

Concongella Primary School Newsletter

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Thursday 16 July, 2026
Term 3, Edition 11

Term 3 Dates to remember

Monday 13th July

- School Closure - Learning Conversations

Tuesday 14th July

- Students Start Term 3

Tuesday 14-16th July

NAIDOC Week Celebration

Friday 17th July

- ACMI F-6 Excursion Melbourne

Tuesday 4th August

- School Council 6pm

Monday 16th August

- Dental Van Visit

Wednesday 19 August

- Black Rangers Volleyball

Monday 24-Wednesday 26 August

- Literacy Week-Book Fair

Friday 28 August

- Cluster Book Week Celebration Day

Tuesday 1 September

- School Council 6.00pm

Wednesday 2 September

- Black Ranges Athletics



WELCOME BACK!

Welcome back, everyone, to Term 3! We hope you all had a wonderful, restful break and are feeling refreshed and ready for another exciting term of learning, creativity, and new opportunities!

Before we look ahead, let's take a moment to celebrate some fantastic work completed by our F-6 students at the end of last term. Our school was one of only a selected few chosen to take part in the Borobi's Mail Athletes program for the 2026 Glasgow Commonwealth Games, an exciting opportunity and a wonderful recognition for our school community.

As part of the program, our students created thoughtful letters and stunning portrait artworks for Commonwealth Games athletes. The care, creativity, and effort that went into every piece were truly remarkable. Each portrait reflected the students' artistic skills and attention to detail, while their letters shared words of encouragement, kindness, and support for the athletes as they prepare for the Games.

The finished artwork was absolutely incredible, and every student should be immensely proud of what they created. It was wonderful to see our school community connecting with athletes through such a meaningful and inspiring project while celebrating creativity, perseverance, and the spirit of the Commonwealth Games.

Congratulations to all of our F-6 students for producing such outstanding artwork and heartfelt letters. We look forward to another fantastic term ahead and can't wait to see what everyone will achieve throughout Term 3!

A Word From The Principal



Welcome back to Term 3! We hope you were all able to enjoy a restful break with family and friends and are feeling recharged for the term ahead. It has been wonderful to welcome our students back through the gates this week, the energy and warmth in our school community is something truly special.

We would like to sincerely thank all families for attending their child's Learning Conversation on Monday, our first day back. These conversations sit at the heart of our partnership with you as families, and the time you invest in understanding your child's progress, strengths, and next steps makes a genuine difference to their learning journey. We are grateful for your continued engagement and support.

This Friday is an exciting one, our students head to Melbourne for a curriculum linked excursion to ACMI, the Australian Centre for the Moving Image, and Artvo. Both experiences connect directly to our Term 3 Inquiry focus of Media Art and will give students a rich, hands on opportunity to explore how storytelling, creativity, and technology come together. We look forward to sharing the highlights with you in our next newsletter.

Term 3 is shaping up to be a full and rewarding one. A reminder to families to please return Dental Van forms as soon as possible. We will also be hosting a Book Fair alongside our Cluster Book Week Celebration Day and warmly invite all families to join us for our Father's Day Big Breakfast, details for both will be shared shortly. As a school community, we also look forward to acknowledging R U OK? Day together, a meaningful reminder of the importance of connection and checking in on those around us.

As always, thank you for your trust, your partnership, and your ongoing support of our school. We have a great term ahead and look forward to sharing it with you.

With thanks,

Amy Henderson.

School Wide Positive Behaviour Support

Safe



Respectful



Responsible

Based on our school data, our next SWPBS focus across Foundation to Year 6 is:

● Be SAFE — I keep my hands and feet to myself

In the classroom · Outside · PE · Transition · At home

Students have been and will continue to be explicitly taught every day on our school value Safe: I keep my hands and feet to myself. This is important because it:

- Keeps everyone physically safe
- Shows respect for others' bodies and space
- Helps build safe, inclusive communities
- Is a key life and social skill
- Supports positive relationships

