

Term 1:
18th February 2023

What's Happening at RPS

Rutherglen Primary School
Newsletter



DATES TO REMEMBER:

Monday 20th February
School Council
nominations close - see
previous newsletter and
Compass notice about
these.

Wednesday 22nd February
Foundation students do
not attend school

Wednesday 22nd February
Rotary dinner catering

Thursday 9th February
Icy-pole day

Student arrival
time at school
8:40am onwards
-staff
supervision starts
Morning bell is
at 9am.

Every day
COUNTS!



School success starts
with attendance

What's News @ RPS

Don't our Year 6s look fabulous in their special Year 6 shirts. We've gone with a new shirt design this year, which looks great and the design of the shirts come from student's ideas. Well done to James whose design was chosen for the shirt back.

In this newsletter is a focus on two areas of our 2023 AIP - Annual Implementation Plan that were mentioned in the last newsletter (as below). All schools have a 4 year School Strategic Plan (SSP) they are working on, targeted at school improvement in both learning and well-being. The AIP is the yearly goals that work toward the SSP. In Term 1 of 2024 our school will have their 4 year review and from this a new SSP will be developed. Within each newsletter throughout the year, we will continue to provide information, updates and celebrations on the areas that we are focusing as part of continued work on our areas of improvement.



- Improving student outcomes in writing
- The mental health and well-being of students
- Learning support and interventions targeted at students point of need
- **Improving school attendance**
- **Further embedding our work around SWPBS - School-wide Positive Behaviour in Schools**

▶ Our first School Council meeting for 2023 was held on Tuesday. The following items were discussed

- 2023 AIP was presented and endorsed
- Updates provided on our work with Behavioural Consultant Leah Climas were discussed with a revision and approval by SC to the Student Well-being and Engagement policy that reflected the implementation of after school detention - further details within newsletter
- Student attendance declines and impacts on learning and well-being
- Buildings and grounds updates - asphaltting of car park, spider & mosquito spraying, maintenance of Tiger Turf, inspections of exit lights, quotes being sought to replace roof of cooking centre and repairs to roof of BER & Main Building
- School Council Elections - 2 parent rep positions still vacant
- A very big thanks to outgoing school member Di Taborsky whose last child at RPS finished in 2022. Di has been a valued member of SC for a number of years and we thank her for contribution to our school.

▶ Thank you to all parents/carers who came along to the Parents & Friends Meet and Greet and AGM. Well done to our 2022 P&F who last year did a fabulous job in running a number of things for our students and fundraised toward things that will benefit our students. Thank you for their ongoing support in sponsoring our Student Leadership Team badges each year, the 2023 reps are wearing them with pride. Congratulations to new parent to our school this year, Lara Foot who is the new P&F president taking over from Kelli O'Meara and Kelli is staying on as secretary.

Regards, Karryn Williams - Principal

WHO'S IN THE HOUSE?



Each fortnight we are celebrating at Assembly & in the Newsletter the number of full houses* each class has achieved over 10 days of learning.

This is shown in the blue circle at each classes' house.

*A full house means every student in that class is at school on that day

As a special mention, 5-6G have had 15 full houses for 15 days of learning to kick off 2023 - AWESOME JOB!

Does your child have a chance of being successful?

1 or 2 days a week doesn't seem much but.....

If your child misses....	That equals....	Which is.....	and over 13 years of schooling that's...	Which means the best your child might perform is ...
1 day per fortnight	20 Days per year	4 weeks per year	Nearly 1.5 years	Equal to finishing in grade 11
1 day per week	40 Days	8 weeks per year	Over 2.5 years	Equal to finishing in grade 10
2 days per week	80 Days	16 weeks per year	Over 5 years	Equal to finishing in grade 7
3 days per week	120 Days per year	24 weeks per year	Nearly 8 years	Equal to finishing at grade 4

EVERY DAY COUNTS!

Daily attendance is important for all children and young people to succeed in education and to ensure they do not fall behind both socially and developmentally. School participation maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values that set them up for further learning and participation in their community.



Why are we focusing on school attendance?

The graphic below shows that over the past 5 years there has been a growing increase in student absence from school. In 2022, 41% of students had 20+ or 30+ days of absence!

Aside from family holidays and illness, the majority of absence related to students who had a day or 2 absence a week, before/after a public holiday, first/last day of school, several days before the end of Term - especially Term 4, to undertake non-approved activities (e.g - shopping, a fun day, rest day, their or another family member's birthday or just because '1 day doesn't matter')

Improving attendance rates at RPS is a specific goal within our 2023 AIP

What impacts can this have?

