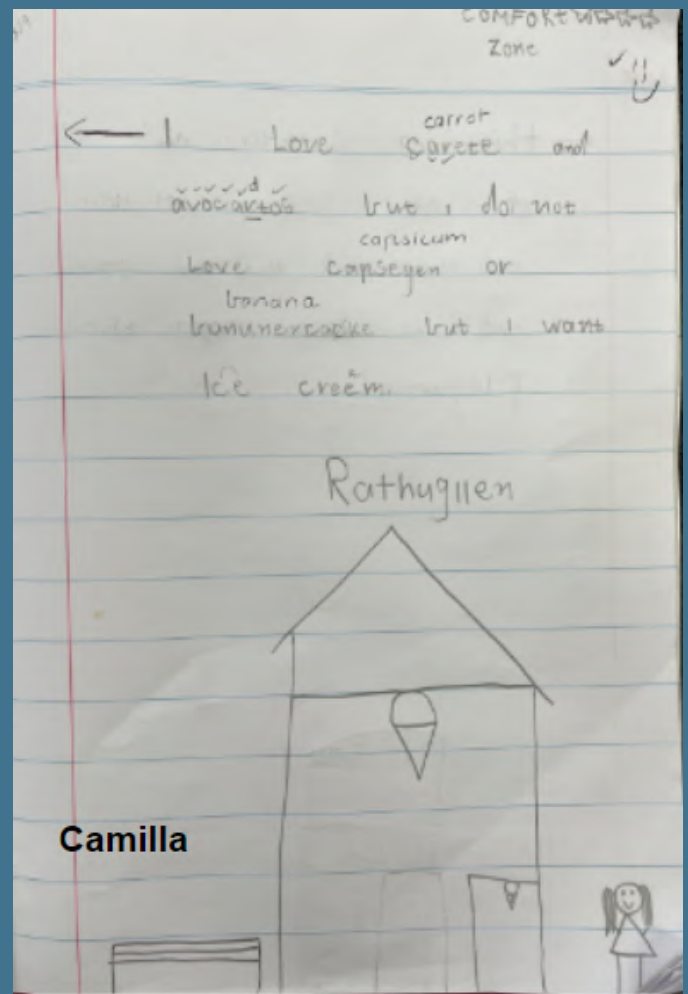
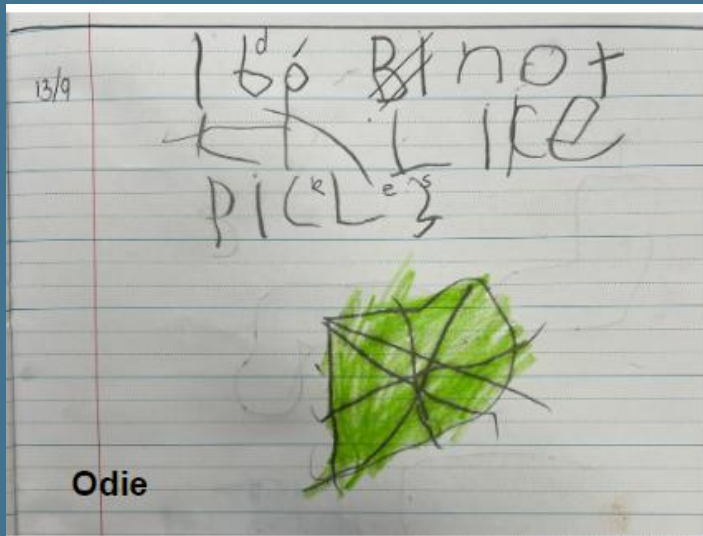
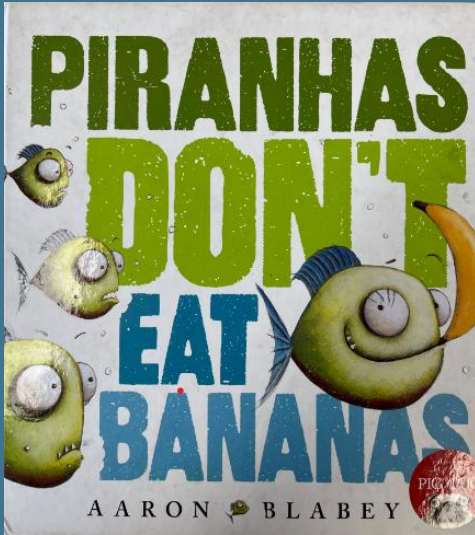
In our first two newsletters this year we shared with families our goals for improvement that as a whole school that we would be focusing on this year. Improving student outcomes in writing was one of these goals. We have since the start of the year undertaken professional learning in this area as a whole staff and are still continuing to do so. We are using student's writing in an ongoing way, along with NAPLAN writing data and writing conferences to determine the needs of students both at a whole school and individual level. We have worked through genres (persuasive, poetry, information, narratives) at the same time across the school so that our professional learning time every week has a shared focus of work to ensure that we are building the skills and depth of foci for our writers in line with the curriculum. As we wrap up our Term 3 focus on narratives, we are very pleased with the growth of our students across the school, and this small sample illustrates the growing complexity of our writers across the year levels from Foundation to Year 5-6s.