☑ This IS safe behaviour

- Waiting in line: legs still, hands in lap or pockets
- Walking/transitions: arms by sides, not touching others
- Sitting at tables: feet flat, hands calm
- Sport: playing without contacting other players

✗ This is NOT safe behaviour

- Poking or touching others in the line
- Pushing past others
- Kicking or contacting others during sport
- Swinging bags near other students
- Hitting, kicking or touching anyone that has asked you not to

Reinforce This at Home

- Use the same language: 'calm body', 'hands to yourself', 'feet flat'
- Name it when you see it: "I love how you walked past without touching that's safe and respectful"
- Ask them to teach you: "What does keeping hands and feet to yourself look like at school?"
- Model it shows what a calm body looks like when waiting or in public

The language we use at school

"You have a calm body, hands and feet to yourself, that's being Safe!" When staff see this, students are acknowledged with specific praise and Dojo points. Using the same words at home makes a real difference.

Coming up — our next SWPBS focus

We review behaviour data every three weeks to identify what to teach next. Watch for the new focus in our following newsletter.



Term 3 2026 Learning Overview

Foundation-Level 2

Phonemic Awareness,
Phonics, Fluency,
Handwriting,
Comprehension,
Recount, Reports,
Explanation,
Biography

Level 3-Level 6

Spelling, Fluency,
Joined Handwriting,
Grammar, Vocabulary,
Comprehension,
Recount, Reports,
Explanation, Biography

Foundation-Level 2

Place Value,
Multiplication, Shape,
Fractions, Measurement

Level 3-Level 4

Place Value,
Multiplication, Location,
Fractions, Angles

Level 5-Level 6

Space, Multiplication,
Worded Problems,
Measurement, Angles

Foundation-Level 6

MEDIA STUDIES: MEDIA ARTS

Concepts:
Communication

Learning Areas, Disciplines and Capabilities:

Media Arts, Critical and Creative
Thinking, Personal and Social
Capabilities, Literacy

Foundation-Level 2

Fundamental Gross Motor Skills

Level 3-Level 6

Cooperative Team Games
Volleyball Sports Unit

Foundation-Level 6

Stress Management

Students are learning practical strategies to recognise and manage stress, helping them build resilience and support their wellbeing.

Help Seeking

Students are exploring the importance of asking for help from trusted adults and support networks when they need guidance or support.

Literacy

Maths

Inquiry

PE

Wellbeing



Ways to Support Learning at Home

Foundation-Level 2

- Point out sounds and letters in books, signs and labels.
- Read together each day and revisit favourite stories.
- Encourage drawing, writing names and simple messages.
- Talk about what is happening in stories and in daily life.
- Ask children to retell their day or describe experiences.

Level 3-Level 6

- Encourage writing lists, notes or messages using correct spelling.
- Set aside daily reading time and talk about the text.
- Practice neat, joined writing in cards or journals.
- Introduce and use new words in everyday conversations.
- Ask questions about reading and summarise key ideas.
- Write about real experiences and add detail.

Foundation-Level 2

- Count everyday objects and talk about the value of each digit in two-digit numbers.
- Practice skip counting by 2s, 5s and 10s during everyday activities.
- Look for and name 2D and 3D shapes around your home and outdoors.
- Talk about halves and quarters when sharing food or objects.
- Compare and measure everyday items using informal and standard units where appropriate.

Level 3-Level 4

- Read, write and compare larger numbers in everyday situations.
- Practise multiplication facts regularly to build speed and confidence.
- Use maps or navigation to discuss directions, coordinates and landmarks.
- Identify and compare fractions when cooking or sharing food.
- Find examples of right, acute and obtuse angles around the home.

Level 5-Level 6

- Identify and describe 3D objects and their features in everyday environments.
- Continue practising multiplication facts to improve accuracy and fluency.
- Encourage your child to explain how they solved everyday maths problems.
- Involve your child in measuring when cooking, building or gardening.
- Look for and estimate different angles in buildings, furniture and outdoor spaces.

