

Principal's Report

Dear parents and carers

Welcome to Term 3. I hope you all had a restful break and are feeling refreshed and ready for another exciting term ahead. We've certainly hit the ground running. Last week saw a wonderful flurry of sporting events across the school. Our Years 3–6 students showcased great determination and team spirit during the Athletics Day, while our Foundation to Year 2 students had an absolute blast at their Mini Olympics. On top of that, we had students representing our school in both netball and soccer tournaments. What a fantastic way to start the term.

A big congratulations to all students who participated and to those who received placement ribbons at Athletics—your efforts were outstanding. A very special mention goes to our netball team, who have now qualified for the **Regional Finals** next week. We are incredibly proud of you and will all be cheering you on!

Parking and Safety Reminder

You may have noticed increased patrols around the school this week by the Highway Patrol and Wyndham Council. Unfortunately, it seems that complaints from local residents have risen regarding unsafe parking practices—including blocked driveways, parking in 'No Standing' zones, and dangerous U-turns. I've said it before, and I'll say it again: we must lead by example and prioritise the safety of all students and members of our community. Please be extra mindful when dropping off and picking up your children, especially in the surrounding side streets.

School Petition - Road Access

Our school petition to improve road access around the school continues to gain traction, including a recent mention in the local newspaper. If you haven't yet signed it, I encourage you to do so. Every signature helps amplify our community's voice on this important matter.

Upcoming Event - Netball Regional Finals

Next Friday, our talented netball team will take to the court again in the Regional Finals. We wish the girls all the very best for the big day—they've made us proud already! Take care, stay safe, and I look forward to seeing you all around the school in a fortnight.



Beginners Chess Monday 4th of August

Pj Day Wednesday 6th August

Competition Chess
Thursday 7th of August

Year 2 Melbourne Museum Excursion Thursday 7th August

Reginal Netball Friday 8th of August

School Tour Thursday 14th of August

> Science Week Mon 11th - Fri 15th

Curriculum Day Friday 22nd of August

Our Vision
Inspiration
starts here

Our Mission Statement

At Ngarri Primary School, we equip all students with the skills, knowledge and growth mindset to reach their highest level of academic success. We inspire passion, ambition and intellectual curiosity in pursuit of their dreams and aspirations.



PRINCIPAL AWARDS





















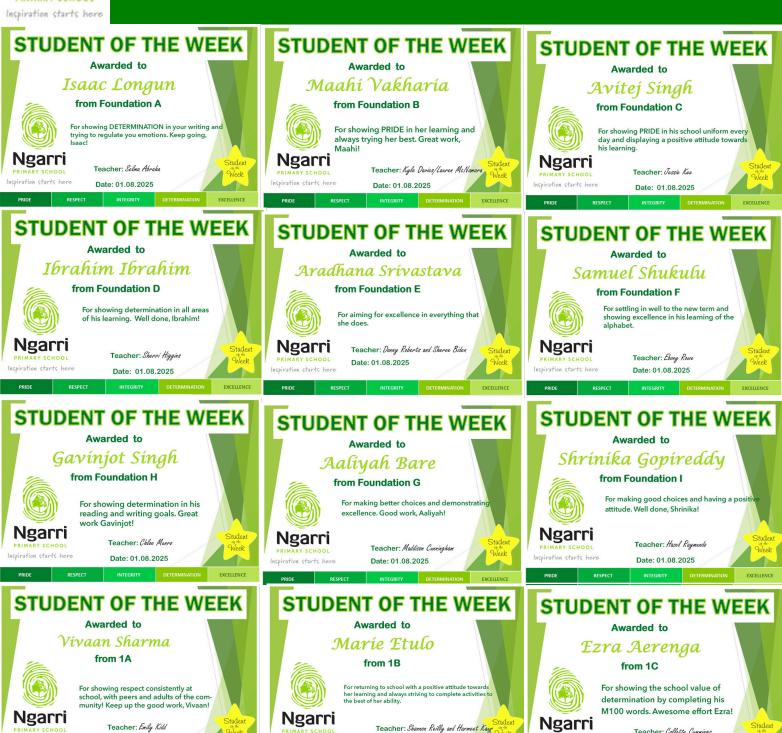




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STUDENT OF THE WEEK - W2T3



PRIDE RESPECT INTEGRITY DETERMINATION **EXCELLENCE**

Date: 01.08.2025







Teacher: Collette Cumming

Date: 01.08.2025

Date: 01.08.2025



STUDENT OF THE WEEK - W2T3









PRIDE RESPECT

INTEGRITY

DETERMINATION



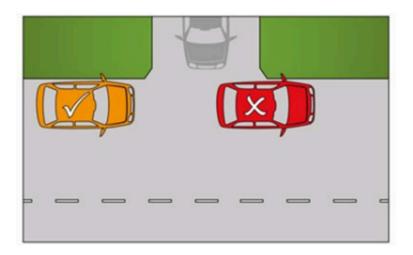






Safety Around Ngarri Primary School





When driving to Ngarri, please show some respect to the residents, who live in close proximity to our school. It is illegal to park on, or across, any driveways. The residents need to be able to get in and out of their properties at all times. We encourage parents to follow the road rules and treat each other respectfully, when dropping and picking up children from school.

REMEMBER: when driving to school, show some respect and keep clear of driveways at all times.





Before/After School Yard Supervision

Before school (in the morning) yard supervision, by teachers, is from 8.35am, and after school is until 3.10pm.

Students are **not permitted** in the yard **before 8.35am**

If no one has collected students by 3.10pm,in the afternoon, they will be walked to front reception. Please enter and exit through the front, rear and side gates only-not via the staff carpark.

<u>Dropping Off and Picking Up Strudents</u>

PLEASE-PLEASE-PLEASE-PLEASE-PLEASE

More care needs to be taken when dropping and picking up your child/ren from school.

Please park safely around the school before allowing your child/ren to get out of or into your car. we have had a few complaints and near misses of hitting parents and children, especially in Ricotta Street. We know that you are all in a hurry, but an extra 5 minutes spend parking safely could save a life!

