

Principal's Report

Dear parents and carers

A warm (actually chilly) welcome to all our families.

Education Week - What a Success.

Education Week was a huge success, kick started off by Aunty Judy with a smoking ceremony. Thank you to everyone who joined us for our Open Classrooms. It was heartwarming to see so many families come together to celebrate learning and our rich and diverse cultures. Events like these remind us how special our community truly is

Year 2 Zoo Excursion

Despite the cold and blustery weather, our Year 2 students had a fantastic time at the zoo. There were smiles all around, and it was a wonderful opportunity for students to connect classroom learning with real-world experiences.

Canteen News - Chicken Nuggets!

We're not sure this is traditional newsletter-worthy news... but chicken nuggets have landed in the canteen, and they're a hit. Sometimes, it's the little things that bring joy—so why not share it!

Lunchtime Fun - Keeping Active

It's been fantastic to see so many students getting active at lunchtime—learning new dances and skipping with their friends. Watching their joy and enthusiasm is honestly one of the best parts of my job.

Road Safety Concerns

Unfortunately, we are seeing an increase in unsafe behaviours during drop-off and pick-up times. Despite repeated reminders through this newsletter and our Facebook videos, the situation has not improved. To ensure the safety of all students, I may need to begin contacting individual parents and carers where necessary. We all have a responsibility to model and support safe behaviour around our school.

Parent Communication & Complaints Process

This week, I'd like to remind families of our school's grievance process and policy. I will be emailing the current version to all families. While we always welcome feedback, please note that mornings are not the appropriate time to raise concerns with teachers. It is vital that our staff can start the day focused and ready for learning. We ask all adults to engage respectfully, modelling the behaviour we want to see in our children—especially when navigating challenging conversations.

Uniform Reminder

Over the next few weeks, we'll be refocusing on upholding our school's uniform expectations. We've recently noticed more students wearing non-uniform items such as coloured shoes and jeans. Please support the school by ensuring your child is in the correct uniform each day.

Thank you for your ongoing support and commitment to our school community.

Blug.



Beginners Chess Monday's 3.10pm - 4.00pm

Beginners Chess Thursday's 3.10pm - 4.00pm

5/6 Winter Gala Day Yr1 Cosmodome Incursion Monday 2nd of June

PhotoDay Wednesday 4th of June

Curriculum Day Friday 6th of May STUDENT FREE DAY

Kings Birthday Public Holiday Monday 9th of June

Foundation Scienceworks
Excursion
Wednesday 11th of June

Subway Thursday 12th of June

PRIDE

RESPECT

INTEGRITY

DETERMINATION

EXCELLENCE

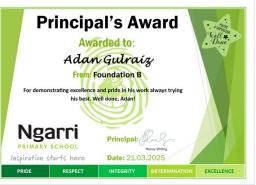








PRINCIPAL AWARDS



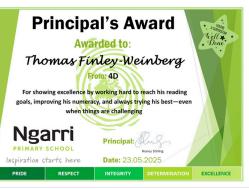
























PRIDE





PRINCIPAL AWARDS























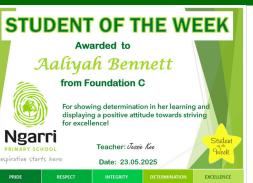




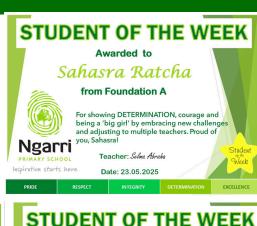
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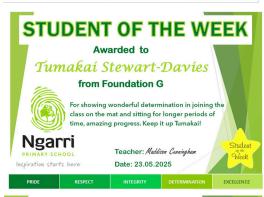
STUDENT OF THE WEEK AWARDS - W6T2

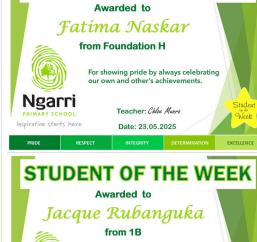












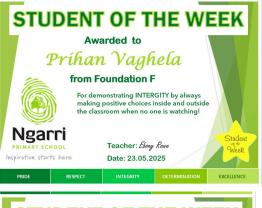
For settling into Ngarri Primary School

Teacher: Skannon Reilly and Harmeet Kaus

and showing all his PRIDE values throughout the day.