Foundation-Level 6

- Talk about the purpose of advertisements, television shows and online content.
- Discuss how images, music and sound create different moods.
- Encourage your child to identify the intended audience of different media.
- Watch the news together and discuss how information is presented.
- Explore age-appropriate digital tools for creating photos or videos.
- Encourage safe and respectful behaviour when using technology.
- Ask your child to explain the message behind a media text.
- Visit a museum, gallery or local event that includes digital or visual media.
- Encourage creativity by making short videos or taking photographs together.
- Discuss how media can influence people's thoughts, feelings and choices.

Foundation-Level 2

- Encourage activities that involve using both sides of the body, such as throwing, catching, stepping and climbing.
- Practice movements that cross the body's midline, such as reaching across to touch opposite knees or playing catch from different angles.
- Encourage drawing, writing, craft and movement activities that develop coordination and control.

Level 3-Level 6

- Practise throwing, catching, striking and serving skills using a ball at home.
- Encourage teamwork, communication and fair play during backyard games or activities.
- Watch volleyball games together and discuss strategies, rules and player roles.
- Practise hand-eye coordination through activities such as bouncing, volleying or keeping a ball in the air.

Foundation-Level 6

- Encourage your child to talk about their feelings and practise calming strategies together.
- Support your child to recognise signs of stress and discuss ways to manage these feelings.
- Encourage healthy routines including sleep, exercise, relaxation and time away from screens.
- Practise breathing techniques, mindfulness or other calming strategies as a family.
- Help your child break challenges into smaller steps to make situations feel more manageable.
- Remind your child that it is always okay to ask a trusted adult for help when they need it.
- Encourage your child to identify trusted people they can talk to when they have worries or concerns.
- Model asking for help and explain that seeking support is a strength.
- Create regular opportunities for your child to share their thoughts and feelings.
- Encourage your child to use respectful communication when expressing their needs.

Literacy

Maths

Inquiry

PE

Wellbeing

Part 1 of 5 What AI Literacy Looks Like

The first in a five-part series on how our teachers are learning about, and working with, generative artificial intelligence.

Why we're starting here

Over the coming newsletters, we'll be sharing how Concongella Primary School is approaching generative artificial intelligence (AI) thoughtfully, gradually, and always with our students' best interests at the centre. This first article looks at what "AI literacy" means for our teaching staff.

AI literacy isn't about teachers becoming computer experts. It's about developing the judgement to know when a tool like this can genuinely help, when it can't, and how to use it responsibly.

What this looks like in practice

- Understanding what generative AI tools can and can't do, including their tendency to sometimes produce confident but incorrect information.
- Knowing how to check, question, and refine AI generated content rather than accepting it at face value.
- Recognising where AI can save time on routine tasks, freeing up energy for the parts of teaching that matter most, knowing our students and responding to their needs.
- Understanding the privacy, safety, and ethical boundaries around AI use in a school setting.

A deliberate, staff-first approach

You'll notice this series is about teachers before it's about students. That's intentional. Before any tool is introduced into a classroom, our staff take the time to understand it themselves, its strengths, its limitations, and its risks. Building this capability well takes time, and we'd rather do it properly than quickly.

This work is grounded in the Victorian Department of Education's Generative AI in Schools policy and the Australian Framework for Generative AI in Schools, ensuring everything we do aligns with state wide and national guidance.

In the next issue

Part 2: Why Teachers First: how we're building staff confidence and capability with AI before it ever reaches the classroom.



Creative Play and Activities: Why They're Important for School-Age Learning and Development

Creative activities like drama, singing, dancing, art and craft are much more than just fun — they play a vital role in your child's overall learning and development.

When children engage in creative play, they are building a wide range of important skills. These include confidence and self-expression, social skills like cooperation and communication, physical coordination and fine motor skills, critical thinking and an understanding of the world from other people's perspectives.

How you can support creative play at home:

One of the simplest things you can do is give your child free time — with no set agenda. Even boredom can spark creativity!

Offering a dedicated space or box for unfinished projects can also help children feel their work is valued and worth returning to.

