

Term 1:
Week 4 - February 2024

What's Happening at RPS

Rutherglen Primary School
Newsletter



DATES TO REMEMBER:

Mon 11th March -
Labour Day Public
Holiday



ZOOPER DOOPERS

Every Thursday - \$1

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



School success starts
with attendance

Term 1 is rolling on...

It's hard to believe we have already hit the half way mark of Term 1. Our students are doing a fantastic job in and out of the classroom and we are seeing some terrific learning and progress across the school, as well as great examples of our School Values of Respect, Responsibility, Integrity and Empathy in action.

Parent/Carer/Teacher Conferences are being held on Monday 4th and Tuesday 5th March 3:30-5:00pm, and until 6pm for our Year 5-6s only. Foundation students will have their conferences in Week 8 on Monday and Tuesday. These are an opportunity to meet your child's teacher to share any matters about your child that would be helpful for them to know, for their teacher to share how your child has settled into the year, their strengths and the goals that are being worked on whether that be around their learning, social, emotional or behavioural needs. Conference times are for 10 mins each and bookings are made via Compass. If you feel that you need a longer period of time beyond 10 mins. please arrange another mutually suitable time with your child's teacher.

School Council Elections are currently open and close on Friday 1st March. There are 4 parent and 1 DET employee positions vacant. Please consider becoming a part of our School Council - further information is within this newsletter. Nomination forms are available from the Office. We currently only have 1 parent nomination for the 4 vacant positions. Our current School Council members are - Marika Partridge, Renee Chandler, Katrina Colvin, Helen Daye, Lisa Prior, Nicole Balfour, Lisa Donaldson, Katie Hurley - so please reach out to one of them if you would like to chat more about joining our School Council.

COFFEE & CHAT - All Parent/Carers/Grandparents are invited to a very informal chat with our School Reviewer and panel (not including RPS staff) to share any feedback/thoughts, or make suggestions about our school to contribute to our current 4 Yearly School Review and our new 4 year Strategic Plan.

**Thursday 7th March @ 8:45am-9:10am or 3:00-3:25pm in the French Room
Everyone is welcome.**

Attendance...

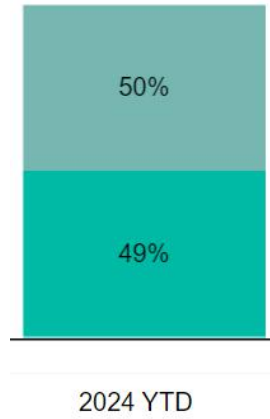
We want to send out a huge thanks to all families for supporting and prioritising their child's attendance at school - every day does matter, whether you think a day a here or a day there doesn't matter. The learning that happens in reading, writing and maths is sequential in a week, so when a day or two or more is missed in that sequence it makes it that bit harder to catch up on what has been missed. We understand that at times students are sick and being at home really is the best place to be, but when students are well we are eager to have them with us at school. Recently the students in Year 5-6G looked at the attendance data from last year and the year before and were shocked by the total number of days of absence across the school in those years and actually how many hours of learning, connecting and playing that equalled. On a positive note, they noticed that when comparing the same time in Term 1 this year to last year, that we are already having more students at school on more days - which means less absence... SO, great work everyone!

Absent day breakdown

So far this year



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



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 <u>1.5 years</u>	Equal to finishing in grade 11
1 day per week	40 Days	8 weeks	Over <u>2.5 years</u>	Equal to finishing in grade 10
2 days per week	80 Days	16 weeks per year	Over <u>5 years</u>	Equal to finishing in grade 7
3 days per week	120 Days per year	24 weeks per year	Nearly <u>8 years</u>	Equal to finishing at grade 4

EVERY DAY COUNTS!