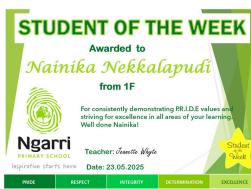
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Ngarri







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STUDENT OF THE WEEK AWARDS - W6T2







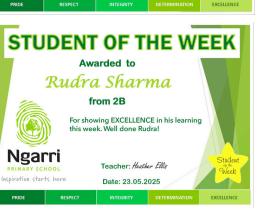
Awarded to

Athary Sudarshan

from 2F

For consistently demonstrating P.R.I.D.E

values and striving for excellence in all areas of your learning. Well done



STUDENT OF THE WEEK

Awarded to

Ethan De juan

From 2C - STEM

Ngarri Teacher: Brittney Downer

PRIDE

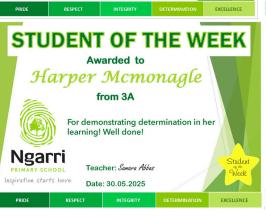
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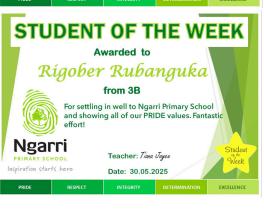
For demonstrating EXCELLENCE in STEM with his coding skills and for showing kindness for teaching other students.













RESPECT



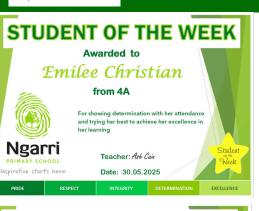
INTEGRITY



DETERMINATION

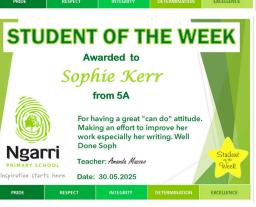


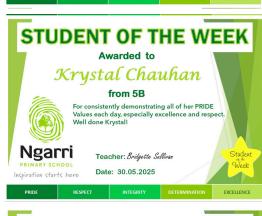
STUDENT OF THE WEEK AWARDS - W6T2





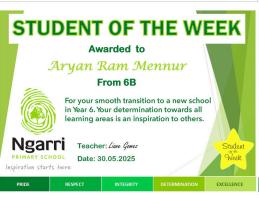


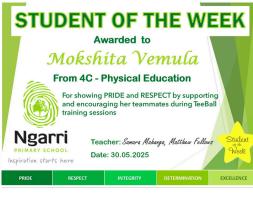
















ngarri.ps@education.vic.gov.au

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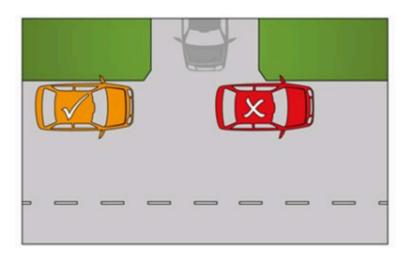


DETERMINATION



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

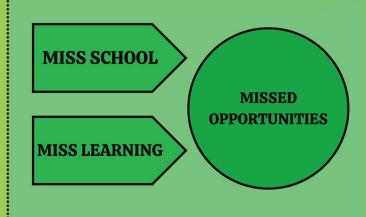








Getting kids to school every day is the foundation for ensuring learning and wellbeing success for all our students here at Ngarri PS. All children should be at school every day unless they are unwell.



NGARRI PROCESSES AROUND STUDENT ATTENDANCE

1

If your child is absent, you need to record their absence on compass by 'Adding an Attendance Note'





If your child is absent and you don't let the school know by recording it on compass before 9.30am, an sms is sent each morning at 9.30am asking you to explain your childs absence on compass.

2

3

If your child is absent for two days or more and you have not explained it on compass, the school will contact you by phone and/or email to find out how we can support your child returning to school.

Ph. 8764 3999

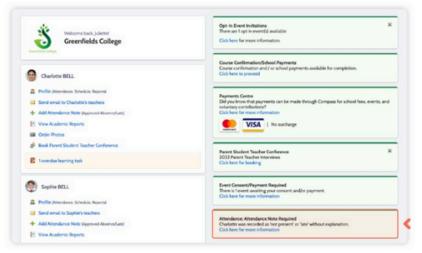


Email: ngarri.ps@education.vic.gov.au



Attendance

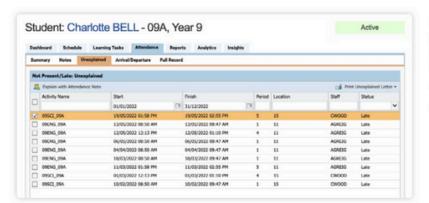
How To: Add an Attendance Note for an Unexplained Absence



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

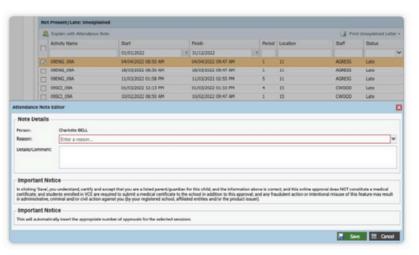
You will see an alert on your homescreen.

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)



PHOTO DAY COMING SOON!

