



Newsletter

ISSUE 12

FRIDAY 15TH OCTOBER

FOR YOUR DIARIES

**MONDAY 25TH—
FRIDAY 29TH
OCTOBER**

Children's Week

**MONDAY 1ST
NOVEMBER**

Curriculum Day

(Student free day)

**TUESDAY 2ND
NOVEMBER**

Melbourne Cup Public
Holiday

Whole School Event

Principal's Message

Next week we start to welcome back our students to onsite learning. We are all very excited to be heading towards seeing all of our students back onsite by November 5th.

Return to school.

From Monday 18th October we will be welcoming students back into the classroom. This return will be staggered and will involve having our Year F1 classes attend on Monday, Tuesday and Wednesday. Our Year 1/2 classes will then come to school on the Thursday and Friday. Any students whose parents are essential workers will also be permitted onsite provided they have filled out the necessary forms. Due to the fact that we will be running more intense onsite programs alongside an ongoing remote and flexible learning agenda, we will be minimising the number of students permitted onsite. We will ask that students who are in the vulnerable category attend on days when the rest of their class is at school. For Year Prep-2 students that will be from next week and for 3-6 students that will be from 25th October.

Keep an eye on SeeSaw for more information for future arrangements.

Drop off and pick up

Parents will be asked to drop off their children and not exit their vehicles in the morning. Staff will be present to greet the children as they exit their cars. In the afternoon we would ask that parents enter the school grounds, but stay out of the buildings and wear a mask. There will be no need to scan in using the QR codes unless you are going into the main office. Anyone who has a medical exemption for mask wearing should inform myself or Mr Daxecker. If you have not provided us with a medical exemption we would ask that you wait outside the gates and we will bring your children to you.

Children and masks

All students in Year 3-6 are required to wear masks from Monday 18th October when in the classroom. They are not necessary when outside. It is recommended that students in Year Prep-2 also wear a mask, but it is not compulsory.

Exposure site last week

As mentioned in a letter to the community last week, our Before School Care program was a Tier 1 exposure site. We have followed the necessary procedures and ensured that any students or staff who were exposed to the individual with COVID have isolated for 14 days and completed the necessary tests. The area has been deep cleaned and is ready to be used again. We would ask that anyone who has Department of Health advice to isolate, please follow the rules to ensure we are keeping our community safe. We would like to stay open for the remainder of the year, but rest assured that we will follow the correct procedures if another exposure were to occur. Please speak with Mr Daxecker or myself if you would like to discuss this further.

Parent Helpers

Any parents who wish to assist at our school will now need to provide proof of vaccination. It will work similarly to the Working with Children Check that is already in place in Victorian School. Please contact the school if you need further clarification on this.

Photos

We have been informed by our Photo Providers – School Pix, that they may be unable to complete their commitment to our school this year in terms of taking school photos. We will endeavour to come up with an alternate solution, which will ensure that we still get some type of



classroom photos to you by the end of this year. It is unfortunately beyond our control.

End of Year Presentation

At this stage there will be no whole school end of year presentation night as we have had in previous years. We may run an abbreviated version once we know what the restrictions look like for our return to school.

Enrolments for 2022

Please ensure that you have enrolled any siblings who may be coming to our school next year. Our enrolments look quite strong at the moment and 2022 promises to be an amazing year.

Leaving in 2022?

Sometimes people move into new houses and away from our school and it more convenient to go to the nearest school. If you are intending to leave in 2022 we would ask that you please let the office know as soon as possible? We are currently doing class lists and workforce planning for the new year and need to know our exact student numbers.

Camps and Excursions

At this point in time camps and excursions are not permitted to go ahead for schools in Metropolitan Melbourne. We are awaiting advice on whether they will be permitted after we all return to school on November 5th, so we have not cancelled any plans for these type of activities at this stage. We are every hopeful that they will still be able to go ahead.

Regards,

Darryl Spiteri

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School News

Meet Our Student Leaders



Tyler W, 34A

I've been at the school for 2 years and 8 months.