A decrease in connectedness to school and their peers, missing vital steps in learning sequences, missing fun events, not meeting year level curriculum learning outcomes or making progress against personal goals, delays and difficulties developing the skills and dispositions of lifelong learners whatever pathway they choose to take, missing timetabled intervention and support sessions (that can't be re-timeabled that week), decreased relationship building and personal and social skill growth, including lower levels of resilience... and quite simply



Absences ⓘ

20 or more absent days students in 2021 (%) ⓘ

For students in Prep - 6

School Name
Rutherglen Primary School

Year level group
● Prep - 6

Year level
All

29%
Your school

22%
Similar schools

23%
Network

21%
State

Absent day breakdown (5 years) ⓘ

For students in Prep - 6

0 Days
0.5 - 9.5 Days
10 - 19.5 Days
20 - 29.5 Days
30+ Days



Attendance Requirements

Please remember that it is your responsibility to notify the school if your child is going to be late or away from school on the day of absence or in advance if known, by adding this into Compass, calling the school on 60 329 428 or emailing the Office - rutherglen.ps@education.vic.gov.au

Notifying the school of your child's absence either prior to, or on the day that they will be away, helps ensure the safety and wellbeing of children and will fulfil your legal responsibility.

Since 2018, all Victorian government schools are required to contact parents/carers as soon as practicable on the same day of an unexplained student absence. If your child is absent on a particular day and you have not contacted the school to explain why, the absence will be marked as unexplained.

This system also promotes daily school attendance. Going to school every day is the single most important part of your child's education, they learn new things every day - missing school puts them behind.

Our school's Attendance Policy which outlines the school's processes and procedures for monitoring, recording and following-up of student absences is available on our website

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 2 & 3

Foundation

Sparrow Eloy - for being responsible for your learning. The way you are starting to follow instructions and contribute to classroom discussions is really pleasing to see. Keep it up Sparrow!

Alexander Leenaerts - for being a responsible learner, actively participating in class discussions and giving your best effort when completing set activities. Fantastic work Alex!

Year 1-2

Tiahn Heard - for doing your best in all areas of your learning. You are always keen to give things a go even when they may be challenging for you.

Elke Milhinch - for showing resilience and managing your emotions in positive ways. This is great growth for you Elke, well done!

Year 3-4

Charlie Hay - working hard to be more like a wise owl this week by making the right choice at the right time. Your classmates have definitely noticed an improvement, Charlie! Keep up the good work.

Luke Partridge - for always showing integrity by being on task and making the right 'wise owl' choices for your learning. Well done, Luke, you can always be trusted to do the right thing.

Amelia Colvin - always willing to include and take care of others in games, lessons or in the playground. You show great empathy to others around you. Great work Amelia

Mackenzie O'Meara - for being inclusive and inviting others to play with you. You demonstrate empathy to all within our class. Great work Mackenzie

Year 5-6

Charli Collis - for the resilience you have displayed in completing your learning. Having only one arm functioning has not stopped from getting on with your tasks. Great stuff, Charli!

Erica Harder - for taking responsibility for your learning. You have been able to reflect on your areas for improvement in Maths and asked for further assistance. Great work, Erica!

Hudson Hall - persisting with challenging tasks, and sharing your thinking with others. Great stuff Hudson!

Flick Watson - always being on task, and bringing in a positive energy to our classroom. Your positivity is a great influence on those around you - well done Flick!

Jessica Peuten - for being a dedicated learner who tries your hardest in every aspect of your learning. You are always totally organised for learning and actively contribute to class discussion. Thanks Jessica for also taking on the responsibility of offering to help others clean up their mess. You are a positive class member!

Dalton Yeats - for being focused on your Maths this week and really trying hard to complete the task. A great effort Dalton!

Dusty Seymour - for being a positive role model in the yard by helping others when they needed it and for taking on extra responsibility in the classroom to support your classmates. A wonderful effort Dusty!

ART & STEM

Kyden Skate - for demonstrating a big improvement by consistently showing all our values during learning in Art and STEM. Congratulations, keep up the great learning Kyden!

Foundation students - for making a fantastic start to the school year in STEM and ART by consistently modelling our school values. Keep up the great learning!

SWPBS

Positive Behaviour in the Playground



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

Chloe Shipcott, Stella Brown, Bryson Kronsteiner, Matilda Brown
-returning equipment



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

Imogen Joyce, Jayk Kronsteiner, Amelia Colvin
-taking care of our school by picking up rubbish



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

Angus Lawler, Stella Brown, Tyler Collis, Rory Campbell, Sienna Collins, Scarlet Giannone, Amelia Colvin, Billy Ramadge
- playing in the correct spaces



- Being inclusive
- Taking care of others

Will Lindsay, Carter Cunningham
-taking care of others
Anna Fuge
-taking care of others by returning their drink bottle she'd found in the lost property
Matilda Brown, Kyden Skate - looking after a Foundie when their Buddy was doing a job
Logan Hurley - taking care of others

Why do people bully others?

There are lots of reasons why someone might bully others. Whatever the reason, bullying is never ok.