Thursday 5th of June

Head to our website to view the available packages and to place your order

VISIT OUR WEBSITE & ENTER THIS CODE:

X3096PTRI58N





ORANGE

Ngarri Primary School

www.theschoolphotographer.com.au

87643999

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KEY MESSAGES: HOW TO ENTER 1-2-3

- Return at least 50 eligible containers in a single transaction.
- 2. Grab your proof of return and head to winamillioncents.com.au
- Complete the online entry form, upload a photo or screenshot of your proof of return and accept the competition Terms & Conditions.



Proof of return examples

What's a proof of return? It's the transaction receipt from your local depot / an RVM voucher / the Proof of Return form from your local Over-the-Counter. If you used the CDs Vic app, it's your refund record.

VICTORIA'S —
CONTAINER DEPOSIT

KEY MESSAGES

- Victoria's Container Deposit Scheme is running a competition from 5 May to 15 June 2025 where we'll be giving away 5 cash prizes of A Million Cents! (That's 5 prizes of \$10,000 up for grabs!)
- If you're a drink container collector, don't miss your chance to cash in while doing good for the planet and keeping your community clear of litter.
- To keep the good vibes going, one of our five lucky winners will also receive an extra \$10,000 to donate to a registered CDS Vic donation partner of their choice.
- The competition website **winamillioncents.com.au** is where you'll find the entry form Terms & Conditions and all information about the competition.
- The competition is open to Victorian residents only. Terms & Conditions apply don't forget to give them a read!





SCHOOL SAVING BONUS

STEPS TO USE YOUR SCHOOL SAVING BONUS FOR SCHOOL EVENTS.

Families can log into the portal using your unique family user name and password issued from the Department and allocate a portion of the \$400 over to Activities, it's up to you how much you want to split the funds, should you have any left.

If you have allocated all or part of the SSB (School Saving Bonus) to activities and want to use the SSB as payment towards an activity/event that your child will participate in, please advise the school as follows:

Send an email to the school email address - Ngarri.ps@education.vic.gov.au

The email must include:
Students name
Event name & date
Amount of SSB to be allocated

You will still need to log onto the Compass event to give consent for your child to attend.

Education Week

Thank you so much to our wonderful parents and families who were able to join us for our Education Week celebrations on Monday and Wednesday last week. We were delighted to see so many parents and family members involved in these events. This year's theme was a Celebration of Cultures and we loved seeing all of our students, families and school community celebrate with us.

A special thank you to Aunty Judy who joined us this year to open Education Week with a special Smoking Ceremony.





























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.





- Foundation - Curriculum Newsletter

Inspiration starts here

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
Inquiry - This Term our inquiry question is "How do things move and change?" As part of their learning, Students are working through the Inquiry Cycle and exploring physical changes through hands-on experiments. They've been investigating how different materials can be twisted, stretched, bent, and reshaped in various ways. To wrap up the unit, students will apply what they've learned by designing and creating a final product that reflects their understanding of the inquiry question.	movement Change Natural Vs Man made Obseravtions Hypothesis Design Results	Experiment in the Kitchen: Try simple activities like melting chocolate, freezing water, or mixing baking soda and vinegar to explore physical changes together. Story Time Connection: Read books that involve movement or transformation and ask, "What changed? How did it move?"
Reading - Students will continue developing their foundational reading skills by learning how to segment and blend sounds in CVC words to support early decoding and reading fluency. In addition, students will be introduced to the strategy of visualising, where they will learn to create mental images using their five senses to enhance comprehension. They will also begin to explore the differences between fiction and non-fiction texts.	Segment Blend consonant-Vowel-Conconant (CVC) Senses - See, Touch, Feel, Smell, Taste Infer Fiction Non-Fiction Text features	Sound It Out Together: Play "robot talk" by saying CVC words (like c-a-t) in sounds and having your child blend them to find the word. Five Senses Storytime: While reading, ask your child, "What do you see, hear, smell, feel, or taste in this story?" to help them visualise. Fiction vs Non-Fiction Hunt: At home or the library, find one fiction and one non-fiction book and talk about how they're different.
Writing- Students are continuing to develop their writing skills by learning to construct sentences that include capital letters, full stops, and appropriate spacing between words. They have recently begun exploring procedural writing, using hands-on experiences from their inquiry and language activities to support their learning. Through these experiences, such as making fairy bread, students are learning to sequence steps clearly and accurately to explain how to complete a task.	Capital letters Full Stops Spaces Sentences Procedure Sequence Title Materials Ingredients	Write a Recipe Together: Cook something simple (like fairy bread or toast) and help your child write the steps using capital letters and full stops. Sentence Builder Game: Say a sentence aloud and have your child write it with correct punctuation and spacing—make it silly for extra fun!
Maths- students have been learning to identify and create patterns using colours, shapes, and letters. Some students have also been extended through the exploration of number patterns. As we approach the end of the term, students will begin learning about location, using everyday language to describe position and direction.	Shapes - Circle, square, rectangle, triangles, ovals, pentagon, hexagon Patterns Ordinal - 1st 2nd 3rd 4th etc. Location - Over, under, beside, next in between etc.	Create Your Own Patterns: Use toys, buttons, or snacks to make simple colour or shape patterns together. Treasure Hunt Directions: Hide an object and give your child clues using location words like "under," "next to," or "behind."
KIS 1a Th	Actions he school will embed a rigorous instructional St	Outcomes tudents will:
		emonstrate deeper engagement and 15

model so that all teachers deliver high-quality,

engagement and academic outcomes.