PRIDE RESPECT

INTEGRITY

DETERMINATION

EXCELLENCE

5









- Foundation - Curriculum Newsletter - T3 W2-5

What will students be learning?

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Key learning	Key vocabulary	Howyoucan supportlearning at home
Inquiry - This term, our inquiry question is 'How do living things grow and change?'. Students will explore the idea of growth and change in living things, including humans, animals, and plants. They will also begin to understand the importance of caring for our environment and how living things depend on it to survive. Through fun and interactive activities like life cycle sequencing, body mapping, and sorting living and non-living things, students will investigate what living things need, how they grow, and how we can look after the world around us.	Living Non-living Needs and Wants Life Cycle Growth Change Hea Ithy Survival	Observe Nature Together: Take walks in your garden, park, or local area and talk about the plants, animals, and insects you see. Notice how they grow and change over time. Talk About Their Growth: Look at baby photos and talk about how they've changed. Ask questions like "What can you do now that you couldn't do when you were younger?" Sort and Classify at Home: Use everyday objects or pictures to sort things into living and non-living. Ask your child: "How do you know it's living?" or "What does it need to survive?"
Reading - In the first five weeks of Term 3, students will focus on decoding strategies like Stretchy Snake, Chunky Monkey, and Tryin' Lion to build fluency and confidence in reading. They will practise changing sounds in words to create new ones and explore rhyming patterns. We will also look at key book features (title, author, illustrator, blurb) and dive into text study skills such as predicting, identifying genre, making connections, and retelling stories. We will be focusing on the following digraphs for the first five weeks of this term: -ck, sh, ch, -tch and th.	Decoding Stretch Snake Chunky Monkey Tryin' Lion Rhyming patterns Title, Author, Illustrator, Blurb Predicting Genre Making connections (Text to Self, Text to Text, Text to world)	Practise Sound Games: Play games that involve changing beginning, middle, or ending sounds in words (e.g. "cat" to "cap" or "dog" to "dig"). Read Together Daily: Set aside time each day to read with your child. Take turns reading and talk about the story - ask what might happen next or how it connects to their life. Point Out Book Features: When reading, show your child the title, author, illustrator, spine, and blurb. Talk about what these features tell us. Digraphs: Practise saying the sounds of the digraphs: -ck, sh, ch, -tch and th.
Writing - In the first five weeks of Term 3, students will focus on two main writing types: weekend recounts and informative writing. Each Monday, students will write about their weekend experiences, building sentence structure and sequencing skills. Throughout the week, students will practise informative writing by labelling diagrams and recording three key facts about a topic. They will also learn to include supporting diagrams to add detail and meaning to their writing.	Recount Infor ma tive Labelling Facts Sentences Punctuation	Talk About the Weekend: Before Monday, have a chat with your child about what they did over the weekend. Ask questions to help them sequence events and remember details (e.g. "What did we do first?", "What was your favourite part?"). Encourage Drawing and Labelling: Invite your child to draw pictures of things they're interested in (like animals, toys, or nature) and label the parts using simple words.
Maths - In the first five weeks of Term 3, students will focus on counting strategies, exploring time and seasons, and developing measurement skills. They will learn to measure and compare length and mass, and understand how we use time in daily life and across seasons.	Counting Days of the week Time Seasons Length Mass	Talk About Time: Use daily routines to talk about time (e.g. "It's 7 o'clock - time for dinner"). Discuss morning, afternoon, night, and the days of the week. Measure with objects: Use blocks, pencils, or hands to measure items around the house. Compare: "Which is longer/shorter?" Heavy or light: Use kitchen scales or hands to compare the weight of objects: "Which one is heavier?"

Key learning	Key vocabulary	Howyoucan support learning at home
PE - How can I be fair and inclusive when I play games?	fair, rules, team	Play games such as board games and talk about the rules and how the game is fair.
STEM - We are learning how and why people work together to solve a problem.	collaboration, together, teamwork, manners, respect	Encourage children to take turns, use their manners, and work together to share ideas and complete tasks.
Performing Arts - We are learning to create a musical play.	character, setting, facial expressions, rhythm, beat, dynamics	Watch a cartoon or animated movie. Discuss with your child who the characters are, what the setting is and what the problem is.
Visual Arts - We are learning about the lessons from Aboriginal Dreamtime stories and what this tells us about First Nations people's beliefs.	Wadawurrung, Dreamtime, story, purpose, tradition	Talk to children about how stories have a purpose. Make a connection on how children's stories usually teach you a moral or a way to behave.
Spanish - We are learning how we can introduce ourselves and others in Spanish.	greetings, introductions, family	Talk to children about how stories have a purpose. Make a connection on how children's stories usually teach you a moral or a way to behave.

Link to our Annual Implentation Plan

KIS	Actions	Outcomes
KIS 2a Develop a school-wide strategy to support a sense of confidence and connectedness	The school will implement regular activities and programs focused on building positive relationships among students, staff, and the wider school community to strengthen connectedness.	Students will: Demonstrate a stronger sense of self belief and resilience. Actively participate in class and school activities with greater enthusiasm and self confidence. Engage in collaborative activities, showing
		empathy and respect toward peers and feel a deeper connection to the school community.



Important dates and reminders...

