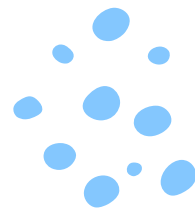


# Clifton Springs Primary School



## 2023 Information Night

**Welcome to Year 5 / 6**



# Introducing the team



**Kerri Rees 5/6R**

I have been at CSPS for 6 years in the Senior Learning area. I have 3 children Maya 15, Ruby 13 and Billy 12, and through their sport I see many of you in our community which is lovely. As a family we love to go camping and 4WDing. Lawn bowls and our horses take up a lot of our time! I am looking forward to another awesome year with the seniors for 2023.



**Ben Price 5/6P**

I've moved back to the Geelong/Bellarine area after 5 years away in the UK and NSW. I enjoy being active and outdoors. I look forward to the year in 5-6 at CSPS.

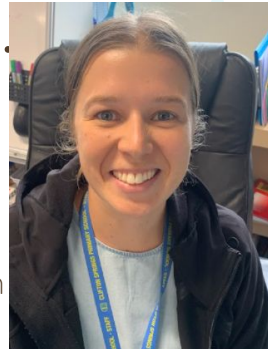
**Saira Shah 5/6S**

I am a graduate student and this year will be my first year as a full time teacher. I enjoy doing anything creative and being outdoors with my dog Fraser. I am excited about the year ahead and can't wait to see all the amazing memories we create in 5/6S.



**Suzie Matthies 5/6M**

I was very fortunate to join the CSPS community mid 2022 after working in Melbourne for the past five years. I have thoroughly enjoyed working in the 5/6 team and look forward to the year ahead.



# Introducing the team



**Almadeus Mambwe 5/6A**

I moved to the Bellarine from Melbourne 7 years ago. I have 3 kids of my own (Darko, Keani and Reiv). I love playing sports and being outdoors. Im loving the change up to grade 5/6 this year and getting to know the class has been brilliant!



**Katie Palmer 5/6G**

This is my 9th year st CSPA and my first in 5-6. I have two kids of my own; Tate (4) and Andie (2) who keep me on my toes. I am absolutely loving the senior students and I cannot wait to see what the year brings. My days of work are Monday and Tuesday.

**Lauren Gundry 5/6G**

This is my 17th year at CSPA! After a 4 year stint in PE, I really enjoyed returning to the classroom in 2022. I have a daughter in grade 4 (Nedahli) and married my husband Paul in November last year. You might remember me as Miss Roberts. I'm very excited to be teaching 5/6 this year.



**Kerry Ryan**  
(Education Support 5/6R)

This is my 5th year at CSPA working as Education Support, prior to coming here I worked as a Childcare Educator. I have a son who is about to turn 10. I am again looking forward to working in the senior learning area.