Regards, Karryn Williams - Principal

WELCOME

Gwendoline - our
French Language
Assistant for 2024
working at Rutherglen
PS, Wahgunyah PS
and Rutherglen HS

**We Are
looking for a**

Host Family

From 4th April & into
Term 2 as she
searches for a share

- house or other
• accommodation



- **If you can assist in hosting Gwendoline please
• contact your school's Principal**

Empathy

Integrity

Respect

Responsibility

RPS Values Awards acknowledges students who display our school values and expectations by the choices they make in their daily actions - Weeks 3 & 4

FOUNDATION R	<p>Maggie B - always being willing to contribute to our classroom reading conversations. We enjoy hearing your thoughts about the books we read. Well done Maggie!</p> <p>George. L-K - showing resilience to start your day with a positive attitude! Keep it up George!</p>
FOUNDATION H	<p>Jay. S - your commitment to learning with integrity and adapting smoothly to class is commendable. Your emotional maturity is starting to shine through, and your perseverance is admirable. Keep up the fantastic work!</p> <p>Nixon. F - after overcoming illness and missing the first three weeks of school, I truly admire your determination and integrity. Your dedication to joining the classroom, giving your best effort, and supporting your peers is truly commendable, Nixon! Keep shining brightly!</p>
1-2 H	<p>Lenny. G - showing responsibility by always being organised and ready to learn. You are always first to the floor, sitting respectfully, and modelling connected listening. Well done Lenny!</p> <p>Alex. L - showing integrity by being a good friend and playing fairly with others. Keep it up Alex!</p>
1-2 P	<p>Evie. M - for making responsible choices in the classroom to ensure you understand instructions and can learn to the best of your ability. Keep it up!</p> <p>Wynter. G - well done on making a great start at your new school! You have shown a great attitude towards all learning tasks. Keep up the great work!</p>
3-4 C	<p>Bonnie. E - consistently showing Integrity as a learner. You have a positive, growth mindset towards all your learning tasks and can always be counted on to work hard to the best of your ability. Keep up the awesome work Bonnie!</p> <p>Amelia. C - showing fabulous Integrity as a learner by working hard to achieve your learning goals. You always show a growth mindset by listening carefully to feedback and using it to improve your work. Keep it up, Amelia!</p>
3-4 G	<p>Will. S - for consistently showing respect to his peers and staff. You have shown a positive approach to your learning and have been a positive role model to your classmates. Great start to the year Will, keep it up!</p> <p>Paige. P - for showing integrity as a role model to the rest of our class. You consistently have shown great independence with your learning and following instructions. Awesome start to the year Paige, keep it up!</p>
3-4 R	<p>Logan. S - for showing integrity in being a role model learner within our class. You have been independently transferring the learning we are doing in reading into your writing. Well done, Logan!</p> <p>Annabelle. C - for showing responsibility in your learning. You have been making great choices to benefit your learning over the last 2 weeks and it has shown in your learning! Keep up the great work, Annabelle!</p>
5-6 G	<p>Chloe. B - being an inclusive member of our class who makes everyone feel welcome and supported. Great stuff Chloe!</p> <p>Jenson. M - for being a more positive learner, and giving his best effort in all tasks. It has been great to see you become a positive role model so far this year Jenson, keep it up!</p>
5-6 B	<p>Phoenix. S - for always giving everything a go, even when you are feeling challenged with some learning tasks. Phoenix, you've made a brilliant start to the year, keep it up!</p> <p>Jayk. K - for your willingness to help others tidy their work spaces at the end of each day. You are often the first to pick up any stray bits off tables or the floor. Thanks Jayk, we really appreciate your assistance!</p>

SWPBS

Positive Behaviour in the Playground

WE SHOW RESPONSIBILITY



sois responsable

- Keeping body parts to ourselves
- Returning/Packing up equipment
- Being sun smart

Will. L - helping Robyn water the gardens
Piper. S, Camilla. B, Mabel. C, Wynter. G, - returning equipment
Amelia. C, Emily. C - helping pack up the sandpit even when they are not playing in there.

