



Ariel Announcements

No. 3 ~ February 15, 2021

Engage Learning * Expand Minds

Dear Families and Caregivers,

To begin with, thank you to all the families who have communicated their support over the last few days, considering the rapid changes brought on by the State-wide Circuit Breaker lockdown. We definitely are living by our school's Vision Principles.....the 5Cs.

At the time of this newsletter's publication, we have no further information regarding the current situation relating to school closures. We anticipate returning to normal on Thursday, getting back to the business of educating children. If by chance there are updates or changes to previous communications, the school will communicate as soon as possible via **COMPASS**.



REMOTE AND FLEXIBLE LEARNING

This morning, all families were provided with home learning activities for this week. The "menu" style document sent to families via Compass provides students with a wide variety of "choice" learning tasks. There are more learning activities than necessary for three days, please feel free to assist your child/ren in choosing a few to do each day. If families require support regarding this, please email your child's classroom teacher via Compass.

NOTE: In the event the lockdown goes beyond Wednesday, the school will reactivate GOOGLE CLASSROOM so a more differentiated learning delivery can occur. Due to the short notice of the lockdown, students did not take home any learning materials or Google Classroom login details. In the event we stay in Remote and Flexible learning longer, classroom teachers will email through your child's log-on and password details. We trust that you have provided your current email address to the school.

TEACHER LED-CONFERENCES

Our annual Teacher-Led Conferences were due to be held next week, with bookings scheduled to be opened today. Due to the current COVID situation, we are postponing the conferences until Week 7 - Monday March 1st, Tuesday March 2nd and Wednesday March 3rd. Conference bookings will open via Compass on Monday February 22nd. More information in next week's Newsletter.

SCHOOL COUNCIL

As per last week's Newsletter, nominations for our 2021 School Council are open. Nomination forms can be picked up from the office (we will be open even during lockdown). The closing date for nominations is February 23rd.

For further information on this process, please see last week's newsletter.

*Collaboration * Culture * Challenge * Community * Curiosity*

Each year, we ask parents to nominate for positions on Council, to help us achieve our parent membership. This year, we have **three parent positions available** (each position has a duration of 2 years). This was erroneously notified as four positions last week, but this won't affect the process.

PROFESSIONAL PRACTICE RELEASE TEACHERS

Once a term, your child's teacher is released from classroom instruction to grow professionally. All Victorian teachers receive the day to focus on improving professionally and also to allocate time to things such as long-term planning, assessing students and/or observing other teachers teaching. While classroom teachers are out of the classroom on these days, either Amy Hill (left) or Allicia Hayes (right) will teach your child's class. Amy and Allicia teach the Health Curriculum detailed below.



| HEALTH ACHIEVEMENT STANDARDS | |
|------------------------------|---|
| Foundation | By the end of Foundation Level, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. |
| Years 1 & 2 | By the end of Level 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They understand how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. Students demonstrate positive ways to interact with others. They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. |
| Years 3 & 4 | By the end of Level 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and how these can promote health and wellbeing. |
| Years 5 & 6 | By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment. |

Have a great week,
Damian Duncan, Principal

POSITION VACANT: DEFENCE SCHOOL MENTOR

Our school is advertising for a DSM (Defence School Mentor) commencing 9th March. The occupant of this position will provide information and support and develop a range of activities for dependents of Defence members and families to ease the impact of mobility and service-related parental absence. If you are interested in this position, please email wodonga.ps@education.vic.gov.au and a position description will be forwarded to you.

TUTOR LEARNING INITIATIVE: INFORMATION FOR PARENTS, CARERS AND FAMILIES

The 2020 school year was an extraordinary and challenging one for every school community.

Many Victorian students spent much of Terms 2 and 3 learning remotely and Victorian schools and their communities made an exceptional effort to provide continuity of teaching and learning to our students during this time.

During Term 4, 2020, teachers were focusing on assessing student learning, addressing individual learning gaps and identifying those students who needed extra support for their learning, using classroom-based observation and assessments.

We know that the remote learning experience was different for every student. While some students thrived, some students may not have engaged as fully with remote learning. For most of our students, regular high-quality teaching in 2021 will be enough to help them progress to the expected level of learning. Some students will benefit from additional intensive learning support in 2021.

You will have met our 2021 Tutor team via the newsletter a few weeks ago. We are well underway with teaching teams and tutors collaborating on student needs and already implementing support within the classroom settings. By engaging the additional tutor teachers, we can support children with intensive learning, classroom teachers will have greater capacity to ensure that all other students' achievement, engagement and wellbeing needs are met, so that all students receive the support they need in 2021.

At this early stage, the school has already been working rigorously to identify groups of students that will have access to tutor support. The groupings however, will be very fluid – which means students may enter and exit the tutor support as their learning needs are met. It also means that students may receive support in different Terms throughout the year.

Year level teams and tutors will continue to work with the TLI team to monitor student growth and the learning support required. WPS are moving to formalise the identified students accessing the current cycle of support and we will communicate with families individually as students enter a learning support cycle. The tutor learning initiative supports are determined collaboratively with the year level teams and, as such, it is not a referral/request style process from families. Students that are accessing additional support will have an Individual Education Plan developed for them which will be shared with families via Compass.

We are excited at the additional opportunities that TLI will offer students at WPS through the school year.

Christine Forrest, Tutor Learning Initiative Coordinator

PARENT PAYMENTS

This week, parents will receive a Statement of Parent Payments, detailing what is owing. Please be reminded that payment is not required in full, and partial payments can be made throughout the year via BPay (as listed on your statement) or onsite methods.

Slow Food (Year 3s) will appear on statements, and is due by the end of Term 1. Payments for Slow Food may be made via Compass or BPay method. If you have questions regarding the statement you have received please contact the office.

Chantal Gardner, Business Manager

CSEF: Camps, Sports, Excursions Fund

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seekers and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child. The annual CSEF amount per student is: **\$125 for primary school students.**

TO APPLY: Complete a CSEF application form, available from the school office. We will need to photocopy your Centrelink Card when you return the form.

If you applied for the CSEF at WPS in 2020, you do not need to complete an application form in 2021 unless there has been a change in your family circumstances. You only need to complete an application form if any of the following changes have occurred:

- new student enrolments; your child has started or changed schools in 2021 or you did not apply in 2020.
- changed family circumstances; such as a change of custody, change of name, concession card number, or new siblings commencing at the school in 2021.

Any queries, please contact Faye at the school office on 6048 0300.

COMPASS EVENT NOTIFICATIONS

Stay in touch with Events / Activities – using Compass as your information base

| Event / Activity | Event Date | Who | Information on Compass | Consent / Payment Due Date |
|--------------------------|------------|-------------------|---|----------------------------|
| Brass & Woodwind Tuition | Term 1 | Selected students | Consent & payment required \$82.40 | Overdue |
| Division Swimming | Feb 19 | Selected students | Consent & payment required \$25.00 | Feb 17 |
| Bogong Leadership Camp | Feb 19 | Selected students | Consent required by..... | Overdue |
| Year 6 Polo Orders | Feb 26 | Year 6 | Return your polo with payment by Feb 26th | Extended |
| Slow Food Program | Various | Year 3 | Consent & payment required \$150.00 | April 1 |
| Foundation Photos | TBA | Year F | New date / times to be advised | N/A |