



NEWSLETTER TERM 1 WEEK 3

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Magpie Primary School acknowledges the Traditional Custodians of the lands on which we live, work, learn and play.

Hello parents, carers and community friends,

I hope you have all had a great past couple of weeks. Things are certainly getting into a groove here at school, with most of our assessments now having been completed and students settling into their daily routines.

Since our last newsletter, there has been a couple of dates updated and the addition of our school athletics and cross country. These dates are right next to this text under key dates - it looks as though March is going to be quiet busy!

Our SSGs are set for Week 5 primarily and hopefully all families who require SSGs have heard from Chrissy or will by the end of Monday to book in your times.

Yesterday I received word that next Wednesday will unfortunately be our Chaplain Bec's last day at Magpie PS. Bec has been a wonderful support to so many of our students over the past few years and we greatly appreciate the kindness, empathy and student first approach she has shown. I know Bec is very keen to say goodbye to all of the students she currently works with and I am sure they will feel the same. Moving forward, I will liaise with the necessary people to solidify the direction of the chaplaincy program at our school.

We will have soon finalised student leadership positions for 2024. We hope to have this process completed within the next fortnight and will be sure to let our school community know who our formal leaders are for this year.

On Wednesday I attended the termly Principal's Network meeting for all Ballarat City schools. This was a really productive day where we discussed Communities of Practice. This is where schools with a shared interest of goal work together to learn from each other to grow the teaching in their respective schools. This was a great opportunity to connect and gave me some great thoughts around the connections we can make with schools sharing similar goals.

It was great to see so many families at our first assembly last Friday. I really enjoyed celebrating the great work students have done to begin their year. Our awards will begin being handed out at next week's assembly. We'd love to continue to see as many families as possible joining us at 2.30 next Friday.

I hope you have a great weekend in the sunshine!

KEY DATES

FEBRUARY 20TH
GRADE 4/5 SAKG

FEBRUARY 23RD
ASSEMBLY 2:30PM IN THE MULTI

FEBRUARY 27TH
GRADE 2/3 SAKG

MARCH 5TH
GRADE 1/2 SAKG

MARCH 6TH
MPS ATHLETICS

MARCH 11TH
LABOUR DAY - NO SCHOOL

MARCH 12TH
CURRICULUM DAY - NO SCHOOL

MARCH 13TH
PREPS BEGIN ATTENDING WEDNESDAYS
NAPLAN BEGINS

MARCH 15TH
FOOD BANK FOOD FIGHT FUN RUN

MARCH 20TH
SMOKING CEREMONY
MPS CROSS COUNTRY

MARCH 21ST
GRADE 5 SOVEREIGN HILL
HARMONY DAY

MARCH 22ND
GRADE 5 SOVEREIGN HILL

MARCH 27&28TH
STUDENT LED CONFERENCES

SCHOOL CALENDAR

TERM 1



Est: 1857

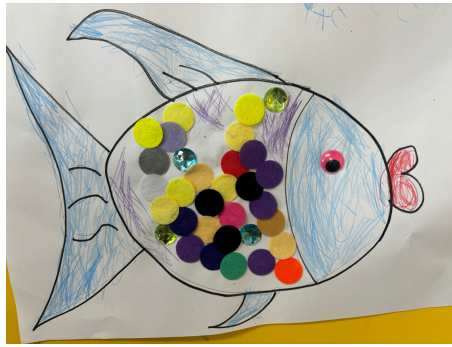
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	29 JAN STAFF RETURN TO SCHOOL	30 JAN STUDENTS RETURN TO SCHOOL	31 JAN	1 FEB	2 FEB Newsletter
2	5 FEB	6 FEB	7 FEB Lunch Order	8 FEB	9 FEB Assembly
3	12 FEB	13 FEB SAKG Cooking 5/6	14 FEB Lunch Order	15 FEB	16 FEB Newsletter
4	19 FEB	20 FEB SAKG Cooking 4/5	21 FEB Lunch Order	22 FEB School Council	23 FEB Assembly
5	26 FEB	27 FEB SAKG Cooking 2/3	28 FEB Lunch Order	29 FEB	1 MAR Newsletter
6	4 MAR	5 MAR SAKG Cooking 1/2	6 MAR MPS Athletics	7 MAR	8 MAR
7	11 MAR LABOUR DAY	12 MAR CURRICULUM DAY	13 MAR Lunch Order NAPLAN Begins	14 MAR	15 MAR Newsletter FOOD FIGHT FUN RUN
8	18 MAR	19 MAR SAKG Cooking P/1	20 MAR Lunch Order	21 MAR Grade 5 - Sovereign Hill Harmony Day School Council	22 MAR Grade 5 - Sovereign Hill Assembly
9	25 MAR	26 MAR	27 MAR Lunch Order Student Led Conferences 3.30-5.30	28 MAR Student Led Conferences 9am-1pm	29 MAR GOOD FRIDAY