# Principal Team

Assistant Principal  
Alex Werner

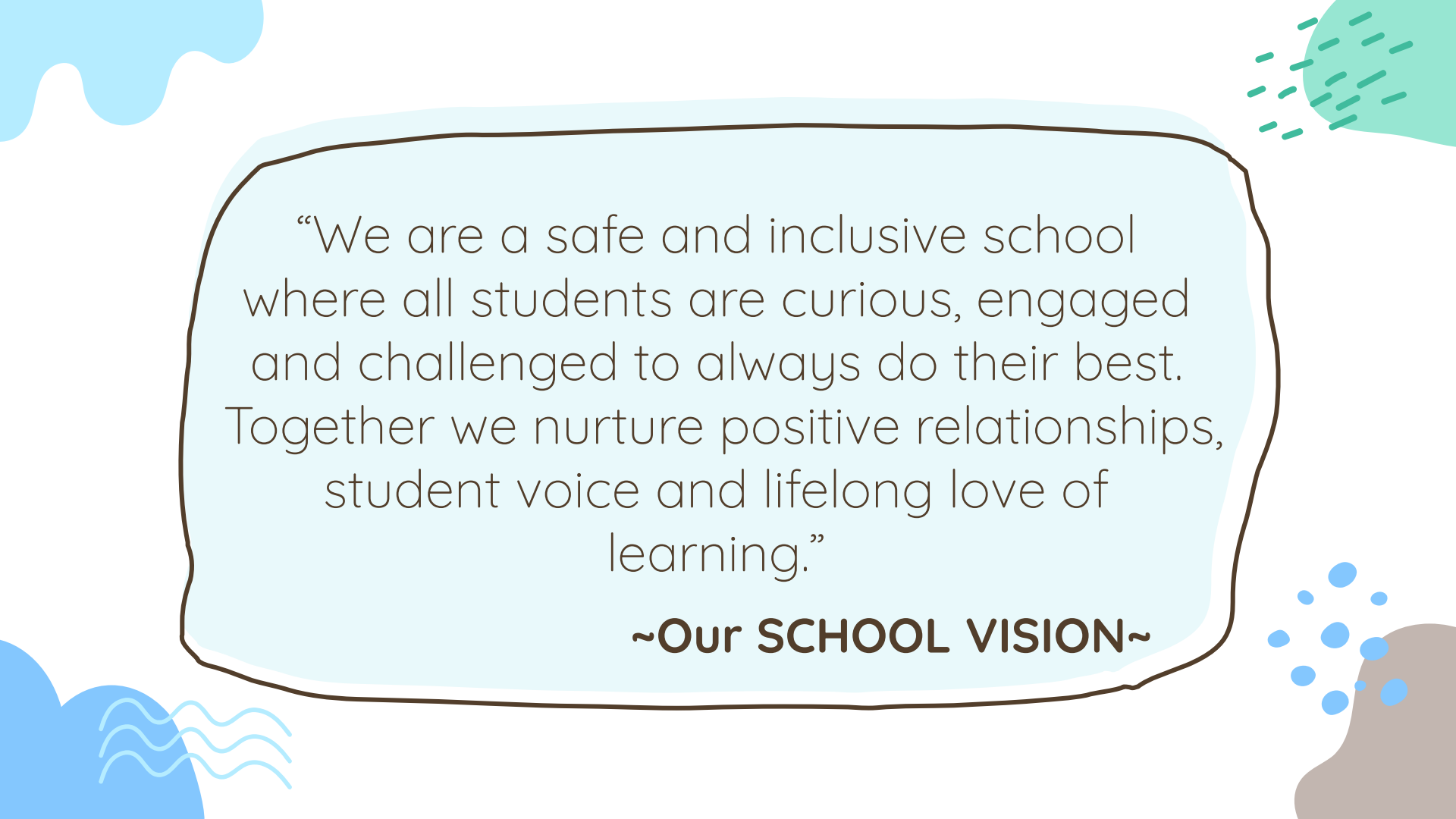


Principal  
Meg Parker



Assistant Principal  
Rachelle Koepler





“We are a safe and inclusive school  
where all students are curious, engaged  
and challenged to always do their best.  
Together we nurture positive relationships,  
student voice and lifelong love of  
learning.”

**~Our SCHOOL VISION~**



# C.S.P.S School Values

Values are shared beliefs about how we work together. They influence our choices and provide a framework to guide our intentions, actions and decisions.

These values are explicitly taught through our wellbeing program. Students are acknowledged on a daily basis when they demonstrate these values in the classroom or yard.

## Respect

Be accountable for your actions. Contribute positively to the school and wider community.

## Responsibility

The quality of being friendly, generous, and considerate. Being kind often requires courage and strength.

## Kindness

Treat everyone with equal consideration. Be accepting of others and their differences.





# SHINE Program

Our SHINE lessons are our whole school approach to implementing a program based on wellbeing. We are currently using a combination of the following programs; Zones of Regulation, Cyber Safety, Kids Matter and Respectful Relationships. Students are explicitly taught skills around regulating their own behaviours, solving problems and being respectful & responsible friends.

**The SHINE lessons are delivered on Monday afternoons across all classrooms.**

In Years 3 - 6, teachers have the ability to plan/deliver lessons to point of need depending on the current issues and needs within the school context.