Someone who bullies another person might:

Feel jealous

Want others to like them

Want to feel better about themselves

Want to fit in with their friends

Feel angry inside

Like to be in control or have power over others

Have been bullied themselves

Not know what they're doing is wrong



What to do if you're being bullied?

There's always something you can do.

Here are some ideas:

Keep your distance from bullying

Don't bully them back

Tell them what they are doing is not ok

Talk to an adult you trust

Take time to do something nice for yourself

Have someone help you report cyberbullying or assault

kidshelpline.com.au

SWPBS - School-wide Positive Behaviour in Schools

What is SWPBS?

School Wide Positive Behaviour Support (SWPBS) is a school-wide framework for developing and explicitly teaching appropriate and positive behaviours. SWPBS comprises a broad range of systemic and individualised strategies for achieving important student social; and learning outcomes, while also preventing problem behaviour among students.

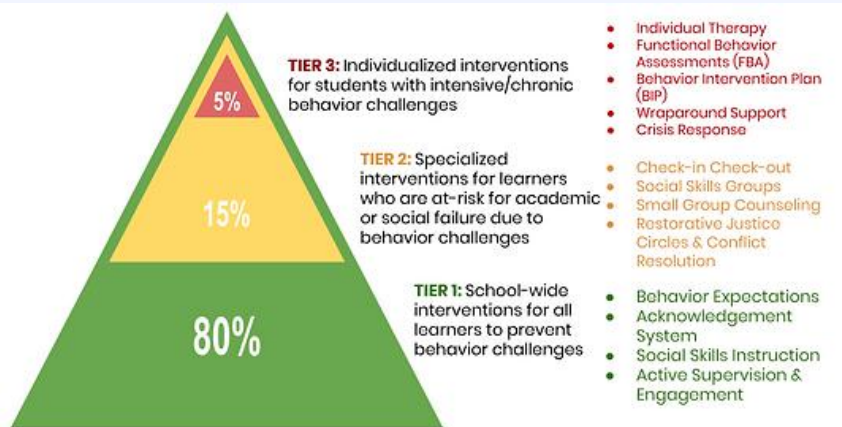
SWPBS practices and interventions have been designed using research and evidence that have been demonstrated to be effective. Introducing, modelling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and acknowledging students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

Rationale

Rutherglen Primary School nurtures a positive climate for learning where students aspire to be their best, are challenged and engaged cognitively, emotionally, socially and physically.

SWPBS is a collaborative effort that actively involves all staff members in our school - principal, teachers, education support staff and students. This cooperative approach recognises the critical importance of consistency across people and settings in creating safe schools and effective learning environments. When linked to a broader system of behavioural supports; effective classroom management strategies and techniques become even more effective and efficient. This makes the work of the classroom teacher more effective and the school experience of the student more positive.

Our school values - Respect, Responsibility, Integrity and Empathy are supported by the student 'Expected Behaviour Matrix' and the 'Behaviour Management Flowcharts' for both the classroom and the playground. These documents provide the basis upon which behaviours are expected and the appropriate procedures to follow to manage inappropriate behaviour. These expectations were adopted in consultation with school staff and students and have been refined through ongoing feedback. The specific set of behaviours that are pro social and focus on prevention and early intervention were developed in consultation with staff and students.



At RPS we implement a range of supports to meet a range of student' needs

TIER 1:

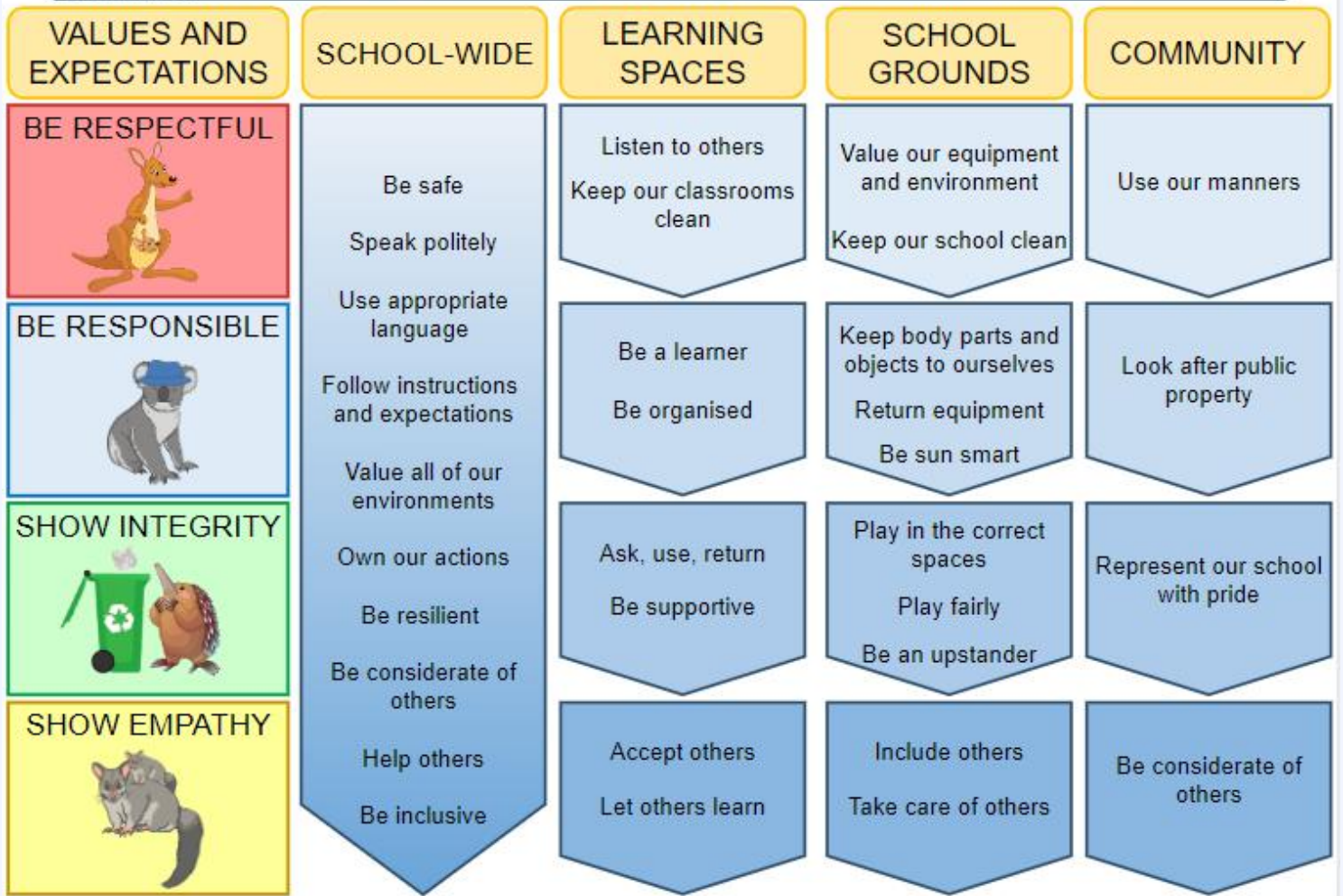
- SWPBS - behaviour expectations & acknowledgements
- Respectful Relationships
- Animal Behaviours Program
- Well-being groups
- House groups
- Student Leadership Team
- Harmony Day, No Bullying Day
- Breakfast Club
- Class meetings
- Play project - lunch/recess led games & Chess Club

TIER 2:

- Social Stencil - social skills program
- Boys to the Bush
- School Based Chaplain/Mentor
- Counselling Services
- Partnerships with School Focused Youth Services, Gateway Health, Upper Murray Family Services
- Anxiety in the Classroom -2023
- Speech Therapy

TIER 3:

- Behaviour interventions & support plans
- Behavioural therapist support for students and staff
- Psychology supports
- Partnerships with Headspace, Junction Support, Orange Door



BE RESPECTFUL



BE RESPONSIBLE



SHOW INTEGRITY



SHOW EMPATHY



Rutherglen Primary School Behaviour Flowchart - Classroom

Low-Level

- Not finishing learning or staying on task
- Interrupting/Calling out
- Not being organised
- Not following instructions
- Not using materials properly
- Being late
- Teasing/excluding others
- Taking objects that aren't yours
- Bringing objects to the floor (without teacher permission)
- Not keeping your hands to yourself
- Running indoors

Discussion or Reminder from Staff

- about what you should be doing
- about our school values and expectations
- support provided and choice given to get back on track

REMAIN IN CLASSROOM

Mid-Level

- Repeated minor offences
- Swearing, racist or inappropriate language & rude gestures
- Misusing/disrespecting property
- Leaving classroom without permission
- Back-chatting
- Inappropriate use of technology
- Disrupting the learning of others
- Disrespecting adults (including CRTs, ES)

Teacher to apply appropriate consequences

- separation within the classroom or removal to another area
- stay in for part of recess or lunch – finish work, community service
- detention (record on compass, detention slip completed, scanned and sent home)

REMAIN IN / RETURN TO CLASSROOM

High-Level

- Repeated mid-level offences
- Damaging property/vandalism
- Endangering self or others
- Aggressive, intimidating or violent behaviour or language
- Bullying
- Directed/intentional swearing, abusive, racist or inappropriate language & rude gestures
- Consistently refusing teacher requests
- Leaving classroom buildings (unable to find)
- Leaving school grounds
- Theft

Principal or Teacher in Charge to apply appropriate consequences

- withdrawal from classroom
- detention (record on compass, detention slip completed and sent home)
- immediate suspension

This behaviour may also result in the following:

- individual behaviour management plan

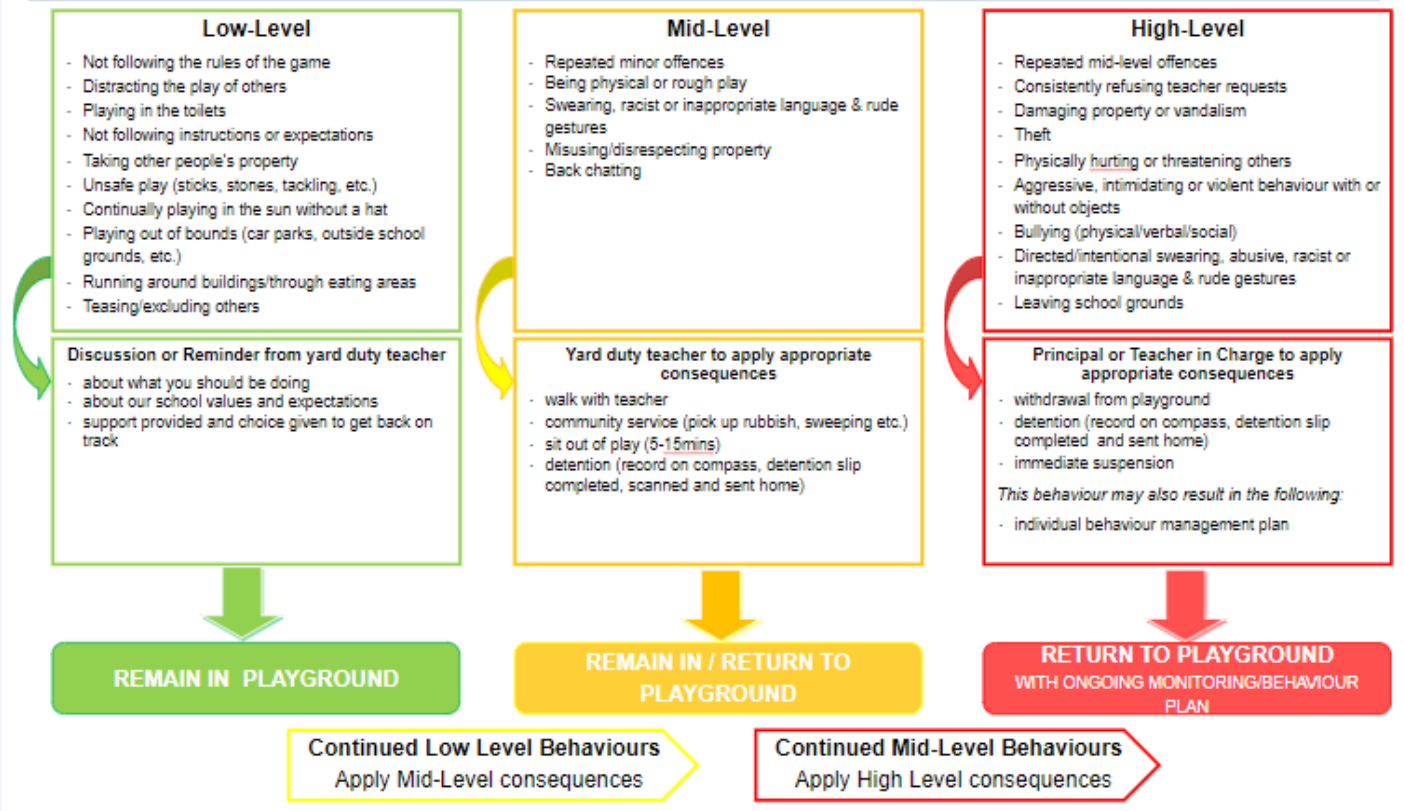
RETURN TO CLASSROOM
WITH ONGOING MONITORING/BEHAVIOUR PLAN

Continued Low Level Behaviours
Apply Mid-Level consequences

Continued Mid-Level Behaviours
Apply High Level consequences



Rutherglen Primary School Behaviour Flowchart - Playground



What are we adding in 2023?

OUR SCHOOL'S PARTNERSHIP WITH BEHAVIOURAL THERAPIST LEAH CLIMAS.

Leah has 28 years experience in the Department of Education and has a

Dip T, Grad D Special Ed, Post Grad 'Behavioural Problems of Childhood and Adolescence'

She is

A qualified teacher (Teacher of the Year - 1997), qualified special education teacher and educational consultant

She has been an

'Autism Consultant' (Education Department)
'Behavioural Specialist' (Education Department)
'Positive behaviour support' (Dept Ed)

Deakin lecturer in 'Applied Behaviour Analysis' & 'Functional Assessments'

Former member of the Autism International Advisory Board

Leah has been providing professional learning to all staff since Term 4 last year in Functional Behaviour Analysis, and is working with us to build our capacity to implement effective strategies to build positive behaviours and engaged students within classrooms and to also implement appropriate consequences.

Leah has supported the implementation of the Animal Behaviour Program within our school.