consistent lessons, leading to improved student

Demonstrate deeper engagement and 15

understanding of concepts due to consistent

and high-quality instructional practices. Show improved academic performance and a stronger ability to apply knowledge in different

Embed a consistent and rigorous process for

implementing the instructional model

Inquiry Question	Key vocabulary	How you can support learning at home
Physical Education - How do we stay healthy, safe and active?	safety, two-foot jump, underarm throw	Discuss how being active (jumping, running throwing) can help us be healthy. Ask your children to show the skills they've been practising during PE.
STEM - How do people use technology to help things move?	move, transport, materials, tools, float, sink	Notice the different ways we can transport things and discuss the most appropriate methods for doing so. For example, aeroplanes to transport something to a new country, or a car to go to the shops.
Performing Arts - How can we use our bodies and music to express the beat in performing arts?	beat, clap, tap, stamp, march, shake	As you listen to music, identify the steady beat. You can clap, move or tap objects to keep the beat.
Visual Arts - How do I use my fingers to make art?	stamp, cut, fold, fine motor, ar tist	Encourage children to help complete simple tasks around the home, to improve their fine motor skills. For example using cutlery, help fold washing etc.
Spanish - What are the most useful words in Spanish?	madre (mother), padre (father), hermano (brother), hermana (sister), perro(dog), gato (cat)	Discuss how we address different people in our family, like mum, dad, etc and the different animals we see at home, on a farm, and at the zoo.

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.



- Wednesday 4th June School photos
- Friday 6th of June Curriculum Day (no school)
- Monday 9th of June King's Birthday (no school)
- Tuesday 1st of July Inquiry showcase afternoon 3:15 -4:15pm



- Year 1-

Curriculum Newsletter

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home	
Inquiry This term students will continue to focus on the inquiry question 'What causes the observable changes in the sky and landscape?'. For the rest of the term we will be delving deeper into specific cycles of student interest including the moon's phases, day and night, as well as the four seasons. Students will also have their Planetarium incursion on June 6th where they will see these changes up close!	Observable Changes Sky Landscape Cause Effect	 During the day, go outside and discuss what the clouds look like. Can you name the type of cloud? In the evening, go outside and discuss what the sky and moon looks like. Can you name the type of moon? What is the weather like today? Discuss. Looking at different cycles such as the moon phases and water cycle. Investigate into the solar system. Do some experiments to investigate cause and effect. Observe the world around you by using your five senses. 	
Reading Students will be focusing on the prefix 'un-', the suffix '-ing' and using these to change the meaning of words. They will also be focusing on the long 'u' vowel sound. This can be represented by spelling patterns u_e, ue, ew, and ui in words.	Non-fiction Synthesising Technical Vocab Analysing Phonics	 Explore a range of non-fiction texts. Practise synthesising as you are reading - read a text and write down your thoughts as you are reading. Practise identifying key words in a text, make a list, then write their definitions. You could also draw pictures to represent what each word means. Revise the sounds we have been practising in class during phonics lessons. 	
Writing Students will be completing our unit on explanation texts and writer's workshop, and we will begin poetry as a text type. They will be using the writing cycle of pre-writing, planning, drafting, revising, editing and publishing to become authors of our own texts.	Writing Cycle Pre-writing Planning Drafting Revising Editing Publishing	 Practise working through the writing process - write a story, make a book that you could share with your class. Explore different types of poems. Practise writing then revising and editing your work - look out for punctuation and grammar. Have your own Writer's Notebook at home to plant seeds in. These can be used as inspiration for writing practise at home. Working on writing goals. 	
Maths This term students will be focusing on addition through a part-part-whole lens, initially beginning with single digit addition before extending to two digit addition and beyond. Students will be using drawings, physical and virtual materials, and number combinations within 10 to add collections and other using strategies such as count on.	Addition part-part whole place value	 Have children make and explain 2-digit numbers, for example 30 and 7 make 37. While in the supermarket, ask students to add simple numbers together to find out how much money they need to buy 2 products, for example \$12 and \$9 makes \$21 	