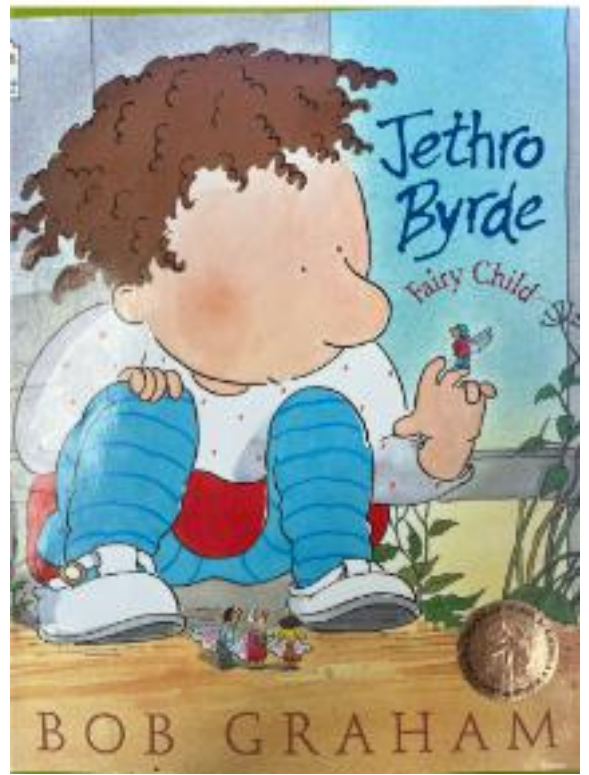
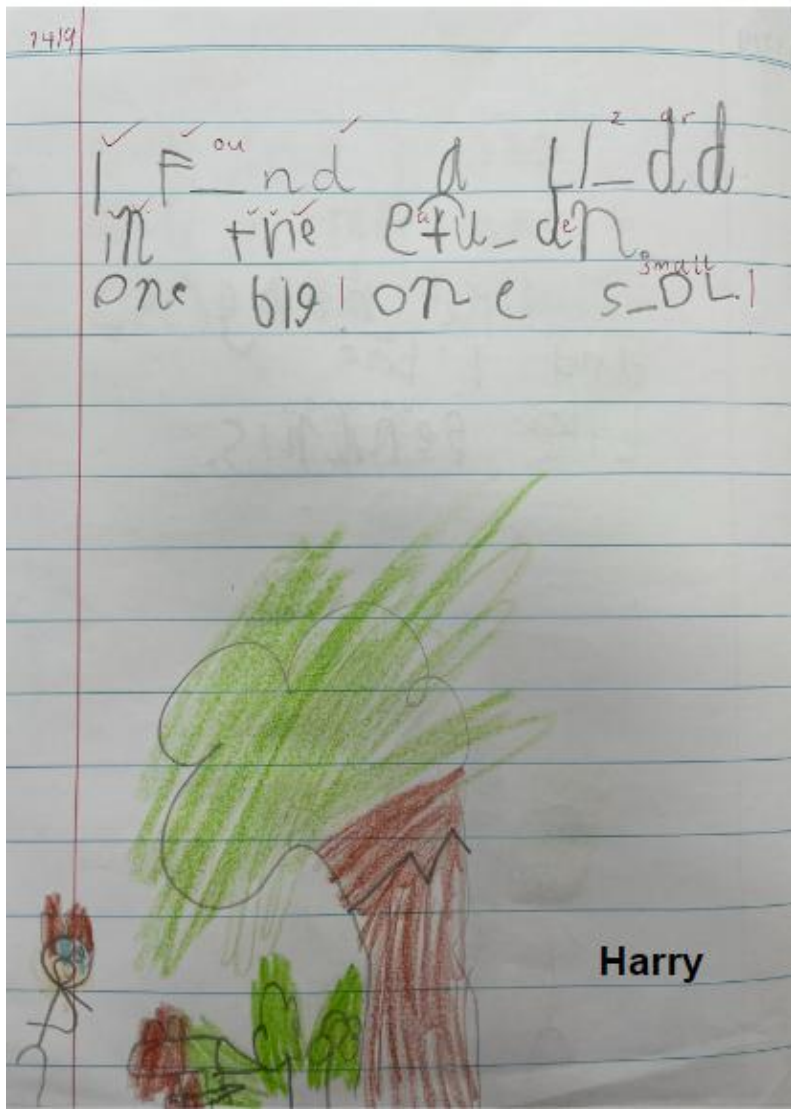
# FOUNDATION