- Studentsfinish earlyat1:30pmonWednesday30thJuly
- Parent Teacher Conferences:
 - Tuesday29 July3:10-4:20pm
 - 。Wednesday 30thJuly2:00-7:00pm
- Friday 1st August 100 Days of School Foundation Parade
- Thursday 21st August Book Week Parade
- · Curriculum Day Friday 22nd August



- Year 1-

Curriculum Newsletter - T3 W2-5

Key learning What wi l	Key vocabulary I students be	Howyoucan support learningat home learning?
Inquiry This term studentswill be focusing on the inquiry question 'How does where we live affect how we live?'. We will be investigating local and global communities, specifically focusing on physical features and how people in different communities live. Students will begin to develop an understanding of how where you live can impact how you live. They will learn about similarities and differences with their own lives and the lives of others.	Physical Features Communities Local Global Affect Live	 Go for a walk or ride around your local neighbourhood - identify and discuss the different places that are nearby. Discuss countries around the world - you could begin with places you have travelled to. What was it like there? How is it similar or different to your local community?
Reading To begin the term in Reading, we will be inquiring into Narratives by unpacking text features, working on our inference skills to grow a deeper understanding of characters and their motivations. Phonics Students will continue to develop their knowledge of letter sound relationships, focusing on digraphs and trigraphs including those that make the following sounds: ar written as ar, al, a or written as or, aw, ore, our air written air, are, ere as well as ir and ur	Inferring Narratives Summary Characters Settings Phonics Digraph Trigraph Grapheme Phoneme	To support your child's reading at home you can: Continue to read for at least 15 minutes each night and discuss the text read. Read short fictional stories and ask them to identify the title, characters and summarise what happened in the story. Ask your child if there was a problem that the character faced in the story and how they solved it. Practise sounding out challenging words and blending them together.
Writing This term in Writing, we will be focusing on Narratives by identifying the author's purpose and discussing the features of a narrative.	Features Purpose Characters Settings Problem Solution	To support your childs writing at home you may wish to create short stories together. This may involve using a book your child knows and enjoys and changing part of the story. For example, changing the character from The Three Little Pigs to the Three Little Fish and the setting from the forest to the ocean.
Maths To begin the term in Maths, we will be expanding our knowledge of Addition and then exploring Subtraction. We will be exploring new strategies for solving takeaway problems, missing part problems and finding the difference problems.	Addition/add Subtraction/subtract Total Equals Take away Missing part Difference	While in the supermarket, ask students to subtract simple numbers to find out how much money they might have left after buying different items, for example if you go shopping with \$12 and you spend \$3 on a chocolate bar, you would have \$9 left.

Key learning	Key vocabulary	Howyoucan support learning at home
PE - How can I apply rules fairly when I participate in games with others?	rules, games, team	Play games such as board games and talk about the rules and how the game is fair.
STEM - We are learning about rubbish and where it could go.	rubbish, recycle, reuse, reduce, landfill	Have bins for different types of rubbish and discuss the purpose of each of them. Discuss how we can reuse, reduce or recycle what we're throwing away.
Performing Arts - Our Inquiry question this term is 'How can we use music to bring a story to life?'	rhythm, tempo, mood, dynamics, composition, emotion	Explore the ways music has an effect on storytelling in performing arts such as movies, tv or theatre.
Visual Arts - We are learning about how the Wadawurrung people are connected to our area.	Wadawurrung, Dreamtime, story, purpose, tradition, area, Wyndham	Engage in discussions with your child about what places in the Wyndham community are important to your family and why.
Spanish - We are learning to use Spanish to express preferences.	I like (me gusta), I don't like (no me gusta), I love (me encanta)	Discuss different food that we enjoy eating and use words such as I like, I don't like, I love.

Link to our Annual Implentation Plan

KIS	Actions	Outcomes
KIS 2a	The school will implement regular activities and	Students will:
Develop a school-wide strategy to support a sense of confidence and connectedness	programs focused on building positive relationships among students, staff, and the wider school community to strengthen connectedness.	Demonstrate a stronger sense of self belief and resilience. Actively participate in class and school activities with greater enthusiasm and self confidence. Engage in collaborative activities, showing
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 - Tuesday29 July3:10-4:20pm
 - 。Wednesday 30thJuly2:00-7:00pm
- Thursday 21st July Book Week Parade
- Curriculum Day Friday 22nd August



-Year2 -

Curriculum Newsletter

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
Inquiry: Year 2 students have begun to investigate 'We connect to the past and present through personal and global stories'. They have shown curiosity through different provocations and artefacts, to find out more about how life has changed over time. Students will be attending the Melbourne Museum to further develop their understanding of First Nations people.	artefact, past, present, chronological, Aboriginal, stories, global, personal, history, perspective	Have a discussion with your child about any significant events you have encountered in your life, or any stories from your childhood that you remember. Share some photos from your childhood as well as any from your child's childhood that hold significant memories.
Reading: Students are continuing to build their grapheme knowledge to be able to read and spell. They will be building their comprehension skills using the strategy of Question-Answer-Relationships. They will develop questions before they read using inferring strategie, and what they can see or what they know to develop questions. They will also infer during reading to develop their curiosity.	grapheme, right there answers, author, inferring	Continue to practise your child's just right book, find their new grapheme sounds of the week in texts, and practise developing questions as they are reading.
Writing: This term we will focus on Narratives, looking at Dreamtime stories, as well as developing stories with simple structures. We will be building upon our knowledge of writing conventions such as capital letters, and when and how to use them. We will investigate the difference between simple and compound sentences.	Dreamtime, realistic fiction, stories, imagination, nouns, adjectives, capital letters, full stops	Visit your local library and engage in the different stories. Practise with your child using different adjectives to describe settings. Investigate how to use a thesaurus.
Maths: Students are learning multiplication and division this term in a variety of ways - through stories, arrays, bar models, repeated addition and subtraction - and finding the connection between the two. There will also be a focus on algebra in terms of patterns - shapes, objects, numbers - continuing patterns and finding the missing elements in patterns.	divide, division, sharing between, quotient arrays, multiplication, multiply, product	Look for arrays in real life and discuss which are the rows (horizontal) and which are the columns (vertical), for example: eggs in a carton, baking cupcakes in a tray, etc. Ask your child to make up a division story (I had 12 cookies to share between 2 people. How many did they each get?) Counters or any objects can be used for your child to work this out.