## The ZONES of Regulation

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

**RESPECTFUL  
RELATIONSHIPS**



# CSPS SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT MATRIX

	In all classrooms	Outdoor spaces	In the digital world	Assembly & In the community
Respect	<ul style="list-style-type: none"> <li>We allow others to learn at all times</li> <li>We use good manners to all</li> <li>We look at and listen to the person talking</li> <li>We are on time and ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>We keep our hands and feet to ourselves</li> <li>We look after the gardens, animals and school property</li> <li>We are safe and sensible with all equipment</li> <li>We use positive and appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>We only share things with others that we would share in person</li> <li>We allow each other to have a voice on shared platforms</li> <li>We follow the school's ICT agreement</li> </ul>	<ul style="list-style-type: none"> <li>We use positive language and respectful behaviour towards others</li> <li>We face and actively listen to the presenter</li> <li>We listen to the Aboriginal greeting and join in the National Anthem</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>We challenge ourselves in our learning and have a Growth Mindset</li> <li>We look after our belongings and school resources; eg iPads</li> <li>We put in our best effort and take pride in our learning</li> <li>We keep trying if things don't work the first time</li> </ul>	<ul style="list-style-type: none"> <li>We take care of our school environment</li> <li>We will remind others of our school values if they are not showing them</li> <li>We bounce back from minor problems</li> <li>We use the 5-Finger Rule when needed</li> </ul>	<ul style="list-style-type: none"> <li>We keep our personal information private</li> <li>We have our digital devices charged and ready for learning</li> <li>We report if there is a misuse of technology</li> </ul>	<ul style="list-style-type: none"> <li>We look after public property</li> <li>We represent CSPS with pride</li> <li>We wear our school uniform correctly</li> <li>We make the most out of the learning experience</li> </ul>
Kindness	<ul style="list-style-type: none"> <li>We treat others how we like to be treated</li> <li>We use kind words to each other every day</li> <li>We look after new students and teach them our school values</li> </ul>	<ul style="list-style-type: none"> <li>We include as many people as we can in our games</li> <li>We take care of people who are hurt</li> <li>We are friendly to all others and accept everyone's differences</li> <li>We treat others how we like to be treated</li> </ul>	<ul style="list-style-type: none"> <li>We think before posting things online in case it may hurt feelings</li> <li>We speak nicely to others online</li> <li>We ask others before taking their photo or filming them</li> </ul>	<ul style="list-style-type: none"> <li>We help others when they are in need</li> <li>We show good sportsmanship</li> <li>We are mindful of community members</li> </ul>



# Acknowledgements: Behaviour Wall and Tick Chart



In Years 5-6, the same process occurs, however instead of individual buckets, student add values ticks to a 'tick chart'. Once a certain amount of ticks are recorded, individual rewards are earned.

Classrooms have a list of class rewards that can be achieved based on feedback from Specialists and other. Student voice is emphasised with this process.

# At C.S.P.S, we have a GROWTH MINDSET!

We all have beliefs about our own abilities and potential. These beliefs are part of our **mindset**, which is so powerful they can fuel our behavior and predict our success. In her research at Stanford University, Dr. Carol Dweck identified two different types of mindsets:

## Fixed mindset

Believing that intelligence and abilities cannot be altered in a meaningful way. You are either born “smart” or you are not!

Mistakes are often seen as failures rather than opportunities to grow and learn.



## Growth mindset

Believing our intelligence and abilities can be improved with effort and the right strategies.

A willingness to confront challenges, a passion for learning, and viewing failure as a springboard for growth are all characteristics associated with a growth mindset.

*Not surprisingly, this type of mindset is strongly linked to greater happiness and achievement in life.*

# Developing a Growth Mindset

INSTEAD OF...	SAY THIS...
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

Some ideas to help reframe *fixed mindset* thinking



# Attendance - Every Day Counts

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.

**~SCHOOL IS BETTER WHEN YOUR CHILD IS THERE~**



## Why it's important

- 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.



# Attendance - Every Day Counts

## Top attendance tips for parents

- Talk positively about school and the importance of attending every day
- Open and prompt communication with C.S.P.S about all absences (on Compass or via phone)
- Avoid making routine medical and dental appointments during the school day or planning family holidays during the term
- Seek help from the school if you are concerned about your child's attendance and wellbeing. Schools want to work in partnership with parents to support student attendance and wellbeing.
- **Remember that every day counts**



Every day at school counts... Missing even one day can make a difference over time



# Uniform

Our school uniform shows that we all belong and are connected to C.S.P.S. Wearing it shows that we are **proud** of our school.

Uniform stock available to purchase from the office includes:

- o Reversible House - coloured hats
- o Gold and Royal Blue Iron - On Logos
- o School Bags (any backpack can be used in place of a school logo one)

Other uniform items including, mesh or cargo shorts, girl's rugby skort, short sleeve polo shirts, rain jackets and track pants, can be ordered as requested.

*We have all sizes of each item available to try before ordering.*

*Of course, any gold or royal blue tops or bottoms from local department stores, are also acceptable.*



Hats in Term 1 and 4 (Sunsmart)

# Staying Healthy

At C.S.P.S we are committed to keeping our environment safe and by working together we can minimise the spread of any infectious diseases by:

- Regular handwashing and use of hand sanitiser stations around the school
- Practising good hygiene, like coughing or sneezing into our elbow
- Staying home if unwell to prevent the spread of disease
- Please notify the school via Compass of any absence related to illness
- **Hair tied up that is longer than shoulder length**



# Communication



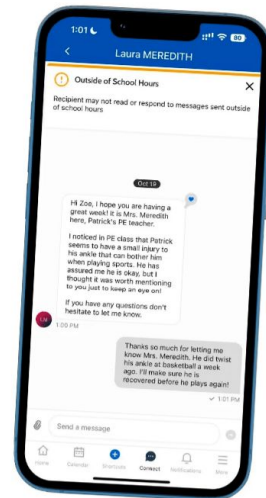
Communication is important to make sure that we are working together to ensure the best possible school experience for your child.