WE SHOW RESPECT



sois respectueux

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

Ashlyn. W - keeping our school clean
Nixon. F - helped Robyn pick up the cards

WE SHOW INTEGRITY



sois vraie

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

Jed. L - finding a toy for another student
Nikita. B - being an upstander

WE SHOW EMPATHY



montre de l'empathie

- Being inclusive
- Taking care of others

Bryson. K, Abbie. M - including others
Aroua. L, Ella. S - taking care of others
Ella. S - assisting teacher and friends

Pride of RPS... George



BEING AT SCHOOL IS COOL

Why Attendance Matters - when your child misses school they miss opportunities to ...



Learn



Make Friends



Develop Life Skills

PE & SPORT NEWS - TERM 1

with Mrs Lucy Brown



In PE we are focusing on fundamental movement skills. Across the F-2 Unit, we are doing this through PMP activities involving active play and structured movement activities. This improves competence and confidence in students movement abilities.

In the Year 3-4 and 5-6 Units, we are helping students develop greater proficiency across the range of fundamental movement skills. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. Students have been actively participating in tag games, team building activities and whole class games where they need to strategize and work together to be successful against the other team. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students are also learning to effectively communicate and problem-solve in teams or groups in movement settings.

We have already been lucky to have to had the Albury Wodonga Hockey Roadshow running hockey clinics across the F - 6 units on their PE days.

This week students across F-6 commenced the first of their tennis sessions with Mrs Rachel Crawford who we are delighted is able to return to run these as a qualified tennis coach. Students will partake in tennis for the next 4 weeks.

Students in Years 3-6 will partake in their swimming program at Wangaratta on Tuesday 12th, 19th & 26th March

TERM 1 - SPORTING CALENDAR

1st March - Ovens & Murray Division Swimming

8th March - Hume Primary Bowls Primary Mixed Region Finals - Rutherglen Bowls Club

16th May - House Cross Country - Lake King

TERM

1

WHAT'S HAPPENING IN STEM



BIOLOGY Inquiry

Students across the school are currently taking part in a five week biology inquiry cycle that follows the 5Es teaching model - Engage, Explore, Explain, Elaborate, Evaluate. Then a week each introducing physics, chemistry and earth and space science.

ENGAGE Engage students and gather prior knowledge

EXPLORE Provide hands-on experience of the topic

EXPLAIN Develop scientific explanations for observations and show understandings

ELABORATE Extend understanding to a new context or make connections to additional concepts through a student planned investigation

EVALUATE Students represent their understanding and reflect on their learning journey, and teachers collect evidence about the achievement of outcomes

Students have been introduced to this model through their biology topic this term:

Foundation - Living things have basic needs

1/2- Living things have external features

3/4- Living things can be grouped based on observable features

5/6- Living things have structural features and adaptations that help them to survive in their environment



STEM



Art News

F-2



Foundation - Year 2 have been using their skills of noticing details in an object (bugs and other creatures) to create their own versions of a still life.