Key learning	Key vocabulary	How you can support learning at home
PE - How can I modify and apply rules fairly to solve challenges in games with others?	modify, change, rules, challenge	Discuss different games or sports and ask about ways people could overcome challenges in these games
STEM - We are learning about how astronauts communicate in space.	Celestrial objects, feature, planet, solar system	Point out celestrial objects and discuss what they might be (difference between stars and planets ect).
Performing Arts - We are learning about the building blocks of knowledge and skills that we use to create performing arts works	Tempo, soft, loud, dynamics, facial expression, gesture, body language,	When you watch movies or shows talk about the skills that the performers use that make their performance really engaging.
Visual Arts - We are learning about how the Wadawurrung people are connected to our area.	Wadawurrung, Dreamtime, story, purpose, tradition, area, Wyndham	Engage in discussions with your child about what places in the Wyndham community are important to your family and why.
Spanish -We are learning about how to introduce themselves, ask and answer simple questions	¿Cómo estás?" (How are you?) and "¿Cuántos años tienes?" (How old are you?),	Engage and focus on greetings and key words in Spanish through songs and conversations: "Hola"; "buenos días"; "buenas noches"

Link to our Annual Implentation Plan

KIS	Actions	Outcomes
KIS 2a Develop a school-wide strategy to support a sense of confidence and connectedness	The school will implement regular activities and programs focused on building positive relationships among students, staff, and the wider school community to strengthen connectedness.	Students will: Demonstrate a stronger sense of self belief and resilience. Actively participate in class and school activities with greater enthusiasm and self confidence. Engage in collaborative activities, showing empathy and respect toward peers and feel a deeper connection to the school community.



Important dates and reminders...

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- Parent Teacher Conferences:
 - Tuesdau29 5ulu3:10-4:20pm
 - 。Wednesday 30thJuly2:00-7:00pm
- Thursday 7th August Melbourne Museum Excursion
- Thursday 21st August Book Week Parade
- . Curriculum Day Friday 22nd August



Curriculum Newsletter - T3 W2-5

What will students be learning?

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Key learning	Key vocabulary	Howyoucan support learning at home
Inquiry This term, we are exploring Earth's natural systems—Atmosphere, Hydrosphere, Geosphere, and Biosphere—and how they connect through natural cycles. Students will investigate the Nitrogen, Water, Rock, and Life Cycles through hands-on experiments. In Week 6, we'll take part in a 'Mad About Science' incursion to explore life cycles through interactive activities.	 Atmosphere Hydrosphere Geosphere Biosphere Nitrogen cycle Water cycle Rock Cycle Life Cycle Experiments Hypothesis 	Encourage your child to talk about the experiments they have conducted during the week. Ask them questions to find out their understanding of each cycle and system.
Reading In the first 5 weeks of Term 3, students will be learning about the structure and different features of a procedural text. Students will be focusing on reading strategies including asking and answering questions about a text and synthesising. We will also be celebrating book week, so lets get our costumes ready!	 Synthesising Prior knowledge Literal questions Inferential questions Evaluative questions 	Students are expected to be reading for a minimum of 20 minutes per night, tracking this in their reading diary and bringing their diary to school on their reading group day.
Writing For the first half of Term 3, students will be learning to create their own procedural texts. Students will be exposed to many different types of procedural texts including experiments, recipes and manuals. They will then have a go creating their own following the correct structure.	 Title Aim Materials/	 Identify procedural texts they might find in their day-to-day life e.g. recipes, manuals, game instructions, etc. Follow the instructions from the procedural texts they find Explain how to do something using first/ next/ then language
Maths In the first 5 weeks of Term 3 students will be focusing on multiplication, division, and time. They'll explore strategies such as repeated addition/subtraction, arrays, equal groups, fact families, jump strategy and vertical algorithms to solve number problems. Students will then be moving onto Time,	 Groups of Equal Groups Repeated Addition Skip Count Array Jump Strategy Algorithm Multiples Multiply Divide Share 	 Help find arrays in everyday life e.g. Egg Carton Practise times tables Share items into equal groups (e.g. toys, snacks) Play maths card or dice games for fun fluency practice

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Key learning	Key vocabulary	Howyoucan support learning at home	
PE - How do net and wall games impact our health and physical activity, and why are they important for our wellbeing?	Net & wall, net, rules, equipment, health, wellbeing	Discuss what a 'Net & Wall' game is and the rules of these games. Ask your child how they feel after playing sport.	
STEM - We are learning about the skills that make a successful engineer.	Problem solving, team work, design, communication	Discuss what skills are important in your line of work (for example, communication or other interpersonal skills)	
Performing Arts - We are learning about how we can become composers, choreographers and playwrights.	Compose, choreograph, script, not ation	Encourage students to create their own music with household objects or instruments. They can create their own dance sequences when listening to music. Encourage them to play role-play games with friends and siblings.	
Visual Arts - We are learning to explore the ideas in the artwork of our First Nations people.	Wadawurrung, Indigenous, Aboriginal, Torres Strait Islander peoples, culture, traditions, places, First Nations.	Discuss First Nations cultures with your child and identify significant symbols found in Indigenous artworks. Encourage them to explore and reflect on their own cultural and religious symbols as well.	

Link to our Annual Implentation Plan

KIS	Actions	Outcomes
KIS 2a	The school will implement regular activities and	Students will:
Develop a school-wide strategy to support a sense of confidence and connectedness	programs focused on building positive relationships among students, staff, and the wider school community to strengthen connectedness.	Demonstrate a stronger sense of self belief and resilience. Actively participate in class and school activities with greater enthusiasm and self confidence. Engage in collaborative activities, showing empathy and respect toward peers and feel a deeper connection to the school community.



Important dates and reminders...

