



Alfredton News

E-mail: alfredton.ps@education.vic.gov.au | Homepage: <http://www.alfredtonps.vic.edu.au>

Phone: 5334 1572 | Office Hours: 8.30am—4.30pm

RESPECT RESPONSIBILITY RELATIONSHIPS EVERY CHILD WILL FLOURISH WITH TIME, EFFORT AND SUPPORT.

Principals Report 24 April 2024



Dear Parents & Carers,

We finished last term on such a high with our Colour Run. What a great day it was watching so many children doing what they do best; having fun, getting covered in paint, completing the obstacles and of course sliming me!

Thanks to everyone for supporting this event. Prizes have now been ordered and we will excitedly wait for them to arrive. Next, we will discuss with students what piece of playground equipment we can afford.

TERM TWO

A message from the Minister for Education is included in this edition. You can view it [here](#)



SCHOOL COUNCIL

Last week our new school council met for the second time since the AGM and election of Office bearers. All councillors undertook an extensive professional development training session on school governance.

A long night, with very valuable learning for us all. In this newsletter, we introduce your councillors and how to contact them if you wish to raise something at the council.

ATTENDANCE

Another reminder about the importance of attendance and arriving at school on time.

If you are experiencing any difficulty in ensuring your child attends school regularly and on time, please contact us so we can work together to support you and your child.

GATES ARE OPEN AT 8:30.

By 8:55 **ALL** children should be in class when the first instruction session begins.

Dismissal is at 3:30pm. The preferred pick-up area is via the Alfredton Reserve.

ANZAC ASSEMBLY WEDNESDAY

PLEASE NOTE THAT ASSEMBLY THIS WEEK IS ON WEDNESDAY AT 2:50PM NOT FRIDAY

Student awards will also be presented.

School Captains will also accompany me on Thursday to lay a wreath at the cenotaph on behalf of the school.

Keep up the great work supporting your children. Encouraging them to read regularly. the book fair in the library this week will be a great opportunity to expand their home libraries.

RESPECT RESPONSIBILITY RELATIONSHIPS EVERY CHILD WILL FLOURISH WITH TIME, EFFORT AND SUPPORT.

We RESPECT:

- Individual differences
- Ourselves
- Cultural diversity
- Others' opinions
- Property
- Others' feelings

We take RESPONSIBILITY for:

- Our behaviour
- Our actions
- Our attendance
- Our learning
- Our belongings
- Our dress code
- Our school
- Our environment
- Doing our best

We build RELATIONSHIPS with each other by:

- Being honest & trustworthy
- Caring about the feelings of others
- Treating others fairly
- Being well mannered
- Resolving differences calmly



We recognise the Aboriginal and Torres Strait Islander peoples as the first custodians of the land. We acknowledge the Wadawurrung people and extend respect to all Indigenous peoples of this continent recognising their cultures as the oldest continuous living cultures in human history.

TERM DATES 2024

- TERM 1:** Tues 30th Jan– Thur 28th March
- TERM 2:** Mon 15th April – Fri 28th June
- TERM 3:** Mon 15th July – Fri 20th Sept
- TERM 4:** Mon 7th Oct – Fri 20th Dec

IMPORTANT DATES

Tuesday 23rd April

Scholastic Book Fair begins

Wednesday 24th April

ANZAC Assembly at 2.50pm

Thursday 25th April

ANZAC Day

Friday 10th May

Walk to School Safely Day

Monday 13th May

Education Week Commences

Tuesday 14th May

School Council

Friday 24th May

Student Free Day – Report Writing

Monday 3rd June

Foundation Swimming Commences

Monday 10th June

Kings Birthday Holiday

**Child safety and wellbeing at
Alfredton Primary School:**

Information for families and the school community

The Victorian Government has Child Safe Standards to further strengthen child safety across organisations, including schools. The standards recognise the critical importance of families and the broader school community in maintaining and promoting child safety and wellbeing.

Alfredton Primary School regularly reviews and updates our child safety policies and procedures to ensure they meet the requirements of the standards. These are available to view on our school's website, or at the school's front office on request.

We welcome feedback from families and members of our school community on ways we can further strengthen our child safety policies, procedures, and practices. If you have any suggestions, comments, or questions, please contact the Principal by emailing

alfredton.ps@education.vic.edu.au

Mental Health & Wellbeing

Transitioning back to school after the holidays

Going back to school after the holiday break can be both exciting and overwhelming. It's a normal feeling to be a bit anxious about returning to the routine of school life.