Amelia



Marley



Noah



Freddie



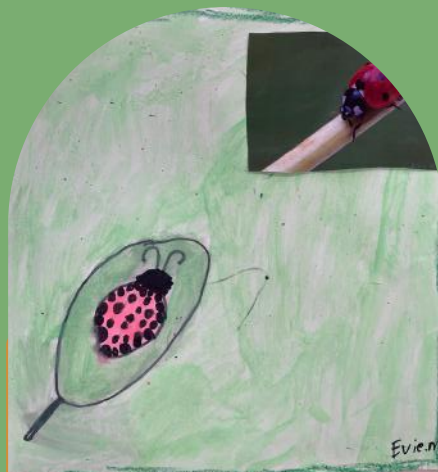
Camilla



Jedd



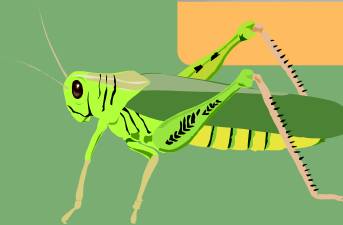
Lenny



Evie



Elke



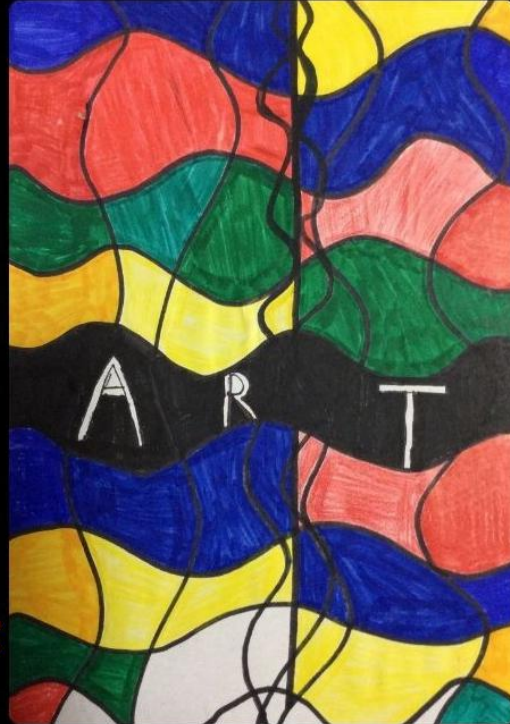
Grades 3-6

ART GALLERY

In their journals, RPS resident artists are practising their style with diverse subject matter, including art making as a response to music. Students are exploring and experimenting with various media, such as paint slicks, watercolour paint, textas, fineliners, coloured pencils and oil pastel.



Will D 5/6G



**Will T
5/6B**
work in
progress



Bonnie 3/4C



Sienna 3/4R



Blair 3/4G



MATHS AT RPS



Aim and Rationale for teaching Maths

The Victorian Curriculum for Mathematics aims to ensure that students “develop useful mathematical and numeracy skills for everyday life and work, as active and critical citizens in a technological world” and “become confident, proficient, effective and adaptive users of mathematics”.

In Mathematics, Rutherglen Primary School values...

engagement
progress

purpose
dialogue



The PMSS Program

As part of our continuous learning journey as a staff, two of our teachers, Mr Giannone and Miss Crombie, have been participating in the Victorian Government’s Primary Mathematics and Science Specialists Initiative to build our school’s knowledge of content and teaching strategies in mathematics.

This year, as part of this program, Mr Giannone and Miss Crombie will continue to build their own knowledge and skills as maths teachers and leaders, while mentoring, coaching, and building the collective capacity of our staff.

Recent Changes in Maths

You may have noticed that the maths your kids are doing looks a bit different than when you were at school! These days in maths there is:

- Increased emphasis on mental computation and estimation - however with less focus on speed and competition and more around developing and applying effective and efficient strategies
- Decreased emphasis on formal written methods
- Emphasis on developing students ability to reason, problem solve, and to think critically and creatively
- Emphasis on communication and collaboration
- Learning by doing, talking, drawing and writing
- Use of calculators, computers, games and open-ended tasks

How can I help my child?

Doug Clarke, the Managing Director of Mathematics Teaching and Learning at ACU wrote an article for the ABC that gives simple and easy tips that you can implement at home to help your child(ren) with maths!
Check it out at: <https://ab.co/3OSvNCi>



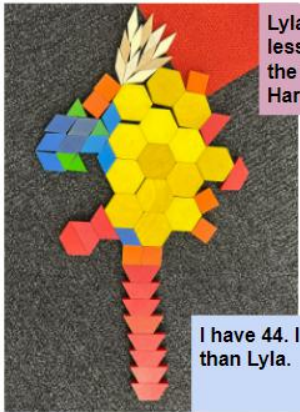
Revisiting our Instructional Model

As part of our PMSS journey, our school has begun to explore a new instructional model, the (re)Launch, (re)Explore, (re)Summarise cycle. This lesson structure takes a more inquiry-based approach to mathematics. Students are encouraged to work collaboratively to solve problems, and share their thinking and strategies with each other in order to build their knowledge and understanding. This is facilitated by thorough planning before the lesson - a phase called “anticipating” - where teachers collaboratively discuss the aims of the lesson, the strategies students may use, and the teaching focus for the session.