- Tuesday 22nd July- Years3-6Athletics Carnival
- . Thursday 24 July Foundation Year 2 MiniOlympics
- . Students finish early at 1:30pm on Wednesday 30th July
- . Parent Teacher Conferences:
 - Tuesday 29^tJuly 3:10-4:20pm
 - 。Wednesday 30th July 2:00-7:00pm
- . Book Week Parade 21st August
- . Curriculum Day Friday 22nd August
- . Incursion-Tuesday 26th August- Consent and payment required throughs Compass
- Chess Fest- Consent and payment required through Compass



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Year 4 -Curriculum Newsletter - T3 W2-5

PRIMARY SCHOOL		
Key learning	Key vocabulary	How you can support learning at home
Inquiry: Students are going to explore how energy causes temperature changes in everyday life. They learn that things like heat, movement, and light are all types of energy, and they investigate how heating and cooling can change materials—for example, melting chocolate, boiling water, or freezing juice. Through hands-on activities and investigations, students discover: • Heat moves from hotter things to colder things • Materials respond differently to heating and cooling • Energy can change the way objects feel, behave, or even look This helps students better understand the world around them—why ice melts, why metal feels cold, or how a microwave heats food!	 Energy Temperature Heating and Cooling Change of state 	Encourage curiosity and reinforce learning at home by asking questions like: "What happens when something heats up or cools down?" "Can you think of something at home that changes when it gets hot or cold?" "Why do you think metal spoons feel colder than plastic ones?" "Where do you think the heat goes when we put ice cubes in a drink?" "How does a microwave or oven change the temperature of food?" "Can you find something at home that uses energy to make things warmer or cooler?"
Reading: Students are learning how to infer—that means using clues in the text and their own knowledge to figure out what's not directly said. One key skill is inferring how characters feel, even when the author doesn't tell us outright. For example, instead of saying "Jack was angry," the author might describe Jack clenching his fists or stomping his feet. Students learn to read between the lines and understand the character's feelings through their actions, words, or body language.	 Inferring character emotions Predicting Tracking thinking Notetaking Analysing Fluency 	 Help your child practise inferring by asking these questions during or after reading together: "How do you think the character is feeling right now? What makes you think that?" "What clues in the story tell you how they're feeling?" "What would you do if you were in their shoes?" "How did the character's feelings change from the start to the end of the story?" "Why do you think the character said or did that? What might they be feeling inside?" "Have you ever felt the same way as this character? What happened?"
Writing: Students are learning how to write persuasive texts—writing that expresses an opinion and aims to convince others. They learn how to give reasons, use strong words, and structure their writing with a clear introduction, arguments, and conclusion.	OpinionReasoningArgumentEvidence	Some questions you could ask: • "What are you trying to convince your reader to believe?" • "What are your strongest reasons to support your opinion?" • "How will you grab the reader's attention at the start?"
Maths: Students are developing their understanding of time and angles—important skills for everyday life and problem-solving. When learning about time, students read clocks to the nearest minute, convert between hours and minutes, and solve problems using timetables and duration (e.g. How long until lunch? What time will a movie finish?) When learning about angles, students explore right, acute and obtuse angles, and learn how to identify and compare them in shapes and the world around them. These topics help students become more confident with scheduling, measuring, and understanding how shapes and turns work	Time: • AM/PM • Duration • Digital • Analogue Angles: • Right/Obtuse /Straight/Ref lex/Full Rotation	 For Time: "What time is it now? How many minutes until dinner?" "If we leave at 3:15 and the trip takes 25 minutes, what time will we arrive?" "Can you read the time on the microwave or oven?" For Angles: "Can you find any right angles around the house?" "Is this angle smaller or bigger than a right angle?" "Can you show me an angle you make 14th your arms?"

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Key learning	Key vocabulary	How you can support learning at home	
PE - How can strategies help us understand the benefits of physical activity, especially through striking and fielding games, and how do these activities positively impact our lives?	Striking, fielding, rules, team, equipment, positive impact	Ask your child about their favourite striking and fielding game, how you play and how these games have a positive impact on their life.	
STEM - We are learning about different ways to communicate with technology.	Coding, debug, communicate	Discuss what your child has learnt in STEM, and if they have an iPad they can explore coding on Scratch.	
Performing Arts	Rhythm and tempo, pitch and melody, dynamics, musical form, harmony.	This term our inquiry question is 'How can we share our compositions and performance ideas for other performers to use?' We will be creating music and learning how to share it through basic notation and other ways that the performing arts can be communicated.	
Visual Arts - We are learning to explore the ideas in the artwork of our First Nations people.	Wadawurrung, Indigenous, Aboriginal, Torres Strait Islander peoples, culture, traditions, places, First Nations.	Discuss First Nations cultures with your child and identify significant symbols found in Indigenous artworks. Encourage them to explore and reflect on their own cultural and religious symbols as well.	

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KIS	Actions	Outcomes
KIS 2a	The school will implement regular activities and	Students will:
Develop a school-wide strategy to support a	programs focused on building positive	Demonstrate a stronger sense of self belief and
sense of confidence and connectedness	relationships among students, staff, and the wider school community to strengthen	resilience. Actively participate in class and school activities
	connectedness.	with greater enthusiasm and self confidence.
		Engage in collaborative activities, showing
		empathy and respect toward peers and feel a
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 - Wednesday 30th July 2:00-7:00pm
- . BookWeek Parade Thursday21stAugust
- . Curriculum Day Friday 22nd August



Year 5 **Curriculum Newsletter - T3 W2-5**

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
In Inquiry, we will gain an understanding of the causes and the reasons why people migrate to Australia, in the past and present day. The guiding question we will explore is 'how has the movement of people shaped the way countries change over time?' Students will explore the concept of change, discovering ways in which the past has made us who we are and how and why society changes over time.	cause and effect, change, family, history, perspective.	To support students at home, you could talk about your family history. For example has your family always lived in Australia or did you move here? Getting students to use their knowledge from school to understand the factors that prompt people to migrate or immigrate.
In Reading, students will practise summarising factual information about different contemporary historical figures that have had an impact on Australian multicultural society.	synthesize, information, summarise.	To support students at home, we strongly encourage promoting reading at home each night for 20 minutes, this can be a book of choice or one from the classroom.
In Writing, students be recording information texts on people who have made a difference to Australia's history and culture. Students will be exploring the structure of an information text and how it can be written in multiple formats. Students will also be continuing to build their knowledge of the Writers Workshop including building dialogue between characters.	Information, Structure, Factual	To support students at home we encourage you to have conversations about your families history and how different opportunities may cause families to migrate to Australia.
In Maths, students will be exploring multiplication and different strategies to solve equations including the box, lattice and vertical methods. Students will also explore the connection between multiplication and calculating the area of a shape.	Multiplication, Method, Strategies	To support learning at home we encourage students to continue building their knowledge of multiplication facts including numbers beyond 12 when practising their numbers beyond a sequence
Link to our Annual Implentation Plan		