Inquiry Question	Key vocabulary	How you can support learning at home
Physical Education - How can I effectively move my body in games?	two-arm side strike	Ask your child to explain or demonstrate the techniques they've been practising in PE.
STEM - How do living things work together to grow the food I eat?	pollination, processed food, unprocessed food, prepare, healthy, design, evaluate	Identify processed and unprocessed foods that you eat for dinner or breakfast. Discuss how you prepare food for healthy eating.
Performing Arts - How do different cultures use music to tell stories?	rhythm, tempo, beat, culture, storytelling, space, direction, shapes, levels	Listen to music from different cultures and talking about how music can tell a story. Can you identify the different elements of the music?
Visual Arts - How have landscapes been represented in art?	environment, outlook, outside, urban, country, local, close up	Talk about different landscapes when you are out and about, for example, What do you see? Describe what you see. Can you see the horizon line?
Spanish - How can we use language to explore a culture?	culture (cultura), España, capital, festival, celebración	Discuss your native language, and the festivals/celebrations that are part of your culture.

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



- Monday 2ndune Cosmodome incursion
- Wednesday 4th of June School photos
- Friday 6th of June Curriculum Day (no school)
- Monday 9th of June King's Birthday (no school)
- Tuesday 1st of July Inquiry showcase afternoon 3:15 4:15pm



- Year 2 -

Curriculum Newsletter

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
Inquiry - Students have been inquiring into 'How does the survival of living things depend upon a unique and complex ecosystem?'. We have been focusing on the components of ecosystems and what they need to survive. To help consolidate their learning, we recently visited the Werribee Zoo to see animals in different ecosystems. We will then be making dioramas of ecosystems.	ecosystems, unique, survival, complex, depend, abiotic, biotic, producers, consumers, decomposers	Have a discussion with your child about what ecosystem they would like to create and begin to collect any arts and craft items you might need. You could also have a look around your backyard. Don't forget to bring in your shoeboxes!
Reading - Students have been developing their understanding of 'morphology' prefixes and suffixes. For example; using the word make- to create the word 'making' we drop the 'e' and add 'ing'. The students have also connected the inquiry unit with various comprehension strategies such as summarising, identifying key words, Inferring, visualising and synthesising.	morphology, segmenting, blending, base-word, suffix, prefix, long vowels, prior knowledge, clues, What I already know? inference, perspective	During reading time at home or when you are visiting the local library your child may: • practise identifying the new morphology sounds of the prefixes and suffixes. They may wish to have a go at creating a list of new words practising the new skills, • comprehension strategies of summarising, inferring and visualising using a text of their enjoyment.
Writing - Students are beginning to develop their writing stamina through a writers workshop process. Through this process, we have been focusing on using language conventions of adjectives, full stops and capital letters. We are continuing on with the research of different ecosystems to build their capacity in understanding of how to complete an Information report.	full stops, capital letters, adjectives, research, subheadings, title	At home you may support your child in building their oral language skills through asking them to provide you with an adjective to describe the current place they are in.
Maths - Students will be continuing to work on place value which forms the platform required for the four operations (addition, subtraction, multiplication, division). For the remainder of the term, the focus will be on addition and subtraction, which will be taught in a variety of ways beginning with stories with a focus on part-part-whole to build a deep conceptual understanding.	place value, renaming, hundreds, tens, ones, addition, add, adding, subtract, subtraction, take away	Have your child make up a story, such as "I went to the shops and bought 12 apples and 3 oranges, making a total of 15 pieces of fruit. They can record this as follows: 12 + 3 = 15 Now ask them to find the subtraction that matches it: I had 15 pieces of fruit and I ate 3 oranges, leaving a total of 12 apples. They can record this as follows: 15 - 3 = 12

Inquiry Question	Key vocabulary	How you can support learning at home
Physical Education - How can I effectively move my body or an object in games?	10-pin bowling, underarm throw	Ask your child to explain or demonstrate the steps to effectively bowl a ball at a stationary target.
STEM - What language must I speak to get technology to do what I want?	code, sequence, technology, debug	Discuss the correct sequence of doing daily tasks such as brushing teeth, getting ready for school, etc.
Performing Arts - How can we use rhythms, sound combinations, and movement patterns to tell a story?	rhythm, combinations, combine, parts of the body, jump, wave, shake	When you read stories together, discus the sounds you might hear. How can you move to show the characters through dance?
Visual Arts - How have landscapes been represented in art?	environment, outlook, outside, urban, country, local, close up	Talk about different landscapes when you are out and about, for example, What do you see? Describe what you see. Can you see the horizon line?
Spanish - How do we express tastes and preferences in Spanish?	likes (gusta), dislikes (no me gusta), a lot (mucho) , a bit (un poco)	Discuss various levels of likes and dislikes when talking about food, sports, colours, etc.

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.