Finally, keep in mind that every child is different. Some will naturally gravitate toward creative activities more than others — and that's perfectly fine. What matters most is that as parents and carers, we model a positive attitude toward creativity. Children pick up on our enthusiasm, and that can make all the difference.



**Raising Children
Network**

School News

REMINDED



A friendly reminder to all families that students are required to bring their own cutlery and any sauces or condiments needed for their school lunches.

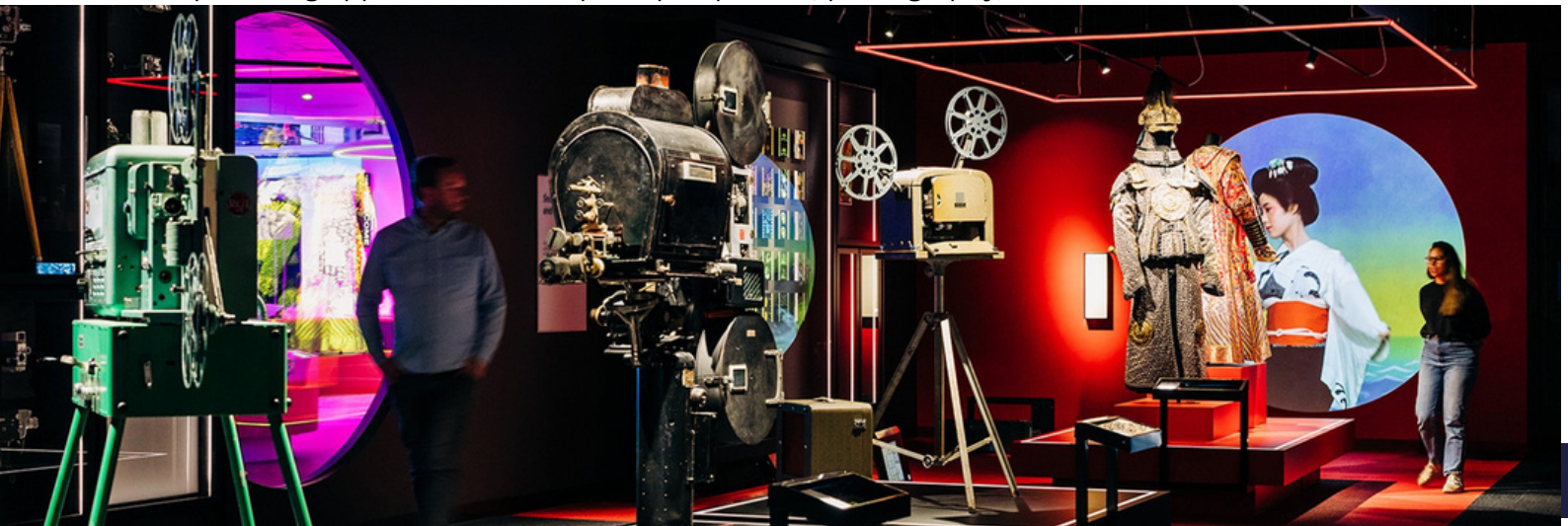
Unfortunately, the school is unable to supply these items, so please ensure they are packed with your child's lunch each day if needed.

Thank you for your understanding and support.



As part of our Term 3 Inquiry Unit focusing on **Media Arts**, students will participate in an exciting excursion to Melbourne to visit **ACMI (Australian Centre for the Moving Image)** and **ARTVO** on Friday 17th June.

Students will explore how media, technology, visual storytelling, and digital creativity are used to engage audiences. At ACMI, students will investigate the history and future of film, television, animation, video games, and digital media through interactive exhibits and learning experiences. At ARTVO, students will immerse themselves in a unique interactive gallery featuring large-scale optical illusions and creative visual artworks, providing opportunities to explore perspective, photography, and visual communication.



Community News

THE COTTAGE



Do you know someone who
is doing it tough?

If you know anyone who is doing it tough, please tell them to come to
the Cottage, 20 Sloane St. Stawell,
Mondays, Wednesdays or Fridays, between 10:30am and 1:30pm
and we will help them.
For out of hours emergencies ring -0408 038 949."