KIS	Actions	Outcomes
KIS 2a Develop a school-wide strategy to support a sense of confidence and connectedness	The school will implement regular activities and programs focused on building positive relationships among students, staff, and the wider school community to strengthen connectedness.	Students will: Demonstrate a stronger sense of self belief and resilience. Actively participate in class and school activities with greater enthusiasm and self confidence Engage in collaborative activities, showing empathy and respect toward peers and feel a deeper connection to the school community.

Inquiry Question	Key vocabulary	How you can support learning at home
PE How can we use our strengths and strategies to solve challenges effectively in target games?	Strengths, strategy, challenges, target	Discuss what types of target games your child has played. Create and play a target game at home and discuss the challenges you face playing these games.
Performing Arts We are learning how can we combine our knowledge and skills to create a performance	Musical notation, lyrics, choreographic processes, script.	Download apps such as Simply Piano or Yousician for your child. These apps are a great way to learn the basics of piano and guitar without owning one. Students can also use Garage Band to create their own music.
Visual Arts Our question is "How can we show our connection to Ngarri and Wadawurrung land?" We will be creating our own symbols to explore our connectedness to Ngarri through sight, sound and smell.	Wadawurrung, country, symbols, Aboriginal, shapes, lines, colour, connection, traditional	Identify First Nation/Wadawurrung symbols that you might see in the community (eg the sign at the Werribee River) Look for shapes, lines and images that you can see in the area.
Spanish We are learning to talk about our interests, what they say about me, and how can I express them in Spanish?	key introductory questions such as ¿Cómo te llamas?, ¿Cuántos años tienes?, and ¿De dónde eres?	Engage in role-plays, practise dialogue for real-life travel scenarios, and continue strengthening students confidence with key introductory questions



Important dates and reminders...

- Tuesday 22ndJuly- Years3-6Athletics Carnival
- Thursday 24th July Foundation-Year 2 Mini Olympics
- Students finish early at 1:30pm on Wednesday 30th July
- Parent Teacher Conferences:
 - Tuesday29 July3:10-4:20pm
 - 。 Wednesday 30thJuly2:00-7:00pm
- Book Week Parade Thursday 21st August
- . Curriculum Day Friday 22nd August



Year 6

Curriculum Newsletter - T3 W2-5

What will students be learning?

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Key learning	Key vocabulary	Howyoucan supportlearning at home	
Inquiry - Students will begin tuning in to the term's big question, "What is the true cost?" by investigating the concepts of needs versus wants, the story behind a product, and the value of a dollar. They will then connect this learning to develop their understanding of economic decision-making.	need want value cost product sustainable	 Investigate and discuss the packaging of products around the house or when shopping Discuss/ hypothesise the journey products may have gone through Involve students in conversations around household budgets and spending 	
Reading - Students will engage in Reciprocal Reading to further develop their ability to critically discuss and unpack a text with their peers. This strategy focuses on the skills of predicting, clarifying, summarising, and questioning.	predict clarify summarise question	 Practise the 4 reciprocal reading strategies after reading or watching and tv show or movie Model the 4 strategies during everyday situations Ensure you child is completing their at home reading 	
Writing - Students will be exploring and examining the impact of persuasive devices in real-life examples (e.g. direct address, rule of three, rhetorical questions, hyperbole, expert testimony, and call to action). They will then apply these devices in their own persuasive writing pieces.	persuade agree / disagree evidence / reasoning impact	 Identify and discuss examples of persuasive devices being used in things like advertisements, infomercials, and marketing Debate topics such as 'dogs are better than cats' and ' is the best sport Have your child make a "persuasive pitch" about what they want to have for dinner or an activity they want to do 	
Maths - Students have begun a short unit on the concept of probability, focusing on identifying outcomes, sample space, and the likelihood of events occurring. They will then build on these skills further during an extended unit on fractions, decimals, and percentages. Additionally, students will continue to develop and apply their multiplication and division skills during 'Multiplication Monday' sessions.	outcome sample space probability likely / unlikely even chance possible / impossible	 Play chance games such as Two Up, Paper Scissors Rock, Higher or Lower, Odd or Even and discuss the associated probabilities Identify and discuss the use of fractions, decimals and percentages in everyday life (e.g cooking, shopping, food labels) Encourage your students to use a range of games to practise multiplication and division fact recall 	

Key learning	Key vocabulary	How you can support learning at home
PE How can we use our strengths and strategies to solve challenges effectively in target games?	Strengths, strategy, challenges, target	Discuss what types of target games your child has played. Create and play a target game at home and discuss the challenges you face playing these games.
Performing Arts We will be learning about the structures of music, dance and drama, and how this contributes to creating a performance production.	Musical notation, lyrics, choreographic processes, script.	Download apps such as Simply Piano or Yousician for your child. These apps are a great way to learn the basics of piano and guitar without owning one. Students can also use Garage Band to create their own music.
Visual Arts Our question is "How can we show our connection to Ngarri and Wadawurrung land?" We will be creating our own symbols to explore our connectedness to Ngarri through sight, sound and smell.	Wadawurrung, country, symbols, Aboriginal, shapes, lines, colour, connection, traditional	Identify First Nation/Wadawurrung symbols that you might see in the community (eg the sign at the Werribee River) Look for shapes, lines and images that you can see in the area.
Spanish Our question is "How do hobbies and customs in Spanish-speaking countries reflect their cultures?" We will be creating self-portraits with written descriptions, identifying gender in Spanish nouns, and exploring some grammar concepts.	Hobbies, Customs, Spanish- speaking countries, Culture, Self-portraits, Written descriptions, Gender (masculine/feminine), Spanish nouns	Create art together: Encourage your child to work on their Spanish self-portrait at home or draw a new version. Ask them to explain their description using words they've learned in Spanish.