PREP/ONE



The Prep/Ones have had an ‘incredible’ week learning and playing. We have been reading the book *The Rainbow Fish* and talking about friendship. We have also been practicing to count to 20. We made some fruit faces and then counted all the fruit we used. On Tuesday, Karen made some delicious pancakes for us!

PREP/ONE



Jai

Fruit Faces

Strawberries	3
Grapes	1
Bananas	0
Raspberries	5
Apples	1
Total	11

Chase

Fruit Faces

Strawberries	4
Grapes	1
Bananas	1
Raspberries	5
Apples	—
Total	12

ONE/TWO



During our Sound Waves sessions we have been diving into the letter 'a'. We brainstormed words ending in ack and and to build word families (e.g. stack, sack, rack, pack, black, hack, back; band, sand, land, hand, brand, grand)

Aa

Our text for the week was 'Hooway for Wodney Wat'. The students loved exploring the characters in the text and they showed a lot of empathy for Wodney and his classmates who had to deal with a new bully in the school.



Money, money, money! Our grade 1/2 students have been identifying and grouping Australian money.



Hairy Hamster was surprised
that Camilla said LOL
OF the ^{answers} enson. ^{all} Isla



Camilla is latey at the stage
Wodney Wat is seed bear
Camilla is latey. ✓
Miss Fuzzleworth is Na
Trae

Miss Fuzzleworth 15/2/24
has 120 kids.
Camilla is mean.
FROM BONJO Ben



Miss Fuzzleworth Seed Wat is
2+2 Camilla. She stands on her ^{chair} che
with out rasing her ^{paw} Por She
wend 2+2=4 and 8+8=16. Riley

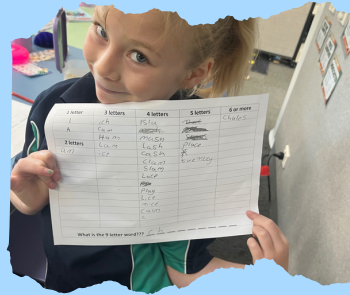
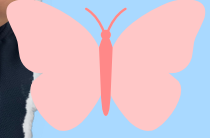