There are many resources available for tips and hints to help students attend school. If you have any concerns, the following links can be helpful, or alternatively, please contact me; the school's Wellbeing Coordinator for further assistance.

Allira.Horwood@education.vic.gov.au

[Talking about school with kids and teens | Raising Children Network](#)

[Attendance and missing school | vic.gov.au \(www.vic.gov.au\)](#)



Alli Horwood
Mental Health & Wellbeing

2024 SCHOOL COUNCIL



We are excited to welcome our new school council for 2023 and introduce them to our school community (as shown above from left-to-right):

- Myself, **Josh Driscoll**: 2nd year on School Council, elected President this year. Has a child in year 3.
- **Matthew Seehusen**: 1st year on School Council. 9th year as a parent of a child at Alfredton primary, child in Year 6.
- **William Diew**: 1st year on School Council. Child in Year 3.
- **Deepika Jain**: 1st year on School Council. Child in year 2.
- **Sophie Gardiner**: 1st year on School Council. Children in year 3 and year 1.
- **Natasha Driscoll**: 3rd year on School Council, has a child in year 3.
- **Cath Sharp**: Business Manager
- **Travis Faulkhead**: Assistant Principal
- **Laurel Donaldson**: Principal
- **Sally McKee**: Leading Teacher
- **Simon Read**: 1st year on School Council. Children in year 3 and year 1.
- **Tracey Squire**: 1st year on School Council. Elected Vice President this year. Children in foundation and year 2.

We have a current Parent member vacancy. If you would like to join please contact me or the school directly.

Committees:

Building & Grounds: *Matthew Seehusen (Convenor), Cathy Sharp, Joshua Driscoll, Simon Read, Sophie Gardiner, Travis Faulkhead & Laurel Donaldson*

Community & Engagement/Fundraising: *Natasha Driscoll (Convenor), Cathy Sharp, Sally McKee, Joshua Driscoll, Deepika Jain, Sophie Gardiner, Tracey Squire, William Diew & Laurel Donaldson*

Finance: All Councillors

Policy: All Councillors

I'd like to take this opportunity to thank the outgoing school council members for the time they gave to the school. With many of last year's parent member's children moving on to high school, this has given the opportunity for new members of our community to contribute to the school.

If you have anything you would like raised at School Council (meetings are the second Tuesday of each month)

With regard to:-

- The broad direction and vision of the school
- Grounds and facilities
- Student dress code
- Fundraising
- Community engagement

Please either contact one of our members or send an email to the School Council president at: joshua.driscoll@education.vic.gov.au

Josh Driscoll



FOUNDATION ENROLMENTS 2025

Our school zone is available on findmyschool.vic.gov.au which hosts the most up-to-date information on school zones in Victoria. Students residing within our school zone are guaranteed a place at our school, which is determined based on your permanent residential address. You can also view the [Enrolments page](#) on our website for all the information.

Our school manages enrolments using the [Placement Policy](#) to ensure that students have access to their designated neighbourhood school and may enrol at another school, if there are available places.

For more information, you can:

- visit [School zones](#) for answers to frequently asked questions
- call the Victorian School Building Authority (VSBA) on [1800 896 950](tel:1800896950)
- email the VSBA at vsba@education.vic.gov.au

2025 Foundation (Prep) enrolments

The Department of Education has released an updated statewide Foundation (Prep) enrolment timeline for the 2025 school year.

The timeline advises families when and how to enrol their child into Foundation (Prep) at a Victorian government primary school, including Alfredton Primary School.

All government primary schools will follow the timeline in 2024 to support Foundation (Prep) enrolments for the 2025 school year.

You can find information and resources about the timeline, including factsheets at: [Enrolling in Foundation \(Prep\)](#). You can also download the 'Foundation (Prep) Enrolment Information Pack for Parents and Carers' from [Enrolling in Foundation \(Prep\)](#) (available from 15 April 2024).

You will be able to apply to enrol your child in Foundation (Prep) 2025 at Alfredton Primary School from 15 April 2024.

What you need to do:

1. Contact our office to book a school tour or to learn more about our school and the enrolment application process.
2. Download the Foundation (Prep) enrolment information pack from [Enrolling in Foundation \(Prep\)](#) (available from 15 April 2024). This pack includes an application form, which you can also request from our school.
3. Submit an enrolment application for Foundation (Prep) by Friday 26 July 2024.
4. You will be notified of the outcome of your application between Monday 29 July and Friday 9 August 2024. If you receive an enrolment offer, you should contact our school to accept the offer by Friday 23 August 2024.
5. Take part in enrolment information and transition sessions during Term 4, 2024.
6. Prepare your child to start Foundation (Prep) from Wednesday 29 January 2025.