Link to our Annual Implentation Plan

KIS	Actions	Outcomes
KIS 2a	The school will implement regular activities and	Students will:
Develop a school-wide strategy to support a	programs focused on building positive	Demonstrate a stronger sense of self belief and
sense of confidence and connectedness	relationships among students, staff, and the	resilience.
	wider school community to strengthen	Actively participate in class and school activities
	connectedness.	with greater enthusiasm and self confidence.
		Engage in collaborative activities, showing
		empathy and respect toward peers and feel a
		deeper connection to the school community.



Important dates and reminders...

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 - 。Tuesday 29th July 3:10-4:20pm
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- . Curriculum Day Friday 22nd August

Please ensure your child is completing their home reading each night and recording this in their school diary. ¹⁹





SUPPORT FOSTER KIDS WITH BIG DREAMS



GET COZY FOR A CAUSE

On Wednesday, 6th August, students and staff are invited to wear their favourite pyjamas to school for a fun and meaningful PJ Day

All we ask is that you bring a gold coin donation, with proceeds going to support children in foster care.

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The Power of Your PJs



Dreams are no good if they remain justdreams. Help The Pyjama Foundation

support more children in care by empowering them with learning, life skills and







Exciting news — our school's netball team is heading to Regionals next week! After a fantastic season of hard work, teamwork, and determination, the team has earned their spot to compete at the next level. We're so proud of their efforts and can't wait to see them represent our school with pride, skill, and great sportsmanship. Best of luck to the team — we'll all be cheering you on!







Despite the less-than-perfect weather, our Athletics Day was a fantastic success!
The enthusiasm and energy from all the students shone through, with everyone giving their best effort and cheering each other on throughout the day.

From sprints to long jump, every event was filled with determination, fun, and great sportsmanship. It was wonderful to see so many smiling faces and hear the excitement in the air.

A big thank you to all the staff, volunteers, and families who helped make the day memorable — rain or shine, the spirit of the day was unbeatable!















MINI OLYMPICS

Our Mini Olympics was a day full of fun, laughter, and energetic games! The students had an incredible time taking part in a variety of exciting activities that kept them smiling from start to finish.

It was fantastic to see everyone getting involved, encouraging each other, and simply having a blast. The day was a huge success and a great celebration of teamwork, participation, and school spirit!















SOCCER SOURCE SO



A huge congratulations to our girls' soccer team for making it all the way to the division finals! Although they didn't come away with the win, the team played with heart, determination, and great sportsmanship.

The experience was unforgettable, and the girls had an amazing time competing at such a high level. We're so proud of their efforts and how they represented our school - well done, team!



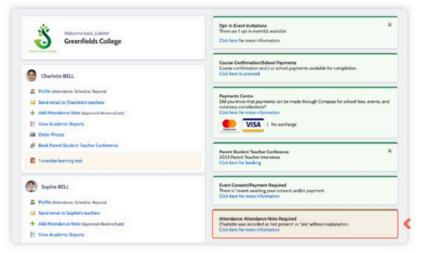






Attendance

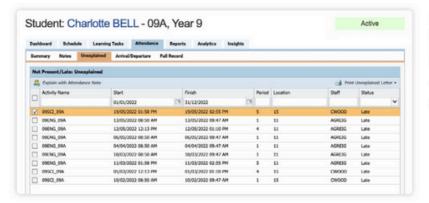
How To: Add an Attendance Note for an Unexplained Absence



If your child has been marked Not Present without an explanation, you will be required to add an Attendance Note.

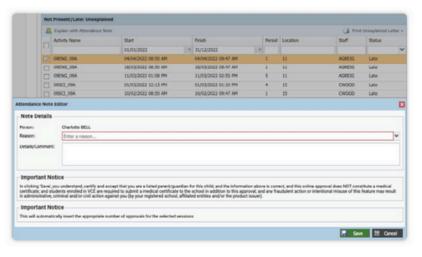
You will see an alert on your homescreen.

Click the alert and it will take you to your child's 'Unexplained' attendance tab where you will see any sessions listed for which they were marked as Not Present or Late.



Select the session (or sessions) that you are adding a note for and then click 'Explain with Attendance Note'.

This will cause the Attendance Note screen to pop open.



Select the applicable reason for the absence and add in the relevant details/comment.

Click 'Save'. This will assign the attendance note to the sessions you selected and they will update to no longer show as unexplained absences.

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Curriculum Contribution

WHAT PRICE WOULD YOU PUT ON YOUR CHILDS EDUCATION?

Schools can request contributions from parents under three categories.

Our Curriculum Contribution is \$200 per year or just \$50 per term. This includes the stationery pack provided to every child. If you have not already done so, please pay as soon as possible. Payments can be made via Compass or at the office by cash or EFTpos. Options for payment by instalments is also available via Compass.

Curriculum Contributions

Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.

- . General classroom materials and equipment (e.g. shared classroom stationery, paper, posters/charts, craft items, classroom libraries, readers)
- Subject specific materials and equipment (e.g. materials for English, Mathematics, Language, Science, Art, Music, Physical Education)
- Provision and upkeep of school devices, peripherals and ICT (e.g. devices owned by the school, class sets, device configuration, maintenance,
- Photocopying and printing for students (e.g. printed learning resources)
- · Curriculum activities (e.g. excursions, incursions, camps, whole-school carnivals, including transport and entry)
- · Digital and online subscriptions for learning)
- · Assessments (e.g. online standardised testing)
- supplementary classes within the school's swimming and water safety program and associated costs (attended by all students)
- · Student planners / diaries

Other Contributions

Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives.

