



1st Newsletter Publication, 02/02/2024

A message from the Principal



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Dear parents,

Welcome back! As many of you may be aware, Chris is on leave, so myself and Robyn Street are running the show for a little while. I have visited classrooms and the students seem very settled and happy to be with friends again.

CYBER SAFETY

Just a reminder that parents need to be aware of the online behaviour of their child. We had many incidents that occurred online and spilled over into school last year. Participating in a Snapchat group of school friends can often cause a lot of unnecessary stress. Children quite often are much more disrespectful to each other than they would be face to face. I highly suggest parents have this conversation with their child.

This year we have a cyber safety program running at school which is aimed at teaching responsible online behaviours. Mr Toy will share more information about this in future newsletters.

PARENT TEACHER INTERVIEWS

Friday 9th February is a variation of school day, so students will not attend. Parent Teacher Interview notes have now gone home (please check with the teacher if you haven't received one). The purpose of this meeting is really 'getting to know you'. Teachers will discuss anything particular to the year level, and you can give any information relevant to your child. Obviously they will not have assessed your child yet and won't be giving any indication of 'where they are at'. These meetings are available either face to face or via Webex. School reports will be given out in July and December.

CAMPS

Our notes for school camps have now gone home. See below for the dates.

BOOK PACKS

Nearly all families have paid for their book pack. Please use Qkr or come into the office if you still need to purchase the books. Other items such as hats, headphones and reading satchels are also available to purchase. (Headphones are on back order and should arrive soon.)

UNIFORM

School hats need to be navy blue and all children need one. Caps are not allowed. Mr Lenart, our PE teacher, has told me that some students have been coming without a hat. It is simply too sunny on the oval for an hour sport session to not be wearing a wide brimmed or bucket hat.

ATTENDANCE

Regular attendance is vital to your child's education. Please see the notice from the Department of Education, below. If your child is absent, please use the Flexischools app to notify the school.

NAPLAN

Naplan testing is completed in grades 3 and 5 from 13th March to 25th March. Please see the notice below.

PARENT HELPERS

Grades 1 and 2 will have parent reading helpers starting from Monday 12th February. Foundation will start a little later, after they have settled in. Please speak to your child's teacher if you are interested. All parent helpers need to have a valid WWCC and read our OHS document, so if you didn't do this last year, please come to see me.

Lastly, please keep an eye on Flexischools for important notices.

Kind Regards

Janine Sanford

NAPLAN

Information for parents and carers

2024

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it is important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum and allows parents/carers to see how their child is progressing against national proficiency standards.

NAPLAN is just one aspect of a school's assessment and reporting process. It does not replace ongoing assessments made by teachers about student performance, but it can provide teachers with additional information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Online NAPLAN tests are designed to provide precise results and are engaging for students. The tests are tailored (or adaptive) which means that each test presents questions that may be more or less difficult depending on a student's responses. This helps students remain engaged with the assessment.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

All Year 3 students will continue to complete the writing assessment on paper.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content linked to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for all Year 3, 5, 7 and 9 students. ACARA supports inclusive testing, so all students have the opportunity to participate in the national assessment program.

Adjustments are available for students with disability who have diverse functional abilities and needs.

Schools should work with parents/carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN. Adjustments should reflect the support normally provided for classroom assessments.

To help inform these decisions, you may consult the [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), and our [series of videos](#) where parents/carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by reassuring them that NAPLAN is a part of their school program and reminding them to simply do their best. Some explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests; however, it is not necessary for parents/carers to do this. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at [NAP - Public demonstration site](#).

How is my child's performance reported?

From 2023, NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected for the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling. Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school.

What if my child is absent from school on NAPLAN test days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

How are NAPLAN results used?

- Students and parents/carers use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at [myschool.edu.au](#).

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at [nap.edu.au/TAA](#)
- visit [nap.edu.au](#)

To learn how ACARA manages personal information for NAPLAN, visit [nap.edu.au/naplan/privacy](#).

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may not have the capacity to complete the tests in a shorter time frame.

The NAPLAN test window starts on Wednesday 13 March 2024 and finishes on Monday 25 March 2024. Schools will schedule the tests as soon as possible within the testing window, prioritising the first week.