## Personal Connections

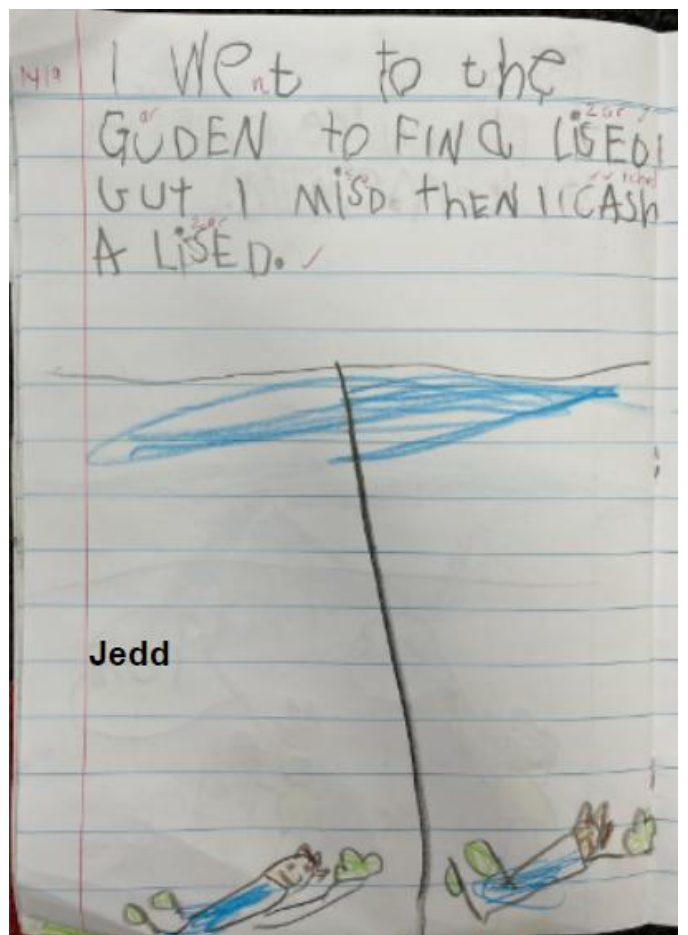
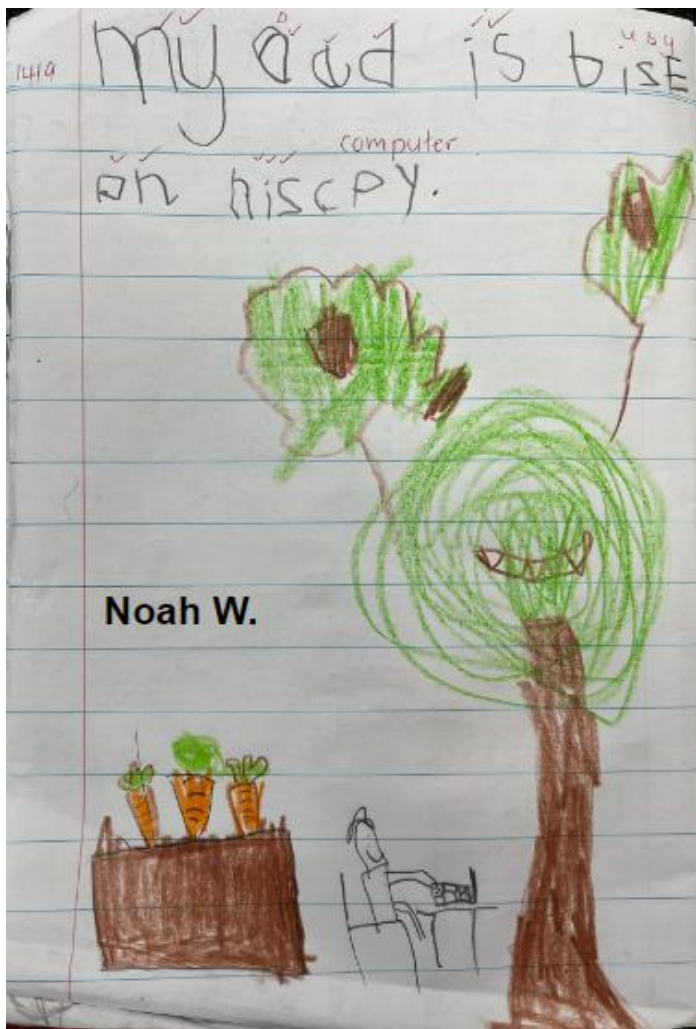
Foundation students been busy writing about connections between what happens in a story and our own lives.

Students enjoyed reading Piranhas Don't Eat Bananas by Aaron Blabey where Brian is trying to convince his fellow fish to not only eat bananas but lots of other different fruit. This sparked a class discussion about what type of things we liked and didn't like!



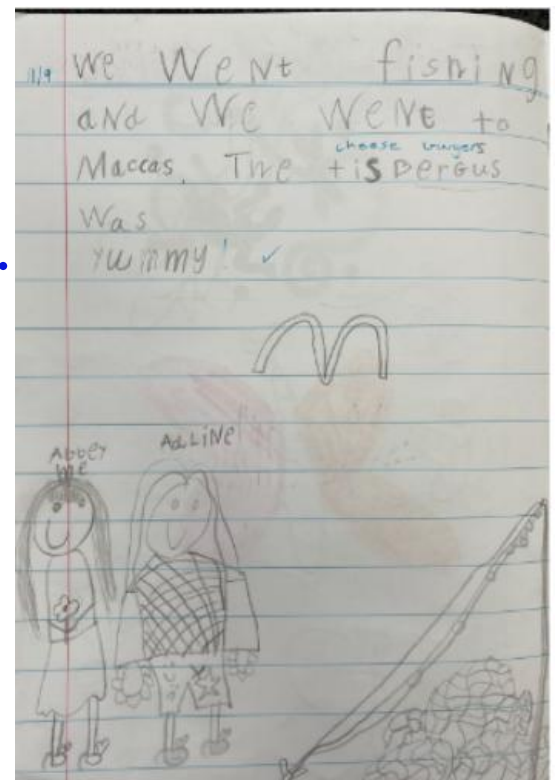
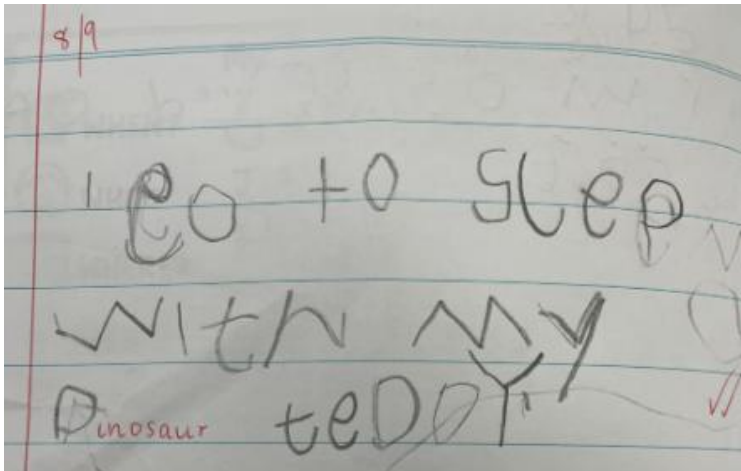


In Jethro Byrde - Fairy Child by Bob Graham we read about a little girl, Annabelle who befriends a family of fairies in her garden. Reading this book triggered all sorts of memories about what we like to do in our gardens at home.



