

From Mrs T's Desk



Dear Parents and Carers,

Welcome to our second newsletter for Term 1. It has been wonderful to see the looks of excitement and anticipation on the children's faces, after a wonderful start to the year. It is now up to staff, students and families to continue to work together to ensure the home/school partnership remains strong. It is our challenge now, as parents and educators, to continue to nurture this wonderful sense of fun, adventure and learning throughout the entire year.

Connection to School

At the beginning of every school year, teachers work hard to spend time building connections with our students. School connectedness is when students feel that adults and peers in the school care about their learning, as well as about them as individuals. Teachers have spent the first few weeks building connections and strengthening relationships through lessons and play.

Relationships are vital to feeling connected to school and this also applies to our parent community.

Growing with Gratitude

Our new mental wellbeing program commenced last week under the guidance and expertise of our coach, Ash. *Growing With Gratitude* is a resilience program that builds and protects young people's mental wellbeing. We do this by teaching skills based on gratitude, kindness, positive reflection, empathy, mindfulness and serving others, resulting in greater resilience and happiness. Furthermore we are teaching young people skills to overcome adversity and challenges, as well as teaching them to be good citizens.

We invite you to accelerate this opportunity for the next generation of grateful, happy and resilient leaders by joining the *Growing With Gratitude Initiative*.

Growing with Gratitude cont:

All our students said they really enjoyed working with Ash and playing games which work in conjunction with positive psychology principles to build life long skills.

In the Year 4-6 class, one of the activities was the children had to nominate things they were grateful for at our school, and here's what they had to say:

I'm grateful for:

- ✓ Our wonderful teachers and staff
- ✓ Our beautiful school
- ✓ The great books we have to read
- ✓ The extra work teachers put into our classrooms
- ✓ Amazing kids I have to play with
- ✓ Being treated with respect by everyone
- ✓ Being able to help the teachers make decisions
- ✓ Mrs T—she seems to live here
- ✓ SWPBS—we are taught how to treat others well
- ✓ Really good units of work we learn from
- ✓ Our cool cubby house
- ✓ Hot lunches
- ✓ Play is the Way
- ✓ Our Play Pod
- ✓ We get to be school leaders and help make decisions and run events
- ✓ Sports equipment and games we play



We are delighted to receive from AIATSIS

(The Australian Institute for Aboriginal and Torres Strait Islander Studies), who promote knowledge & understanding of Aboriginal and Torres Strait Islander cultures, traditions, language and stories past and present, our beautiful new map, which is displayed in our foyer.

This map represents the language, social or nation groups of the Indigenous peoples of Australia.

Please come in and have a look at our map.



6 + 1 Traits of Writing

Teachers have recently completed an intensive 12 month professional development course, "6 +1 Writing Traits," to build our capacity to be the best we can be in relation to how we teach writing. This professional development is in line with our AIP goals.

What is the Six plus One Traits of Writing?
The Six plus one Trait is a way of teaching, modelling, and assessing the instruction of writing. The Six Traits of writing are:

- Voice
- Ideas
- Conventions
- Organisation
- Word Choice
- Sentence Fluency, and
- Presentation



The program creates a common vocabulary and guidelines for teachers to use with students so that they become familiar with the terms used in writing. It develops consistency from year level to year level.

Each trait is explicitly taught, modelled and learning is scaffolded to help students improve the quality of their writing.

We have completed work on our Teacher Assessment Rubric, and in consultation with students, have written a 'student friendly' self assessment rubric. These rubrics will be used as a guide on our Bump It Up Walls, to help students know what is needed to reach the next level of writing.

We are incredibly excited to begin working with our students using the 6 +1 Traits, and as such, will be moving away from Big Write and VCOP, of which our student voice indicates is not as effective as we would like it to be.

We will keep you posted with further updates and student writing samples.



School Council Fun Night

The School Council would like to invite all parents, carers and their children to a BBQ and cricket night, **Wednesday 8 March, 5pm.**

Six weeks into the school year seems a good time to take a pause, meet new parents and get a free feed!

School Council will provide snags, onions drinks etc, all you need to do is be prepared to battle it out on the cricket ground, **students versus parents.**

If you are new to our school then this is a great time to meet other parents and become a part of the school community.

Any leftover snags will be cremated with the best cricketer awarded the Chiltern PS Ashes.....

Please RSVP by either emailing Mrs T on: louise.tempany@education.vic.gov.au or by telephoning the school to register your attendance and how many snags you would like and whether or not you're the new Spin King, by Friday 3rd March.