I'm a class captain because I'm respectful and I show togetherness and I'm safe.

Tyler



Jaskiran K, 34B

Hi everyone,

I am Jaskiran a class captain of 34/B. This year has been a really great year, I got an opportunity to become the class captain, learning about different things has been really fun. But because of remote learning I haven't been able to do much but still I have enjoyed being a class captain I have learned to be much more responsible.

Thanks Jaskiran

Curriculum Day

Monday November 1st, 2021



big® will be available.
CHILD CARE

Please visit big childcare website or see school office if you need to enrol.



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A Word From Wellbeing

Wellbeing: Attendance Matters

Do a few days off really matter?

Non-attendance has both an academic and a social impact. There is a well-documented correlation between absences and achievement, which demonstrates that **every day matters**. And while every day matters, there are reasons for absences which impact differently. To provide examples of the two extremes, a student who is absent for a week to complete in elite sports will likely be given materials in advance and the support to catch up on missed work. In contrast, a student who truants is unlikely to enjoy those same supports and, instead, may develop anxiety about returning to school.

It's also important to note that impacts of absenteeism are cumulative. Patterns of absence in the primary years often continue and grow in secondary school.

Why is it so important to attend every day?

- ❖ Learning is a progressive activity; each day's lessons build upon those of the previous day(s).
- ❖ Reading the material and completing work independently does not compensate for direct interaction with the teacher.
- ❖ Many classes use discussions, demonstrations, experiments and participation as part of the daily learning activities, and these cannot be made up by those who are absent.

The suggestive structures below have worked in my home and can in yours aswell ... give them a go and see what the outcome is. As always stay safe and if you have any concerns relating to overall wellbeing, please call the school.



Remote Learning Guidelines for Parents & Carers

Follow your normal routine



Support your child to eat breakfast, brush their teeth and get dressed in the morning.

Set up your workspace



Help your child set up a quiet space at a desk or table where they can work. If your child is using a computer, refer to the Learning environment checklist.

Eating and drinking



Prepare snacks and meals outside of school hours so you and your child can grab ready-made food. Encourage your child to drink water throughout the day.

Build in fun



Encourage your child to take some time to be creative. Draw, play with Legos or tune into the daily NSW Education livestream. For more ideas check out our list of activities for early learners and children in primary school.

Online resources



Bookmark important pages like the Learning from Home hub where you'll find learning resources and packages to use with your child.

Be flexible



Be flexible and work with your school during this challenging time. If you or your child are having trouble with a task, move onto something else.

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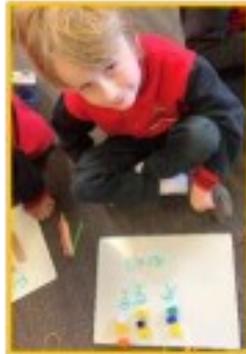
School News



Mathematics in Years 1 & 2 at Rockbank Primary School

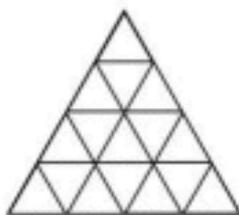
What have they been learning?

Over the last two weeks, the Year 1 students have been exploring sharing in our division unit. Students used manipulatives to divide an amount evenly into different groups. They also practised writing the number sentence using the division symbol, to match the worded problem being solved. In the pictures, you can see Rask (1/2C) and Manraj (1/2A) sharing their Unifix between their friends to create even groups.



Students are now learning how to create arrays to display their groups in an organised way. This has guided students to see some connection to repeated addition and even multiplication. Belle (1/2D) and Mary (1/2B) have shown how circling each group can help them clearly identify how many groups there are and the amount in each group.

How many triangles do you see?



Share 28 lollies between 4 friends

$28 \div 4 = 7$ 1. Fill in your number sentence

2. Make an array

How many lollies does each friend get? **7**

Share 18 footballs between 2 friends

$18 \div 2 = 9$

2. Make an array

1. Fill in your number sentence Each friend gets 9 footballs.

How many footballs does each friend get?