TWO/THREE



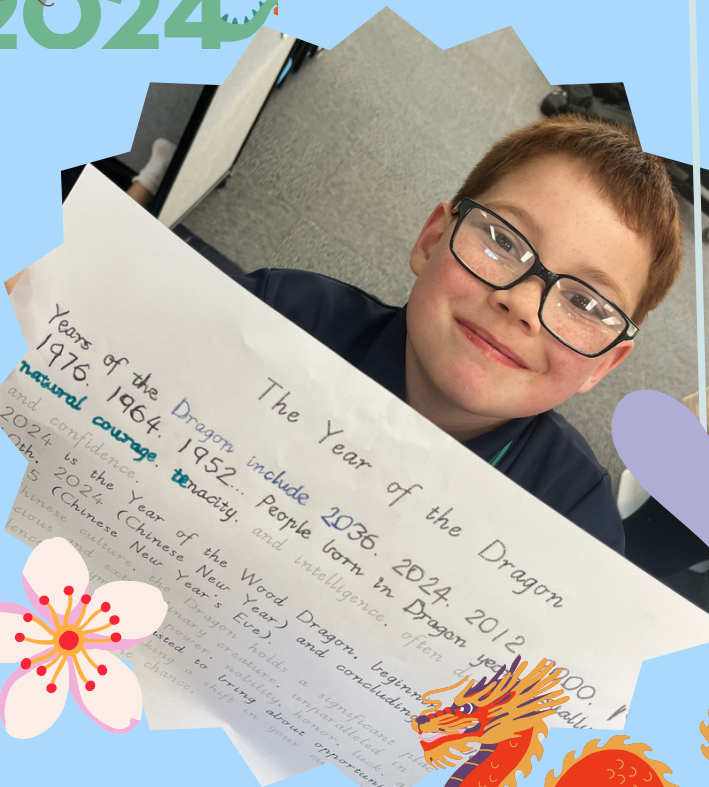
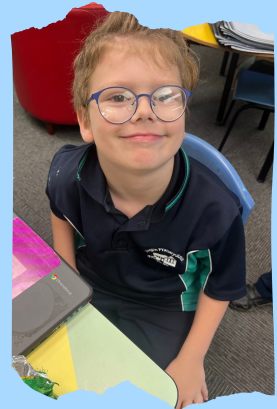
THIS WEEK HAS BEEN A VERY BUSY WEEK AND WE HAVE DONE A LOT OF LEARNING. WE HAVE LEARNED A LOT ABOUT EACH OTHER AND HAVE MADE SOME REALLY GREAT FRIENDSHIPS.

Spelling has been going great in our class, we are all learning how to spell new and interesting words using Sound Waves. Once a week we do a 9 letter word challenge. We have a selection of 9 letters that we need to make words with. We learned that if we use our rhyming skills that we can make so many more words.



This week we have been learning about the Chinese New Year, which is the Year of the Dragon. We did a huge handwriting piece about this and also made lanterns and dragon masks in art.

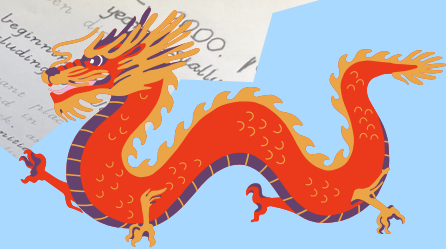
Our story this week was 'The Princess and the Pea'. Most of us already knew the story but our story was set in Africa, so it was a little bit different. We then answered so many questions in a class game that we played called 'Around the World'. This was a really fun way of learning more about this story.



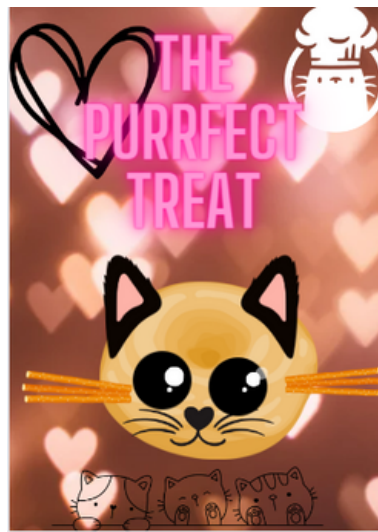
The Year of the Dragon
Years of the Dragon include 2036, 2024, 2012, 2000, 1988, 1976, 1964, 1952... People born in Dragon years are naturally courageous, tenacious, and intelligent, often with a strong sense of confidence. The Year of the Wood Dragon, beginning on Feb. 15, 2024 (Chinese New Year's Eve) and concluding on Feb. 15, 2024, is the Year of the Wood Dragon. The dragon holds a significant place in Chinese culture and is often depicted as a mythical creature, symbolizing power, strength, and good luck. The dragon is believed to bring about change and prosperity.



Once upon a time, a princess wanted so much to be a dragon.



FOUR/FIVE



What an absolute ripper fortnight we have had in the 4/5 classroom! Not only did we get to enjoy an amazing variety of pancakes and toppings for Shrove Tuesday, but we got to design our own signature donuts! I hope some of these posters/advertisements get your taste buds swimming, I know mine did!