Test	Scheduling requirements	Duration	Test description
Writing	<ul style="list-style-type: none">• Year 3 students do the writing test on paper and on day 1 only.• Years 5, 7 and 9 writing must start on day 1 (schools must prioritise completion of writing across days 1 and 2, with day 2 only used where there are technical/logistical limitations).	Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min	Students are provided with an idea or topic called a "writing stimulus" or "prompt" and asked to write a response in a particular genre (narrative or persuasive writing).
Reading	<ul style="list-style-type: none">• To be completed after the writing test	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students read a range of informative, imaginative and persuasive texts, and then answer related questions.
Conventions of language	<ul style="list-style-type: none">• To be completed after the reading test	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Students are assessed on spelling, grammar and punctuation.
Numeracy	<ul style="list-style-type: none">• To be completed after the conventions of language test	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students are assessed on number and algebra, measurement and geometry, and statistics and probability.

In primary school, some students **miss** on average **3 weeks** of school per year. That's **half a year** of school by the end of year 6.



EVERY DAY COUNTS

Primary school attendance

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind.

Why it's important

We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day.

If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school.

There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

Each missed day is associated with progressively lower achievement in numeracy, writing and reading.

Getting in early

Attendance patterns are established early – a child regularly missing days in kindergarten or in the early years of school will often continue to miss classes in the later years, and receive lower test scores than their classmates. It's vital that students go to school every day – even in the early years of primary school.

What we can do

The main reasons for absence are:

Sickness – There are always times when students need to miss school, such as when they're ill. It's vital that they're only away on the days they are genuinely sick, and setting good sleep patterns, eating well and exercising regularly can make a big difference.

It's vital that holidays are planned during school holidays where possible, and not during the term if it can be avoided.

"Day off" – Think twice before letting your child have a "day off" as they could fall behind their classmates – every day counts.

Truancy – This is when students choose not to go to school without their parent's permission. There can be many reasons for truancy. The best way to address this is for schools and parents to work together.

If for any reason your child must miss school, there are things you can do with your school to ensure they don't fall behind:

- Speak with your classroom teacher and find out what work your child needs to do to keep up.

- Develop an absence learning plan with your teacher and ensure your child completes the plan.

Remember, every day counts. If your child must miss school, speak with your classroom teacher as early as possible.

Openly communicating with your child's school about all absences is a good way to prevent attendance issues being escalated to a School Attendance Officer. A School Attendance Officer is a Department of Education and Early Childhood Development Regional Director who has authority to follow up attendance issues. Attendance issues that are escalated can lead to an Infringement Notice.

If you're having attendance issues with your child, please let your classroom teacher know so we can work together to get your child to school every day.

For more information and resources to help address attendance issues, visit:

www.education.vic.gov.au/school/parents/behaviour/Pages/studentattendance.aspx

Department of Education and Training



Education
and Training

Term 1, 2024 School Calendar



February

5th—Foundation students start

9th—Parent Teacher Interviews (student free day)

19th—Curriculum Day (student free day)

20th—Foundation students start full days

March

11th—Labour Day Public Holiday

13th—25th NAPLAN

25th—Grade 6 Camp

29th—Good Friday

Apr

15th—Grade 5 Camp

16th—Grade 4 Camp

May

8th—School Photos

Following Pages:

Community Groups and Associations



Small Group & Private Lessons

- Primary Music Institute offer instrumental music lessons right here on school campus!
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Learning with games and rewards is motivational and engaging and therefore more effective. Game based learning should be within a controlled environment that guides the student to appropriate resources that are both structured and multi-sensory (doing, hearing, seeing simultaneously).

Concepts should be introduced with strategies and develop the 5 core elements of language in a structured progression. Learning rules and strategies explain the core concepts of language allowing students to understand the spoken and written information.

There are many important elements to reading development:

- Phonological processing
- Sound-letter correspondences
- Decoding
- Encoding
- Synthesising
- Spelling
- Orthographic mapping
- Morphology

Your child will be using an online reading and spelling program called **Nessy Program**, in the classroom this year. The **Nessy Program** is designed to help children learn letters and sounds which further supports their reading and spelling. This content is taught through a range of games on the online platform.

- Learning happens when it is fun and motivational
- Learning happens when it is structured and guided
- Learning happens when it is explained in a way that uses learning strengths



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