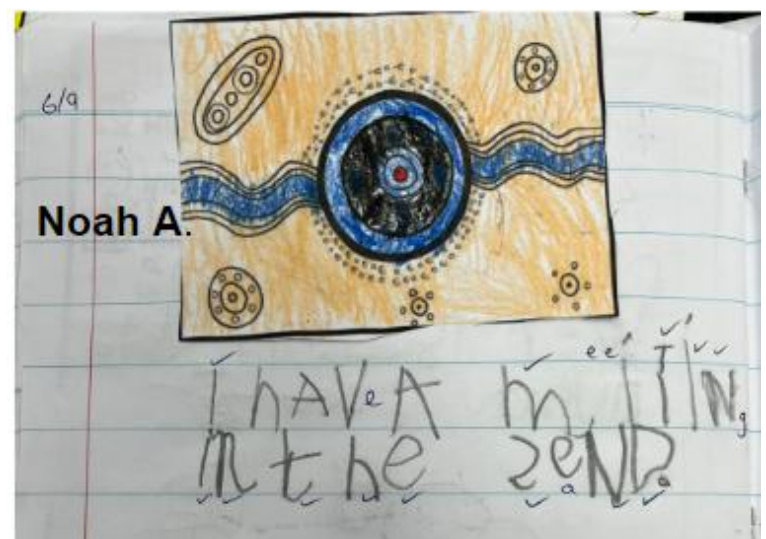
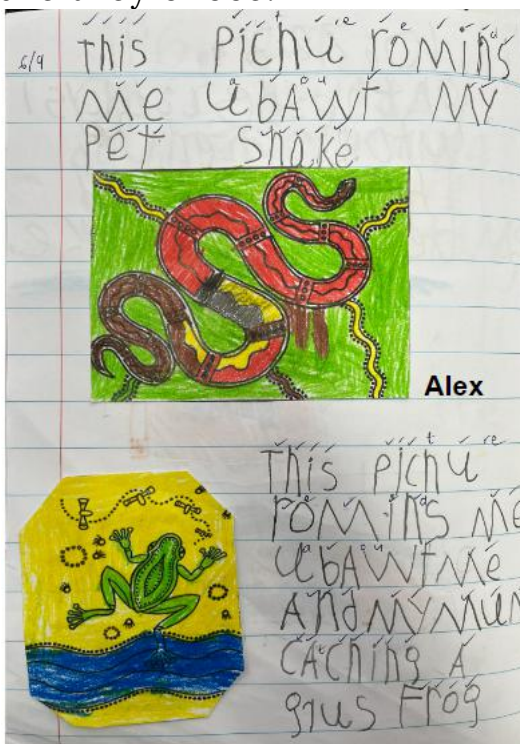
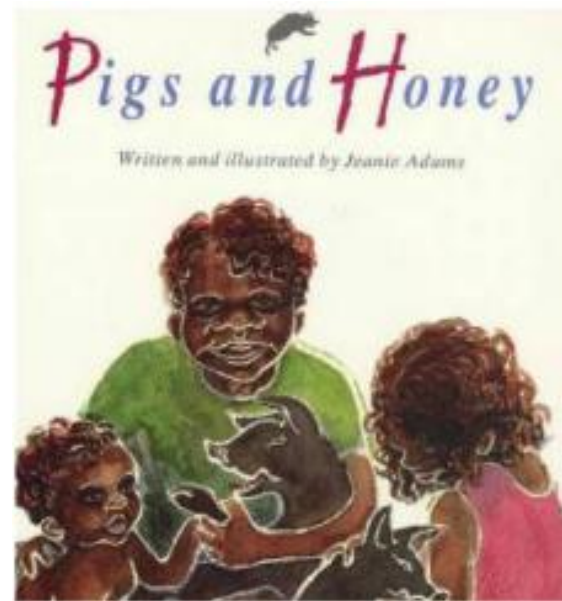
# Recounts

Students have also been learning to recount activities and events in their lives.



## Indigenous Literacy Day

On Indigenous Literacy Day (6 September), one of our Foundation students brought in a treasured book from home. We read the story *Pigs and Honey* by Jeanie Adams which celebrates Aboriginal knowledge and family togetherness. The story follows a young boy and his large family group as they head into the bush where they engage in a variety of activities: searching for sugarbag honey; making tea over a fire; looking for bush berries and roots; hunting for wild pigs and building a ground oven to cook the meat. After the story students coloured in some Aboriginal artwork and wrote a connection to the picture they chose.



As you can see from these writing samples, our fabulous Foundation students have been working really hard. Their writing goals have also included...

- We are listening to the sounds we can hear in words to be able to write the matching letters.
- We are using the word walls in the room for our high frequency words.
- We are also learning to:
  - use a capital letter at the beginning of a sentence and end it with a full stop
  - write on the line
  - use finger spaces between words
  - return sweep to the next line

## Year 1-2

Year 1-2 focused on introducing the setting and character/s and including an interesting way to hook the reader.

*On a misty morning a farmer walked up to the big paddock to check the sheep but when he got up there the sheep had vanished....*

**Angus L**

*One bright sunny summers day, Jerald went to the rainforest to bird watch. He saw something move as quick as lightning. He saw stripes and long ears. Could it be the last Tasmanian Tiger?*

**Darcy M**

*One windy morning Kade was walking around the pool keeping people safe. He liked being a lifeguard at the pool. The people at the pool did not know that night, that something bad was about to happen.*

**Gabe E**

*One summer morning the king was in the garden. He loved the garden because there was peace and quiet but one morning he heard something roaring.*

**Brian H**



# 3/4 Unit Narratives

In Term 3, the grade 3 and 4 students explored writing narratives. Our specific focuses included: creating a detailed setting; using transition words to sequence events; pacing our stories by speeding through unimportant parts and slowing down and giving details where it's important; choosing interesting and specific words; and revising with a specific focus in mind.



## Setting the Scene

Students used descriptive language to try to create a setting that readers could visualise using their 5 senses.

as the scientist got up she became aware of the massive canyons and mountains of rock. It was like a hot dry desert. The wind howled like a wolf.