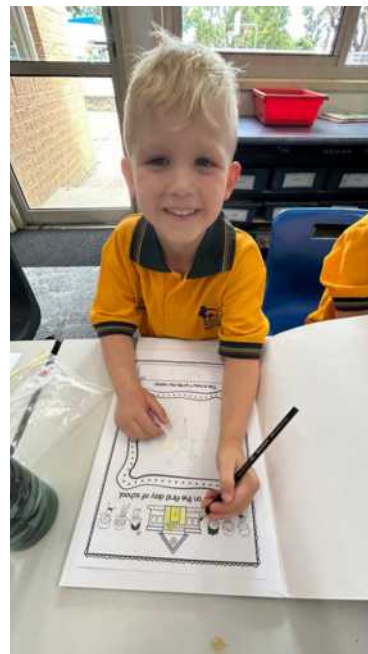
Enrolment applications submitted after 26 July 2024 will be processed by our school as they are received, in accordance with the department's Placement Policy.

2025 FOUNDATION TOURS














Please feel free to register your interest by calling the office on 5334 1572. Tours of the School will be conducted on the following dates:

- Thursday 2nd May at 9.10 am
- Wednesday 22nd May at 9.10 am
- Tuesday 11th June at 9.10 am

Please meet in the office foyer.



TERM 1 | CALENDAR

Sun	Mon	Tue	Wed	Thur	Fri	Sat
Week 1 15 th	16 th	17 th	18 th	19 th	20 th	
Week 2 21 st	22 nd	23 rd Scholastic Book Fair 	24 th Newsletter  ANZAC Assembly 2.50pm	25 th ANZAC DAY 	26 th	27 th
Week 3 28 th	29 th Scholastic Book Fair 	30 th	1 st May	2 nd	3 rd	4 th
Week 4 5 th	6 th	7 th	8 th Newsletter 	9 th	10 th Walk to School Safely Day Assembly Divisional X Country	11 th
Week 5 12 th	13 th Education Week	14 th School Council Meeting	15 th Divisional AFL 	16 th	17 th	18 th
Week 6 19 th	20 th	21 st	22 nd Newsletter 	23 rd Divisional Soccer 	24 th STUDENT FREE DAY Report Writing 	25 th
Week 7 26 th	27 th	28 th	29 th	30 th	31 st Divisional Netball 	1 st June
Week 8 2 nd	3 rd Foundation Swimming 	4 th	5 th Newsletter 	6 th	7 th Assembly	8 th
Week 9 9 th	10 th Kings Birthday Holiday 	11 th School Council Meeting	12 th	13 th	14 th	15 th
Week 10 16 th	17 th	18 th	19 th Newsletter 	20 th	21 st Assembly	22 nd
Week 11 23 rd	24 th	25 th	26 th	27 th	28 th Last Day of term: HOUSE SPIRIT GAMES Students Dismissed at 1.30pm	29 th

A photograph of a school sign for the National Assessment Program. The sign features a stylized figure in blue and red, holding a large orange circle. Below the figure is a black sign with white text that reads "National Assessment Program". The sign is set in a landscaped area with green grass, trees, and a brick building in the background.

National Assessment Program

Dear Parents/Care-Givers,

From 2024, Australian primary schools can enrol Year 6 students to take part in NAP Opt-in assessments in key curriculum areas. These new assessments are part of the National Assessment Program and Alfredton Primary School has registered to participate in the testing.

The new assessment available in 2024 will be in the domain of Science and is provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA) directly to schools nationally. We believe this assessment will provide our school with important data that will measure student performance against national standards in Science Understanding and Science Inquiry Skills and provide a valuable opportunity for our Specialist Science teacher to review, plan and adapt teaching and learning programs to best cater to the needs of our students.

Student assessment results for the NAP Opt-in tests will only be available to participating schools and will not be publicly available. No formal individual reports will be issued, although schools are permitted to share individual student results with families. The results themselves will primarily be used to assist with school-level planning, and to inform teaching and learning programs.

For your information, the NAP Science Opt-in assessment will be administered on Tuesday, May 7, with most students completing the assessment during scheduled Science lessons. For Year 6 students, the test is 60 minutes in duration.

Please refer to the NAP Opt-in Student Privacy Notice distributed to students together with this communication. If you have any questions or concerns, please don't hesitate to contact me.

Sally McKee
Leading Teacher – Teaching and Learning
P: 03 5334 15 72
E: sallyanne.mckee@education.vic.gov.au

Please see the end of the newsletter for Additional information on the National Assessment program.

