



YARRALUMLA PRIMARY SCHOOL
24 Loftus Street, Yarralumla ACT 2600

Phone: 6142 3250

Email: info@yarralumlaps.act.edu.au

Website: www.yarralumlaps.act.edu.au



3 November 2022 NEWSLETTER NO. 17

DATES TO REMEMBER

Friday 4 November	Ride to School
Tuesday 8 November	Wombats Arboretum Excursion
Wednesday 9 November	Preschool Open Day 9-10am or 3-4pm
Thursday 10 November	Billies Arboretum Excursion
Friday 11 November	Year 1 National Gallery Excursion
Monday 14 November	Kindergarten National Gallery Excursion
Monday 21 November	Special P&C Meeting 6.30pm-7pm
Monday 28 November	Pupil Free Day
Thursday 1 December	Montessori Red Group End of Year Performance
Friday 2 December	School Disco
Friday 2 December	Music Showcase
Mon 5 Dec – Wed 7 Dec	Year 5/6 Cooba Camp

Our Vision

Insieme creiamo studenti per tutta la vita - Together we create lifelong learners

Dear families,

Ride to School

Ride to School will occur on Friday 4 November. Students will meet in the carpark at the Yacht Club at 830am and we will ride on the cycle path to school. If your child is wanting to participate please ensure they are able to ride 4km independently. Bikes will be stored in the secured locked gate section of the school next to the internal netball court. We are looking forward to dry paths in the morning. Parents are most welcome to participate in the ride to school.

Building Works

Works in our Perla classroom will start this weekend with the removal of sheeting of the walls and ceiling. Works will continue on weekends for the remainder of this month. Unfortunately during the evening of Halloween a hammer was thrown through the window of one of our Year 3/4 classrooms. The glass has been removed from the area and the window has been boarded up. Works will also begin this weekend on a number of windows that need replacing around the school.

Staffing

We are very close to finding out which staff members have been successful in the 2022 teaching transfer round and the new teachers who will be at our school in 2023. Our thoughts are with Maestro Ajay at the moment who is recovering from an ankle injury sustained while teaching. We hope to see him back at school by the end of the month.

Assembly

Congratulations to all our award winners at assembly this week. Students were presented with Merit awards, STAR awards, Mura award, Mathematics Trust and highest scores in Education Perfect. Our Kindergarten students hosted the assembly and it was fantastic to have parents a part of our audience again. Please see the email that was sent out this week regarding seating during assembly.

Transitions to 2023

Term 4 is the time where we start to prepare for the transition to our 2023 classes. Please see the attached timeline in the newsletter regarding the steps the school will follow. We are currently asking for parent requests to be sent to Maestra Deb (debra.sayers@ed.act.edu.au). Students are completing their choices of five people they would work well with in a classroom environment. Classroom teachers will start the process of forming classes in the coming weeks. Staff take into consideration academic performance, friendships, working relationships, Individual Learning Plans, English as a Second Language, social and emotional and behaviour.

Pupil Free Day

The recent Pupil free day on Friday was extremely beneficial to our teachers who used the time productively to moderate learning tasks in all subject areas in preparation of the upcoming semester 2 reports. Teachers also worked on their programmes for the remainder of Term 4. Please be aware that the next Pupil Free Day for all ACT schools is scheduled on Monday 28 November.

Book Packs

We are currently reviewing our Book Packs for the start of 2023. We have audited the remaining items that are in classrooms to reduce the amount of excess stationary in 2023 and reduce the cost for families. In 2023 we will be adding a \$20 Italian text book expense to students who participate in our bilingual programme. The text books will support students Italian Learning and a resource they will be able to take home at the end of the year to refer back to or for other family members to use. Our Year 1 students have been trialing this resource in 2022.

Keep Smiling

Rohan Evans | Principal

CONGRATULATIONS



Please join us in congratulating Edward Fahey for his PERFECT score and High Distinction in the recent Computational and Algebraic Thinking test. This is a test that students all across Australia participate in and this is an outstanding result.



STAR AWARD

Awarded to

Iluka N

November 2022



Iluka is a quiet achiever who always displays all the STAR values. She is an Active Learner who shows determination and perseverance when learning to read and write. Iluka is respectful when others share their ideas and we always love to see her latest art or craft creation. She strives to do her best and we love to see her proud of her achievements. Iluka is a Team Player, always willing to help others, and will never let a moment pass by where she can make someone's day better. She is respectful towards teachers and children and you will always see happiness radiating from her face as she goes about her day.