- · Sports affiliation costs (e.g. School Sports Victoria affiliation)
- · Student and parent communication tools
- Enhanced student support (e.g. learning support programs, tutoring,
- Enhanced wellbeing support (e.g. wellbeing programs, school counsellors, mental health practitioners)
- · Engaging staff through local payroll (e.g. groundskeepers, additional wellbeing and learning support staff)
- . School buildings and grounds maintenance and enhancement (e.g. Building Fund)
- . Library maintenance and enhancement (e.g. Library Fund)
- · First aid and hygiene costs

Extra-Curricular Items and Activities

Items and activities that enhance or broaden the schooling experience of stu dents and are above and beyond what the school provides for free to delive the Curriculum. These are provided on a user-pays basis.

- . Optional items to keep (e.g. yearbook, school photos, recording of school concert)
- incursions, guest speakers, sport carnivals and events)
- graduation, award ceremonies)
- · Alternative curriculum programs (e.g. Montessori, Steiner, Language Immersion)
- · Entry into academic competitions
- . Additional swimming classes and associated costs (optional and outside the standard swimming and water safety program)



Home reading and Premier reading challege

Home Reading at Ngarri Primary School

Thank you to the amazing efforts of our students who are reading at home on a regular basis and thank you to our families for supporting your child/ren with their learning at home. We have been giving out a high number of our brand new home reading certificates which is amazing to see! Keep up the great work everyone!



Premier's Reading Challenge

Don't forget to help your child/ren log any books they read for the Premier's Reading Challenge. Please see Compass for how to sign in and log your books. We would love to see as many students as possible achieve their certificates of achievement this year! Remember the challenge is for:

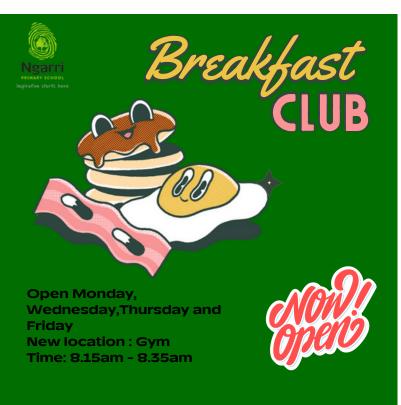
- *Foundation to Year 2 students to read 20 books from the challenge list and 10 books of choice.
- *Year 3 to 6 students to read 10 books from the challenge list and 5 books of choice.

The closing date for the Premier's Reading Challenge is Friday the 6th of September.





Ngarri News





UPCOMING SUBWAY

THURSDAY 14TH AUGUST
THURSDAY 28TH AUGUST
THURSDAY 11TH AUGUST

OUR SCHOOL CANTEEN IS OPEN EVERY MONDAY, WEDNESDAY AND FRIDAY

Orders can be placed ONLINE at **www.flexischools.com** Create an account and follow the prompts.

Students will be able to purchase snack foods and baked goods over the counter at recess and lunchtime.

No hot foods will be available over the counter.



The uniform shop is open every **Tuesday.**

2.30pm - 4:00pm

Located in the Gym Foyer

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MUSIC BUS

Classes offered are:

Keyboard Ukulele Drums Guitar



Lessons:

Will be 30 minute duration - once per week

held in the hi tech music classroom on wheels on our site



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Community News



Python is one of the most popular and beginner-friendly programming languages today and a fantastic way for kids to start their coding journey! Its simple, readable style helps young learners build real problem-solving and logical thinking skills while having fun with creative projects.

We are excited to offer an 8-week fully online Beginner's Python Programming Course with an updated class time:

Online Sessions:

Saturday : 4:15pm to 5:15pm

You will receive a link to join before the first class, and the same link will be used for all sessions. Coding will take place in an online editor where everything will be saved in the cloud — no software installation needed.

Course Overview:

- Introduction to Python Programming
- Introduction to Python Turtle Graphics and Working with Data Types
- Creation of Geometric Shapes Using Python Turtle and Working with Lists and Tuples
- Understanding Conditional and Logical Statements in Python
- Introduction to Python Loops and Creating Intricate Geometric Designs
 Working with Built-in and User-Defined Functions
- Introduction to Functions in Turtle Programming
- Operations with Lists and Tuples

Why Python for Kids?

- Easy to Learn and Use: Kids can focus on learning programming concepts without being overwhelmed by complex syntax.
- Foundation for Future Learning: Understanding Python sets up a strong base for learning other programming languages.
- Problem-Solving Skills: Encourages logical thinking and creative problemsolving.
- Creativity and Innovation: Kids can design games, art, and animations through Python Turtle graphics.

Course Fees:

- \$275 + GST per child per Term
- Term Dates
- Class Duration: Weekly 1-hour classes over 8 weeks





Python is kid-friendly, fun, and POWERFUL

Build games, draw with code, create real-world applications!

Ready to start?

REGISTER TODAY

87643999





www.stembirds.com.au

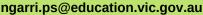
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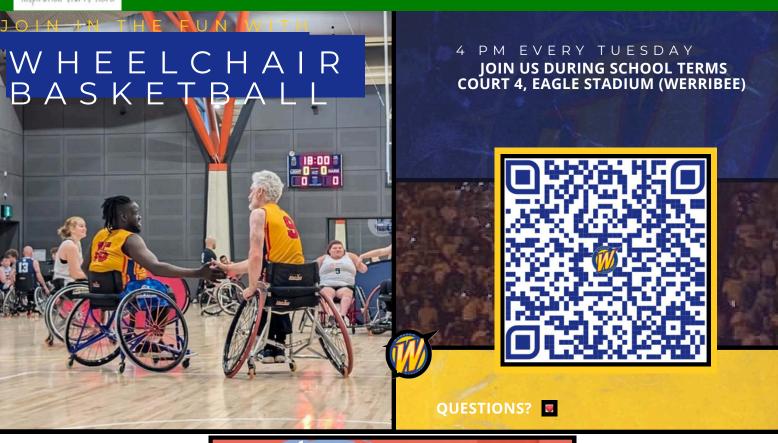








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