Library News



THE BOOK FAIR IS HERE!

**The 2024 Scholastic Book Fair has arrived.
It will open on Tuesday 23rd April and closes on
Wednesday 1st May.**



All students will have the opportunity to visit the Book Fair with their class during scheduled library times.

They will be given a 'wish list' to complete and at home you can discuss with your child the books they have seen.

Any books that you might like to purchase can be paid for online and the order will be delivered to your child's classroom.

Students may bring cash to purchase any of the novelty items on offer at recess or lunch. (Pens, pencils, erasers, posters)

Most items are priced between \$2 - \$6.

**Families are also welcome to visit the Book Fair
after school from 3:30pm - 4pm.**

Come along and help support our school whilst getting your hands on the best new children's books!



Foundation, Year 1 & 2

Foundation

The first week of Term 2 has been very productive with children revising previously learnt letter sounds, learning the new sound /c/ and working hard on blending letter sounds together to read words to develop their fluency. We have also been learning how to write a complete sentence; by including a capital letter at the beginning, finger spaces between the words, a punctuation mark at the end and finally reading them back to check our sentences make sense.

In Mathematics, the children have enjoyed ordering the days of the week and playing games to decide which things happen at different times each day, such as, in the morning, afternoon, evening and nighttime.

The children will receive new decodable books each week to take home and read. Therefore, it is extremely important the children bring their reading satchel with their diary inside to school every day. Please ensure diaries are completed so teachers can track your child's reading progress, thank you.

The Foundation children have been learning about ANZAC day and enjoyed painting wooden poppies that will be displayed at the Lucas Shopping Centre to commemorate ANZAC day. There will be a special ANZAC day assembly in the school hall on Wednesday at 2.50 pm. School awards will be presented after the ANZAC commemorations.

Year 1 & 2

In Writing, we are focusing on writing narratives. We are also creating and editing sentences by circling the subordinating conjunction 'if', 'when', 'after' or 'before.' Additionally, our students are also learning about action/verbs. Our Year 1/2s have really enjoyed these lessons and are completing some amazing writing pieces.

Year 1 & 2 - continued

In Reading, we are focusing on the /ar/ sound such as (yard, sharpen, unharmed.) You may like to support your child's learning at home by being word detectives and looking for these words/sounds in texts and books such as home readers.

In Mathematics, our students will begin our unit on addition and subtraction. While working on addition and subtraction, our students will also practise strategies, such as, count on, count back, doubles and near doubles. You may support your child by playing dice or board games at home.

Thank you to the many families who hear their children read regularly. Sharing quality reading time with children is highly valuable and the benefits are enormous. When children reread familiar books, they can build fluency and add expression by reading in a 'talking voice'. Another tip is to encourage your child to scan the page with their eyes and refer to the picture before reading. This helps the reader gain greater information, make connections with the pictures, and look for text variations.

As a reminder, the cooler months in Term 2 bring chilly winds and showers of rain so warm jackets and coats are essential. Please label all clothing and personal items that are brought to school. Children may also bring warm slippers for inside use when wet weather sets in.

Foundation and Year 1/2 Teachers (L- R)

Brooke, Nicole, Natalie, Helen, Anna, Kaitlyn, Mark, Aylse & Mary (Alex absent)



Year 3 and 4

We are enjoying reconnecting with our students after the two-week break.

Literacy Update (Reading & Writing)

Year 3 has spent the first week of term revising the protocols for independent reading. We have also revisited finding Facts and Details, with students beginning to use this strategy in finding information for research projects. During writing, Year 3 students have revised how to create meaningful sentences using 'because', 'but', and 'so'. They explored the five senses and practiced writing descriptive passages using their observations. Students will practice these skills in creating recounts of various events that they have participated in.

Year 4 have begun learning about the relationship between cause and effect during their Reading lessons. We've been looking at the relationship between what has happened in text and why it has happened. Our students have used a variety of texts to learn about this and have started to learn that one effect can have many causes and also that one cause can have many effects. In Writing, we have started to learn about Narratives. First we watched a short film and learnt how to edit and improve a basic piece of text. Then, individually and as a class, we used checklists to improve this basic text to that of a Level 2, then Level 3 then finally a Level 4 standard.

Numeracy Update

Our focus in Year 3 is understanding addition and subtraction. We have discussed the language associated with addition and subtraction, used 10 frames to determine addition and subtraction equations and how we can build fact families from these. The connection between addition and subtraction was made evident to students.