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Anaphylaxis Awareness



Rockbank Primary School is concerned about the safety and well-being of all our students. Many of you will know someone who is affected by anaphylaxis, a life threatening allergic reaction. Our school does its best to be an allergy aware school. Staff have had training in severe allergy management and we have implemented lots of strategies to help keep students at risk of anaphylaxis as safe as we can.

We have a number of students who live with the risk of anaphylaxis to foods. Whilst these children are being taught to care for themselves at an age appropriate level, we ask that you help us educate your child on the importance of **not sharing food with others, washing hands after eating and calling out to an adult if they think their friend with allergies is sick.**

With increased awareness and understanding of anaphylaxis, you will be able to help protect those around you. A food allergy is an immune system response to a normally harmless food protein that the body believes is harmful. When the individual eats food containing that protein, the immune system releases massive amounts of chemicals, triggering symptoms that can affect a person's breathing, gastrointestinal tract, skin, and/or heart.

Anaphylaxis is the most severe form of allergic reaction and is potentially life-threatening. It must be treated as a medical emergency, requiring immediate



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2021 Year Book Cover Competition
Challenge your creative mind

Tips:
- Check your spelling
- Make it colourful
- We want it to be your work (not mum or dad's)

See Seesaw for further details

SUBMIT BEFORE
NOVEMBER 12 2022

Enter Now



Sun Smart

Excessive exposure to the sun's ultraviolet (UV) radiation can cause health problems including sunburn, damage to skin and eyes, and an increased risk of skin cancer.

Students are required to wear a school hat that protects the face, neck and ears when outdoors in terms 1 and 4. Students who are not wearing a school hat will be asked to sit in the shade where they are protected from the sun.

Rockbank Primary School encourages all staff and students to apply their own SPF30 (or higher) broad-spectrum, water-resistant sunscreen daily from mid-August to the end of April and whenever UV levels reach 3 and above.

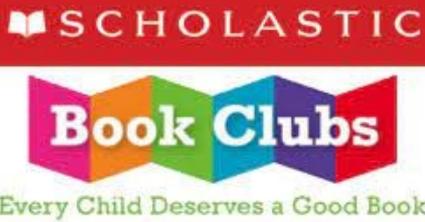
PLEASE SEE THE SCHOOL WEBSITE FOR OUR SUN SMART POLICY

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School News

Book Club



Welcome to Term 4 and a special Home Edition of Book Club!

Please look out for your physical catalogues for a BUMPER CHRISTMAS ISSUE 7 arriving once school reopens.

In the meantime, while we are still schooling from home, we've created this special digital catalogue for parents to keep their children inspired to read and learn—with 8 additional pages of fun Home Learning ideas and delivery available direct to the home!

View Home Edition Digital Catalogue here:

https://scholastic.com.au/media/6534/bc-digital-issue-8_p3.pdf

Loads of FUN Home Learning Ideas!



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Children's Week 2021 Free Family Fun Event



Celebrate National Children's Week

Join in the fun from home with a huge variety of free online workshops, performances, and activities for children of all ages. Bookings required for some sessions.

Please note children participating in sessions must be supervised by an adult.

This Children's Week activity is presented by Melton City Council in partnership with the Victorian Government.