STAR AWARD

Awarded to

Luca S

November 2022



Luca is a Team Player in Kindergarten. He quietly and calmly goes about his day, and never hesitates to help teachers or peers in any way he can- from tidying up the classroom, to helping a friend in need. He is an Active Learner – always engaging in class discussions, completing his work to a high standard, and continually looking for ways to improve. Luca interacts respectfully with everyone he talks to and he is good at staying on task, even when working with his friends. He is a valued member of Kindergarten and we congratulate him on his achievements.



Kindergarten

Ambarabà cicci coccò
tre civette sul comò
che facevano l'amore
con la figlia del dottore.
Il dottore si ammalò...
ambarabà cicci coccò



We have continued to build our Italian vocabulary and can sing so many songs to share our learning.

Our last term of Kindergarten has been another busy one! We have been exploring our creative side, getting ready for our assembly hosting duties and continuing with all our learning! We have made so much growth this year - we are readers, writers, mathematicians, scientists, artists and explorers. We are ready for Year One!

Term 4

We have been inspired by a variety of artists in our exploration of art in our world.

These artworks were inspired by the work of Paul Klee, especially the way he uses line and colour. We did line drawings and then added colour using our fingers, acrylic paint and water.



These are our self-portraits, inspired by those of Van Gogh. See how we used oil pastels to make them look like paintings? If you look closely, you might notice how we used lots of unusual colours.

These artworks were inspired by "The Snail" by Matisse. We cut shapes from coloured paper and arranged them in a collage. Then we named our work.



PETS NOW WELCOME AT SELECT CHRISTMAS FAMILY PHOTO MINI SESSIONS



Only three weeks until the Christmas Family Photo Mini Sessions and pets are now welcome at the following times:

Pets & Families - Sunday 20 Nov 2-4pm
Pets & Families - Saturday 3 Dec 2-4pm
Pets & Families - Sunday 4 December 2-4pm

Sessions on 19-20 Nov & 3-4 Dec and are open to anyone. Book in now to avoid disappointment.

Cost: \$160 per session (\$30 from each session going to Yarralumla Primary School P&C)

What is included:

- 20 min photo session (max 6 people per session).
- 5 digitally edited images for selection through an online gallery. Options are also available to upgrade gallery.

For more information or to book: <https://book.usesession.com/s/GINp2kulf>

THE P&C NEEDS A NEW PRESIDENT AND SECRETARY

**** New Date ****

**Special P&C Meeting to vote in a new President and Secretary
Monday 21st November 6:30- 7pm**

Our President (Claire) is moving overseas at the end of the year so we are on the lookout for a new President. We also need to fill the position of Secretary this year and Treasurer from March 2023. Would you be interested? Please email president@ypspandc.com for more details on the roles and to nominate yourself.

Thanks to those who've volunteered to run the uniform shop, disco and welcome BBQ next year.

WET WEATHER & FREE PLAY ACTIVITIES- THANK YOU FOR YOUR SUPPORT

A huge thanks to all the families who donated games and activities for wet weather and free play. The teachers are looking forward to selecting activities for their classes this Thursday.

UNIFORM SHOP

Open every Friday during school term (except Pupil Free Days), 8:30- 9:30am, for new and preloved uniforms. Taking new uniform orders anytime through Flexischools.



CANBERRA SOUTHERN CROSS CLUB- EAT, DRINK AND SUPPORT OUR SCHOOL



All Canberra Southern Cross Club Members can now nominate Yarralumla Primary School P&C as their Community Group to support. If you do, 7.5% of your spend on food and beverages at their Woden, Tuggeranong, Jamison and Yacht Clubs will be donated to us, up to \$20,000.

You can fill in the form below or ask one of the reception staff on your next visit
<https://cscmarketing.wufoo.com/forms/qu6vfqe0vs2p31>

ENTERTAINMENT MEMBERSHIPS- FREE UPGRADE TO MULTI CITY MEMBERSHIPS!

Support our school with 20% of the purchase price going towards P&C fundraising.

