



NEWSLETTER

ISSUE 2 Term 1 Week 4 2026 18/2/2026

Breakfast Club | Mon-Fri 8:30-8:50 in the Kitchen
Lunch Orders | Mondays
Assembly | Fridays 2:50 in the Hall

UPCOMING EVENTS

Week 4

Thursday 19th February

- District Swimming

Week 5

Monday 23rd February

- Touch Footy Clinics Grades 1-6

Friday 27th February

- Pupil Free Day - Staff Professional Development

Week 6

Monday 2nd March

- Final Touch Footy Clinics Grades 1-6

Week 7

Monday 9th March

- Labor Day Public Holiday

Tuesday 10th March

- NAPLAN assessments begin
- Parent Teacher Interviews begin

Week 9

Wednesday 25th March

- Lawn Bowls Competition

Week 10

Friday 2nd April

- Cross Country and BBQ
- Final Day of Term 1 - 2:15 finish

www.paynesville-ps.vic.edu.au | paynesville.ps@education.vic.gov.au

31-47 Ashley Street (PO Box 38) Paynesville VIC 3880

03 5156 6334

Office Hours

Monday to Thursday 8:30am to 4:00pm / Friday 9:00am to 3:30pm

Meet and Greet BBQ

Last week's *Meat and Greet* BBQ for the start of the year was a great success! It was great to see so many families, friends and community members come along for a bite, a game and a chat.

A big thank you to our staff and volunteers who prepared food and worked the BBQ and to our school leaders for organising and running games.



Principal's Report

Meat and Greet BBQ

It was fantastic to see so many people attend our first community event for the year. It is always important for families and students to have time to enjoy getting together and being able to have a chat and something to eat. Kids had a great time playing in the playground and enjoying some activities set up by our school leaders. Newer families to the school were able to connect with other school families which can help support them at school and in the wider community. Thanks to all who supported cooking and serving at the BBQ and to everyone who was able to attend.

Lawn Bowls

Yesterday a group of our grade 5/6 students commenced their training in Lawn Bowls at the Paynesville Bowling Club. They had a great start and coaching was undertaken by John, Rhonda and Ivan from the club. They will continue this training on a Tuesday afternoon and teams will be chosen by the coaches for the Division Bowls competition in Bairnsdale on Wednesday 25th March.

NAPLAN 2026

Information about these tests were sent home and posted on UeducateUs and Facebook Page last week. Students in grades 3 and 5 have been working in classes to familiarise themselves with the test formats and processes so they reduce the feeling of anxiety that can sometimes present itself when the word 'test' is verbalised. Dates: Testing period commences on Wednesday 11th March and runs through until Monday 23rd March to ensure time is available for students who miss tests on particular days early in the testing window have the ability to undertake these in Catch Up test days.

Support your child to travel safely to and from school

As a school community, we're committed to supporting safe travel habits from the very beginning of primary school. Through the TAC's Safe Migration Project we will be sharing practical tips and resources with parents and carers to support you and your children to travel safely to and from school - whether by walking, riding, scootering, or driving. We encourage you to take a look at the fun and engaging resources on offer, designed to spark important conversations about safe travel to and from school. (See flyer in newsletter)

News from the office....

PHONE SYSTEM TRANSITION



We are currently moving to a new phone system. During this transition, outgoing calls from the school may appear as **5624 3992 (Warragul)**.

Please be assured that this is the school calling.

If you need to contact us, please use one of the following numbers:

- **Phone:** 5156 6334
- **Text:** 0458 566 371

uEducateUs, a secure online platform designed to make communication between families and the school easier and more efficient.



Through uEducateUs, parents and carers can:

- Receive important updates and announcements
- Communicate directly with teachers
- View attendance information
- Access student reports
- Submit absence notifications

The platform works on phones, tablets, and computers, making it simple to stay connected wherever you are. If you have misplaced your login details or are new to the school please see Lauren or Kerry in the office.



CSEF – Financial Support for School Activities

The **Camps, Sports and Excursions Fund (CSEF)** provides **\$400 per student** to help eligible families cover the cost of camps, excursions and sporting activities.

Families with a valid means-tested concession card, out-of-home care students, and asylum seeker or refugee families may qualify.

How to Apply

New applicants can collect a form from the school office or download it from:

<https://www.vic.gov.au/camps-sports-and-excursions-fund>

If you received CSEF last year, you only need to reapply if your circumstances have changed (new school enrolment, custody changes, updated concession details, or new siblings starting school).