**Compass Connect** allows parents / carers to communicate with your child's teacher regularly.

**We encourage you to book a time to meet with teacher's face to face at a time that is mutually convenient to discuss any concerns or to check in.**

You will also receive updates on Compass Newsfeed.

Compass will be used to communicate excursions, incursions, camps and any events that may be coming up. It is also where you will find the school newsletter.



NEWSLETTER No. 38		December 13 <sup>th</sup> 2022			
<p>ENROL NOW FOR 2023!</p> <p>We are looking at class structures so please ensure enrolments for 2023 are submitted.</p> <p>If you are not returning in 2023 please notify the Office.</p>					
<p><b>SENIOR VALUES AWARD - FOR TERM 4</b></p> <p>Congratulations to the following students who have received the CSPS Values Award nomination from their class. These will be presented this Friday at assembly from 3pm. All nominees go into the draw for a \$20 gift voucher which is drawn at assembly.</p>					
34A—Toby J.	34B—Van I.	34C—Amelyia F.	34E—Miranda C.		
34L—Maple A.	34N—Jesse M.	56B—Charlie C.	56D—TBC		
56H—Hilary D.	56M—Amaril D.	56S—Shaniall L.	56T—Makyla J.		
<p><b>RETURNING LIBRARY BOOKS</b></p> <p>Please make sure all Library books are returned by the end of this week.</p>					
DATES TO REMEMBER—PLEASE CHECK FOR UPDATES					
	Prep Party in the Park CHANGED TO MONDAY Dec 19 <sup>th</sup>	Tuesday 20 <sup>th</sup> December	Last day term 4 2:30pm French Assembly 2:00pm		
Thursday 15 <sup>th</sup>	Yr. 6 Graduation	Friday Jan 27 <sup>th</sup> 8:30am Jan 30 <sup>th</sup>	Staff Professional Development		



# Timetable 2023

<b>Before School</b>	<b>8:50 - 9:00 am</b>	Students are supervised by their parents / carers
<b>Session 1</b>	<b>9:00 - 10:00 am</b>	Learning Time P - 2 Literacy
<b>Session 2</b>	<b>10:00 - 11:00 am</b>	Learning Time P - 2 Literacy
<b>Recess</b>	<b>11:00 - 11:30 am</b>	11:20 - 11:30am - eating time in classrooms
<b>Session 3</b>	<b>11:30 - 12:30 pm</b>	Learning Time
<b>Session 4</b>	<b>12:30 - 1:30 pm</b>	Learning Time
<b>Lunch</b>	<b>1:30 - 2:30 pm</b>	1:30 - 1:40 1st eating time 2:20 - 2:30 2nd eating time
<b>Session 5</b>	<b>2:30 - 3:30 pm</b>	Learning Time

We now  
have hour  
long  
sessions  
for  
Learning  
Time!

3:30pm Home Time

# Our Daily Schedule

## Timetables

We have Specialist classes on every week day depending on your child's class.

We run a Buddy Program Monday afternoons.

5/6 Sport Friday.

Assembly on Friday afternoon.

## External Supports

If your child engages with external supports such as Speech Therapy, Occupational Therapy or Psychology they are able to meet with your child at school. We will arrange these meeting after 12 noon. Contact the school to organise this.

## Brain Food

10.00 and 12:30 each day. Fruit or vegetables for some extra energy Please pack extra..

*Please put brainfood in an individual container.*

## Drink Bottles

We encourage all students to be well hydrated. Please bring a **named** drink bottle each day so that learning time isn't interrupted by students needing to go to the drink taps.



# Specialist teachers

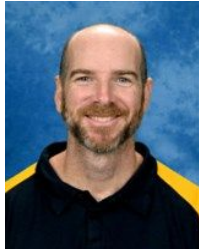
## Music

Kate  
Kelly



## STEM

Luke  
Smith



Bridgette  
Santuccione



## P.E.

Amanda  
Edwards



## Visual Arts

Jill  
Peterson



Julie  
Ryan



## Intervention



Jessica  
Craghill



Jenny  
Hayes

# Wellbeing Team

The Wellbeing Team at C.S.P.S provides supports to students and families.