Memberships are now on an App so you'll always have them with you. If you buy now you'll get plenty of 50% off and 2 for 1 offers in Canberra and all Australia and New Zealand.

Follow this link to purchase from the Yarralumla Primary P&C

https://subscribe.entertainment.com.au/fundraiser/23930j?utm_source=braze&utm_medium=email&utm_campaign=2022-18102022-Lapsed-AU-Reactivation-Multicity-Upgrade-FR



you
over

DATES FOR YOUR DIARY

Christmas Family Photo Mini Sessions - 19th & 20th November and 3rd & 4th December
 (Pets now welcome for select sessions)

Disco - Friday evening 2nd December

Special P&C Meeting – Monday 21st November **** New Date ****

6:30- 7pm in the school library and online to vote in a new President & Secretary

PBL (Positive Behaviour for Learning)

Happy Week 4 Everyone!

We continue to record many eSTARS for positive behaviours and ensure that all negative behaviours (that are reported to the teaching team) are recorded on our system. Data collected over October is as follows: SAFE = 199; TEAM PLAYER = 251; ACTIVE LEARNER = 477; and RESPECTFUL = 380. WE have recorded 25 minor negative incidents and 11 major incidents. Note that all incidents are sent to executive team members and should they require further intervention, it is provided.

In previous articles, I have mentioned that we use Restorative Justice when dealing with incidents at school and today I have found a very good article in the Teacher Magazine that gives a great deal of information. I have taken an excerpt for you here but if you would like to read the entire article, here is the link.

https://www.teachermagazine.com/au_en/articles/education-q-a-what-is-a-restorative-justice-framework?utm_source=CM&utm_medium=Bulletin&utm_campaign=2Nov

How does Restorative Justice differ from common approaches to behaviour management or conflict resolution used in schools?

The way it differs from other approaches is by focusing not on the rule that's been broken, or the behaviour that's been identified, but by focusing on the people and their relationships. So when something happens, it doesn't really matter that a rule has been broken.

Rules are there because we've decided together that there are certain ways that we want to be with one another and that's going to keep us safe, it's going to keep us connected, and it's going to make for a positive experience in whatever setting. And so there's a reason for the rule, but we have to get to what's behind the rule.

And behind the rule are safety and relationships for the most part – those are the 2 main things – the more important parts that gets us to actually addressing the issue.

If we only focus on 'a rule has been broken', then our question is, 'okay, who's done this? Who's broken the rule? What sort of punishment do they deserve?' And that might address in a very short-term way what's happening, but it doesn't actually address in any substantial or any long-term way what's going on. It doesn't really move us into the future. So it could address the symptoms, but it doesn't address the cause.

And that can also have some really negative impacts on the people that we're focusing on. So if there is a punishment that we're providing in a school, there's a good intention through that punishment – there's a reason that that we reach for those, because we want to stop negative behaviour or harm. And we want to sort of deter people from doing similar things in the future.

But it often actually causes people to simply try to avoid getting punished. It doesn't really change a sense within themselves about what they're doing, and how that is impacting people and making different choices in the future.

And a lot of the approaches in schools are really based on that external motivation – so, either rewards or punishment. We reward behaviour that we like, and we punish the behaviour that we think is negative. But it's actually not helping us as young people or even as adults to think about and understand our actions and how they impact the connections with other people and how it impacts ourselves, how it impacts the community as a whole.

The difference with Restorative Justice is moving it internally, for one thing, to really help us have a deeper sense of our own actions and our own interactions. And so the first question that Restorative Justice asks, rather than 'who's done this?' would be simply 'what happened?' to open it up much more broadly for that storytelling aspect.

But also to uncover things that we might not see as causes if we are simply focusing on 'who has done this?'. So it's trying to understand things at a deeper level, and it's also repositioning the 'issue' as something for us all to focus on solving rather than the person that we need to change to behave better.

What's happening here? How is it impacting different people? What can we actually do to solve that issue so that people do feel safe, that they can make different choices going forward, and they feel that we are a community that works on this together?

It's about sending a very clear message to people: 'what you're doing right now might be might not be the best way to go forward, it might be impacting people negatively, but you are not disposable to us. You are part of our community. You matter and we need to figure out together how we can go forward in the best way possible.'