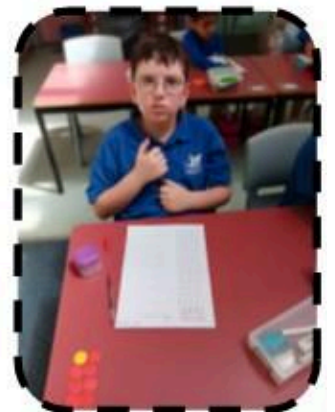


Preps are learning digits 1-9



GRADE 1/2 - MATHS

Grade 1/2 students have begun the Term with a unit on Place Value. In this unit we will be covering lots of different lessons to do with numbers 0-120 for Grade 1, and 0-999 for Grade 2. Students will be learning how to model these numbers using concrete materials, how to write the numbers in words and in expanded form, round and estimate, position numbers on a number-line and rename numbers. As a warm up students were learning to show different ways to make a single-digit number using double-sided counters.



Guided small-group learning



Independent learning



Teaching Group

Grade 2/3/4 NEWSLETTER



Hi Everybody!

It's been a great couple of weeks in our classroom! We've started learning how to play touch footy on Mondays, enjoyed our school BBQ, raised money for cancer research and settled into our routine.

Thank you to all families who attended our BBQ! It was wonderful to meet so many new people.



LITERACY



In reading we are still reading about Matilda - along with talking about the motives of characters, building up our vocabularies and making predictions about what will happen next.

In writing we have started looking into the ins and outs of writing a narrative piece - along with finally having a go at writing using laptops!



MATHS



During maths we are looking into Place Value and everything numbers! We played a game of snakes and ladders this week to practise rounding to 10! Students had to roll a dice and move a stick along a tape measure - if they were closer to the next 10 they could move there, but if they were closer to the previous 10 - they had to slide backwards. It was a hoot!

EVERYTHING ELSE



In spelling we have been looking at different letter combinations, the sounds they make and how many of these sounds we hear in words. We have practised throwing at catching in PE, looked at Australian culture in Cultural Studies and learnt about decomposers in STEM.

YEAR 5/6 H

Newsletter with Mrs. Caroline Hudson & Bec

Activities

This week has been a busy one with Touch Football on Mondays, Buddy program beginning with our Grade 6 students and our Preps, Lawn Bowls on Tuesdays and the Open Water Learning Experience at the foreshore!

Learning

Our focus in Maths has been understanding Place Value using renaming, incorporating learning activities from our Staff Professional Development day. These activities are hands on and engaging for all students.

In Reading & Writing we are following the journey of an Australian horse during World War 1, the students are enjoying finding out about horses during the war and creating their own animal narratives.

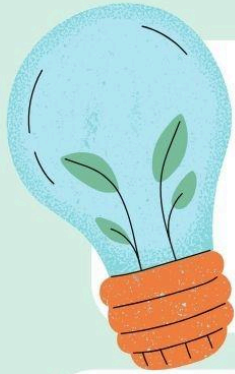
Place Value Maths



Touch Football



Place Value Maths



Grade 5/6 Floyd

What's Been Happening

Students continue to make an excellent start to our year. They have settled in nicely to routines and expectations.

We recently started Touch Rugby. Our sessions are on Monday from 9-10. It's great to see students engage in a new sport.

Our student leaders did a fantastic job setting up games at our Meet and Greet and also organising activities during lunch breaks.

If you need to contact me please feel free to email me on
Jarryd.Floyd@education.vic.gov.au

Upcoming Events

Pupil Free Day- Staff PD Day- Friday 27th Feb



What We've Been Learning

In reading, students have continued to read our class text War Horse. They have also been reading non-fiction texts that explain the importance of horses in war.

In writing, we have started writing narratives and are looking at what needs to be included in a narrative. Students have also learnt techniques about how to make their writing engaging.

In maths, we have continued learning about place value. We have been learning about prime and composite numbers, renaming numbers, powers of 10 and comparing real life value of items.

FOOD TECH

Our Week 3 recipes truly surprised many of our students.

Spinach Smoothies received a lot of doubt but were a total hit! And our squash and zucchini scrambled eggs went down pretty well, too.

Naturally yellow foods improve heart health, strengthen vision, and boost immunity.



Naturally green foods provide iron for blood health, strengthen bones, and detoxify the body.