Animal Behaviour Program

Parent Information Sessions

Staff Training in SWPBS Universal Prevention Part B, Social Stencil & Anxiety in the Classroom

The implementation of after school detention for students who **make the choice** to not engage in their learning during class time by

- leaving the class they are in
- turning up more than 5mins late without acceptable reason or
- not just turning up to class

Learning time lost will be made up after school and work completed then.

This detention is inline with Dept of Education policy - see out Student Well-being & Engagement Policy on our website.

All students in our school have the right to learn and all staff have the right to teach free of disruption and unacceptable behaviour. Therefore, these rights will not be taken away by students who make the above choices and learning time lost will be caught up after school.

This has been approved by School Council and is effective from Monday 20th Feb

Animal Behaviours Program

The program's aims are to develop a 'behavioural language' for students to discuss their feelings and describe difficult situations that may arise without personalising issues. The Program provides a safe space for students to communicate social, emotional and behavioural needs.

Students are also able to acknowledge positive behaviours within themselves and their peers, rather than just focusing on negative behaviours. Student's are working through their understandings of the behaviours of each animal and that in different situations they can be either positive or negative behaviours. Staff will also use this language in restorative conversations with students, with the aim to help our students de-personalise situations and focus on the behaviours that were displayed and re-inforce that our actions are guided by the choices we make. The Lion and Magpie are animals that are already used in the Social Stencil program so are familiar to our older students where this program has been targeted. *A key message to our students in all that we do here at school and in life is that we all have a choice in the way we behave. Choices equal consequences that can be positive or negative.*

We are looking forward to adding this to our suite of whole school well-being and behaviour supports that are being directed toward both students and staff. Our aim is to continue to build positive behaviour momentum, and in acknowledging, addressing and changing behaviours students are working toward this. Student's are also able to recognise positive behaviours in each other and acknowledge that with a star.

Read some thoughts about this program from our 3-6 students after their introduction sessions.

						
LION	DOLPHIN	MOUSE	OWL	TURTLE	FOX	MAGPIE
Aggressive	Friendly	Fearful	Wise	Withdrawn	Sneaky	Nosey
Behaviours	Behaviours	Behaviours	Behaviours	Behaviours	Behaviours	Behaviours
<ul style="list-style-type: none"> - Shouting - Teasing - Punching - Kicking - Fighting - Controlling - Seeking attention - Protecting friends 	<ul style="list-style-type: none"> - Listening - Helping - Playing fairly - Following rules - Sharing feelings - Accepting - Getting along - Thinking of others - Being inclusive 	<ul style="list-style-type: none"> - Following - Joining in - Copying others - Crying - Acting silly - Not thinking things through - Avoiding eye contact - Sulking - Smiling to escape - Hiding 	<ul style="list-style-type: none"> - Thinking - Observing - Saying their opinion or thoughts - Being assertive - Leading - Role modelling - Sticking up for themselves/others 	<ul style="list-style-type: none"> - Avoiding tasks - Playing on their own - Keeping quiet - Not completing tasks - Avoiding - Spending time alone - Not answering - Not participating - Doing their own thing 	<ul style="list-style-type: none"> - Telling lies - Manipulating - Taking revenge - Avoiding blame - Blaming others - Coaxing others - Persuading - Thinking on their feet 	<ul style="list-style-type: none"> - Controlling - Makes things their business - Swooping in - Stirring up drama - Taking charge - Protecting others
BEHAVIOURS EXHIBITED BY THE FOLLOWING ACTIONS:	BEHAVIOURS EXHIBITED BY THE FOLLOWING ACTIONS :	BEHAVIOURS EXHIBITED BY THE FOLLOWING ACTIONS :	BEHAVIOURS EXHIBITED BY THE FOLLOWING ACTIONS :	BEHAVIOURS EXHIBITED BY THE FOLLOWING ACTIONS :	BEHAVIOURS EXHIBITED BY THE FOLLOWING ACTIONS :	BEHAVIOURS EXHIBITED BY THE FOLLOWING ACTIONS :
<ul style="list-style-type: none"> - Often deliberately engages in conflict - Often likes to be known as the 'Lion' to intimidate others and seek power - Chooses their targets - Likes to work in a group with other lions - Doesn't always control behaviour when they are able or capable in doing so 	<ul style="list-style-type: none"> - Include others - Are tolerant and accepting of people's differences - Often helps the team to achieve its goal - Sticks up for others appropriately - Are in control of their own behaviour - Take responsibility for their actions and behavioural choices even though they may have been wrong 	<ul style="list-style-type: none"> - Joins in inappropriate behaviour to make friends - Is used by the Lion and the Fox - They see themselves as not doing the wrong thing 	<ul style="list-style-type: none"> - Makes wise decisions - Looks out for others - Can assert themselves and say 'no' - Can make good choices - Owns their behaviour - Honest 	<ul style="list-style-type: none"> - Refusal to engage - Doesn't like to handle situations and will avoid them - Doesn't have a lot of friends - Usually doesn't join in games - Doesn't like to 'dob' - Too trusting of others - Can be a victim - Usually doesn't make eye contact 	<ul style="list-style-type: none"> - Pretends that they really couldn't be capable of inappropriate behaviour - Manipulates others - Uses the mouse to do their 'dirty work' - Doesn't own their behaviour - Deliberately and knowingly blame others - Nothing is ever their fault - Likes to be part of a group 	<ul style="list-style-type: none"> - Tells people what to think and do - Interferes with other people's personal space and privacy - Becomes involved with things that are not anything to do with them - Goes and tells people what others said to them or secrets - Tries to be the boss of a situation

Introducing the program & let's hear it from the kids...