Amanda McDonald  
*Inclusion Teacher*



Georgie Zillner  
*Mental Health  
Practitioner*



Hannah Coots  
*Student Wellbeing  
Officer*



Peter Hobbs & Mel  
Brew  
*Chaplains*





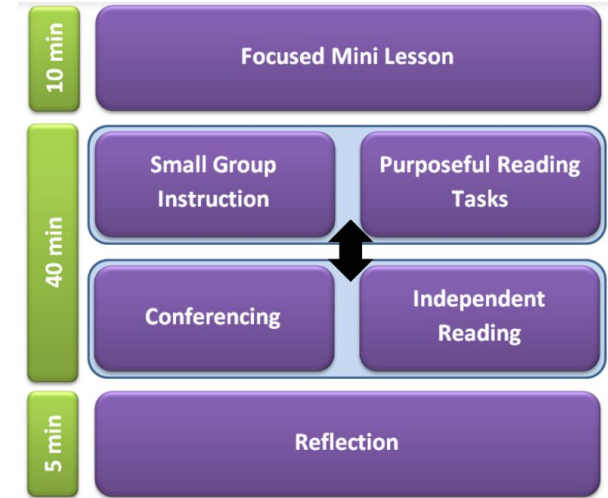


# Reader's Workshop

In Years 3 - 6 we use the Reader's Workshop model.

Students spend an extended amount of time reading texts that interest them on a daily basis and are provided opportunities to talk about literature. They learn and use strategies for reading and comprehension.

We start of with Independent reading, then move into our Mini Lesson and then students go off to complete their purposeful task. During this time the teacher will be working with a guided reading group.

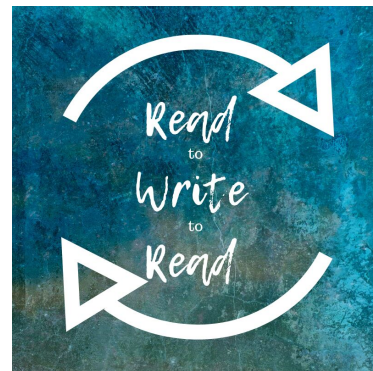
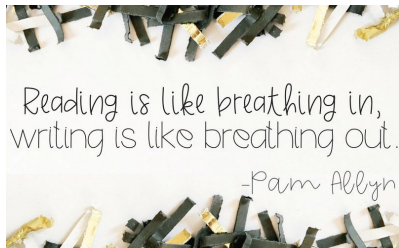


The ultimate goal of Readers' Workshop is to develop life-long passionate readers.

# Writer's Workshop

The teaching of reading, writing and spelling all support each other and we have made it a focus to teach these sessions in succession so that students can easily transfer their knowledge and work on the same concept in each subject area.

*For example, if students are working on how to write a narrative in writing, they may be sharing and exploring narratives in reading, focusing on what the author does and why and the effect that has on them as the reader.*



# Writing in the Classroom

- The way children learn to write follows the same patterns as when they learnt to talk.
- Not all children progress stage by stage or at the same rate.
- Opportunities are provided for children to talk about their writing to clarify and extend ideas (thinking time, draw ideas first, say sentence out loud before beginning, open-ended questions)
- Listening to children read their writing provides an opportunity for writers to clarify their message and to check the meaning.
- We provide lots of opportunities for students to write about topics of their choice through the Writer's Notebook.





