

Term 3:  
21st July 2023

# What's Happening at RPS

Rutherglen Primary School  
Newsletter



## DATES TO REMEMBER:

**Thursday 27th July**  
Foundation 100 days of  
school celebration

**Friday 28th July**  
Lions Club Public  
Speaking Competition

**Wednesday 2nd August**  
Year 6 Transition to RHS

Term 3 has got off to a great start and students across the school have settled in fabulously. It's been a busy start to the term with lots happening in and out of the classroom. We thank all our families for supporting their child to join the fun for our French Celebration Day with lots of great costumes and splashes of bleu, blanc and rouge. Our swimming program has kicked off and students are loving the change to the indoor heated pool and already are making great progress across each lesson. They will have 6 lessons in total.

We are very pleased with our NAPLAN data that has just been released and are super proud of the efforts of all of our students. This year NAPLAN has changed the way it groups student results, shifting from the previous format of Top 2 bands, Middle 2 bands and Bottom 2 bands, to 4 proficiency levels: Excelling, Strong, Developing and Needs Additional Support. Further details are on p.5 along with a celebration of our results, which saw our students out perform both Network Schools and Similar Schools in most categories. Student NAPLAN reports will be sent out to families this coming week.

Friday 28th July will see Taylor Francis (Year 5), Issy Daye (Year 6), along with Amelia Colvin (Year 3) and Paige Peuten (Year 4) represent our school at the Rutherglen Lions Club Public Speaking Competition. We acknowledge all students who put themselves forward to try out for this opportunity and wish our 4 girls all the very best with their presentations.

Student arrival  
time at school

**8:40am onwards**

-staff

supervision starts

at this time

Morning bell is

at 9am.

Every day  
**COUNTS!**



School success starts  
with attendance

Regards, Karryn

Congratulations to  
Luke, James and Will  
who decided to do the  
Gold Coast 4km kids  
dash whilst on  
holidays.  
Well done boys



**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 1 & 2

### **Foundation**

*Ashlyn Whalley - for continuing to develop your 'learning' stamina to complete tasks. Your effort is starting to pay off in both reading and writing. Keep it up Ash!*

*Isabel Miller - showing empathy towards your fellow classmates. Thank you for supporting and encouraging them. Well done Izzy!!*

### **Year 1-2**

*Charlotte Wilson - coming into school with greater confidence each day. It is great to see you organising yourself ready for learning and becoming more independent. Keep it up Charlotte!*

*Kyden Skate - stepping up as a learner and presenting your reading response task to a high standard. Your thoughts showed a strong understanding of the topic and the pride in your presentation was excellent.*

*Bryson Kronsteiner demonstrating responsibility in his learning by staying focussed and doing his best*

*Sylvia Keaveney - continuing to show responsibility in the classroom by listening carefully during instruction time and doing her best in all her work*

### **Year 3-4**

*Jed Lawler - Showing greater maturity and integrity. You are really stepping up as a leader and you are an empathetic & inclusive member of our class. Well done, Jed!*

*Blair Prescott - Stepping up this term and showing a lot more integrity as a learner. You have really improved in your focus and participation, especially on the floor. Keep it up, Blair!*

*Jodie Crooks-Mooney - Showing respect and empathy to others both in and out of the classroom. Jodie, your kind and caring nature makes you a great friend to all your peers. Keep up the great work, Jodie.*

*Ryeder Decker - Being a respectful and responsible member of our class and always willing to assist others with a helping hand, particularly in ICT lessons. Keep up the great work Ryeder*

### **Year 5-6**

*Michael Smith - for the improvement you have displayed in remaining focussed and completing your work. Keep up the great work, Michael!*

*Lachie Hawkey - being a positive role model to your peers, and managing distractions effectively in order to complete your learning. Excellent stuff, Lachie!*

*Shylah Pinn - for using your initiative, and knowing when to step in when it's most needed. Your assistance is greatly appreciated by everyone from our classroom. Great stuff, Shylah!*

*Rio Glenn - being a kind and caring class member who includes others both in and out of the classroom. Well done Rio!*

*Issy Daye - being a fantastic role model and standing up for what is right. Great stuff Issy!*