In Year 4, we started off the term by learning about decimals. We expanded on our knowledge of place value from last term by extending our place value chart out to include tenths and hundredths. We used interactive tools online to understand the size of a tenth and a hundredth.

We're beginning with learning about decimals as we hope to include this as we move into addition, subtraction, money, time and measurement.

Any other areas of key learning?

During Integrated studies, Year 3 students have focused on Geography; revising the capital cities and states of Australia and exploring various, prominent land features of Australia. Year 3 students began investigations on the natural Australian land feature that they were interested in. These investigations will culminate in a project being presented in around Weeks 5 and 6. All the work will be done at school, however, students are welcome to source further information at home.

Year 3 also revised the difference between a rule and a law.

Year 4's Integrated studies are also focusing on Geography this year. To begin the term, we are looking at the difference between climate and weather. We then learnt about the 3 climate zones that make up Australia, what each climate is characterised by, and which plants and animals can live within it.

Year 4's Digital Passport is heavily focusing on Cyber Safety. We discuss the importance of keeping ourselves and our information safe online and what our 'Digital Footprint' is. We also learn about passwords, saving, organising and moving files and documents, cloud computing, websites and programs as well as viruses and scams.

What can you do to support your child?

Continue to encourage your child to read every day. Children can read before going to bed or when they are ready to go to school in the morning.

Those students in Year 4 need to ensure their devices are fully charged every night, ready for the next school day.

Year 3 and 4

Key dates and reminders specific to your grades:

- Book Fair - April 23rd until May 1st
- ANZAC Day - April 25th
- Walk to School Safely Day - May 10th
- Pupil Free Day - May 24th
- King's Birthday Public Holiday - June 10th
- End of Term - June 28th

Kind regards,

Year 3 Teachers – Lynn Schuller, Matthew Heinrich, Michael Busija

Year 4 Teachers – Jess Eddy, Tim Huglin, Candice Smith



**3A in the VIP Tent at the Colour run.
Their class raised a whopping \$3579!!!**



Year 5 and 6

Literacy Update (reading writing)

- In reading, we are beginning our book study. Students have chosen a book and will have opportunities to think more deeply about the plot, characters, and much more. As part of this learning, they will work in a group to discuss the story and complete tasks.
- In writing, we are learning how to write an explanation. This is a chance to research and find out how something works, a process, or a natural phenomenon.

Numeracy Update

- We are currently working on fractions and have a visible learning display so students are aware of their next goals in learning fractions. After completing an assessment, students also have tasks designed for them on My Numeracy, which is accessed through Essential Assessment.

Any other areas of key learning?

- Our unit on sustainability finished with a celebration of learning as grades from across the school visited our display of sustainable houses. The effort and enthusiasm was outstanding!
- We are connecting our current Integrated Studies topic of body systems to our writing genre of explanations. Year 6 students have the opportunity to go deeper in their knowledge after beginning this topic last year.

What can you do to support your child?

- We have a fantastic resource available on Google Classroom, where students can access resources to work at the level they're at in fractions. Resources don't need to be printed, but that option is there.

- Encouraging your child to read every night and talk about what they read is a wonderful way to support them in their literacy growth. There is a homework sheet for recording nightly reading, and have asked students to return this each Friday.

Key dates and reminders

- Tuesday 23rd April-Wednesday 1st May - Book Fair
- Wednesday, 24th April - ANZAC Assembly at 2:50
- Thursday 25th April - ANZAC Day
- Tuesday 7th May - NAP Science (Year 6)
- Friday 10th May - National Walk Safely to School Day

Kind regards,

Year 5/6 Teachers – (L-R) Sarah Mann, John Saitta, Arlyn Harris, Tim Smith, Bethany Devlin and Teresa Wright.



Year 5 and 6



Year 5 and 6 students did an amazing job with creating and presenting their sustainable houses. All staff members from across the school were extremely proud of everyone who participated.



School Awards

FA Rithuli - For making a wonderful start at Alfredton Primary School. It is a pleasure to have you in Foundation A. Keep up the great work!

FA Gwyneth – For being a responsible, caring and hard-working member of Foundation A. Gwyneth has a positive attitude to learning and a love of learning.

FB Annabelle- For settling back into the school routine for Term 2. Annabelle has been very brave and continues to become more resilient everyday. Well done Annabelle!

FB Aariah- For always trying her best during literacy. Aariah always concentrates during learning time and actively participates in the lesson. Well Done Aariah!

FC Lucas - For making a fabulous Speaking and Listening presentation about his family colour run and sliming over the holidays. Well done, Lucas!