## Sequencing Events

We used transitioning and sequencing words to guide the reader through our piece.

quickly the scientist yanked the equipment she had and she buckled it up. she was a little scared.

As soon as the ship hit the canyon wall all the

Our first long narrative started off by creating a unique setting - everybody came up with their own setting. Then we thought about the characters and events that fit that setting, and created a long narrative from there!

Our second focus was around writing short narratives based on a picture prompt. We wrote about the two photographs above.

## Revising Our Writing

We created a rubric and used it to go back and add, move, remove and change our writing.

was searching she saw a mysterious blob was ozing blood a

spaces in the sky were the girl she whispered to herself

To read all of our narratives, please visit the following links:  
3/4C <https://bit.ly/34narratives> 3/4Z <https://bit.ly/34ZNarratives>

## The Big Adventure by Amelia.C

One freezing cold night at the sky was pitch black in the spooky Forest, a mysterious creature roams around the house leaving ginormous footsteps. At last the creature was gone, "did you hear that?" whispered Marcus. "Yes" whispered Ruby back.

As the sun rose the next morning, mum yelled "Breakfast is ready" from downstairs. Ruby and Marcus came running down. While they were eating breakfast Ruby asked mum if they could go on an adventure. "No!" Mum yelled "Ruby you are only 10 and your brother is 6, it is too dangerous in the woods for kids". Ruby felt upset, running out of the room crying.

That night, Marcus packed his bag along with Ruby. "Come on Ruby", Marcus said. Ruby felt grateful for her brother helping her go on an adventure.

They tiptoed gently out of the house, Ruby accidentally dropped her drink bottle but luckily mum didn't wake. They made their way towards the woods, taking a quick pit stop in the bushes.

Suddenly there was a creature, it looked like a shadow. Bang!

"Ahhhhhhhhhhhh" Marcus screamed for help, Ruby didn't reply. She had suddenly remembered what her mum said that it would be too dangerous in the woods.

Scared and tired, Ruby and Marcus huddled in the bush and fell asleep as a strong current of wind came around them. When they woke up a little while later, Marcus and Ruby were being carried through the woods by four ghosts towards the haunted cottage.

At the haunted Cottage you could see the Spiders running fastly around the house. Then it went black! "Marcus, are you ok?" Ruby said worriedly. "Yes" Marcus replied "we need to get a plan to get out of here".

Soon after, the evil Witch and her ghosts went out hunting for food. "Ruby, look outside there are fairies!" Marcus announced with excitement. "Marcus, you need to stop imagining stuff" Ruby replied. "Really, there are fairies". "Oh my goodness why didn't you say anything" Ruby yelled excitedly.

Quietly listening they could hear the soft tiptoe walking up to them. "We are here to save you and take you to safety," the fairy said "but we have to be quick!"

The fairies gave Ruby and Marcus an invisible cloak. "Listen here, this is how you need to activate it" the fairies said. Ruby and Marcus listen carefully and follow the instructions the fairies left for them. They activated the cloaks and set off for home.

Mum, who was searching outside suddenly sees them and happily screams "Marcus and Ruby! oh my god where did you go? I've got so many question" she sobs with tears running down from her eyes. Ruby and Marcus explained what happened. Now they lived happily ever after on The Big Adventure.

By Mackenzie Lunr the  
fairy subscriber

One awful afternoon an ocean was filled with...  
RUBBISH!!! The ocean things where... DIEING. But  
on that awful afternoon a fairy came. Her name  
was... oh she doesn't want people to know her  
identity. She put a curse on the ocean. Not a bad  
one a good one. Who ever puts rubbish in the  
ocean disappears. FOREVER! The fairy used her  
magic. Someone had put a bottle next to the fairy.  
It was for lunr the fairy. After she had finished  
saving the ocean. She went to her tree house it  
was her house. She opened the bottle since it was  
for her. Thank you so much for saving the ocean  
we apricate you helping our children. No problem

## A Brave Dog by Phoenix

One day not very long ago there was a dog named Jock . He was a kind, helpful and caring dog from the outskirts of a small city. Here's his story.

Jock was in the middle of finding a home for a stray Chihuahua, when a big bull dog stepped in front of him. "Hello, do you want help finding a home?" He said the bull dog grinded then barked till the Chihuahua ran off.

Jock got so scared he ran around the corner, too busy thinking about the bull dog. He got caught by the pound.

Jock didn't know what to do, then when he was put in the big cage he had an idea. Jock barked alot and the guy came over. Jock stole the keys without him noticing then stopped barking.

The guy went away and Jock unlocked the cage "Yes I escaped" he said while happily jumping in a circle.

He showed the pound he escaped and then they chased him. He would lead them to the bulldog, then hid from the pound watching as the bull dog was put in the van. A happy ending as Jock can keep helping animals.

## The Circus by Lily

One bright and sunny day a little girl named Hannah was walking in the woods. Suddenly clouds cover the sky making it dark. She quickly took the path she thought was to Grandma's house but missed a turn when looking at a butterfly. She stumbled across this gigantic structure, removing the vines and sweeping the dust she found it was an abandoned Circus. By the look of it, no one had been inside for years.

She was curious, she thought she heard a noise from inside when removing dirt. She continued to explore the structure, climbing over trees and under branches. Shortly after Hannah tripped on a rock causing her to fall down and roll through an old doorway.

Loudly, the door slammed behind her! she had a fright, she yelled "help me". There was no answer, she yelled again "help me". Suddenly she heard loud footsteps coming towards her. She whispered "Hello, is anybody there?". It replied furiously" get out of my circus!. You have 24 hours or you die!"

Hannah, feeling scared, could hear her heart beating really, really fast. If the door was locked, how could she escape?

She banged on the old door trying to get out. After a minute, feeling tired and scared, Hannah saw some vines nearby. She started to climb them but the vines ripped right from the stems, revealing an old rusty gate.