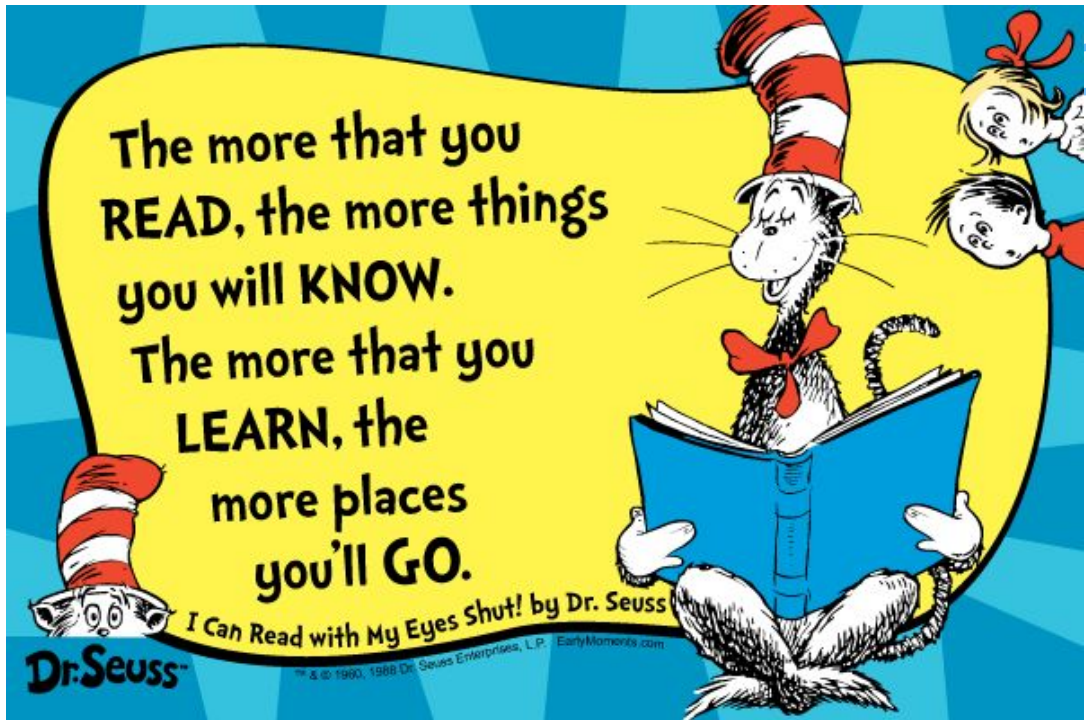
# Spelling

Teaching spelling is about developing strategies that students can draw upon when they come across unfamiliar words.

In Years 3 - 6, students learn SMART spelling. SMART spelling focuses on:

- teaching the meaning of words to expand vocabulary
- break words into syllables, sounds and letter patterns (graphs, digraphs and trigraphs) following a simple routine





Reading with your child is one of the most important and memorable things that you can do.



# Reading at Home



- Reading a wide variety of books is important.
- Reading can be to, with or by the student. It is important to engage in all three at different times regardless of the age or reading level of your child.
- Discuss meaning, feelings and emotions, make connections and comparisons to their own experiences.

Diaries will be checked on Fridays. Students must have recorded at least 4 nights of reading in their diary and have it signed by a parent/guardian/older sibling, to earn reward time. Those who haven't completed these requirements, will have 20 minutes of reading time instead.



# Reading at Home



## HOME READERS

### *A Parent's Guide*

*What do  
you notice?*

*What are  
you  
wondering?*

# Brain Break

<https://www.youtube.com/watch?v=FOgcrNrtpo>







# Maths




We believe strongly in teaching maths through the use of challenging tasks as this results in higher levels of engagement.

Our lessons are taught in a **Launch, Explore, Summarise** approach.

**Launch** - students review prior learnt knowledge or skills.

**Explore** - Students use and apply their maths skills to problem solve in multiple ways. They learn with their peers and apply their knowledge to solve different problems. Students use a range of concrete materials to support the maths investigation and discuss their strategies with others.



**Summarise** - Students come back to the floor and engage in a shared discussion about their findings or how they solved the problem.



# Maths Warm Up

The answer is

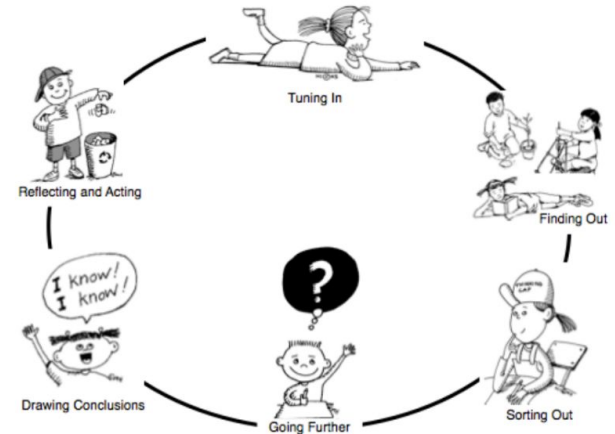
**1000.**

What might the  
problem be?



# Inquiry

Through Integrated Inquiry units of learning, students expand their knowledge of themselves and the world, developing their understandings, skills and behaviours. Students will engage in a range of activities that will allow them to build their social understanding.



# LOTE - Italian



Italian is taught by the classroom teachers.

Term 1 begins with Greetings such as *Buongiorno*, *ciao* and *salve* to say good morning and *ciao*, *arrivederci* and *a domani* to say good bye or see you tomorrow.

During the term topics include cultural aspects and some language.

Each lesson includes an art or hands on activity.