Students workshopped the introduction of this program, coming up with behaviours they thought each animal represented. They then thought about and discussed what these behaviours would look like if being displayed. Finally they thought about some situations that either happened to them or someone else at school, home, or other places like the park or out of school activities. They identified the animal behaviours they noticed and what other animal behaviours would be helpful in solving this situation, or it may have been positive animal behaviours that they noticed.

I've definitely been a Lion at times.
Anon

Good way of describing actions instead of saying what they're doing saying what animal they're being like. I think it's a good idea to help people behave better because they might want stars.
Phoenix

Using the animals is a great way to speak to each other without being hurtful.
Luke. P

It could be a better way for behaviours and situations from becoming worse.
Chloey

It makes it easier because you can just say that they are showing the behaviours of a certain animal and they can make the change
Savannah M

I think it could change people's opinions of how they use their actions and it could stop bullying.
Jed

I find it a bit helpful because it can just help people who don't behave very well start to behave better basically by saying we want to be like owls and dolphins not like foxes or lions or turtles. It's good that you can get a reward for behaving well and it's nice that it comes from the kids.
Sienna

It's a good way to explain the actions of other people
Issy D

Not all the characteristics of these animals are negative as there are positive traits as well.
Charli

The stars can help you learn because you want to get a star and stamps and you can get them by making positive choices.
Stella

You have to be respectful to get a star and it's good to get stars because you can get a grape and you have to try to be respectful and responsible so people notice.
Emily

You should be respectful to others like the dolphin because they're always doing the right thing so other people want to hang out with them and be friends with them.
Mackenzie

I think it's a great way for kids to talk to each other about behaviours, and it gives them a language to talk about their problems without making judgements of each other. I think that it gives students some more control to talk about behaviours and it gives them the power to acknowledge when others are making the right choices. It's created a wonderful flip towards acknowledging and speaking about positive behaviours from the students and gives them ownership of their own actions.
Lauren 3-4 teacher

Being assertive to other people, instead of telling them a heap of different behaviours you can just say the one animal characteristic and I think they will understand -
Kayli

You can recognise or reflect on yourself of the behaviours that you are showing.
Luke. C

They are good to have as we are able to reflect on our behaviours and know exactly which one we can change
Audrey

You can use it along with our behaviour flowchart and can see where you are on that chart.
Alex

I reckon it's good for the school because you can call the behaviour of someone and say "Hey, you're being a Lion. Can you please bring it down?"
Casey

You can use it as a warning to yourself or others that you are showing a certain behaviour that aligns with an animal.
Will T

I like it because you don't have to keep telling someone who's not doing the right thing several times. You can just say "You are being a Lion" which tells them that they are showing the characteristics/behaviours of that animal. We had input in the behaviours and everyone knows what they are.
Jasmin

*You're
Invited!*

**Wednesday
1st March
5:30-6:30pm
in BER**

INFORMATION EVENING

**with our Behaviour Consultant
Leah Climas**

Learn about...

- the functions of behaviour
- consequences
- creating positive momentum

Discover...

- what we are doing at RPS around behaviour and staff PL
- Our newly implemented 'Animal Behaviour Program'

Childcare available for this event.

Sausage, Drink, Fruit & Fun provided.

For catering purposes bookings are essential
Contact the Office via phone or email.