Maths with the Foundies

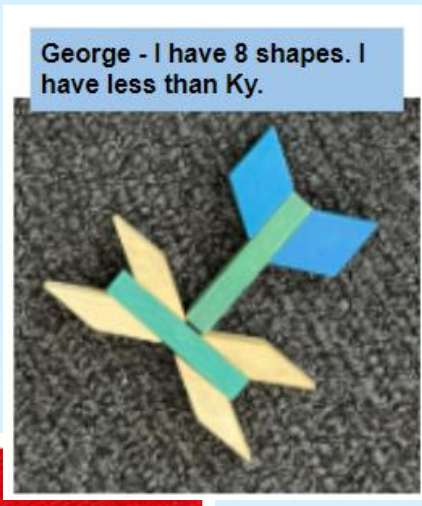
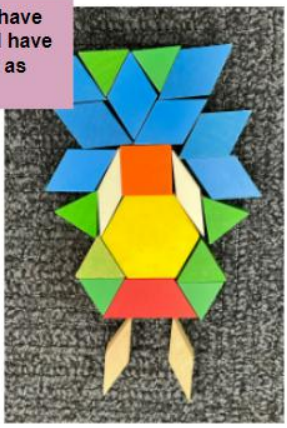
In Foundation, we have been learning to count forwards and backwards. We count each day we are at school (15 so far) and we count small collections. We make sure we count one to one by pointing and/or touching each object in the collection.

This week we created a picture with 2D shapes, counted how many we used and then compared our collection to others using new mathematical language of more, less or the same.

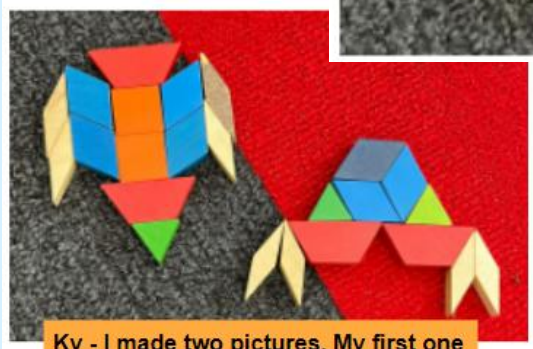


Lyla - I have 23. I have less than Ebony. I have the same number as Harriet.

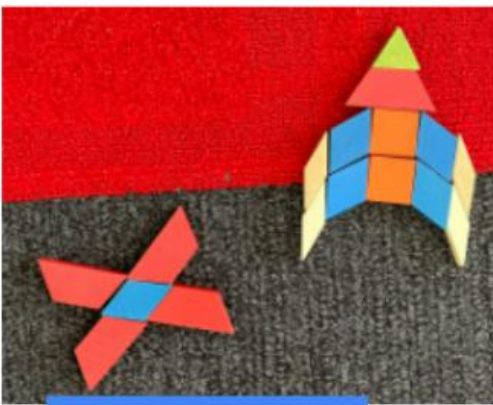
I have 44. I have more than Lyla.



George - I have 8 shapes. I have less than Ky.



Ky - I made two pictures. My first one has 13 shapes and the second one has 11. I have 24 altogether.



Magnus - I have 18. I have less than Harriet.

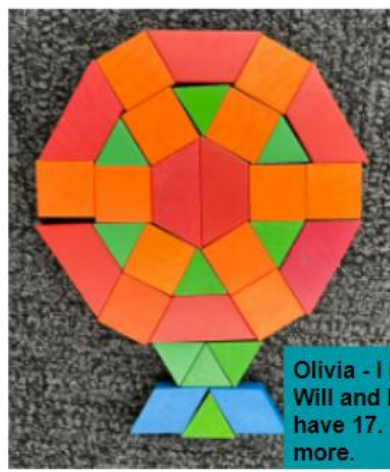


Maggie - I have 30 and Ebony has 58. I have less than Ebony.

Ebony - I have the biggest collection in the class.