And de-catastrophising conflict is really important too – that conflict is simply normalised, that of course we're going to have conflict, that it is a normal and healthy part of being together. That it is part of community and that we can actually grow through conflict.

What we want to make sure of is that it's not destructive. And the way to do that is by in the little conflicts, we practise our skills to actually name what's going on, figure out ways to solve it, and figure out ways to go forward. And then we can do that on some of the bigger conflicts that exist too.

And part of that is also the flexibility. And so often in schools, we say, 'if you break this rule, this is what's going to happen to you,' and there's a sense that consistency is the most important thing to do. But things aren't always happening for the same reason. People don't do things for the same reason as the next person does – there are different causes.

And so we need to have the flexibility to actually also address those causes on a case-by-case basis, so that we don't narrow ourselves or fence ourselves in by saying 'this is the way we always respond to this behaviour.'

Keep being STARS,

Deb Sayers Deputy Principal

2022-23 Transitions update

The time has come for teachers to start thinking about putting classes together, and for the leadership team to start thinking about best matches of teachers to classes. This process is very complex and takes into account the strengths, needs and interests of individual students, teacher expertise, support and resources available, and the physical environment of the classroom. Students will this week nominate 5 peers they want to be in their class next year. When placing students together into classes, teachers will look at student preferences and collaborate to find the best possible combinations. Then the classes will be adjusted over a 2-3 week period. By the time children and families find out their classes and teachers, many professional discussions have taken place.

If you have some extra information that you think could help us to make a better placement decision for your child, please email Debra.Sayers@ed.act.edu.au by Friday 11 November. We welcome all information that could help make 2023 a successful school year for your child. All parent information will be taken in confidence and will make an important piece of this complex puzzle.

Term 4, 2022

- All students nominate five preferred classmates for 2023
- Parents offered opportunity to submit requests for 2023 classes
- Teachers and school leaders create class groups for 2023
- Teachers get to know students in their 2023 cohort by interacting with students on the playground, reading plans and reports, and talking to their current teachers
- Transfer round completed and teachers paired with 2023 class groups
- ILP reviews will involve handovers to 2023 teachers (where possible)
- Semester 2 reports go home
- Parent-teacher interviews take place in weeks 9 and 10
- Students engage in orientation visits with 2023 cohort
- Families informed of 2023 teachers
- New families and students with support needs are invited to a structured orientation session on the first day of term 1 in 2023

Term 1, 2023 weeks 1-2

- Teachers facilitate 1 hour induction session in classroom on first day of term for new students
- Classes (teachers and students) establish behaviour expectations and set learning goals for first semester.
- Bilingual students engage in brief orientation with 2nd teacher the day before classes change.
- Teachers draft plans for students with support needs and share with parents before ILP meetings in week 3.

Term 1, 2023 Weeks 3-10

- The transition team seeks feedback on transition process from families, students and teachers*
- Feedback is applied to improve 2023-24 transition plan*

Office Hours

Our Front Office is staffed from 8.30am – 3.30pm each day. Outside these hours, and if for any other reason the office is not staffed, an answering machine service will be operating and we will return your call as soon as possible.

School Hours

School commences at 9.00am and concludes at 3.00pm. Prompt pick after school at 3pm would be appreciated, if you are unable to pick up your child at that time we have two afterschool care programs available. Please contact AEON and YWCA for more information.



PLEASE check if some of it belongs at your home! We currently have a large number of named and unnamed school jumpers, jackets, hats and lunch boxes/drink bottles in our lost property. If your child is missing some items of school clothing or other possessions please come in and have a look.

Please help us to reduce the amount of lost property we collect. Ensure all of your child's clothing and possessions are clearly marked with their name. Remember, writing fades with washing and second hand clothing needs renaming with your child's name.

Please check bags at the end of the day to see if things are coming home! Also if your child accidentally brings home clothing that is not theirs please return it to school promptly.

Academic Reports

ACT public schools have commenced preparing student reports for Semester 2 2022. The Education directorate has again made the decision that student academic reports will be provided with an overall A-E grade, and an assessment of achievement standard statements on a 5-point scale. Reports will not include detailed teacher comments. This strategy supports schools to prioritise teaching and learning as we continue to manage workload pressures due to COVID-19 and other illness. Our teachers will continue communicating directly with families about student learning and you are encouraged to speak with your child's teacher if you have any questions about their progress.