*Sienna Whilesmith - for being on task and completing your work. Sienna, this has been recognised by your peers and you should be very proud of your efforts!*

*Zavier Manns - for trying your best at all times. Your peers have recognised the effort you put in to achieve the best you can. Well done, Zavier!*

### **ART & STEM**

*Stella Brown - thinking carefully to creatively construct an ice-cream cone using paper in Art. Great thinking Stella!*

*Archie Lewis - demonstrating excellent leadership to complete tasks about Chemical Science. Well done Archie!*

# SWPBS

## Positive Behaviour in the Playground

### WE SHOW RESPONSIBILITY



sois responsable

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

### WE SHOW RESPECT



sois respectueux

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

**Jacob Saunders** - keeping our school clean  
**Elijah Daye, Jedd Prescott, Oliver Shanks, Jed Lawler, Phoenix Schilg, Kailen McLeod, Mabel Congdon**-valuing our equipment and the environment

### WE SHOW INTEGRITY



sois vraie

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

**Noah Waite, Harry Briggs, Jedd Prescott, Blair Prescott, Hudson Fleming, Alex Leenaerts, Noah Anderson**, - playing in the correct spaces

### WE SHOW EMPATHY



montre de l'empathie

- Being inclusive
- Taking care of others

**Bonnie Ellis** - taking care of others



Pride of  
RPS...  
Sylvia



## WHO'S IN THE HOUSE?

*Congrats!*

1-2H



5

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.

# 2023 CALENDAR

## TERM 3 - 2023

**Thurs 27th July** - Foundation's 100 days of School Celebration

**Fri 28th July** - Lions Club Public Speaking Competition

**Wed 2nd Aug** - Year 6 Transition to High School @ R'Glen HS - all Year 6 students

**Fri 4th Aug** - T-Ball Comp - Benalla - 5-6 T-ball teams

**Mon 14th - Fri 18th Aug** - Science Week

**Tues 15th Aug** - School Council Meeting

**Fri 18th Aug** - Hockey 7s Comp - Shepparton - 5-6 Hockey Teams

**Mon 21st - Fri 25th Aug** - Book Week

**Mon 21st Aug** - Book Week Parade

**Wed 23rd Aug** - Chess Comp @ Chiltern PS - 3-6 Chess Team

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

## TERM 4 - 2023

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

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

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

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

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

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

**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



Who cares?  
**Could you?**

Become a foster carer today

Call (02) 6055 8000 or scan



## Upcoming changes to NAPLAN reporting

2023 NAPLAN results for students have been released to schools.

Families are informed of some changes to this year's reporting. These are changes being introduced nationally by the Australian Curriculum Assessment and Reporting Authority (ACARA).

NAPLAN will continue to measure student achievement in numeracy, reading, writing, spelling, and grammar and punctuation but the results will now be presented in 4 proficiency levels:

These are:

-> exceeding -> strong -> developing -> needs additional support.

This change will give schools, parents and carers clearer information that details student achievement against new proficiency levels.

Students' NAPLAN reports will continue to show how they are tracking against their peers and provide an indication of their skill levels against national averages and where we would expect them to be in order to get the most out of schooling. This provides valuable information to teachers about how we can continue to support your child.

Each set of NAPLAN results is an important milestone but it's also important that students know that one result does not define them – these results are about making sure every student gets the support they need so they can continue to get the best from their learning.

When we provide you with your results, you will also receive information about what the new proficiency levels mean.

We will be partaking in upcoming professional learning online to help us to better understand this new reporting format and how to use information from this data to better support students at an individual level and to make necessary changes or refine the work we are doing at a whole of school level.

You are welcome to speak to me (Karryn), or your child's teacher with any questions about these changes.

### EXCEEDING OR STRONG STUDENTS IN 2023

	Rutherglen PS	Similar Schools
Reading – Year 3	78%	63%
Reading – Year 5	87%	75%
Writing – Year 3	78%	76%
Writing – Year 5	60%	67%
Spelling – Year 3	52%	52%
Spelling – Year 5	47%	59%
Numeracy – Year 3	87%	67%
Numeracy – Year 5	73%	65%
Grammar & Punctuation – Year 3	57%	50%
Grammar & Punctuation – Year 5	60%	61%

# Celebrating 2023 FRENCH DAY

fêtons LA FÊTE NATIONALE / LE 14 JUILLET



On y va!