FC Hunter - For demonstrating determination and persistence when learning how to correctly form his letters. You have made great progress and should be super proud of your efforts. Congratulations, Hunter!

1/2A Bhavesh - For his wonderful work in learning his yellow words. Well done Bhavesh!

1/2A Seetha - For making a wonderful start at her new school. It's a pleasure to welcome you to Alfredton and 1/2 A!

1/2B Lila - For trying hard to sound out unknown words. Keep up the great effort, Lila!

1/2B Gabe – For your wonderful home reading record. Thank you for reading every night, Gabe!

1/2C Milla - For showing determination and resilience in your maths work last week as you partitioned 2 digit numbers. It was wonderful to see your confidence grow. Thank you Milla.

1/2C Alex - Thank you for doing a wonderful job sharing your show-and-tell. Alex, you always speak with a loud, clear voice. You always come prepared for your show-and-tell days.

1/2D Abram - For your enthusiastic participation in our phonemic awareness lessons! You are being a great leader for others. Thank you, Abram.

1/2D Payton - For showing persistence and growing confidence when sounding out words during our phonics lessons. Well done, Payton.

1/2E Mitchell - For the wonderful enthusiasm you showed as you ran around the Colour Run course. It was great to see you having so much fun!

1/2E Cody - For working hard in Maths last week partitioning two-digit numbers. You demonstrated perseverance and a positive attitude to learning.

1/2F Marshall – For your incredible work during Maths sessions. Well done on working hard to extend yourself using 2 and 3-digit numbers during our work on partitioning.

1/2F Owen – For your wonderful work with your reading. It is great to see the improvement in your word knowledge. Congratulations on reaching 50 nights of home reading!

3A Jeny - For her patience and positive attitude towards her learning

3A Thomas - For being honest with his learning and knowing what he needs to do as a learner.

3B Jayce - For taking responsibility for your learning by always looking to extend yourself when solving addition problems in maths. Keep up the great work, Jayce!

3B Hudson - For taking responsibility for your learning by always looking to extend yourself when solving addition problems in maths. Keep up the great work, Hudson!

3C Ayaan - For demonstrating the school's relationship values by being a good friend and making sure he includes others at all times. Well done, Ayaan!

4A Senura - For the way in which you have settled into Alfredton Primary School! You've made a great start and have made an impact on 4A! Well done, Senura!

4A Indi - For the way you've contributed to class discussions this year! Your confidence and self belief have grown immensely and it's wonderful to see you share your knowledge with the class. Keep up the good work, Indi!

4B Brooklyn- For your wonderful efforts with your home reading. It has been amazing to see your consistency in reading each night. Keep up this fantastic work, Brooklyn!

4B Jordan- For always showing empathy towards your peers and checking in on people. Your kind nature is a genuine asset to our classroom Jordan. We are lucky to have you!

4C Vincent - For the way you have persisted with your learning choices and attitude to continue to grow. 4C loves the myriad of facts that you share with us daily. Well done, Vin!

4C Abel - For the way you have settled into Alfredton Primary School. We are very lucky to have you in 4C! Well done, Abel!

5/6 A Sammy - For more willingly stepping out of her comfort zone and making the most of opportunities presented.

5/6A Aashiq - For settling in well to Alfredton Primary School. 5/6A are thrilled to have you with us!

5/6B Chloe - For putting in your best effort during writing when persuading readers that 'All Children Should go on School Camps'. Well done!

5/6B Maaan - For working hard during maths, challenging yourself to complete personal learning goals. Well done!

5/6C Hudson - For your amazing fundraising effort for the school through the colour run. What a great representative of our school. Well done.

School Awards

5/6C Georgia - For your positive attitude towards your learning. You have demonstrated the school value of responsibility extremely well. Congratulations.

5/6D Ava T - For demonstrating responsibility in the effort you put in to complete your sustainable house to a high standard. Your positive attitude towards the task and knowledge gained from the experience was great to see.

5/6D Chloe - For being a respectful and responsible person in our buddies sessions. You always step up to help in many other areas of school life and approach each day with enthusiasm.

5/6E Scarlett- For being a respectful, responsible and caring member of 5/6E. You are continuously putting your best effort into your class work and treating your peers with support and kindness. Keep up the amazing work Scarlett!

5/6E Lucas M- You have started this term with an amazing attitude towards your learning. It is great to see you setting goals for yourself and working hard to achieve them. Fantastic effort Lucas!

5/6F Ani - For the wonderful amount of responsibility and enthusiasm you showed during Numeracy. Your work during our exploration of fractions has been outstanding.