- Wednesday 4th June School photos
- Friday 6th of June Curriculum Day (no school)
- Monday 9th of June King's Birthday (no school)
- Tuesday 1st of July Inquiry showcase afternoon 3:15 -4:15pm



- Year 3 -

Curriculum Newsletter

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
Inquiry Students will investigate a current environmental issue of their choice and take notes through independent and collaborative research. Using this information, they will design an innovative solution, which they will bring to life using Minecraft Education. This project will encourage creative thinking, problem-solving, and making real-world connections.	SustainabilityEnvironmentInnovationResearchSolutionImpact	Talk to your child about environmental topics in the news or changes in your community. Encourage your child to observe and reflect on everyday habits at home that impact the environment. Discuss ways to reduce waste or conserve energy as a family. Ask your child to explain their project idea and what they hope to build in Minecraft.
Reading Students will be learning to identify key features of different genres and understand how these features support the text's purpose and audience. They will then begin a book study, where they will practise a variety of comprehension strategies to build deeper understanding. Strategies such as predicting, summarising, inferring, and visualising will be explicitly taught and applied during shared and independent reading.	 Narrative text Informative text Persuasive text Structure Purpose Comprehension 	Encourage reading at home and ask questions like, "What do you think will happen next?" or "Why do you think the character did that?" Talk about the different types of books your child reads and how they are structured. Support your child in making connections between the text and their own experiences or knowledge. Visit the library to explore books from a variety of genres.
Writing For the remainder of the term students are learning how to use persuasive devices and structure their writing to suit different purposes and audiences. Linking to our Inquiry unit, they will write a persuasive letter encouraging a change for a more sustainable future, followed by a persuasive advertisement promoting an innovative solution to an environmental issue.	 Persuade Audience Purpose Sustainability TEEL Persuasive Devices 	Encourage your child to organise their ideas using the TEEL paragraph structure (Topic sentence, Explanation, Evidence, Link). You can also look at ads or letters together and talk about the persuasive devices used and why they're effective.
Maths In the coming weeks, students will begin a Measurement unit, where they will explore length, capacity, and mass. They will learn to use both formal and informal units to estimate, compare, and measure various objects. Later in the term, students will transition to a money unit, where they will work with Australian currency and practise solving real-world problems involving calculating change and understanding value.	 Length Capacity Mass Measure Formal units (e.g., centimetres, litres, grams) Informal units (e.g., blocks, hands, cups) Estimate Compare Currency Value Change 	Support your child in estimating and measuring household items using both measuring tools and everyday items. Involve your child in shopping experiences – let them count money, compare prices, and calculate simple totals or change. Talk about how measurement and money are used in real life (e.g., cooking, building, shopping).
	•	21

Inquiry Question	Key vocabulary	How you can support learning at home
Physical Education - How can we apply movement and teamwork strategies, inclusion, and respect to territory games?	teamwork, inclusion, respect, defence, territory	Discuss their favourite team games and how they can use defensive strategies in territory games
Performing Arts - What do the Performing Arts of Aboriginal and Torres Strait Islander peoples teach us about our connection to Country and Place?	country, place, pitch, rhythm, melody, tempo, dynamics.	Listen to pieces of music from cultures across the world including Aboriginal and Torres Strait Islander culture. Talk about what you like/ don't like and what the music is trying to tell you.
Visual Arts - How can I make art three dimensional?	3-dimensional, illusion, construction, moulding, forming, developing techniques abstract, Realism, Hyperrealism, materials	Support your child at home by noticing and discussing 3-dimensional art and constructions in the environment and at home.
Spanish - How do I express feelings about others and myself?	feelings, expression, likes (Me gusta), dislikes (No me gusta) Do you like? ¿Te gusta?	Open discussions with your child about how they are feelings and name those emotions.

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.



- Wednesday 4th June School photos
- Friday 6th of June Curriculum Day (no school)
- Monday 9th of June King's Birthday (no school)
- Tuesday 1st of July Inquiry showcase afternoon 3:15 -4:15pm
- Monday 14th July Camp payment due
- Tuesday 22nd July Chess payment due



- Year 4 -

Curriculum Newsletter

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
Inquiry: Students are exploring the question of 'How do living things survive in a changing environment?'.	Adaptations Environments Animals Living Non-Living	Explore some different animals from around the world and their environments. How do the animals survive in these environments and if their environment was to change how would they need to adapt?
Reading: Students have been exploring the Author Claire Saxby, who writes hybrid texts. Students have been analysing the structure and the words the author has used.	Analysing Non fiction Fiction word choice	Read a book about animals or environments. Before reading talk about what you already know about the topic. Discuss what you wonder about the topic. During reading talk about what you are learning. What do you now know about the topic?
Writing: Students are learning to write a hybrid text. A hybrid text is both a fiction and non-fiction text.	Facts Narrative	Read a non-fiction book or article about an Australian animal. Discuss interesting facts, such as their diet, habitat, and behaviours.
Maths: Students are learning to understand the properties of different 2D and 3D shapes. They are making connections between the shapes properties and angles.	2D shapes 3D shapes Angles	Explore where you use maths in your daily life. Encourage your child to locate different shapes. Ask them to tell you how many sides. faces and vertices the shape has. Explore right angles being equal to 90 degrees - what angles are greater than or less than a right angle. Play shape or angles eye spy.