2023 Junior School Council



Congratulations to our 2023 Junior School Council Class Reps on being elected by their peers to represent their class.

F-1 – Evie and Todd

Yr 2-4 – Jake and Lacey

Yr 4-6 – Brayden, Paige and Cooper



PRINCIPAL'S AWARDS

Tate, you are receiving this award for the magnificent manner in which you have begun school. Your attitude reflects our School Value of Responsibility. You begin your work on time, do your best and seek assistance if required. You are a wonderful role model for others. Keep up the great attitude.

Tommy, you are receiving this award for demonstrating our School Value of Care and Compassion. You went out of your way without being asked, to assist a fellow student and shared your personal property to help someone else in need. I am incredibly proud of you for being such a kind, caring and compassionate young man. Congratulations and thank you for being an outstanding role model to other students.

Brody, you are receiving this award for demonstrating our School Value of Care & Compassion. You went out of your way to ensure one of our students felt comfortable in the playground. You spent your lunchtime playing with a younger student to support their needs. Thank you for being a kind, caring and compassionate member of our school community and being a wonderful example of what it means to be a School Captain. Well done.



CHILD SAFETY STANDARDS

Chiltern Primary School actively promotes Child Safety. We are all responsible for keeping our children safe.

PROTECT

Everyone has the right to be safe and be protected from abuse.

No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.

Tell a teacher or any adult at your school if you feel unsafe.



It's everyone's responsibility.

Adults at school must listen and respond to concerns about child abuse.

If you suspect abuse of any child or young person, you have a responsibility to report it, even if you are not sure.

Further information & resources
www.education.vic.gov.au/protect



FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicions of Child Abuse

YOU MUST TAKE ACTION

As a school staff member, you play a **critical role** in protecting children in your care.

- You **must** act, by following the Four Critical Actions, as soon as you witness an incident, receive a disclosure or form a reasonable belief^{*} that a child has, or is at risk of being abused.
- You **must** act if you form a suspicion/ reasonable belief, even if you are unsure and have not directly observed child abuse (e.g. if the victim or another person tells you about the abuse).
- It is strongly recommended that you use the **Responding to Suspected Child Abuse template** to keep clear and comprehensive notes, even if you make a decision not to report.

^{*}A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.

1 RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm go to **Action 2**.

If a child is at immediate risk of harm you **must** ensure their safety by:

- separating alleged victims and others involved
- administering first aid
- calling **000** for urgent medical and/or police assistance to respond to immediate health or safety concerns
- identifying a contact person at the school for future liaison with Police.

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

2 REPORTING TO AUTHORITIES / REFERRING TO SERVICES

As soon as immediate health and safety concerns are addressed you **must** report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

Q: Where does the source of suspected abuse come from?

WITHIN THE SCHOOL

VICTORIA POLICE
 You **must** report all instances of suspected child abuse involving a school staff member, contractor, volunteer or visitor to Victoria Police.

You **must also** report **Internally** to:

- GOVERNMENT SCHOOLS**
 - School principal and/or leadership team
 - Employee Conduct Branch
 - DET Incident Support and Operations Centre.
- CATHOLIC SCHOOLS**
 - School principal and/or leadership team
 - Diocesan education office.
- INDEPENDENT SCHOOLS**
 - School principal and/or school chairperson
 - Commission for Children and Young People on **1300 782 978**.

All allegations of 'reportable conduct' **must** be reported as soon as possible to:

- GOVERNMENT SCHOOLS**
 - Employee Conduct Branch
- CATHOLIC SCHOOLS**
 - Diocesan education office
- INDEPENDENT SCHOOLS**
 - Commission for Children and Young People on **1300 782 978**.

WITHIN THE FAMILY OR COMMUNITY

DHHS CHILD PROTECTION
 You **must** report to DHHS Child Protection if a child is considered to be:

- in need of protection from child abuse
- at risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.

VICTORIA POLICE
 You **must also** report all instances of suspected sexual abuse (including grooming) to Victoria Police.

You **must also** report **Internally** to:

- GOVERNMENT SCHOOLS**
 - School principal and/or leadership team
 - DET Incident Support and Operations Centre.
- CATHOLIC SCHOOLS**
 - School principal and/or leadership team
 - Diocesan education office.
- INDEPENDENT SCHOOLS**
 - School principal and/or chairperson.