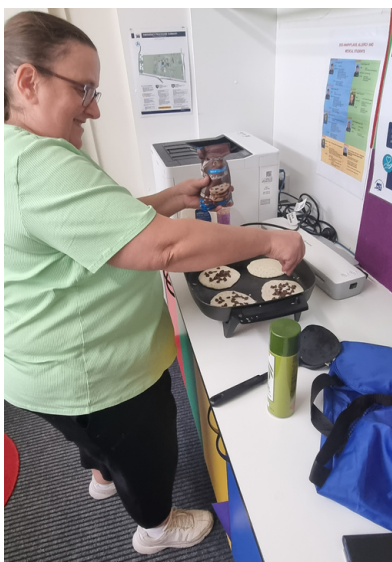


The Disaster Donut

It would be a disaster if you donut try one

no disasters in it

Only \$5.99 per donut



FIVE/SIX



On Tuesday this week we enjoyed a day in the kitchen with Mrs Eustice and Mrs Stef. Students chopped vegies, fried bacon, rolled spring rolls and boiled blueberries for a scrumptious meal! If only we could eat like that everyday!

This term we see the return of our favourite reading challenge! Please help your child keep up with their reading each day.

Term 1 Reading Challenge

Day/Date
A place to help you stay organised. That might include homework, upcoming dates/events, assignment due dates, personal dates.

Healthy Habit Tracker Reminder
This icon is a reminder to fill out your daily habit tracker to help create your healthy habits.

Daily Homework/Reading
A space for you to record your daily homework tasks and your daily reading.

Read each night and have an adult sign your diary...

If you read...	You will earn...
10 Nights	A bowl
20 Nights	A spoon
30 Nights	A scoop of ice cream
40 Nights	Topping on the ice cream
50 Nights	A second scoop of ice cream

If the whole class reaches 30 nights of signed reading..

30 Nights	Pizza or Hot Chip lunch
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SPECIALIST CORNER



I would like to introduce myself as the Specialist teacher at Magpie Primary School! My name is Rebecca Connolly, and I am continuing to teach your child STEM this year on a Thursday (Prep - Grade 3) and Friday (Grade 4 / 5 / 6). I am delighted to also be teaching Music (Monday) and Art (Tuesday) in 2024.

I look forward to a year of exciting projects and fantastic learning!



TESTING VISCOSITY OF LIQUIDS



SORTING MATERIALS BY PROPERTIES



COMPRESSING GASES IN STEM



LUNAR NEW YEAR DRAGONS



UNDER THE SEA PAINTING

STUDENT MESSAGES

Pie-Warmer Lunches Everyday

MMM! NOTHING'S BETTER THAN A NICE WARM LUNCH AT SCHOOL.

YOU CAN BRING LEFT OVERS FOR HOT LUNCH FROM HOME IN A TIN FOIL BOWL, OR WRAPPED IN SOME FOIL, THEN YOUR LUNCH WILL BE COLLECTED BY OUR SCHOOL SENIORS AT RECESS, PUT INTO A PIE WARMER AND HEATED UNTIL LUNCHTIME. THEN THE SENIORS WILL COLLECT IT AND DELIVER YOU A NICE AND HOT LUNCH!

HOT LUNCHES CAN BE ANYTHING TO HEAT UP, TOASTIES, NUGGETS, PASTA, PIES, ROLLS AND SO MUCH MORE.

YOU CAN ENJOY A YUMMY WARM LUNCH AT LUNCHTIME. ENJOY!



PRIVACY COLLECTION NOTICE

Information for students, parents and carers

The Department of Education (the department) values your privacy and is committed to protecting the personal and health information that schools collect.

All school staff must comply with Victorian privacy law and the [Schools' Privacy Policy](#). This notice explains how the department, including Victorian government schools (schools), handles personal and health information. On occasion, specific consent will be sought for the collection and use of information, for example, for a student to receive a health service. Our schools are also required by legislation, such as the Education and Training Reform Act 2006, to collect some of this information.

Throughout this notice, 'staff' includes principals, teachers, student support service officers, youth workers, social workers, nurses and any other allied health practitioners, and all other employees, contractors, volunteers and service providers of the school and the department.

On enrolment, and during the ordinary course of a student's attendance at a school, schools will collect information about students and their families for the following purposes:

- educating students
- supporting students' social and emotional wellbeing, and health
- fulfilling legal obligations, including duty of care, anti-discrimination law and occupational health and safety law
- communicating and engaging with parents
- student administration
- school management
- supporting policy in relation to student education and wellbeing.