School Wide Positive Behaviour

HOUSE POINTS

The point totals for Term 1 so far are:

Red - 67 points

Green - 79 points

Blue - 57 points

Gold - 74 points

Students can earn points for their house by receiving PB Tokens, Value Awards or participating in school events.

Our Weekly Winner of the PB Award for Weeks 2 and 3 were

- Liam Checkley - Red House
- Bradie Henery - Red House

Our Weekly Winners are students who have show positive behaviour or their positive best throughout the week and were pulled from the PB jar.



Paynesville Primary School has been selected to participate in the CYMHS And Schools Early Action (CASEA) Program for 2026.

The CASEA Program works with schools, children and parents. We help children to develop skills in making friends, getting along with others, solving problems, and to understand & manage feelings and behaviours with a focus on health and wellbeing. We know that with these skills students will be happier and have better learning outcomes.

We can arrange an information session on to meet with parents over a cuppa to talk about how CASEA can support parents to develop understanding and skills to support their child's development.

Leanne will be spending a bit of time in the school to get to know the staff and students. If you would like more information about the CASEA program, please talk with the school Wellbeing Team or contact Leanne Chancellor on 51280100. We're looking forward to working with your school community and getting to know you in 2026!

Values Award Winners for Week 3 and 4

Students identified by staff to be demonstrating our school value **RESPECT**

George Molinaro - always respecting adults instructions

Japleen Kaur - always treating others respectfully

Jay Bates - always being a respectful member of the classroom

Luca Kendall - respectfully listening in Grade 1 phonics

Gracie Keown - using her manners in the classroom

Will Fountain - listening to others and working well with groupmates in Food Tech

Ellie Tuck - being engaged during the Respectful Relationships lesson

Mackayla Rowed - being engaged during the Respectful Relationships lesson

Winter Davis - sits safely and respectfully on the mat

Siddhartha Subedi - being enthusiastic and hardworking while completing his spelling

Nate Carpenter - great job at the Meat and Greet

Well done to all these students that have worked to show our school values.



SWPB Matrix of Expected Behaviours

	ALWAYS	LEARNING SPACES	CANTEEN & EATING AREAS	OUTSIDE SPACES	ASSEMBLY	BATHROOMS	ONLINE
RESPECT 	<ul style="list-style-type: none"> Put rubbish in the bin Speak and act politely We ask before using other people's things We accept adult decisions and instructions Use quiet voices inside 	<ul style="list-style-type: none"> Wait for our turn to talk Use inside voice We share class materials and use them appropriately 	<ul style="list-style-type: none"> We only eat in the eating areas We say 'please' and 'thank you' 	<ul style="list-style-type: none"> Taking turns with play equipment Care for the natural environment 	<ul style="list-style-type: none"> Stand and sit when asked Sit quietly and face the speaker 	<ul style="list-style-type: none"> Respect the privacy of others Leave when we have finished 	<ul style="list-style-type: none"> We only use school appropriate sites Look after the computer equipment
SAFETY 	<ul style="list-style-type: none"> We clean up after ourselves Use equipment safely Walk inside and while transitioning We seek help when feeling unsafe or unsure We keep our hands, feet and objects to ourselves 	<ul style="list-style-type: none"> Follow staff instructions We sit safely We put things away in the right spot Ask permission to leave the room 	<ul style="list-style-type: none"> We wait our turn Stay in the eating areas while we're eating Compost appropriately We only eat our own food 	<ul style="list-style-type: none"> SunSmart Walk on the concrete We go to class when the music begins 	<ul style="list-style-type: none"> Enter and exit walking with your whole class 	<ul style="list-style-type: none"> Keep the bathrooms clean Wash our hands 	<ul style="list-style-type: none"> Tell an adult if we see inappropriate content Keep passwords and personal information to ourselves
POSITIVITY 	<ul style="list-style-type: none"> Encourage others to do the right thing Encourage and help each other We include others We have a growth mindset 	<ul style="list-style-type: none"> We give positive feedback We try our best and have a go 		<ul style="list-style-type: none"> Help and care for each other Play fairly 	<ul style="list-style-type: none"> Celebrate achievements by clapping respectfully 		<ul style="list-style-type: none"> We communicate positively Help other students to use the computers
LEARNING 	<ul style="list-style-type: none"> We always try our best We always try to improve We actively listen We are have our materials and attitude ready for learning 	<ul style="list-style-type: none"> We stay focused on tasks 		<ul style="list-style-type: none"> Learn, agree on and follow the rules of games 	<ul style="list-style-type: none"> Share our learning in class reports 	<ul style="list-style-type: none"> Use the bathroom at recess and lunch 	<ul style="list-style-type: none"> We use school devices appropriately to help our learning

Students at Paynesville Primary School value a safe, orderly and quiet learning environment.