EVENT DETAILS

WHEN: Monday 25 to Sunday 31 October

COST: Free

WHERE: Online via [Facebook](#)

For more information and booking details visit:

melton.vic.gov.au/ChildrensWeek



melton.vic.gov.au
0747 7200
cityofmelton



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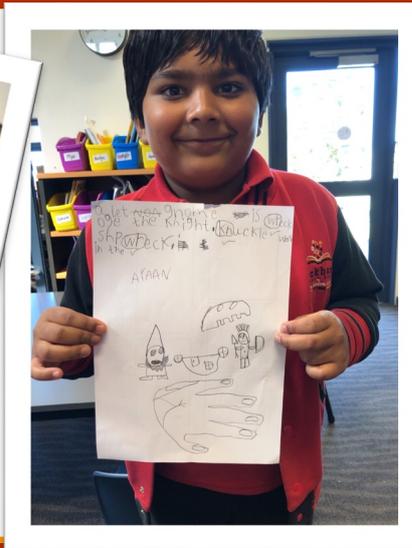
Announcements

October Birthdays

Happy birthday to the following students who celebrate a birthday in

October:

- | | | |
|-------------|-------------|-------------|
| Jaskiran K | Indiana D-L | Ryaninder C |
| Mehtaab G | Harkirt S | Imogen S |
| Lilah G | Aekam B | Arya S |
| Charlotte S | Aanya G | Avjot S |
| Krishnavi K | Lachlan H | Aashdeep S |
| Tripjot S | Abigail S | Tiffany N |
| Akanksha P | William K | Harman G |
| Prisha T | Madison C | Harnoor K |
| Phoenix S | Cooper H | Lasal L |
| Rian J | Aarav P | |



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School News

Our School Wide Positive Behaviour Support



THE PROCESS FOR MINOR BEHAVIOURS

PROMPT: students with verbal error – verbal cue

- Move towards the student – proximity
- Give eye contact
- Provide a visual cue
- Hand gesture

➔

REDIRECT: or state the expected behaviour from the Matrix – what we want to see.

- At RPS we show respect by waiting for our turn to speak.

➔

RETEACH: students by stating and modelling the expected behaviour.

- "Show me how we enter and exit the room quietly"
- Provide immediate feedback.

➔

PROVIDE CHOICE: for student.

They comply OR a logical consequence is given – see list below.

- Provide two alternatives – the preferred behaviour and a less desired choice (logical consequence).
- Pause after providing the choice if student chooses desired behaviour and provide positive feedback.
- Document on XUNO.

➔

CONSEQUENCE & CONVERSATION:

OR a logical consequence is given – see list below.

If a student does not choose the desired behaviour, apply the consequence above and log on XUNO as a Major Behaviour and follow the process for Major Behaviours.

At an appropriate time describe the problem behaviour, relate to the matrix and why it is important, practise behaviour and provide feedback.

TEACHERS ARE 'CREATING SUCCESS'

Students begin each lesson here.

Curriculum: Are students experiencing success?	Positive Environment: Is there a positive learning environment?	Expected Behaviours: Do students understand what is expected?
<ul style="list-style-type: none"> • Engaging, relevant content appropriate to level. • Differentiating learning and learning strategies. 	<ul style="list-style-type: none"> • 6:1 positive to corrective interactions. • Support built conducive to learning. • Differentiated instruction. • Active supervision (move-scan-interact). 	<ul style="list-style-type: none"> • Positive expectations explicitly taught and set (matrix). • Social and emotional skills explicitly taught. • Clear knowledge, correct, practice, practical, practice.