Feeling relieved, she tried to climb up the gate but fell with a clump after slipping on the metal, knocking herself out cold.

Hannah woke up feeling scared and a little dizzy. She looked at her watch. Gasp! 20 hours had passed, she only had four hours left.

Slowly she got up, shaking as she heard the footsteps again. Arms shaking she thought to herself how am I going to get out of here? She was shivering. a spider was crawling on her leg. She heard the door open. She ran to the door as fast as she can. 3 hours had passed and 1 hours left. She sees a ladder. She got the ladder and leaned it against the rusty gate then she tried to climb up the ladder. But it was to slippery that she slipped off while climbing. With half an hour left, will Hannah come up with a plan?

# YEAR 5-6

GOAL - Good writers use strong character voice to draw their readers in.

- Investigate how writers have crafted strong voice for those characters (through dialogue, internal monologue/thoughts and feelings, reactions to other characters etc).
- Trial adding character traits to create voice for their characters using skills and strategies observed in mentor texts

Student practised taking a character from either the text 'Farmer' or 'The Clown', to model how to go from first person monologue to third person narration. E.g changing 'I to the farmer.' They then applied this to their own characters that they developed, taking into consideration - action happening - setting/background - facial expressions/tone - character feeling/thoughts

## Monologue

I could join their side, the winning side. I can be a hero, glory, fame. But if I lose the war, every-thing I love, the world, goes to ruin. If I don't take the chance, it might come to that anyway. That's it, they chose me, so I will win this war. I will get all my fame and glory. I will finally be a hero.

## Third Person

"I could join them" she said aloud, as she sat near the big oak. "Imagine, I could have my glory and fame. A dreamy look appeared, it deminished. "If I join I could save the world, if I lose I could end it" she stood up and started to pace. "I could die," she stopped. "No. They chose me for a reason. I will win this war. I will finally get my fame and glory. And nothing will stop me." She sat back down triumphantly.

## Monologue

Alright, here I am. The biggest moment of my soccer-playing career. I have to beat Nathan. I have to win. He won't let me play until or even if I do. OK, now the pressure is really getting to me but I have to push through. I have to play. But what if I'm not good enough? What if I don't win? I won't be able to play and I will prove Nathan right. But if I do win then I can play, hopefully kick Nathan off the team & prove him wrong in the process. I'm over-thinking this! I just need to play.

## Third Person

'Alright here I am. The biggest moment of my soccer-playing career. Ella thought, fiddling with her fingers not being able to shake the nerves. Winning was the only thing that mattered to Ella at this moment. Nathan not letting her play if she doesn't was her only motivation, just thinking about it made her face fill with rage. Ella really wanted to win so that she could play on the team and prove Nathan wrong but all she could think was  
\*turn page over\*

## Monologue

I need to get back to my planet, I'm the only one who can stop the virus and I'm all the way down at earth. Stopping this virus may lead me to my death but if I don't take the risk all my people will die. I'll be left living alone in guilt of letting my planet down, I MUST TAKE THE RISK!!!!...

## Third Person

"I need to get back to my planet," thought Pluto, wandering in circles suddenly realising he was the only one who can stop the virus but he's on a different planet. "Stopping this virus could kill me but at least it's not my people" exclaimed Pluto firmly as he put his foot on a big rock with an act of fierceness on his face as the fear crept up his spine as he remembered the Anti-virus chip will explode when inserted which is guaranteed to kill him.

## Monologue

"oh No!" he's here the one person I dread more than anything. "I must kill him." "I can't run" "how though he put up a force field"

## Third Person

"oh No!" gasped griffen, "he's here" griffen mutters as a tall black figure stepped out of the shadows. a chill went down griffen's spine it was the one person he dreaded the most the trees loomed over the black figure I must kill him thought griffen a force field rose out of the ground surrounding the black figure

## Monologue

I have to protect my village from those monsters. but how? it's only me that can fight and I will probably be taken, some with the village. what will happen if the village dies and there's nothing left but ash, fire and a broken dream. Oh well, I have to try fight if they have my back or not.

## Third Person

"I have to protect my village" said marisha as a frown formed on her face. She starts considering to give up but she pulled herself together. As a cool breeze hit her face. She thought very hard to think of how to stop the creatures but then she got so worried on what they would do to her. "what will

## Monologue

I need to collect the lightning but what if I don't defeat the monster what if I over power the weapons and destroy the village. If I don't collect the lightning the village will be destroyed and everyone I know and love will fall to my failure.

## Third Person

I need to collect the lightning said philip the destroyer to himself then he thought over what might happen he thought over the scenarios in his head he might over power the weapons if he didn't collect the lightning and if he didn't defeat the monster he realised everyone he knew and loved would fall to his failure they all ended in the village destroyed