Past topics have included: Famous Italians, Italian landmarks, the weather, celebrations, events, volcanoes, shapes and colors.




# ICT in Years 3 - 6



Students in Years 3 -6 will be using iPads to support their learning within classrooms. Some ways that they are used include:

- Reading task information via Google Classroom
- Research for Inquiry
- Essential Assessment for Mathematics
- EPIC for reading


Please ensure that they are charged each day and have storage available.



To connect to the schools network please check Compass for the details.



*Apps required include Google Classroom, Google Slides, Class, iMovie, Epic Reading, Book Creator and PicCollage.*





# Goal Setting


Students will have a goal in Reading, Writing and Maths that they will be working towards achieving. Goals will be updated regularly.

LEVEL 5 & 6 READING GOALS				
ACCURACY I can read the text.	COMPREHENSION I can understand what I read.	FLUENCY I can read like a story teller	VOCABULARY I find and use interesting words.	BEHAVIOURS I can read independently.
Use my schema when reading a text.	Make predictions throughout the text.	Re read sentences to make them smooth.	Tune in to interesting words.	Get started right away.
Use letter-sound connections to decode unfamiliar words.	Ask questions before, during and after reading to extend my thinking.	Read out loud with clarity using voice projection.	Use word parts to work out meanings: base word & affixes.	Work quietly and productively.
Stretch the word and blend it back together.	Identify the purpose of the text.	Adjust and apply different reading rates to match the text.	Recognise and use subject specific vocabulary.	Use and select appropriate 'just right' texts.
Chunk words into smaller parts using syllables.	Identify the text according to its structure and features.	Use punctuation for phrasing and expression.	Use new words in speaking and writing.	Choose an appropriate place to read independently.
Use familiar parts in unknown words.	Identify character motive through their action and emotions.	Adjust my voice when there are talking marks.	Recognise and understand direct and indirect speech.	Increase reading stamina by reading for the whole session.
Self-correct when my reading does not make sense.	Identify and discuss social and moral issues in texts.	Use character voices when reading aloud.	Use new words when speaking and writing.	Practise my reading goal during independent reading.
Decode using root words, word derivatives and affixes.	Identify the values, beliefs or moral of the story.	Make my voice match the feeling.	Recognise and understand direct and indirect speech.	Read a variety of text types/genres.
Read on to understand the context of language	Summarise a text using key words and phrases and events in order.	Scan ahead to see what's coming.	Use sticky notes to identify unfamiliar words.	Make recommendations to my peers about books.
	Recognise and explain cause and effect in texts.	Read different forms of poetry with accurate phrasing.	Find information using a contents page.	Talk about my favourite author/book.
	Make connections with the text – text to self, text to text, text to world.	Emphasise italic and bold print.	Identify similes and metaphors.	Justify my opinions about whether I like/dislike a text.
	Infer using clues and evidence from the text and my schema.		Understand the effect of strong vocabulary on the reader.	
	Visualise using the five senses.		Identify subjective language (feelings)	
	Discuss why an author might choose a particular narrative point of view.		Identify objective language (facts)	
	Explain the organisation of images and how they affect viewers.		Identify first or third person as the narrative voice.	

# Learning Tasks

Each Term three Learning Tasks (Reading, Writing and Maths) will be available on Compass.

You will be able to see a **copy of the task**, a **highlighted proficiency scale** that shows what your child has achieved and there will be recommendations for **next steps in learning**.



**Reading Learning Task Term 3: Inferring**  
Name: Wiley P. Smith

Listen to the story 'The Rabbits' by Sean Tan and John Marsden and use your inferring skills to answer the following questions

1. What is the author's big idea? How do you know?

*To inform while entertaining. I know this because the author is trying to tell us about the English settlement in an entertaining way.*

2. Can you make a text to self connection to this text? What is your schema?

*The book says there were no moving rabbits. I know, in my culture and thought, and I can picture it.*

3. How do you think the Author is trying to make you feel? Why?

*Amused and surprised because they are telling the story in an interesting way to make you really look in to the book. I know you just do thoughtful things because it is a thoughtful book.*

4. What do you think the Author means by this line, "some were friendly?"

*The animals that some of the kids from the first ship would share their things with the indigenous.*

5. Who are the rabbits and who is telling the story? Show some evidence from the text.


*They are not real rabbits. I believe that the author is trying to inform us on what the English settlement into Australia was like.*

6. What are the key themes in this book?

*The rabbits were real. Rabbits they are a metaphorical thing representing the English settlers of the first Fleet.*