5/6F Scout - For the responsibility you show during Reading sessions. You constantly make sure to check your understanding and get all tasks completed in the allocated time.



Local Sports



REGISTER NOW!



CITY KIDS

- 6-9 YEAR OLDS 1 NIGHT TRAINING PER WEEK (\$120 PER TERM)
- 9-11 YEAR OLDS 2 NIGHT TRAINING PER WEEK (\$220 PER TERM)
- FUNino FOOTBALL TOURNAMENTS

MORE INFO



INFO@BALLARTCITY.COM.AU



MORSHEAD PARK



WWW.BALLARATCITYFC.COM.AU

- SKILLS BUILDING & GAME BASED DEVELOPEMNT

- FOOTBALL FUNDAMENTALS & PRINCIPLES

- TRAINING KIT (TOP, SHORTS, SOCKS - EXTRA)



COMMUNITY PROGRAMS

Meet and learn from all your favourite Ballarat Miners players

Aussie Hoops (4 - 7 years old)

Introductory basketball development program

Rookie Hoops (8 - 11 years old)

Introductory basketball development program

All Abilities Hoops (5 - 18 years old)

Introductory basketball development program

Next Level (10 - 12 years old)

Learn new concepts and build on skills

BALLARATBASKETBALL.COM.AU



Registrations are now open for all community hoops programs, with the programs starting the week beginning May 6th

For further details please contact Zack Cummins via email programs@ballaratbasketball.com or call reception on (03) 5338 1220

NAP Opt-in 2024 assessment in Science Literacy

Information for schools

From 2024, Australian schools can enrol Year 6 and Year 10 students to take part in NAP Opt-in assessments in key curriculum areas.

These new assessments are part of the [National Assessment Program](#) and completely optional for schools. These new assessments will be phased in over 3 years, **starting with science literacy in 2024**. Civics and citizenship will be added in 2025, followed by ICT (information and communication technology) literacy in 2026. From 2026, NAP Opt-in assessments in all 3 domains will be available each year.

The NAP Opt-in 2024 assessment in science literacy is provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA) directly to schools nationally.

In 2024, the first year of these optional assessments, we will work closely with schools and get their feedback on this initiative to improve future opt-in assessments.

The value to schools

Schools taking part in the NAP Opt-in 2024 assessment in science literacy will be able to:

1. Measure student performance against national standards in science literacy.
2. Use the results (available only to the participating school and no one else) to review, plan and adapt teaching and learning programs, and share with the school community if they wish.
3. Run the assessments using a self-service platform at a time that suits them in the testing window.

Registering for NAP Opt-in assessment in science literacy 2024

Registration opens 26 March 2024 and closes 30 April 2024. There is no fee for schools registering to take part in this assessment.

Registration will be open to all schools across Australia for Year 6 and Year 10 students. Principals can register their school at www.assessform.edu.au by clicking on the 'NAP Opt-in' tile on the home page. Each school should only register once, via the principal (preferably using the same email address that was used for NAPLAN 2024 if applicable). The principal can invite more than one NAP coordinator after registration.

Principals can select multiple schools in the registration process if they are overseeing multiple schools. After registration, a separate email invitation is sent for each school they manage. Each invite has a unique username assigned to each school.

A [principal registration quick guide](#) is available on the NAP website.

ACARA will verify the school's registration details and send confirmation to the email address provided.

Preparing for NAP Opt-in assessment in science literacy 2024

Schools self-administer the NAP Opt-in assessment in science literacy via the platform www.assessform.edu.au. This is the same platform schools use already for NAPLAN assessments, so it will be familiar.

After principal registration is completed, principals should use the platform to nominate a NAP Coordinator and school technical support officer.

Ahead of the testing window, schools will:

- access training manual and guides on the NAP website
- carry out technical preparation including device checks
- select their preferred assessment dates
- enrol students.

Schools do not have to enrol all students in Years 6 and 10. Schools can enrol both years, or one year, or individual classes of students within either year. When schools enrol full-year cohorts, they benefit from more data for school-wide planning.

Receiving results

ACARA will:

- mark the assessments and analyse the assessment data
- provide principals with school-level reports.

Key dates

Tuesday 26 March 2024 – Tuesday 30 April 2024

School registration and enrolment window

Monday 6 May – Friday 31 May 2024

Test window

July 2024 – August 2024

Results window

For all enquiries regarding the NAP Opt-in assessment please contact the helpdesk:

Email: NAPScience@acer.org **Phone:** 1800 574 000

Frequently asked questions

What are the NAP Opt-in assessments and why are they available?