MINOR BEHAVIOURS – ALL STAFF-MANAGED	MAJOR BEHAVIOURS – LEADERSHIP MANAGED
<p>Disrespect:</p> <ul style="list-style-type: none"> • Physical: <ul style="list-style-type: none"> o Pushing in line o Invading others' personal space o Play fighting • Verbal: <ul style="list-style-type: none"> o Name calling o Teasing o Sweating (non-targeted or confrontational) o Answering/Talking Back o Argumentative o Lying or cheating <p>Truancy:</p> <ul style="list-style-type: none"> • Being late to class • Taking too long to return to class <p>Property Misuse:</p> <ul style="list-style-type: none"> • Swinging on chairs • Taking property without permission • Playing in the wrong area • Using an item not for its intended purpose • Littering <p>Disruption:</p> <ul style="list-style-type: none"> • Calling out or interrupting • Not listening when others are talking • Unnecessary movement in the class <p>Non Compliance:</p> <ul style="list-style-type: none"> • Failure to follow instructions • Avoidance of an activity • Failure to wear a hat outside (T1 & T4) 	<p>Disrespect with intention to harm:</p> <ul style="list-style-type: none"> • Physical: <ul style="list-style-type: none"> o Physical contact e.g. hitting, kicking, tripping, pushing, scratching, spitting and pinching • Verbal: <ul style="list-style-type: none"> o Insults, swearing, intimidation, homophobic or racist remarks • Psychological: <ul style="list-style-type: none"> o Threatening, spreading rumours, humiliating, excluding others • Cyberbullying: <ul style="list-style-type: none"> o Direct verbal or indirect bullying behaviours using digital technologies <p>Truancy:</p> <ul style="list-style-type: none"> • Leaving classroom or school grounds without permission • Running away from teachers • Property Damage: <ul style="list-style-type: none"> o Deliberate damage of property o Graffiti o Possession of weapon or illicit item <p>Theft:</p> <ul style="list-style-type: none"> • Of school, teacher or student property

THE PROCESS FOR MAJOR BEHAVIOURS

Assess Safety:

- Assess safety of nearby students and staff.
- Remove other students and staff if necessary.
- Monitor the situation and provide wait time.

➔

Leadership Referral:

- Refer student to the office with an adult or call office for support.
- Depending on the severity of the behaviour the referral can be made immediately or at the next break time if the situation has de-escalated (but before the students are dismissed for the day).
- Documented on XUNO.

➔

Leadership Management of Behaviour:

- Leadership research behaviour expectations.
- Leadership determine and follows up with an appropriate consequence with student and staff member.
- Follow up restorative conversation with student and staff member involved.
- Parents/ Guardians notified and a meeting requested if necessary.
- Behaviour Management Plan written and shared with student, parents and relevant staff if necessary.

- #### OUTCOMES OF MINOR BEHAVIOURS
- Move to another seat
 - Less of privilege
 - Moved to another classroom
 - Walking with yard duty teacher
 - Stay in and make up time
 - Correspondence with parent
 - Written or verbal apology
 - Restricted play areas

School News

Enrolments

Enrolments now open for 2022. See our website for enrolment information and forms or contact the school office.

Enrolments Open For 2022

Enrol Now

03 9747 1210

WWW.ROCKBANKPS.VIC.EDU.AU

CONTACT US

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House Points

Following our school values in yard is acknowledged with House Points. Our House Captains tally the results at the end of each week.

Missen	0
Peacock	0
Fisher	0
Harrison	0

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Celebrating our Successes



We are Respectful



We are Learners



We Value Togetherness



We are Safe

Students of the Week

A class member from each class is recognised weekly with our Student of the Week Award. This award recognises students who consistently display our school values.

Class	Week Ending: 8th October	Week Ending: 15th October
F1A Miss Lane	Nivan J	Gabriel D
F1B Miss Bencich	Lilith S	Triman K
F1C Miss Coffey	Carter S	Tehzeeb P
12A Miss Pierce	Bria P	
12B Miss Magnano	Seerat G	Ekamjit S
12C Miss Bull	Joshua T-R	Keerat K
12D Miss Andrews	Izzi I-D	Daiwik D
34A Ms Ninkovic	Ryan C	Sophia M
34B Mr White	Monique W	Lasal L
56A Mr Randich	Jake V	Mercy T
56B Miss West	Messi M & Hossannah K M	Saai L
56C Miss Zemunic	Sangani K	Harman G
P.E. Mrs Lehane	Aaronveer S (F1B)	Alicia A (12D)
The Arts Mrs Georgievski	Seth S (56B)	Braxton N (12C)
Auslan Mr Still	Annabella S (34A)	Kyra P (12C)

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Attendance

**EVERY
SCHOOL DAY
COUNTS**

Come to school every day, and on time, and be recognised for your great achievement!



If your child is sick or absent, you are required to notify the school as soon as possible on the day of absence by phone.