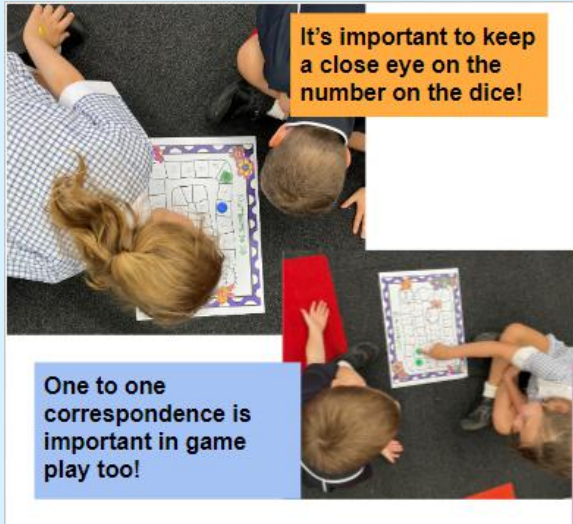


Harriet - I have 23. I have more than Magnus.



Olivia - I have 32. Will and Nick only have 17. I have more.





It's important to keep a close eye on the number on the dice!

One to one correspondence is important in game play too!

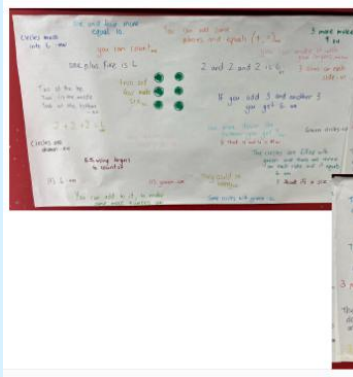


If you land on a star you count out the 'treasure tokens' (matching the number from your dice...roll a nine, you count out nine tokens, YAY!)

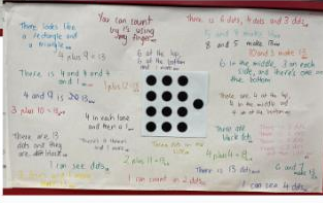
Let's COUNT!



YEAR 1-2H



Foundation students have also been introduced to number talks - and we love them! We are excited to explain what we see and we build on the thinking from our peers!



Recently we have worked on our understanding of the 10's counting pattern and have practised from different starting points using different number charts to self check our accuracy. We emptied 2 tubs of Unifix onto the floor and as a class came up with different strategies we could use to try and figure out how many Unifix there actually were. Some of these ideas included making one long line. We soon started thinking about how our counting by 10's could be used. We discussed making the long line but having 10 of each colour to make it easier to count, but some felt this was too time consuming. Alex came up with idea to make towers of 10 and then line them up to count, so that's what we did. We then realised we still had a lot of counting to do but quickly figured out that 10 groups of ten made 100. We then set about remaking groups of 100 for easier counting. We counted by hundreds, tens and ones and were amazed to see that we were successfully able to work out that there were 1643 Unifix in the two tubs!!



2024 CALENDAR

TERM 1 - 2024

Thurs 29th Feb	School Review - Validation Day
Fri 1st March	O&M Division Swimming
Mon 4th & Tues 5th March	Parent/Carer/Teacher Conferences 3:30-5:00pm Year 1-6 only, Foundation in Week 8
Thurs 7th March	School Review - Fieldwork Day
Fri 8th March	Hume Primary Bowls Primary Mixed Region Finals - Rutherglen Bowls Club
Mon 11th March	Labour Day Public Holiday - students do not attend school
Tues 13th March	Year 3-6 Swimming
Wed 14th - Fri 16th March	NAPLAN
Tues 19th March	Year 3-6 Swimming
Thurs 21st March	School Review - Panel Day
Tues 26th March	Year 3-6 Swimming
Thurs 28th March	Easter Parade & Raffle Draw + last day of Term 1 - 2:30pm finish

TERM 2 - Mon 15th April - Fri 28th June

Tues 16th, 23rd & 30th April	Foundation - Year 2 Swimming
Mon 22nd - Wed 24th April	Year 5-6 Camp
Thurs 25th April	ANZAC Day - all students invited to take part in parade & service. Meet Jasper's cnr at 8:50am
Tues 30th April	Melbourne Space Science - Year 3-6
Tues 7th - Fri 10th May	Year 3-4 Camp
Thurs 16th May	House Cross Country - Lake King
Thurs 23rd May	School Photos
Fri 7th June	Curriculum Day
Mon 10th June	King's Birthday Public Holiday

TERM 3 - Mon 15th July - Fri 20th Oct

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TERM 4 - Mon 7th Oct - Fri 20th Dec

Mon 4th November	Curriculum Day - students do not attend
Tues 19th November	Curriculum Day - Report Writing Day - students do not attend

Appendix A

Fact sheet 1: school council elections – information for parents

What is a school council and what does it do?