# 2023 CALENDAR

## TERM 4 - 2023

**Mon 2nd Oct** - Term 4 starts

**Wed 4th Oct** - Year 3-4 drama/music group visiting Glenview

**Tues 10th Oct** - School Council Meeting

**Wed 11th Oct** - Boys to the Bush Community Day - Year 6s - Albury + Year 5s visiting Glenview

**Mon 16th Oct - Wed 18th Oct** - Robotics

**Wed 18th Oct** - Rotary Dinner catering

**Wed 18th Oct** - Year 1-2H visiting Glenview

**Sun 22nd Oct** - Rutherglen Show - Year 5-6s 'Young Entrepreneur Market' featuring at Show

**Mon 23rd - Wed 25th Oct** - Canberra Camp - Year 5-6

**Thurs 26th Oct** - Creative Lands Festival Day @ Henderson Pavilion - Years 3-4

**Wed 1st Nov** - Foundation visiting Glenview

**Mon 6th Nov** - Curriculum Day (students do not attend school)

**Tues 7th Nov** - Melbourne Cup public holiday

**Wed 8th Nov** - Grandparent's Day + Book Fair

**Thurs 9th Nov** - Book Fair 3:30-4:00pm

**Sat 11th Nov** - Remembrance Day service

**Tues 14th Nov** - French Poetry Recital

**Mon 20th Nov** - Professional Practice Day - all staff - students do not attend school

**Tues 21st Nov** - Transition Day 1: 9am-11am

**Wed 22nd Nov** - Rotary catering

**Tues 28th Nov** - Transition Day 2: 9am-11am

**Tues 5th Dec** - Transition Day 3: 9am-12:45pm

**Tues 12th Dec** - State-wide Transition Day for all students

**Wed 13th Dec** - Year 6 Graduation

**Thurs 14th Dec** - Year 5 Windsurfing

**Fri 15th Dec** - Year 6 Windsurfing

**Mon 18th Dec** - Presentation Assembly

**Tues 19th Dec** - Whole School Pool Fun Day

**Wed 20th Dec** - Last day of Term 4 - 1:00pm finish

## 2024

**Mon 29th Jan** - Book pack collection day + staff return

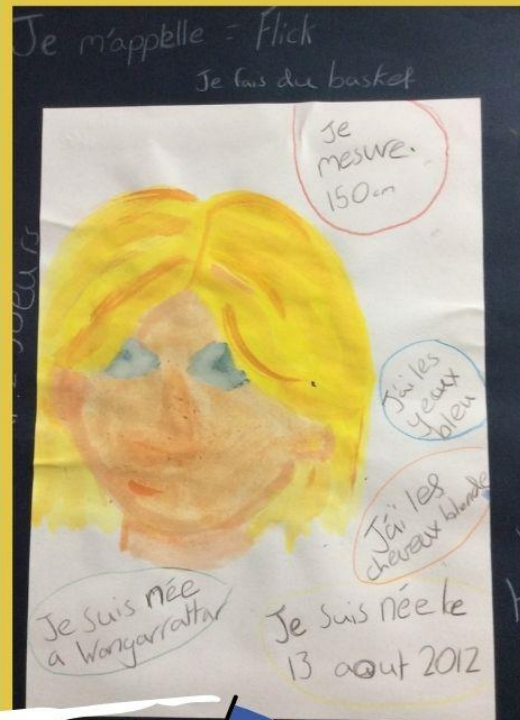
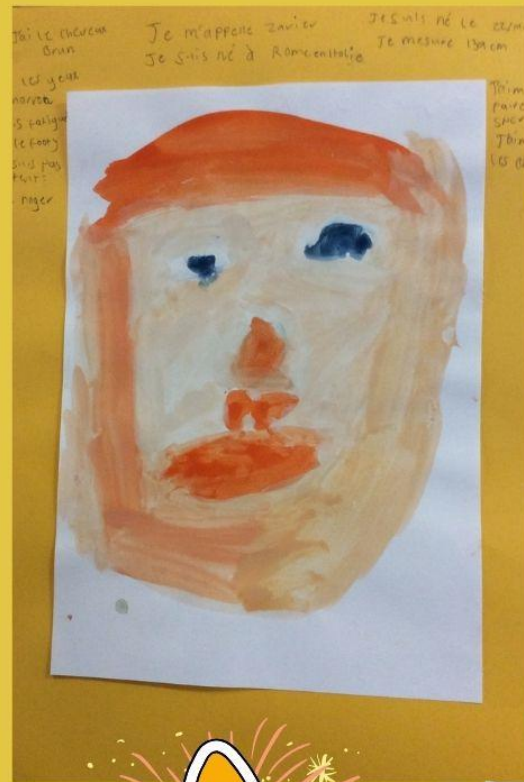
**Tues 30th Jan** - Term 1 commences for all students

**Term 1:** Tues 30th Jan - Thurs 28th March

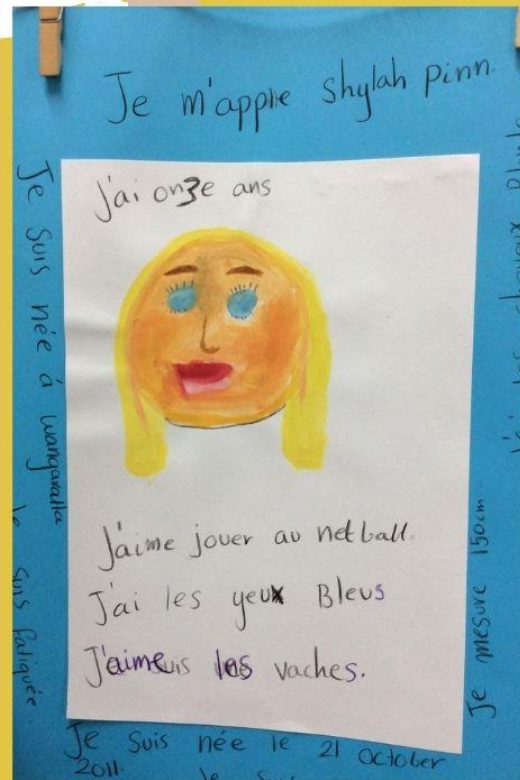
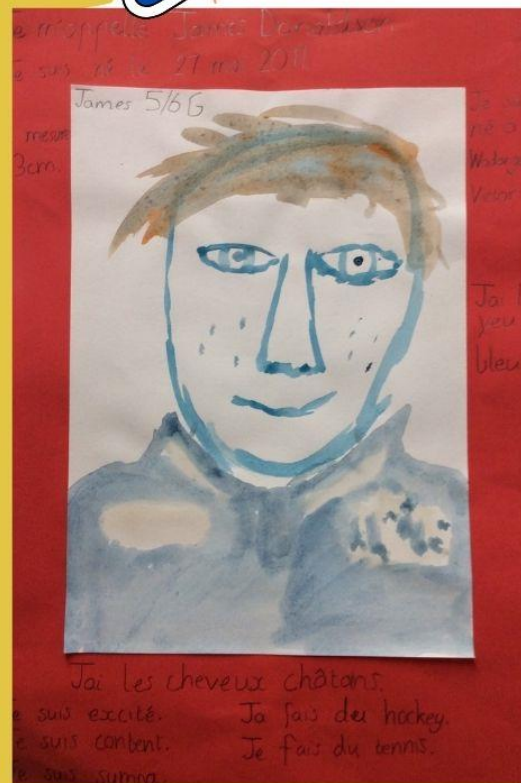
**Term 2:** Mon 15th April - Fri 28th June

