



# PORTARLINGTON PRIMARY

## Newsletter

February 9  
2024  
ISSUE 1

### Welcome Back

Lots of laughter and no tears!  
We have had a great start to the new year.

All of our children have been introduced to some new routines at our school and they have continued responsibly with routines that they are already used to. The prep students have settled in so quickly as have some new students to our school.

We welcome back Michelle Primmer from her 12 months leave. It is wonderful to have Michelle back. We also officially welcome Elise Liddicoat to our Education Support team.

Welcome also to Dani Vagg (Stem and 5/6) and Mel Russell (PE) to Portarlington Primary. We are excited to have you at our school. Both Dani and Mel come to our school with significant experience from larger schools (Alamanda College and Bellbridge Primary School. We are looking forward to learning from them too!

We have had a big focus on getting our school culture back on track. Thanks to all the parents and carers who have supported our high expectations around uniform (no black please), hair styles, jewellery, nail polish and chewing gum. Your children have been so respectful and responsible with the discussions that I have had with them.

We have also been reinforcing our school values and manners: Being Kind, Respectful, Responsible and Safe Learners. All our children will be achieving success this year and making a difference. We cant wait to share our 2024 learning journey. Saying a 'please' and 'thank you' is also very important and we love to hear these words. Lots of smiles from lots of students have make everyday wonderful.



### Term 1: 2024 Dates

#### 15th Feb -

Prep breakfast

#### 20th Feb -

\*School Council Meeting 1

#### 20th/21st Feb

Parent teacher Interviews

#### 23rd Feb-

Selected students –District cricket—Lightning Prem

#### 1st Mar -

Cross Country F-6

#### 8th Mar -

\*NO School– Professional Practice Day

#### 11th Mar -

\*NO School -Labour Day Holiday.

#### 13th –22nd Mar-

NAPLAN Window-Years 3 and 5

#### 28th Mar -

Last Day of Term 1

#### 29th Mar -

\* \*NO School Public Holiday : Good Friday

### Term 2: 15th April

### Our Land of Portarlington Primary

The traditional owners on which we learn at our school are the Wadawurrung People of Kulin Nation. We pay our respects to them– past, present and emerging.



**Our Learning Vision: Empowering life long learners to achieve success and make a difference in a rapidly changing world.**

**Our Values: Respectful, Responsible, Safe and Kind Learners**

## English

### New Instructional Model

Throughout 2023, Staff were involved in professional development that included visiting other schools to observe their best practice. Teaching staff have been trained in the Smart Spelling framework and throughout 2023, we were trialling different aspects and developing our new instructional model for English.

**Before:** English was split into two, one hour reading (learning to read and reading to learn) and writing (including text writing, spelling, grammar and handwriting) instruction.

### **Now:**

The 2-hour English block is broken down into separate areas and we follow the same order every day. The Instructional breakdown is as follows:

**Daily Review**

**Phonics /Morphology Instruction** - spelling knowledge and grammar

**Handwriting**

**Reading Instruction /Comprehension**

**Accountable Independent Reading**

**Language Experience / Vocabulary**

**Seven Steps Writing** - including syntax and punctuation.

**Throughout the year:** Information about what your children are learning and how you can help at home will be provided for parents and carers.

### Seven Steps Writing

Seven Steps is Australia's largest educator of written literacy providing award-winning training and resources to transform writing, engage students and improve writing results.

The Seven Steps are the building blocks to great writing. They break down writing into simple chunks, so students aren't overwhelmed by writing a whole piece straight away. Instead, they gain confidence with each Step they learn, to become creative and engaging writers. Eventually they will learn how to put it all together and write complete texts independently.

### The Seven Steps

[Step 1: Plan for Success](#)

[Step 2: Sizzling Starts](#)

[Step 3: Tightening Tension](#)

[Step 4: Dynamic Dialogue](#)

[Step 5: Show, Don't Tell](#)

[Step 6: Ban the Boring](#)

[Step 7: Exciting Endings/Ending with Impact](#)



The Seven Steps framework for writing creates fun and engaging writing classrooms that our children love. It also: -

Increases student engagement.

Builds a common language for your students and teachers in writing.

Delivers a curriculum-aligned and evidence-backed approach.

## How you can help your child at home: Prep to Year 6

If you could be any kind of animal, what would you be?  
Find a picture of the animal your child would like to be.  
Talk with your child. **“Verbal is Vital”**



Describe the animal. What do you see?  
Where does it live?  
What does it eat?  
What special features does it have? Does it swim, climb, fly?  
Ask your child to close their eyes.  
Think of 10 reasons **why** you would like to be that animal.