Nagle Catholic College is an active and proud faith-led learning community that provides a rich holistic education to the young people of East Gippsland.

DISCOVER NAGLE YEAR 7 INFORMATION EVENING

We welcome you and your family to discover firsthand what makes our College community so special - from our welcoming learning spaces to the natural beauty that surrounds us.



There are 3 information sessions, followed by the opportunity to explore our campus:

Wednesday 25 March
4.00pm, 4.45pm & 5.30pm

Sessions are limited.
Bookings essential.

SCAN HERE
TO BOOK



ENROLMENTS ARE NOW OPEN YEAR 7 2027



Enrolment Applications are now open for families seeking to join the Nagle Catholic College community for Year 7 in 2027.

To assist with timely processing, please ensure required documents are provided at time of application.

APPLY TODAY



APPLICATIONS CLOSE **FRIDAY 18 MAY 2026**

For further information, visit our website: www.nagle.vic.edu.au

MENTORS PROVIDE SUPPORT, GUIDANCE,
A LISTENING EAR, AND VALUABLE FRIENDSHIP

WE WANT YOU!



Mentoring opportunities in
Bairnsdale, Lakes Entrance, Orbost and Swifts Creek



The GEM Program, delivered by Workways Australia, has operated across East Gippsland since 2002. The program engages with young people who may be 'at risk' of disengagement from school or community. Young people are connected with adult volunteer mentors who provide friendship, support and conversation for one hour per week.

CONTACT US: 1800 631 196
gemprogram@workways.com.au



All Abilities Netball

Enjoy netball in a fun, friendly environment where you will learn new skills, stay active and enjoy being part of a team built on belonging and inclusion.

Date: Thursday 26/02/2026- Thursday 28/05/2026
Excluding School Holidays

Time: 4.00pm-5.00pm

Cost- \$100

Location: WORLD Precinct- 99 Wallace Street, Bairnsdale

Contact: Janet Parker at 0430 480 405

REGISTER TODAY!
On the BNA FB page

BE THE DIFFERENCE IN A YOUNG PERSON'S LIFE

WE WANT YOU!

BECOME A VOLUNTEER MENTOR TODAY

Gippsland Engaged Mentoring is recruiting volunteer mentors of all ages and from all walks of life.
You can be the shining light for a young person who needs it most.

BUILD CONNECTIONS

CONTACT US: 1800 631 196
gemprogram@workways.com.au

The Safe Migration Project

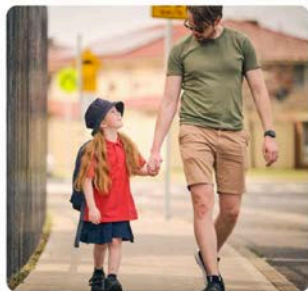
Starting Primary School

Make your child's journey to primary school a safe one with these important tips.

Try using active forms of travel and plan the safest route

Walking, scootering, or cycling are healthy and environmentally friendly ways to travel to school that can also be social and enjoyable. To do so safely:

- consider the safest route – it might not always be the quickest
- choose streets with low speed limits (ideally 40km/h or less)
- plan to avoid busy roads or complicated intersections
- choose the safest locations to cross roads, such as pedestrian crossings, traffic signals, pedestrian refuges, and areas where drivers can see you.



Stay close to children when walking

Young children lack the physical or perceptual skills to travel to school safely without active supervision. To be safe:

- stay close to children when walking or scootering to school
- always hold their hand when near traffic and while crossing roads
- role model 'Stop, Look, Listen, Think' when crossing roads.

Ride safely on scooters and bikes

If you choose to scooter or cycle to school:

- make sure you can actively supervise your child
- wear a helmet – it is a **legal requirement** for children and adults riding scooters and bikes to wear one
- helmets must meet Australian standards and fit correctly to provide proper protection – **they can reduce head injury risk by 74%**¹
- ensure you ride with a bell, an effective brake, and a rear reflector on bikes
- plan and choose the safest route by using footpaths on low-speed roads, bike and shared-use paths where available
- you can cycle on the footpath with your child if they are 12 years or younger.