All government schools in Victoria have a school council. They are legally constituted bodies that are given powers to set the broad direction of a school, in accordance with Ministerial Order 1280 Constitution of Government School Councils, and the *Education and Training Reform Act 2006*. In doing this, a school council may directly influence the quality of education for students.

Who is on the school council?

For most primary school councils, there are several possible categories of membership:

- **A mandated elected parent member category** – more than one-third of the total members must be from this category according to Ministerial Order 1280. Department employees can be parent members at their child's school providing that they are not engaged in work at the school.
- **A mandated elected school employee member category** – members of this category make up no more than one-third of membership. The principal of the school is automatically one of these members.
- **An optional community member category** – members are co-opted by a decision of the council because of their special skills, interests or experience. Department employees are not eligible to be community members.

Generally, the term of office for all members is two years. The term of office of half the members expires each year, creating vacancies for the annual school council elections.

Why is parent membership so important?

Parents on school councils provide important viewpoints and have valuable skills and a range of experiences and knowledge that can help inform and shape the direction of the school.

Those parents who become active on a school council find their involvement satisfying and may also find that their children feel a greater sense of belonging.

Do I need special experience to be on school council?

Each member brings their own valuable skills and knowledge to the role, however, in order to successfully perform their duties, councillors may need to gain some new skills and knowledge.

It is important to have an interest in your child's school and the desire to work in partnership with others to help shape the school's future.

Code of conduct for school councillors

School councils in Victoria are public entities as defined by the *Public Administration Act 2004*.

School councillors must comply with the Code of Conduct for Directors of Victorian Public Entities issued by the Victorian Public Sector Commission. The Code of Conduct is based on the Victorian public sector values and requires councillors to:

- **act with honesty and integrity** – be truthful, open and clear about their motives and declare any real, potential or perceived conflict of interest and duty

act in good faith in the best interests of the school – work cooperatively with other councillors and the school community, be reasonable, and make all decisions with the best interests of students foremost in their minds

act fairly and impartially – consider all relevant facts of an issue before making a decision, seek to have a balanced view, never give special treatment to a person or group and never act from self-interest

use information appropriately – respect confidentiality and use information for the purpose for which it was made available

exercise due care, diligence and skill – accept responsibility for decisions and do what is best for the school

use the position appropriately – not use the position as a councillor to gain an advantage

act in a financially responsible manner – observe all the above principles when making financial decisions

comply with relevant legislation and policies – know what legislation and policies are relevant for which decisions and obey the law

demonstrate leadership and stewardship – set a good example, encourage a culture of accountability, manage risks effectively, exercise care and responsibility to keep the school strong and sustainable.

Indemnity for school council members

School councillors are indemnified against any liability in respect of any loss or damage suffered by the council or any other person in respect of anything necessarily or reasonably done, or omitted to be done by the councillor in good faith in:

a. the exercise of a power or the performance of a function of a councillor, or

the reasonable belief that the act or omission was in the exercise of a power or the performance of a function of a council.

How can you become involved?

By participating in, and voting in the school council elections, which are held in Term 1 each year. However, ballots are only held if more people nominate as candidates than there are positions vacant.

In view of this, you might consider:

standing for election as a member of the school council

encouraging another person to stand for election.

What do you need to do to stand for election?

The principal will issue a Notice of Election and Call for nominations in Term 1 of each year. Council elections must be completed by 31 March, unless varied by the Minister for Education.