For suspected student sexual assault, please follow the **Four Critical Actions: Student Sexual Offending**.

OTHER CONCERNS

If you believe that a child is not subject to abuse, but you still hold **significant concerns** for their wellbeing you **must** still act. This may include making a referral or seeking advice from:

- Child FIRST/The Orange Door (in circumstances where the family are open to receiving support)
- DHHS Child Protection
- Victoria Police.

3 CONTACTING PARENTS/CARERS

Your principal **must** consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:

- not to contact** the parents/carer (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parent/carer to be contacted)
- to contact** the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion)
- how to communicate** with all relevant parties with consideration for their safety.

4 PROVIDING ONGOING SUPPORT

Your school **must** provide support for children impacted by abuse. This should include the development of a **Student Support Plan** in consultation with wellbeing professionals.

This is an essential part of your duty of care requirements. Strategies may include development of a safety plan, direct support and referral to wellbeing professionals and support.

You **must** follow the **Four Critical Actions** every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

CONTACT

DHHS CHILD PROTECTION
AREA
 North Division **1300 664 977**
 South Division **1300 665 795**
 East Division **1300 380 391**
 West Division (Rural) **1800 075 599**
 West Division (Metro) **1300 664 977**

AFTER HOURS
 After hours, weekends, public holidays **13 12 78**.

CHILD FIRST
<https://services.dhhs.vic.gov.au/referral-and-support-tagam>

ORANGE DOOR
<https://www.vic.gov.au/familyviolence/the-orange-door/html>

VICTORIA POLICE
000 or your local police station

DET INCIDENT SUPPORT AND OPERATIONS CENTRE
1800 126 126

INCIDENT MANAGEMENT AND SUPPORT UNIT
1800 126 126

EMPLOYEE CONDUCT BRANCH
(03) 9637 2595

DIOCESAN OFFICE
 Melbourne **(03) 9267 0228**
 Ballarat **(03) 5337 7195**
 Sale **(03) 5622 6600**
 Sandhurst **(03) 5443 2377**

INDEPENDENT SCHOOLS VICTORIA
(03) 9825 7200

THE LOOKOUT
 The LOOKOUT has a service directory, information, and evidence based guidance to help you respond to family violence: <http://www.lookout.org.au>
 Family violence victims/survivors can be referred to **1800 Respect** for counselling, information and a referral service: **1800 737 732**.



HOT FOOD ORDERING DAY IS TUESDAY IN 2023



Our school collects, uses, discloses and stores student and parent personal information for standard school functions, or where permitted to by law. A copy of the Department Privacy Policy can be found on our website, or a copy obtained by request to the principal.

PROTECT

Everyone has the right to be safe and be protected from abuse.

No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.

Tell a teacher or any adult at your school if you feel unsafe.



It's everyone's responsibility.

Adults at school must listen and respond to concerns about child abuse.

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Further information & resources
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POLICIES

Our school policies are updated on a cycle (either annually or 3 years).

School Council assists in the development and review of most of these policies and can be obtained from the school by request.

Policies are available on our school website also.

<https://www.chilternps.vic.edu.au/>



FINANCIAL ASSISTANCE INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their outcomes.

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors. Excursions encourage a deeper understanding of how the world works while sports teach teamwork, discipline and leadership. All are a part of a healthy curriculum.

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 seeker 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
- \$225 for secondary school students

MORE INFORMATION

For more information about CSEF visit:

<https://www.education.vic.gov.au/about/programs/Pages/csef.aspx>

HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from the website below.

If you applied for CSEF at your child's school last year, you do not need to complete an application form this year 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 this year.
- **changed family circumstances**; such as a change of custody, change of name, concession card number, or new siblings commencing this year.

Check with the school office if you are unsure.



F-1 News

It has been another fantastic two weeks in the Foundation—Year 1 classroom. Students had a great time at swimming last week and it was amazing to see everyone give everything a go.

Literacy: Students have been continuing to work on their letters and sounds, using the Sound Waves program. Our Year 1 students have continued to develop their ability to make connections between texts and their own life.

Numeracy: In past weeks, students have been working on their number knowledge. Students have been practicing identifying numerals and ordering numbers. On Monday, students were excited to create their own "Counting Caterpillars" to help consolidate their learning.



Values: This week, our F-1 students got together to learn about our school values Respect, Responsibility, Care & Compassion and Honesty & fairness.

They talked about what these words mean and what it looks for when we are demonstrating these values inside and outside of the classroom.