¹ Bambach, M. R., Mitchell, R. J., Grzebieta, R. H., Olivier, J. The effectiveness of helmets in bicycle collisions with motor vehicles: A case-control study. *Accident Analysis and Prevention*, Issue 53, 2010.



The Safe Migration Project

Starting Primary School

The 5-Step Test

Only when you can say YES to all 5 steps can your child move to an adult seat belt for that particular car.



Ensure your child is safe as a passenger

If you drive your child to school, it is important that:

- all children travel in the rear seats and use an appropriate child restraint or booster seat for their size
- children must use a booster seat until they pass the **5-Step test** (see above), which is typically between 10 and 12 years of age
- booster cushions without a back must not be used because they do not provide head or side protection in a crash, and are **illegal**
- children enter and exit the car using the safety door – the rear passenger door, closest to the kerb, away from traffic.

Slow down when driving

Young children can be easily distracted and unpredictable when using the roads. They can also be hard for drivers to see because of their size. This makes children our most physically vulnerable road users.

- Slow down and take extra care when driving around school neighbourhoods to protect children.
- Driving below the sign-posted speed limit helps make children and school environments safer.

Consider where you park

- Park away from the school building and then walk to the school gate to reduce congestion and improve safety near school entrances.
- If you need to park near the school, use dedicated drop-off and pick-up zones and always follow parking rules.

The Safe Migration video resource

Scan this QR code to watch an engaging video that includes practical tips for parents and carers with children starting primary school.



Additional resources

Click the below links to learn more.

- [Child car seats](#)
- [Cycling with children](#)
- [Bicycle helmets](#)
- [Road Safety Education Victoria](#)



NAPLAN 2026

Information for parents and carers



Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it is important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum, and allows parents and carers to see how their child is progressing against national proficiency standards.

NAPLAN is just one aspect of a school's assessment and reporting process. It does not replace ongoing assessments made by teachers about student performance, but it can provide teachers with more information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working, and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Online NAPLAN tests are designed to provide precise results and are engaging for students. The tests are tailored (or adaptive), which means that each test presents questions that may be more or less difficult depending on a student's responses. This helps students remain engaged with the assessment.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

All Year 3 students will continue to complete the writing assessment on paper.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content aligned to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for all Year 3, 5, 7 and 9 students. ACARA supports inclusive testing, so all students have the opportunity to participate in the National Assessment Program.

Information on adjustments available for students with disability who have diverse functional abilities and needs is provided in the **National protocols for test administration**.

Schools should work with parents, carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN.

To help inform these decisions, you may consult the National protocols for test administration (linked above), **NAPLAN public demonstration site**, the **Guide for schools to assist students with disability to access NAPLAN**, and our **series of videos** where parents, carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.



What if my child is absent from school on NAPLAN test days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by letting them know that NAPLAN is a part of their school program and reminding them to simply do their best. Some explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests. However, it is not necessary for parents and carers to do this. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at **NAP – Public demonstration site**.

How is my child's performance reported?

NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected of the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling.

Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school. If further assistance is required, you should contact your relevant state or territory test administration authority. ACARA cannot provide individual student reports.

How are NAPLAN results used?

- Students, parents and carers use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at myschool.edu.au.

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

To learn how ACARA manages personal information for NAPLAN, visit nap.edu.au/naplan/privacy

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may not have the capacity to complete the tests in a shorter time frame. **The NAPLAN test window starts on Wednesday 11 March 2026 and finishes on Monday 23 March 2026.** Schools must schedule the tests as soon as possible within the testing window, prioritising the first week.

Test	Scheduling requirements	Duration	Test description
Writing	Year 3 students must do the writing test on paper on day 1 only. Years 5, 7 and 9 writing tests must start on day 1 (schools must prioritise completion of writing on day 1, with day 2 only used where there are technical/logistical limitations).	Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min	Students are given an idea or topic called a writing stimulus (or prompt) and asked to write a response in a particular genre (narrative or persuasive writing).
Reading	To be completed after the writing test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students read a range of informative, imaginative and persuasive texts, and then answer related questions.
Conventions of language	To be completed after the reading test.	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Students are assessed on spelling, grammar and punctuation.
Numeracy	To be completed after the conventions of language test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students are assessed on number and algebra, measurement and geometry, and statistics and probability.