Vive la France

rouge  
blanc  
bleu



Je suis cycliste.



je suis mime...



Je suis photographe.

des touristes?



...Je suis mime aussi!



Je m'appelle Léa!

Je joue au tennis!

# Celebrating 2023 FRENCH DAY

fêtons LA FÊTE NATIONALE / LE 14 JUILLET



Je m'appelle Hercule Poirot.

Comment ça va?



bleu  
blanc  
rouge



Je suis une fille française



Vive la France

c'est parti!



MERCI!



...Je suis peintre!



Bonjour tout le monde!

# Celebrating 2023 FRENCH DAY

fêtons LA FÊTE NATIONALE / LE 14 JUILLET



On fait de la motocrosse.



Je suis Coco Chanel.



bleu blanc rouge



me voilà!

MERCI!



Je m'appelle Leonardo de Ninja Tortues.



Je suis mime.



Je suis un éclair!

Vive la France



Ladybug et Chat Noir



# Celebrating 2023 FRENCH DAY

fêtons LA FÊTE NATIONALE / LE 14 JUILLET



C'est Wally ou Charlie?



Je m'appelle Ratatouille!



bleu blanc rouge



Je me déguise!

MERCI!



Je suis danseuse.



les amies!



Je suis Roi Louis III



Je suis artiste.



# Strengthening Children & Teens Against Anxiety

Our whole staff attended a full day workshop on Curriculum Day with renowned psychologist, author and presenter Karen Young, founder of Hey Sigmund. Here is one of many great articles that can be found on her website.

<https://www.heysigmund.com>



## Anxiety is ... a feeling, not a disorder.

Anxiety is a feeling, not a disorder. It's a warning, not a stop sign. Language is powerful, and the more we talk about anxiety as breakage or as a deficiency, the more we're going to drive anxiety about the anxiety. The truth is that it's a really normal human experience. In fact, it's probably one of the most human of the human experiences.

For sure, anxiety can really intrude into a young person's life, but the more we talk about anxiety in terms of breakage or deficiency, the more this will become a part of their experience. Especially for young people with intrusive anxiety, there is nothing to be served in pathologising anxiety.

What we focus on is what becomes powerful – so let's shift the focus. Let's stop talking about anxiety as a 'disorder', breakage, or deficiency, and towards normalising it. We won't get rid of it, so let's turn it from a scary beast of a thing, to an ally. This starts with the way we talk about it.

Anxiety does not come from a broken brain. It comes from a strong, powerful brain that is doing its job – protecting them from danger. All brains sometimes work too hard sometimes, and instead of protecting, they overprotect.

Brains can't tell the difference between things that are scary dangerous, and things that are scary safe (new, hard, brave, important things).

Let them know: Anxiety is a 'just in case' response. Just in case you need to run away or fight, I'm getting your body ready – just in case – but you decide: 'Is this a time to be safe? Sometimes it will be. Or is this a time to be brave?'

Anxiety shows up to check that you're okay, not to tell you that you're not. It's your brain's way of saying, 'Not sure – there might be some trouble here, but there might not be, but just in case you should be ready for it if it comes, which it might not – but just in case you'd better be ready to run or fight – but it might be totally fine.' Brains can be so confusing sometimes!

All young people need to know ...  
Your anxiety is there to check that you're okay, not to tell you that you're not.

You have a brain that is strong, healthy and hardworking. It's magnificent and it's doing a brilliant job of doing exactly what brains are meant to do – keep you alive.

Your brain is fabulous, but it needs you to be the boss. Here's how. When you feel anxious, ask yourself two questions:

- 'Do I feel like this because I'm in danger or because there's something brave or important I need to do?'
- Then, 'Is this a time for me to be safe (sometimes it might be) or is this a time for me to be brave?'

And remember, you will always have 'brave' in you, and anxiety doesn't change that a bit.

And finally.

Words are powerful. They drive thoughts, feelings, responses. The more sting the words have, the more sting the experience will have. The way we talk about anxiety won't be the whole story, but it matters. It has to be part of any response.