2021 term 4 stats at 15/10/2021

Our Goal: 95% school wide attendance average	Current school wide student average: 86%
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Number of students with 100% attendance so far in term 4

133

Names of students to go into a raffle for a prize to be announced at the end of term.

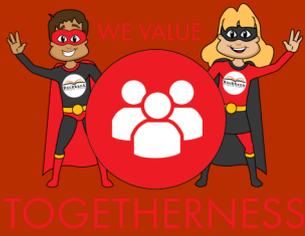
Term 4 Classroom statistics	
F1A—Miss Lane	81%
F1B—Miss Bencich	90%
F1C—Miss Coffey	87%
12A—Miss Pierce	80%
12B—Miss Magnano	90%
12C—Miss Bull	90%
12D—Miss Andrews	91%
34A—Ms Ninkovic	80%
34B—Mr White	82%
56A—Mr Randich	89%
56B—Miss West	78%
56C—Miss Zemunic	93%

Class with highest attendance at the end of term will be recognised with a class celebration .

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Our Learning This Week



Miss Zemunic, 56C

5/6C'S FAVOURITE MOMENTS DURING REMOTE LEARNING

Welcome to Dagmawi and Sangani! Such an interesting time to join a class, during remote learning, and Term 4! We all can't wait to meet you both in person back on site in the weeks to come.

I liked when we got to do the gymnastics in sport because I got to practise my talent and show the teachers that I love to do gymnastics - Hady

My favourite task during remote learning was free writing, this is because... Tasks such as free writing allow me to use my imagination, they can help learn new things and also relieve stress - Aekam

I liked doing the potato Olympics because I got to get creative in any way I made my Potato Olympian. JJ

MY POTATO OLYMPIAN

POTATO OLYMPIAN FACT FILE	
NAME:	Carlton
HEIGHT:	8 cm
WEIGHT:	24.5 grams
GIRTH:	5 cm

Tua - I enjoyed the talent task because we got to show our talent. I chose to share my talent of hip hop dancing.

Jacintia

I loved the talent show. It my favourite because everyone showed what they could do. Even some weird ones like making cat purring sounds. I sang in Japanese.

Posh - I liked doing the exercises including push ups. It was hard.

Nici

My favourite part of remote learning has been the opportunities to spend time with students I don't normally get to work with.

I have enjoyed learning more about what students get up to after they have finished their school work each day. We have some very talented and creative kids.

Fun Fridays have been a lot of fun, especially the talent show.

Miss Z

As challenging as it has been for many reasons, I have appreciated being able to connect with families more frequently. I have been delighted to see so much growth, even through the screen! Not just academic, but social and emotional too. The student's creativity and courage has really been a highlight. Can't wait to see you all face to face!

Deluca - I liked the pilates because it was fun and hard. Some of the exercises we did were planks and sit ups.

MY POTATO OLYMPIAN

POTATO OLYMPIAN FACT FILE	
NAME:	posh
HEIGHT:	8 cm
WEIGHT:	500g
GIRTH:	15cm

Harman

I really liked the potato Olympics because it was really fun creating a potato naming him. I also liked talking to him like he was a human.

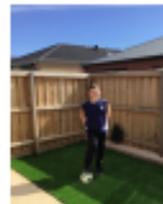
Zakk - My favourite part of home learning has been fun Fridays, the tasks are always fun and not as hard as some other days.

Kiarah - My favourite activity was writing. I liked the free writing one where we used a picture prompt because I got to get creative.

Jett - I like PE, AUSLAN and seeing my favourite teacher Miss Zemunic.

Lachlan

Fun Friday. Last Friday we had to do some research on one of four destinations and I choose Egypt. Researching about Egypt was fun and we got to learn about their food, how they lived and any special attractions that they have over there.



Nathan

Making our own pizza shops! I loved that activity because it was fun to do and it felt like a project that was working on for ages, everyone's pizza shop was fantastic and it was really memorable.

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