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	Students will: Demonstrate a stronger sense of self belief and resilience.
	wider school community to strengthen connectedness.	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 communi23

Inquiry Question	Key vocabulary	How you can support learning at home
Physical Education - How can the principles of fair play, sportsmanship, teamwork, inclusion and respect be applied in target games to enhance collaboration and achieve shared goals?	teamwork, inclusion, respect	Talk to your child about target games and what they have learned about Ten Pin Bowling
Performing Arts - How do Aboriginal and Torres Strait Islander songs use rhythm and pass on knowledge?	culture, storytelling, songlines, ceremony, heritage, lore, rhythm, identity, connection to Country	Discover and learn about Aboriginal and Torres Strait Islander songs. How do they use rhythm and pass on knowledge.
Visual Arts - How can I make art three dimensional?	3-dimensional, Illusion, construction, moulding, forming, developing techniques abstract, Realism, Hyperrealism, materials.	Notice and discuss 3-dimensional art and constructions in the environment and in the home.
Spanish - How would you express your preferences in Spanish?	preferences, choices, likes (Me gusta) dislikes (No me gusta) Do you like? ¿Te gusta?	Discuss with your child their preferences of everyday options and how to express them.



- Wednesday 4^tof June School photos
- Friday 6th of June Curriculum Day (no school)
- Tuesday 10th June payment for Melbourne Zoo eexcursion due
- Monday 9th of June King's Birthday (no school)
- Tuesday 1st of July Inquiry showcase afternoon 3:45 4:15pm



- Year 5 Weeks 7 to 11 -

Curriculum Newsletter What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
In Inquiry, we will be continuing to explore the question "How can human activities impact the magnitude of natural disasters and extreme weather?" In this unit students will start looking at what impacts humans have on natural disasters including deforestation, urbanisation and climate change. They will create a strategy for humans across the globe to prepare for natural disasters.	natural disasters, deforestation, urbanisation, global warming	To support students at home, you could talk about how at home we could prepare for a natural disaster. For example what we would do if there was a bushfire? What would we take? Getting students to use their knowledge from school to identify key items to take and leave.
In Reading, students will be using synthesizing to identify known facts and new facts they have learnt about natural disasters and local laws. Students will continue to summarise key facts and information about how humans can impact natural disasters.	synthesize, information, disasters	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 exploring writing a range of different text genres. They will explore adding descriptive words to their procedural texts. Students will also continue to add to their Writer's Notebook and explore creating strong characters and introducing more dialogue within their writing.	narrative, dialogue, procedural	To support students at home we encourage you to ask your child to think of different characters they like from tv, movies or books and ask them: -What do you like about them? -What do you notice about their voice? -How could you utilise them in a story?
In Maths, students will be constructing a grid coordinate system that uses coordinates to locate positions within a map of the world. They will use coordinates and directional language to describe position and movement of natural disasters. Students be exploring transformation of shapes. They will also recognise what changes and what remains the same, and identify any symmetries in a variety of shapes.	time, problems, key words	To support learning at home we encourage students to show you their knowledge of coordinates and mapping. To create a map of Australia and use grid coordinates to identify where different states are. Students can also show you how to play our Word Battle Ship Coordinate game.

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 communi 25

Inquiry Question	Key vocabulary	How you can support learning at home
Physical Education - How can we use good communication skills to resolve conflicts and solve challenges in a team setting?	communication, conflict, challenge, teamwork, strategy, defence, offence	Ask your child about their upcoming Gala Day, which sport they are in and what they are working on to prepare for the day.
STEM - What is electrical energy - where does it come from and how is it used?	electricity, energy, transform, transfer, circuit	Discuss different objects you use in your home that uses electricity, and discuss what the useful energy type is.
Performing Arts - How can we layer rhythms, movements and sounds to reflect a Dreamtime story?	rhythm, pitch, harmony, texture	When listening to music try to identify the different layers of sound. When watching movies and shows, analyse how sound and movement are combined.
Visual Arts - Can music and art be connected?	genres, emotion, experience, interpretation	-listen to a variety of music -talk about how you experience different types of music eg radio, streaming, live, playing etc



- Wednesday 4th of June School photos
- Friday 6th of June Curriculum Day (no school)
- Monday 9th of June King's Birthday (no school)
- Tuesday 1st of July Inquiry showcase afternoon 3:15 4:15pm
- . 15th August Camp payment due