GL^{OW}

BRINGING LIGHT TO HALLS GAP
JULY 1 – AUGUST 31



A EIGHT WEEK FESTIVAL OF LIGHTS AND
GATHERINGS AROUND COMMUNITY,
ART, WELLBEING, CREATIVITY, GASTRONOMY
AND ADVENTURE

IL SHIM TAEKWON-DO — STAWELL —



FREE TRIAL CLASS — AVAILABLE FOR —

TERM 3

- ✓ BUILD CONFIDENCE
- ✓ GET FIT & STRONG
- ✓ LEARN SELF-DEFENCE

CONTACT US NOW!

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**STRICTLY
LIMITED SPOTS
AVAILABLE**

Birthday Wishes

THE FOLLOWING PEOPLE WILL CELEBRATE A BIRTHDAY IN
THE COMING WEEKS:

AVA RINGIN & OLIVER GRANT

WE HOPE YOU ENJOY YOUR SPECIAL DAY!

School Assembly

Just a friendly reminder that our school assemblies are held every two weeks.

Our next assembly is scheduled for
Friday, 24th JULY at 2.50 PM.

These assemblies are student-led and provide a valuable opportunity for students to develop their public speaking skills in front of an authentic audience. Your presence helps create a supportive environment and makes the experience even more meaningful for our students.

If your child is receiving an award during this time, their teacher will contact you directly.

Thank you for your ongoing partnership and support.
We look forward to seeing you there!



Term 3 Reminders



Water Bottles:

Please ensure water bottles are sent with your child each day.

Supervision:

The school yard is supervised between 8.30am and 3.30pm each day. Our staff are often in meetings or planning prior to and after these times. Please be mindful of dropping your children outside these times as they will be unsupervised.

Lunch Orders:

Lunch Orders are available every Thursday weekly. All orders must be placed into the notes box in the office prior to 3pm on Wednesdays. These days are marked on our uEducateUs calendar, in the newsletter and on facebook. Lunch order forms and menu's are available from the office.

Voluntary Contributions:

Our Voluntary Contributions were sent home with families at the end of last year. Thank you to those families that have made contributions already, your support is greatly appreciated. These contributions go towards essential classroom consumables, subscriptions, swimming program, whole school events, first aid equipment etc. This can be paid at the office. If you wish to discuss a payment plan, please contact Amy in the office on 5358 1811 or call in to see us.

Communication - uEducateUs

uEducateUs is our main form of communication. Our newsletters, weekly updates, messages from your teachers, camps and excursions are all on this platform. Parents and carers are able to record absences, message teachers and see the calendar on uEducateUs. If you are not logged on to uEducateUs please call the office on 5358 1811 for assistance.

Second Hand Uniforms

Second hand uniforms will be available from our uniform stall every second Friday at our school assembly for a gold coin donation per item. Any good quality second hand donations are always welcome and appreciated.



Dates to remember

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	JUL 13 Learning conversations - School Closure Day	JUL 14 Term 3 starts - Students first day back NAIDOC week celebration	JUL 15 Breakfast Club Lunch Orders Due NAIDOC week celebration	JUL 16 Newsletter Lunch Order Day	JUL 17 Excursion Melbourne ACMI F-6
Week 2	JUL 20 Breakfast Club	JUL 21 Chinese	JUL 22 Breakfast Club Lunch Orders Due	JUL 23 Specialist Day Lunch Order Day	JUL 24 Breakfast Club Assembly - 2:50pm
Week 3	JUL 27 Breakfast Club	JUL 28 Chinese	JUL 29 Breakfast Club Lunch Orders Due	JUL 30 Newsletter Lunch Order Day	JUL 31 Breakfast Club
Week 4	AUG 3 Breakfast Club	AUG 4 Chinese School Council 6:00pm	AUG 5 Breakfast Club Lunch Orders Due	AUG 6 Specialist Day Lunch Order Day	AUG 7 Breakfast Club Assembly - 2:50pm