Home Reading: So great to see so many students still reading most nights at home. Please continue to encourage your little people to practice their reading each night!

Miss Kinnear

Year 2 - 3 News

Swimming, swimming and more swimming! Week 3 was a very big week for our 2/3s, but they certainly walked (or swam) away from it feeling more confident and safer in and around the water.

Throughout the week students worked in small groups to consolidate and develop their swimming skills. When we reflected on the week, most students identified the last day of lessons as their highlight as they got to have a swim with a life jacket and make a giant whirlpool! As we sat down to write recounts about their week at the pool, it was great to see their understanding of why? when it came to making the whirlpool. They explained to me that the purpose was to teach them about currents in rivers and what to do if they were to get caught in a strong current. What a great lesson to take away from swimming lessons!



Mrs. Naomi Brown

Year 4/5/6 News

Last week the 4/5/6s did an incredible job fitting as much learning as possible into the small time we had with them before Swimming Program. The daily trips on the bus reminded me just how kind and caring our senior students are here at CPS. I saw so many big buddies sitting with and comforting their little buddies, making sure they had all their things before getting off the bus, and playing with them during our break times between swimming lessons.

Back at school we squeezed in reading rotations as normal, plus some good Writing and Maths lessons. In Writing we have been exploring the trait of Organisation. Students have been reading a variety of texts and pointing out their organisational features, such as the heading and graphics in non-fiction texts, and the chronological timeline of a recount. Students are continuing to work on a recount 'masterpiece' of their choice, using mentor texts to guide them in writing a 'sizzling start' and really 'zooming in' on some important moments.

In Maths, the 4/5/6s have been loving our class tables ladder, begging to challenge their classmates every afternoon. We have started playing 'Noggle' regularly as a warm up which allows students to play around with numbers and practice all of their operations. It is amazing how they can find so many different and unique ways to make their target number!

In Week 4 we've gotten back into the new rhythm of the school year, settling back into our routines and regular schedule. In Inquiry this week students have been examining what a 'pull-factor' is in regards to migration and what kind of pull-factors were used by the colonial governments of Australia to convince free settlers to make the long, three-month journey across the pond to Australia.

On Wednesday we were lucky enough to have Kelly from ySafe come to visit and talk to us about cyber safety. We had the students from Barnawartha Primary come along for these presentations and it was lovely to see how our Chiltern children welcomed all of our visitors and really displayed our School Values. The 5/6 ySafe presentation involved a role-play and our very own School Captain, Razy rose to the occasion, showing us the important role bystanders have in stopping cyber bullying.

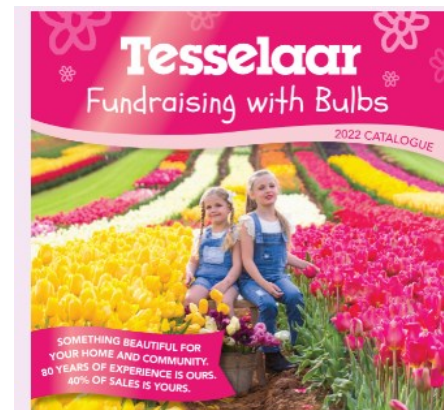


Our first fundraising event for the year is a Bulb Drive.

Please ask your family and friends if they would like to purchase some bulbs to make our first fundraising venture of the year successful.

If you have any questions please contact the office.

Sales need to be finalised by Friday 17th March.



Please do not return orders or payment to school.
It is all ordered and paid for online.

During these challenging times please note the following contacts should children need further support:

Kids helpline	1800 55 1800
Lifeline	13 11 14
Police (Rutherglen)	0260 329 612
Police (Chiltern)	0357 261222
Emergency	000

 **1800 55 1800**
Anytime. Any Reason.



Birthday This Week



Paige

Oscar

Todd

House Sports Progressive Total

Anderson - 805

Bartley - 165

Conness - 135



RUTHERGLEN KYOKUSHIN

KARATE CLASSES

ALL AGES WELCOME
FUN. FITNESS. DISCIPLINE

FIRST TWO CLASSES FREE

SATURDAY MORNINGS 9AM
MASONIC LODGE HALL
154 HIGH STREET

FOR MORE INFORMATION CONTACT
NATASHA BLACK: 0400 171 221



RUTHERGLEN KYOKUSHIN KARATE

Temporary Change of Hours for Beleza Wodonga

We would like to inform you that due to some temporary changes to staff availability, there will be some changes to our Wodonga store trading hours in the coming weeks.