- Year Six -

Curriculum Newsletter

Key W lea h rn a in	gt will st	unanticacupari
	vocabulary	learning at home
Inquiry Students are continuing to explore the question: 'How can living things survive on Earth and in space?' They have shown great voice and agency by developing their own inquiry questions to investigate. Through hands-on experiences—such as making space food, they are beginning to understand the unique challenges astronauts face. As the term progresses, students will investigate how gravity, survival needs, and technology impact life in space. They will apply their critical and creative thinking to design possible solutions to problems posed.	 Survival Space Station Gravity Astronauts Technological advancements 	Drop different objects and observe how fast they fall. View short videos or documentaries such as Life on the International Space Station (NASA, NatGeo Kids, etc.) and talk about what makes living in space challenging.
Reading Students are building their comprehension skills by analysing and critiquing various texts—from books to newspaper articles. As they read, students are encouraged to pay close attention to the techniques the author has employed and the effect on the reader. This term, they will also review key skills such as comparing and contrasting, making inferences, and connecting texts to strengthen their comprehension skills and foster a love of reading.	 Compare Contrast Author's Purpose Text Structure Inferring 	Look at an image or comic strip and ask, What's happening here that isn't directly shown? Choose a short article, story, or even an ad. Ask: What is the author trying to tell us? What clues helped you figure that out?
Writing Students are applying the 6+1 Writing Traits through mentor texts and guided practice. They've been following the writing process to plan, draft, edit, and revise their own space-themed narrative texts. Outside of this, students are exploring their author's voice by writing about topics that inspire them. Later this term, they will have the chance to publish and share their very own books.	 Voice Text Structure Word choice Complication Resolution Narrative 	Discuss how authors make their writing interesting (word choice, voice, structure). Co-author a short story or journal entry.
Maths Students have wrapped up their unit on graphs, using data to interpret and draw conclusions. They are now building their multiplication and division skills by exploring fact families, factors, and multiples. As the term progresses, they will focus on developing efficient mental and written strategies to support their calculations.	Fact FamiliesFactorsMultiplesDivisionMultiplication	Choose a number and discuss as many related multiplication and division facts as possible. Practise multiplication facts.

Inquiry Question	Key vocabulary	How you can support learning at home
Physical Education - How can we use good communication skills to resolve conflicts and solve challenges in a team setting?	communication, conflict, challenge, teamwork, strategy, defence, offence	Ask your child about their upcoming Gala Day, which sport they are in and what they are working on to prepare for the day.
STEM - In what ways can technology inspire us to discover more, know more and share more about our world?	technology, share, code, sequence,	While watching TV, take note of the different shows that inspire you to know more (such as a news article, a documentary or a science fiction show).
Performing Arts - How do Aboriginal and Torres Strait Islander songs and stories reflect the natural patterns of the Earth?	elements of dance - space, time, dynamics. choreographic processes.	Discuss the natural patterns that happen on Earth e.g. storms, windy days, earthquakes. How can you show these through body movements or acting?
Visual Arts - Can music and art be connected?	genres, emotion, experience, interpretation	Listen to a variety of music. Talk about how you experience different types of music eg radio, streaming, live, playing, etc.

Link to our Annual Implentation Plan

KIS	Actions	Outcomes
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- Wednesday 4th June School photos
- Friday 6th of June Curriculum Day (no school)
- Monday 9th of June King's Birthday (no school)
- Tuesday 1st of July Inquiry showcase afternoon 3:15 -4:15pm



Ngarri News





UPCOMING SUBWAY

THURSDAY 12[™] OF JUNE

THURSDAY 26TH OF JUNE

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

PRIDE

RESPECT

INTEGRITY

DETERMINATION

EXCELLENCE









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



PRIDE

RESPECT

INTEGRITY

DETERMINATION

EXCELLENCE









Community News









PRIDE

RESPECT

INTEGRITY

DETERMINATION

EXCELLENCE

31









Community News

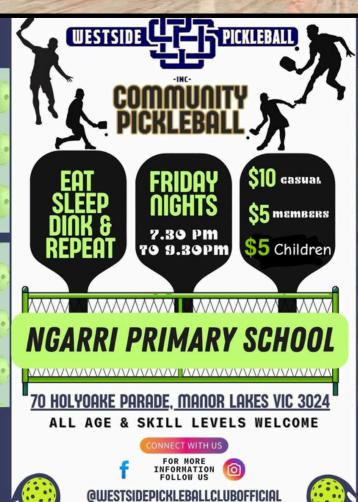


4 PM EVERY TUESDAY

JOIN US DURING SCHOOL TERMS

COURT 4, EAGLE STADIUM (WERRIBEE)







PRIDE

RESPECT

INTEGRITY

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DETERMINATION

EXCELLENCE