## School-Wide Positive Behaviour Support (SWPBS) Our School Values - Safe, Kind, Respectful and Responsible Department of Education SWPBS Information can be found [here](#).

Since 2012, our school culture has been underpinned by the SWPBS framework.  
This is not just some simple approach that promotes positivity- far from it!

SWPBS is an evidence-based intervention to improve social and academic outcomes for all students.

Learning and behaviour are linked. Expected behaviour needs to be taught explicitly to EVERY single student. We can not make children learn or behave but we can create an environment that increases the likelihood of success. We must teach children how to behave in the same way that we teach children to read, to swim and eventually to drive. Teach, re-teach and reinforce behaviour expectations.

**Behaviour Matrix:** Safe, Kind, Respectful and Responsible - In your child’s diary, you will find the behaviour matrix on page 14. These are the expected sets of behaviours for the different situations at school.



## How you can I help my child at home: SWPBS Prep to Year 6

Turn to page 14 in the diary– behaviour Matrix

Each day, choose a different rectangle in the matrix and talk with your child about it.

### **For example,**

What do you do when you go to the toilet to be safe?

Why is it important to: -

Wash your hands with soap and water?

Close the doors softly?

Leave any equipment (such as toys, sports equipment, pens, pencils) in the classroom or outside.

**Toilets**

- We wash our hands with soap and water.
- We leave any equipment in the classroom or outside.
- We close the doors softly.

	all settings	learning spaces	halls	Outdoor / Playground / Sport	assembly	technology / ICT
Safe	• The student is not in a dangerous or unsafe area. • The student is not touching or playing with dangerous objects. • The student is not running or playing roughly. • The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not in a dangerous or unsafe area. • The student is not touching or playing with dangerous objects. • The student is not running or playing roughly. • The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not in a dangerous or unsafe area. • The student is not touching or playing with dangerous objects. • The student is not running or playing roughly. • The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not in a dangerous or unsafe area. • The student is not touching or playing with dangerous objects. • The student is not running or playing roughly. • The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not in a dangerous or unsafe area. • The student is not touching or playing with dangerous objects. • The student is not running or playing roughly. • The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not in a dangerous or unsafe area. • The student is not touching or playing with dangerous objects. • The student is not running or playing roughly. • The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.
Kind	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.
Respectful	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.
Responsible	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.	• The student is not using inappropriate language or behaviour. • The student is not using inappropriate technology. • The student is not using inappropriate equipment.

## SWPBS Acknowledgement System

An acknowledgement system provides recognition to students who display the school-wide expected behaviours. This includes: -

Verbal acknowledgement reinforcing the positive behaviour:

“Well done. You are very responsible remembering to return your library books”.

“Wow! You have been working hard, you are on task, and quiet during your learning time. That is very respectful of others trying to get their learning done. Well done!”.

Non-Verbal: - thumbs up, nod of the head, a smile

## SWPBS Dolphin Dollars

Previously, (since 2012), children could earn dolphin tokens for engaging in expected behaviour.

**2023:** Students and staff developed a new Dolphin Dollars system. It took a lot of time to develop. Our wellbeing team sought four rounds of feedback from the children.

**2024:** Our students are all learning about the new system and the rewards that they can earn.



## How you can help your child at home: Dolphin Dollars Prep to Year 6

1. Have a discussion about the Dolphin Dollar system.

- “I hear that you can Dolphin Dollars at school, can you tell me about that?”

2. Check your child’s diary on a **Friday**.

Dolphin Dollar record: - this lets you know that your child can show positive expected behaviours each week. “Show me your diary. How many Dolphin Dollars did you earn this week?”

- “What did you do to earn your Dolphin Dollars?”



## How is my child progressing at school: Dolphin Dollars Prep to Year 6

The Dolphin Dollars show parents and carers how their child is progressing with the expected behaviours at school.

Dolphin Dollar Total

\$

# PORTARLINGTON PRIMARY ...

## *School Council 2024- You can become involved in our school*

We have the last meeting of our current school council on the 20th of February and we will be seeking expressions of interest by parents / guardians who would like to be on school council for the next two years. We also have a one year vacancy.

Our new school council for 2024 (starting in March) is developed through a process that commences on Monday 19th of February.