These changes will impact our trading hours between Wednesday 22nd of February to Sunday 5th of March. We'll be returning to our standard trading hours from Monday 6th of March.

Please find below the changed timetable for our Wodonga Store:

Monday 20/02	Tuesday 21/02	Wednesday 22/02	Thursday 23/02	Friday 24/02	Saturday 25/02	Sunday 26/02
9:30am to 5:00pm	9:30am to 5:00pm	9:30am to 2:30pm	9:30am to 5:00pm	CLOSED	CLOSED	CLOSED
Monday 27/02	Tuesday 28/02	Wednesday 1/03	Thursday 2/03	Friday 2/03	Saturday 3/03	Sunday 4/03
9:30am to 5:00pm	9:30am to 5:00pm	9:30am to 2:30pm	9:30am to 5:00pm	9:30am to 4:30pm	10:00am to 1:00pm	CLOSED

We would like to apologise for any inconvenience this may cause and thank you for your patience and understanding.

Kind regards,
Beleza School Uniforms





IGNITE A PASSION FOR THE GAME!

Chiltern Auskick/ Net Set Go

Chiltern Football/ Netball Courts

Have you got a Child aged between 5-12 years old

Chiltern Auskick/ NSG will be holding a come try night on 22nd March @ 5pm

play.afl/auskick

NAB AFL Auskick is one of the best, first experiences kids aged 5-12 will have learning Australian Football.

In weekly sessions, Auskickers and their families will run, jump, kick, laugh and create their own special moments playing footy.

No matter their skill level, ability or knowledge of the game, Auskick is for everyone!

Registration is this simple!

- 1 **WWW.**
Visit play.afl
- 2
Select 'Where to play'
- 3
Enter your suburb
- 4 **REGISTER**
Find your local club and register!

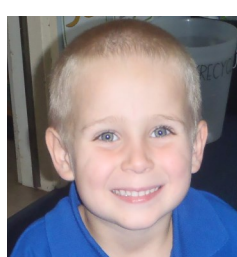
play.afl/auskick

STUDENT AWARDS



	Class	For...
Frankie M	F/1	Congratulations Frankie, you are receiving this award for always giving 100% to everything you undertake. Frankie is a wonderful role model to her peers.
Archie	F/1	In only four weeks of school Archie has shown that he fits into the routines and expectation at Chiltern Primary School. The last few weeks have seen our routines be disrupted, it has been so impressive to see Archie adapt to the changes and continue to show respect to all those around him. It was especially great to see Archie put his all into swimming last week, and all with a smile on his face. You are doing a great job Archie, Keep up the fantastic work!
Frankie	2/3	Last week out in the school yard Frankie demonstrated her growing maturity and ability to self-regulate when a small conflict occurred between herself and another student. When she felt her emotions heightening Frankie removed herself from the situation to a place where she could calm down and reflect on what had happened. When I went to speak to her about it, she responded maturely by reflecting on, and acknowledging her role in the conflict. She knew that she needed to resolve the matter and took it upon herself to go back and apologise for her part. Well done Frankie for taking responsibility for your actions and handling yourself in a respectful and mature manner.
Hamish	2/3	For 'walking the walk' to represent both himself and our school proudly during our whole school swimming program. Hamish approached each of his swimming lessons with a positive mindset. He listened carefully to his swimming teacher's instructions and consistently followed the rules of the pool. Hamish put his very best efforts into each of his lessons to develop his ability to be safe in the water. Well done Hamish!
Jett	4/5/6	Jett, you are receiving this award for showing an incredible dedication to your schoolwork so far this year. You have been working hard in all aspects of your learning, seeking feedback on your work, and reading every single night - even coming back into school Friday afternoon to make sure you had a good book to read on the weekend! Thank you for showing everyone what a responsible learner looks like and keep up the great work!
Bella	4/5/6	Bella, you are receiving this award for the courage you have shown in giving everything a go so far this year. I was particularly impressed in how you performed during out intensive swimming lessons. You actively participated in all lessons and showed no fear when trying new things, well done! You are settling into our school community beautifully and we are so glad to see you thriving here. Keep up the amazing work!

CONGRATULATIONS





CHILTERN PRIMARY SCHOOL

SCHOOL, FAMILY & COMMUNITY WORKING TOGETHER

Respect Responsibility Care & Compassion Honesty & Fairness