If this information is not collected, schools may be unable to provide optimal education or support to students or fulfil legal obligations.

For example, our schools rely on parents to provide **health information** about any medical condition or disability that their child has, medication their child may take while at school, any known allergies and contact details of their child's doctor. If parents do not provide all relevant health information, this may put their child's health at risk.

Our schools also require current, relevant information about all **parents and carers** so that schools can take account of safety concerns that affect their children. Parents should provide schools with copies of all current parenting plans and court orders about or that affect their children and provide updated copies when they change.

When parents enrol their child in primary school, they will be asked to provide personal and health information in several ways, including via the Enrolment Form, the [School Entrance Health Questionnaire \(SEHQ\)](#) and the [Early Childhood Intervention Service \(ECIS\)](#) Transition Form.

The **Enrolment Form** is used to collect information that is essential for the purposes listed above, and requests information such as:

- **Emergency contacts** – Individuals parents nominate for a school to contact during an emergency. Parents should ensure that their nominated emergency contact agrees to their contact details being provided to the school and that they understand their details may be disclosed by the department if lawful, e.g. in the case of emergency communications relating to bush fires or floods.
- **Student background information** – Information about country of birth, Aboriginal or Torres Strait Islander origin, language spoken at home and parent occupation. This information enables the department to allocate appropriate resources to schools. The department also uses this information to plan for future educational needs in Victoria and shares some information with the Commonwealth government to monitor, plan and allocate resources.
- **Immunisation status** – This assists schools to manage health risks and legal obligations. The department may also provide this information to the Department of Health and Department of Families, Fairness and Housing to assess immunisation rates in Victoria, but not in a way which identifies students.
- **Visa status** – This is required to process a student's enrolment.

All schools may use departmental systems and online tools such as apps and other software to effectively collect and manage information about students and families for the purposes listed above.

When schools use these online tools, they take steps to ensure that student information is secure. If parents or carers have any concerns about the use of these online tools, please contact the school.

School staff will only share student and family information with other school staff who need to know to enable them to educate or support the student as described above. Information will only be shared outside the school (and outside the department) as required or authorised by law, including where sharing is required to meet duty of care, anti-discrimination, occupational health and safety, and child wellbeing and safety obligations. The information collected will not be disclosed beyond the school and department without parent consent unless such disclosure is lawful.

When a student transfers to another school (including Catholic, independent and interstate), personal and/or health information about that student may be transferred to the next school. Transferring this information is in the best interests of the student and assists the next school to provide the best possible education and support to the student. For further detail about how and what level of information is provided to the next school, refer to the: Enrolment: [Student transfers between schools](#)

Schools only provide school reports and ordinary school communications to students, parents, carers or others who have a legal right to that information. Requests for access to other student information or by others must be made by lodging a [Freedom of Information \(FOI\)](#) application.

To update student or family information, parents should contact their school.

For more information about how schools and the department collect and manage personal and health information, or how to access personal and health information held by a school about you or your child, refer to the: [Schools' Privacy Policy](#)

Early Help Brief Case Management

Whether you want to strengthen your parenting skills or need assistance accessing support for your children. Cafs' Family Support Team want to help:

- The health and wellbeing of your children and family.
 - Support identifying and implementing alternative parenting approaches.
- Child development – ages and stages, and other parenting resources.
- Support families experiencing family violence, financial strain, substance abuse and/or mental health issues.

Cafs' Early Help practitioners are available for a free, confidential chat about your support needs.

Early Help practitioners will listen to your story in a non-judgemental way, allowing us to get an encompassing picture of your family's dynamics and circumstances. We aim to link you into the most appropriate supports, including but not limited to the following:

- Mental Health
- Disability
- Family Services
- Parenting
- Housing
- Family Violence

Parents and caregivers can request an in-person or phone appointment or families are also welcome to contact Cafs Early Help (Family and Community Engagement Practitioner), Natalie Nalder via 0447 869 082 or Natalie.Nalder@cafs.org.au

For more information about Cafs, visit cafs.org.au. or call 5337 3333