7. What is the impact of colonization on a culture? Can you give evidence from the text?

*It shows the British made traditions of a culture. It makes a huge impact on their land because all their lives got changed.*

 Clifton Springs Primary School PROFICIENCY SCALE			
Name	Year	Curriculum Area	Topic
	2	Mathematics: Measurement and Geometry	Location and Transformation
Essential Learning	Interpret simple maps of familiar locations and identify the relative positions of key features (VCMMG122)		
The highlighted information on the Proficiency Scale reflects what your child has achieved in this Learning Task.			
LEVEL OF LEARNING		SKILLS AND KNOWLEDGE	
<b>Advanced</b> <i>Critical thinking, problem solving and application of skills</i>	I can: <ul style="list-style-type: none"><li>interpret maps to show position and pathways, including exploring the use of a directional compass. (Part 2)</li></ul>		
<b>Proficient</b> <i>Year 1 expected level</i>	I can: <ul style="list-style-type: none"><li>understand that we use representations of objects and their positions, such as on maps, to allow us to receive and give directions and to describe location. (Part 2)</li></ul>		
<b>Progressing</b> <i>The fundamental knowledge required to reach the expected level</i>	I can: <ul style="list-style-type: none"><li>use the everyday language of location and direction, such as 'between' and 'next to'. (Part 3)</li><li>follow and give simple directions. (Part 1)</li></ul>		
<b>Emerging</b>	With support, I can accomplish the skills and knowledge of Level 2 – Progressing.		

**Proficiency scales** identify the key knowledge, skills and understandings a student needs to demonstrate to achieve the Essential Learning target.



# Reporting on Progress



**Learning Tasks on Compass:** 3 per term – Maths, Reading, Writing

A notification on Compass will remind you to jump on and have a look.

**3 Way Conferences:** Tuesday 14th March

You will be invited to book a time on Compass.

**Semester Reports:** end Term 2 and end Term 4



**Learning Expo:** – Date TBC



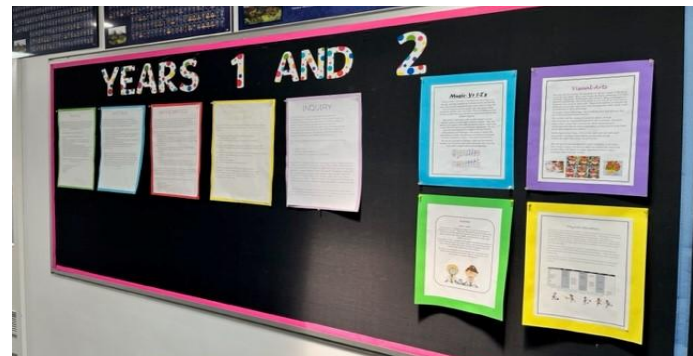
# Curriculum Information Board

Each year level team has a Curriculum Information Board that is located in the hallway. This will outline the learning focus in each subject area.

At the moment it contains all of our learning for Term 1.

We will update this board each term to keep you informed of the topics and learning focus that your child will be involved in for the term.

**Please check this out and let us know if you have any questions.**



# Home Learning

**Reading:** All students are expected to read for 20 minutes per night and have this recorded in student diaries. This should be signed by a parent/carer or older sibling.



**Written Homework:** Based on parent feedback, written homework will remain optional as per our school policy.

Please note that students that opt into the Home Learning Program will be expected to complete the set activities and this will be followed up at school.





# Lunchtime Activities



Weekly lunchtime clubs will be running again in 2023!

There will be even more activities on offer with all staff members committing to run a lunch club during the year.



# Events in 2023

List of events coming up in Term 1 - 4  
Include:

- Y5 Camp Cooriemungle May 3-5.
- Y6 Camp Melbourne City October 9-11.
- Excursions / Incursions
- Special Days
- Learning Expo
- Lightning Premiership
- Cross Country
- Athletics
- Swimming



# What questions do you still have?



**Please  
ask!**





# Feedback

Using Compass Connect please send a message to your child's teacher letting them know:

Two things you liked about the info session

One thing that could be improved

**Two Stars & a Wish**

- ★ I really like the way you ...
- ★ I really like how you ...
- ★ I noticed you ...
- ★ My favourite part was when ...
- ★ I think the best thing about it was ...
- ★ It was interesting how you...
- ★ You grabbed my attention when ...
- ★ You should be proud of ...
- ★ If it would be great if you...
- ★ I think you might want to ...
- ★ I would recommend it if you...
- ★ Next time maybe you could try ...
- ★ You can improve by...
- ★ It would be even better if you...