If you stand for election, you can arrange for someone to nominate you as a candidate or, you can nominate yourself in the parent member category. You can only be nominated by another member of the same electorate that you are eligible for (e.g. a member of the parent electorate may only nominate another parent of that electorate)

Department employees with a child enrolled at a school where they are not engaged in work, are eligible to nominate for parent membership at that school.

Return your completed nomination form to the principal within the time stated on the Notice of Election. You will receive a Nomination Form Receipt via post, email or by hand delivery.

Generally, if there are more nominations than vacancies a ballot will be conducted in the two weeks after the call for nominations has closed.

Remember

Consider standing for election to school council.

Ask the principal for instructions if you are not sure what to do.

Be sure to vote if the election goes to ballot.

Contact the principal if you are unsure about what is required at any stage of the election process.



Rutherglen Primary School

School Council Election Process and Timetable for 2024

Event	Date
A) Notice of election and call for nominations.	Friday 16th February
B) Closing date for nominations.	Friday 1st March
C) The date by which the list of candidates, nominator and seconder will be displayed.	Monday 4th March
D) The date by which ballot papers will be prepared and distributed. (If required)	On or before Wednesday 6th March
E) Close of ballot.	Friday 8th March
F) Vote count.	Friday 8th March
G) Declaration of ballot.	Friday 8th March
H) Special council meeting to co-opt Community members (the Principal will preside) Thursday 16th March	Tuesday 12th March
I) First Council meeting to elect office bearers (the Principal will preside)	Tuesday 12th March

SCHEDULE 4: NOTICE OF ELECTION AND CALL FOR NOMINATIONS

- ◆ An election is to be conducted for members of the School Council of Rutherglen Primary School.
- ◆ Nomination forms may be obtained from the School and must be lodged by 4pm on Friday 1st March.
- ◆ Following the closing of nominations, a list of the nominations received will be posted at the School if a ballot is required.
- ◆ In the case where a ballot is required due to more nominations than vacant positions, the ballot will close at 4pm on Friday 8th March.
- ◆ The terms of Office, membership categories and number of positions in each membership category open for election are as follows:

MEMBERSHIP CATEGORY	TERM OF OFFICE	NUMBER OF POSITIONS
Parent member	From the day after the date of declaration of the poll on 8th March 2024 to and inclusive of the date of the declaration of the poll on 6th March 2026.	4
DET employee member	From the day after the date of declaration of the poll on 8th March 2024 to and inclusive of the date of the declaration of the poll on 6th March 2026.	2

If the number of nominations is less than the number of vacancies, a notice to that effect and calling for further nominations will be posted in a prominent position at the School and via the school's usual communication channels.

Karryn Williams
Principal

Proud of our history – Passionate about the future

Contact:

Rutherglen Primary School
44 Murray St, Rutherglen, VIC, 3685
☎ (02) 6032 9428 📠 (02) 6032 9076
✉ rutherglen.ps@education.vic.gov.au
🌐 www.rutherglenps.vic.edu.au

Karryn Williams:
Principal

✉ karryn.williams@education.vic.gov.au



WAHGUNYAH FOOTBALL/NETBALL CLUB

**ALL ABILITIES AFL FOOTBALL
COME & TRY DAY
FOOTBALL NETBALL CLUB**

WHEN WEDNESDAY MARCH 14th

WHERE Wahgunyah Recreation Reserve

TIME 5:30PM-7:00PM

WHAT TO BRING DRINK BOTTLE

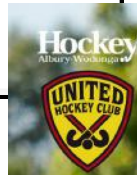
WHAT TO WEAR Your Favourite Footy Colours

CONTACT Wayne Cooper 0439404027

ALL WELCOME

BBQ PROVIDED

**ANYONE INTERESTED IN GIVING AFL A GO
NO EXPIREANCE NECESSARY
PLAYERS, PARENTS AND CARERS WELCOME**



**COME & TRY
HOCKEY!**

Sunday 3rd March, 2024

Join us for a fun day of hockey, with icy poles, face painting and more!

10AM - 12PM

Ball Park - Corowa



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