2023 CALENDAR

TERM 1

Wed 22nd Feb - Rotary Dinner Catering

Fri 3rd March - Clean Up Australia Day

Fri 10th March - Year 5-6 lawn Bowls Comp @ R'Glen

Mon 13th March - Labour Day Public Holiday

Tues 14th March - School Council Meeting 6:30pm

Tues 21st March - Harmony/NO Bullying Day - wear something ORANGE

Mon 27th March - Curriculum Day + Parent Teacher Conferences 12pm - 6pm

Thurs 6th April - Last day of Term 1 - 2:30pm finish

TERM 2

Mon 24th April - Term 2 starts

Tues 25th April - ANZAC Day - march and service

Wed 3rd May - Cross Country

Fri 12th May - Athletics Day

Thurs 25th May - School Photos

Mon 5th June - Year 1-2 - The Twits @ Wang Performing Arts Centre

Mon 5th - Thurs 8th June - Year 3-4 Camp 15MCC

Fri 23rd June - Last day of Term 2 - 2:30pm finish

TERM 3 - 2023

Mon 10th July - Term 3 starts

Fri 15th Sept - Last day of Term 3 - 2:30pm finish

TERM 4 - 2023

Mon 2nd Oct - Term 4 starts

Mon 6th Nov - Curriculum Day

Tues 7th Nov - Melbourne Cup public holiday

Sat 11th Nov - Remembrance Day service

Wed 12th Dec - Year 6 Graduation

Thurs 13th Dec - Year 5 Windsurfing

Fri 14th 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

Competition
closes this
week



**French / Art
SUMMER POSTER
COMPETITION**

Draw or paint an original A4 picture on the theme of Summer. Use the whole page.

In your picture, include:

- an ice-cream cone or cup
- a French expression (choice of 4).

GelaTina vouchers to win in 4 categories:
Foundation, Grade 1/2s, 3/4s & 5/6s.

CHOICE 1 - Le soleil brille, l'heure de la glace!
CHOICE 2 - Vive l'été!
CHOICE 3 - C'est délicieux!
CHOICE 4 - C'est bon la glace!

Entries to Madame Géard
Closing date
22-23 February

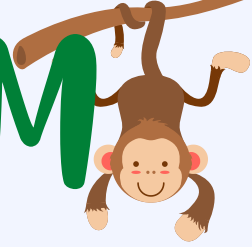
RUTHERGLEN
PRIMARY SCHOOL

GELATINA



New or amended dates

STEM



Students in F-2 have begun learning that all live animals grow and change.

They worked in teams to play a game of concentration to match the adults with their offspring, these included wild animals and farm animals, discussing the names of the adults and their offspring as they went. eg cow and calf

They then matched the adults with their offspring on a worksheet.

The children enjoyed sharing their knowledge about animals and their babies and learning some new ones too!



ART

All students have using their hands and objects this week to explore what marks they could make with paint.

They will then select certain marks from their work to create some paintings next week in their Art lessons.

It was messy but fun!

WHAT'S BEEN GOING ON IN THE 3/4 UNIT?

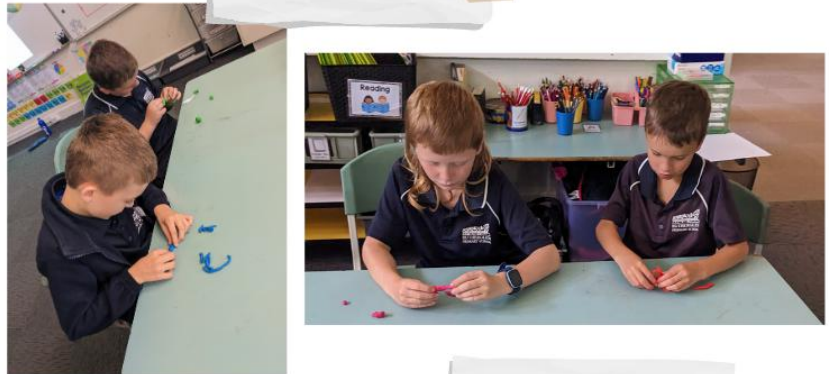
WE LEARNT ABOUT THE WRITING PROCESS WITH PLASTICINE!

PREWRITING



REVISING/ EDITING

DRAFTING



PUBLISHING



WHAT HAVE WE LEARNT?

Will D - I learned that you can follow the writing process for lots of different things, including writing.

Lachie - I learned that you have to plan to make a great story.

Amelia K - I saw that we all made something different even though we had the same plasticine.

Scarlet - I learnt that your idea doesn't always stay the same, it changes.

Jodie - I learnt that it's okay to have mistakes you just can fix them up.

Archer - I reckon it's also good that if you don't know how to spell something you can come over to someone else for help.

Community News

RUTHERGLEN KYOKUSHIN

KARATE CLASSES

ALL AGES WELCOME
FUN. FITNESS. DISCIPLINE

FIRST TWO CLASSES FREE

SATURDAY MORNINGS 9AM
MASONIC LODGE HALL
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FOR MORE INFORMATION CONTACT
NATASHA BLACK: 0400 171 221



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Must meet all eligibility criteria:



- Have a current Health Care or Pensioner Concession Card **AND** an eligible Centrelink payment*
- Be studying yourself **OR** have a child in school (can be starting school next year)
- Have regular income from work (either yourself or your partner)*
- Be 18+ years old

*Many types of income and Centrelink payments are eligible



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lake hume Cycle Challenge

Sunday 12th March 2023

enter now

Pick a ride that suits you:

- 80km/988m Bethanga Beast
- 65km/870m Sandy Creek Loop
- 40km Tallangatta Trail Tour
- 15km Klewa River Family Ride

FREE post-ride sausage sizzle and soft drink.

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SCAN ME