**Term 3:** Mon 15th July - Fri 20th Oct

**Term 4:** Mon 7th Oct - Fri 20th Dec



## Les auto-portraits Self-portraits



5/6 students have created a self-portrait, writing 10+ French sentences to describe themselves, such as how they are feeling, their birth place and date, and physical characteristics, such as eye and hair colour. Bravo!

*Amaranth*  
FOUNDATION  
presents

25-26  
SEPTEMBER

# Calm the Farm

## HOLIDAY PROGRAM

with Mindfulness Coach, Chris

Come along for 2 great sessions of fun. Chris is a teacher, actor, singer, juggler, Relax kids mindfulness coach. Join Chris for music, juggling, stretching and mindfulness to support your child's mental and emotional health and wellbeing by calming the body and mind and building confidence and self-esteem.



\$50  
FOR BOTH  
SESSIONS

7-10 year olds 9am-10:30am  
11-16 year olds 11-12:30pm

Included in the cost is a set of scarves & morning tea.

Venue: Amaranth Foundation,  
57-65 Redlands Road Corowa

Secure your spot as places  
are limited.

Phone Amaranth on  
(02) 60331738



# Calm the Farm

for 7-10 year olds

with Mindfulness Coach, Chris

Emotional regulation  
through...

Self-massage &  
Stretching

Movement &  
Music

Mindfulness

◇ Saturday 14th  
October for 8 weeks

9:30-10:15am  
Cost \$125

Secure your spot  
0260331738

Join Chris at  
Amaranth Foundation  
57-65 Redlands Road,  
Corowa



# Calm the Farm

with Mindfulness Coach, Chris

## FOR 11-16 YEAR OLDS

Emotional regulation  
through...

Self massage  
Stretching &  
movement  
Circus  
Music & Mindfulness



Beginning  
Tuesday 10th  
October for 8  
weeks  
4-4:45pm  
Cost \$125

Venue: Amaranth Foundation  
57-65 Redlands Road, Corowa

To book phone (02)60331738



# JUNIOR GOLF

THE RUTHERGLEN GOLF CLUB WILL BE RUNNING "LEARN TO PLAY GOLF" CLASSES FOR 5-15 YEAR OLDS...

COME ALONG AND ENJOY A GREAT SPORT. NO EXPERIENCE NEEDED. CLUBS WILL BE SUPPLIED.

JUST BRING YOUR ENTHUSIASM WITH YOU.

WHERE: RUTHERGLEN GOLF CLUB  
MURRAY STREET  
RUTHERGLEN

WHEN: SATURDAY 7<sup>TH</sup> OCTOBER  
TIME: 9AM

IF YOU HAVE ANY QUESTIONS PLEASE CONTACT

GREG WILLIAMSON ON 0487 173 865  
FRANK BARING ON 0429 685 455



## ALBURY BRICK MUSTER™ 2023

LEGO® Fan Exhibition  
Local & Interstate Builders - Merchandise Stalls  
And More!

### WHEN

Saturday 21 October

10am – 4pm

Sunday 22 October

10am – 4pm

(Third Weekend in October)

### TICKETS

\$5 (Under 3 Years Free)

### BOOK ONLINE

bricksontheborder.com.au



### WHERE

St. Patrick's School Hall

Kiewa Street, Albury NSW

(Vehicle Parking Opposite)

Proudly presented by  
Bricks on the Border™ Inc.



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LEGO® USER GROUP

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Indigo Shire Libraries spring school holiday program is now live!

<https://www.eventbrite.com.au/o/indigo-libraries-10683181433>

to find a program near you!

Link also on our school's Facebook Page

# LIVE REPTILE SHOWS



## AUSTRALIAN REPTILES AT WODONGA PLAZA

Tuesday 26th September  
12pm and 2pm

Wednesday 27th September  
10am, 12pm and 2pm

Thursday 28th September  
10am, 12pm and 2pm



INSPIRATION. EDUCATION. CONSERVATION. INSPIRATION. EDUCATION. CONSERVATION.

## Strengthening Children and Teens Against Anxiety – Free Online Parent Session

**When:** Tuesday 10th October 2023, 6:30pm to 8pm (approximately)

**Where:** Online

**Cost:** Free

Seats are limited. This session will not be recorded. To register, please head to:

<https://www.eventbrite.com.au/e/strengthening-children-and-teens-against-anxiety-online-tickets-698733920967>.

Anxiety is a very normal part of being human, but for as many as one in five children it can reach intrusive levels, interfering with family life, friendships and school performance. This transformational session will provide parents and carers with the essential information and powerful, practical strategies to help their children and teens thrive through anxiety, whether it's everyday levels of anxiety or more intrusive. As part of this presentation, we will explore:

- A new, empowering way to understand anxiety.
- Common ways loving, committed parents might unintentionally fuel anxiety, and what to do instead.
- What to do when anxiety hits.
- Proven ways to calm and strengthen an anxious brain.
- How to build courage and resilience.
- Why anxiety might look like anger or tantrums, and what to do.
- Anxiety during adolescence – how social media, friendships, and the changes in the adolescent brain might contribute to anxiety, and what parents can do.