The NAP Opt-in assessments are an important improvement to the National Assessment Program as agreed to by all education ministers.

These new optional assessments will be in the same domains tested through the [NAP Sample assessments](#) for Year 6 and Year 10 students – science literacy, civics and citizenship, and ICT literacy – and will be available to any school that chooses to participate.

For schools that take up the opportunity, NAP Opt-in assessments will provide information on their Year 6 and Year 10 students' performance in relation to national standards in these domains. Results can be used to assist with school-level planning, and inform teaching and learning programs. They will not be publicly available.

How does the NAP Opt-in assessment in science literacy differ to NAP Science Literacy?

Schools are selected to take part in NAP Science Literacy and their participation is mandatory.

NAP Opt-in assessment in science literacy is completely optional, and it is entirely up to schools to choose if they wish to take part. This optional assessment makes use of the resources from NAP Science Literacy 2023. Schools will be familiar with the platform and processes used as they are similar to NAPLAN.

Do entire classes have to be signed up?

Schools do not have to enrol all students in the relevant year group (Year 6 and Year 10). However, there are benefits in doing so as full cohorts will provide more data to inform school-wide planning.

How do schools register to take part in the NAP Opt-in assessment in science literacy in 2024?

The NAP Opt-in assessment in science literacy is run by the Australian Curriculum, Assessment and Reporting Authority (ACARA) directly with schools.

Schools that wish to take part can register via the NAP Opt-in assessment tile on www.assessform.edu.au from 26 March 2024. Registration will be open to all schools across Australia for Year 6 and Year 10 students.

A [principal registration quick guide](#) is available on the NAP website.

Who can register for the NAP Opt-in assessment in science literacy 2024?

Registration will be open to all schools across Australia for Year 6 and Year 10 students.

When the school registration process is complete, the registered principal will have access to the assessment platform to invite other school staff if required.

What will be the process for schools to enrol students?

Once school principals have completed registration, they will have access to the NAP Opt-in area on the www.assessform.com.au website to complete the enrolment.

Principals and NAP Coordinators can enrol the students individually or via a bulk upload feature in the platform. The enrolment template will be made available in the platform for school users.

1 How do schools manage and administer the assessment?

After the successful enrolment of students, schools self-administer the assessment, following the NAP sample assessment procedures.

Schools will already be familiar with the platform and processes used as they are similar to NAPLAN.

Schools will be provided with online support and training materials, and access to a national helpdesk staffed by ACARA contractors to support them as they undertake test readiness and administration.

2 How do schools get ready for the assessment?

Schools will be provided with online support and training materials, and access to a national helpdesk staffed by ACARA contractors.

When the school's registration is complete and details have been verified, the principal will receive an email invitation to set up an account in the assessment platform. The email will include a link to resources and NAP Opt-in Helpdesk contact details.

Email: NAPScience@acer.org

Phone: 1800 574 000

Schools will be familiar with the platform and processes used as they are similar to NAPLAN.

3 What is the structure of NAP Opt-in assessment in science literacy 2024 and how long does it take?

The NAP Opt-in assessment in science literacy consists of:

- A set of untimed introductory practice questions. This will help to familiarise students with the format of the test questions and show them how to navigate the test platform.
- A set of timed test questions. For Year 6 students the test is 60 minutes in duration and for Year 10 students it is 75 minutes.

Assessment elements	Year 6	Year 10
Practice questions	5 mins (approx.)	5 mins (approx.)
Assessment Items	60 mins (max.)	75 mins (max.)

We recommend that schools allow approximately **90 minutes** in total for the entire assessment process.

4 What results and reports will be available?

There will be 3 types of report that will be provided to participating schools only:

1. Items report shows:

- items categorised based on the strand of curriculum for each year level. This will help the school to gauge their students' performance in different strands.
- relative item performance in schools compared to national performance for each year level. This will provide better visibility for schools of their relative performance in different content areas of the curriculum.

2. Class report shows:

- students grouped by different variables including class group and gender for each year level. This will provide better understanding of the performance of students and class groups.
- students' performance in scale against the proficiency level and other national statistics from NAP sample assessment for each year level.

3. School summary report shows:

- overall performance of students in the school compared to different national statistics obtained from NAP sample assessment for each year level.

Results will not be published or reported in any other way.

5 What information will parents and carers be given if their child takes part?

Participating schools will be provided with reports looking at school and student performance, which can be used to inform teaching and learning.

While these reports are for the school's use only, we would encourage schools to consider how this information is shared with their school community, including parents/carers; for example, through parent-teacher meetings.