School council meets 8 times per year on the 3rd Tuesday of every month between 7pm and 9pm in the school library.

The first Meeting of the new 2024 school council is on Tuesday, March 19th at 7pm.

COMPASS: parents and guardians will be sent information via COMPASS on how they can nominate to become a school councillor.

## 2024 STARTING TIMES

7.15am		Kelly Club-Before School Care
8.30am	Drop off	Yard Supervision by a Teacher
<b>8.50am</b>	<b>Children enter</b>	
	Session 1	
10am	Session 2	
11am	Eat/Play	
11.30am	Session 3	
12.30pm	Session 4	
1.30pm	Eat/Play	
2.15pm	Session 5	
3.15pm	<b>Classes End</b>	Kelly Club-After School Care opens* Yard Supervision by a Teacher until 3.30pm
3.30pm		Yard Supervision ends
6pm		Kelly Club-After School Care closes*

### \*Kelly Club- Out of School Hours Care

All bookings, management, organisation and communication is done by the Kelly Club team. **The school does NOT do this.**

Please contact the Kelly Club OSHC Coordinator on 0448 449 113 to find out how you can book your child into Kelly Club between 7-9am and 3-6pm weekdays.

# PORTARLINGTON PRIMARY.....

## Reminders for 2024

### School Uniform: NO Black

- Red shirt, navy pants, shorts, skirts or skorts, navy gingham dress, red jumper
- Hair that is past shoulder length is to be tied up
- Nail polish other than clear is not welcome
- Bike shorts are only to be worn under a skirt or dress, not as a uniform item.
- Leggings (dark blue only) can be worn under shorts, dress or skirt, not worn by itself with a long T shirt.
- Shoes – runners or black school shoes only
- Hair ties – dark blue or red
- No netball skirts please.



### Hats

Hats must be worn outside from the 1st of September until the 1st of May each year.

### Second Hand uniforms:

We have a small supply of second hand uniforms for sale. Our office staff are able to help you, please contact the office to arrange a time to view these.

### Absences and Late Passes:

**If your child is absent from school –**

**Please record the absence on COMPASS as soon as possible**

**and explain the absence.** It is important that absences are accurately recorded on our data system. If you know that your child will be absent for an upcoming appointment– you can record it at anytime on COMPASS (even the night before).



**If you are running late –** Parents /carers must sign your child in at the office and have our office staff enter the attendance on the computer. The child collects an Arrival Pass Card and is taken to their class learning space by a member of staff.

### Yard Supervision Every day

Please discuss this with your child. Our school yard is always supervised. Staff wear fluorescent vests for easy identification. Staff members may also be found in the office and staff room during break times.

### Conveyance & CSEF Forms

Conveyance Allowance Application forms and Camps, Sports and Excursions Fund application forms are now available at the office. If you believe that you are eligible please contact Lisa, or Julie at the office.



## 2024 School Staffing

<b>Principal</b>	Lesley-Ann Allbutt
<b>Assistant Principal</b>	Renata Rice
<b>Learning Specialist</b>	Jasmine O'Brien
<b>Business Manager</b>	Lisa Gale
<b>Primary Welfare Manager</b>	Bec Pavez
<b>Technical Support</b>	Brendan Beattie
<b>Tutoring Program</b>	Beth Rogers
<b>Teachers- Home Group</b>	Kim Mikelsons/Tim O'Hara
	Melissa Meaney
	Brooke McLaren
	Jess Wailes
	Sarah Evans
	Dylan Dunoon
	Michelle Primmer
	Jasmine O'Brien Dani Vagg
<b>Teachers- Specialist Program</b>	Specialist Teacher (TBA)
	Mel Russell (Physical Education)
	Tim O'Hara (Visual Arts)
	Dani Vagg (STEM)
<b>Education Support Staff</b>	Tanya Portelli
	Karren Sheard
	Rebecca Anderson
	Adele Boyce
	Charlene Forssman
	Julie Serbo (Admin) Elise Liddicoat
<b>Regular Replacement Staff</b>	Marlene Cain - <i>teacher</i>
	Michael Cain - <i>teacher</i>
<b>School Groundsman</b>	Neil Sheard
<b>Cleaning</b>	Fiona McGearv

- **Year P** x 1 home group
- **Year 1-2** x 2 home groups
- **Year 3-4** x 2 home groups
- **Year 4-5** x 1 home group
- **Year 5-6** x 3 home groups

### Our Land of Portarlington Primary

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## 2024 School Structure Home Groups