VOLUNTARY CONTRIBUTIONS

Voluntary family contributions form an important component of the YPS budget and have previously supported the purchase of readers, chrome books, electronic whiteboards and other essential items that support our children's learning. This year your Voluntary Contributions have provided new school home readers to replace damaged and missing readers and the Matific subscription which is an important learning tool for our students.

PLEASE TAKE A MOMENT TO CONTRIBUTE NOW

Please consider the difference that your **family contribution** could make. Voluntary Family contributions are requested by **30 November 2022**. To contribute please see payment methods below:

- **EFTPOS at the Front Office between the hours of 8:30-3:00pm**
- **Quickweb** (<https://www.yarralumlaps.act.edu.au/payment>) to make a secure credit/debit card payment.



COVID-19 isolation rules have changed

As we start term 4, we continue to see the easing of public health measures that have been a feature of our lives for the last two years.

It is no longer mandatory, under law, to isolate if you test positive to COVID-19, but ACT Health advises that you should still stay at home and take steps to protect those around you.

If your child tests positive to COVID-19

You **must tell the school if your child is diagnosed with COVID-19**. This is a requirement under ACT Education Directorate procedures for the management of infectious diseases. Telling us when your child has COVID-19 will also help us track if there is an increase in COVID-19 transmission at school and manage any high-risk exposures for our more vulnerable school community members.

As with other infectious diseases, students with COVID-19 symptoms (including runny nose, sore throat, cough, fever) should get tested and **must not attend school while they are unwell**.

The ACT Education Directorate strongly recommends parents and carers keep their child home for at least five days if they have COVID-19.

You are at higher risk of getting COVID-19 if you live with someone who has COVID-19. ACT Health recommends some simple steps you can take to reduce the risk to others, including monitoring for symptoms, wearing a mask indoors and regular testing.

Rapid antigen tests

You can access a free rapid antigen test (RAT) from the school's front office.

If you test positive on a RAT you must register your result with ACT Health using the [online declaration form](#). Registering your positive result is still required under the Public Health Direction, so that ACT Health can help you can access health information and other support.

Staying COVID Smart

While COVID-19 public health measures have eased, the risks associated with COVID-19 transmission remain.

The best way to stop the spread of COVID-19 is to follow ACT Health's recommendations:

- Stay home if you're unwell and get tested for COVID-19
- Stay up to date with your vaccinations
- Wear a mask on public transport and when in public indoors places if you can
- Practise good hand and respiratory hygiene
- Physically distance from others when in public places.

For the latest COVID-19 advice please visit the [ACT's COVID-19 website](#). More information about COVID Smart public schools is available on the [ACT Education website](#)

Community News



 **ASC**
AUSTRALIAN
SPORTS CAMPS

BOOK NOW TO SAVE 30%*

 **USE CODE SASC30**

TO REDEEM ADD THIS CODE IN THE COUPON SECTION TO SAVE \$99*

SCAN ME

- High-Quality programs for 5 to 15 year old's
- 9 am to 3 pm each day
- Delivered by qualified coaches
- For children of all skill levels
- Bring friends along and we will group you!



 **The Australian National University. ANU Sport Fitness Centre. 19 North Rd, Acton 2601.**

 **1300 914 368**
admin@australiansportscamps.com.au
<https://australiansportscamps.com.au>

 **LIFE'S BETTER WITH SPORT!**

NOT APPLICABLE TO PARTNER PROGRAMS

Imagining, Discovering, and Finding Work – School to Work webinars

Schools, please let your community know Imagine More are offering webinars to guide and support families to help their students with disability find valued work roles. The webinars are free and hosted on Zoom.

The webinars are structured in year groups:

- Imagining Work (14 November) – for students in, or soon to begin, years 7 or 8
- Discovering Work (21 November) – for students in, or soon to begin, years 9 or 10
- Finding Work (17 and 24 November) – for students in years 11 and 12 and recent school leavers (2 sessions)

For more information on the School to Work Webinars, visit [Upcoming School to Work Events at Imagine More](#).

Attachments:

- [Webinar Flyer \(308 kb PDF\)](#)

Contact Imagine more on [Contact - Imagine More](#)