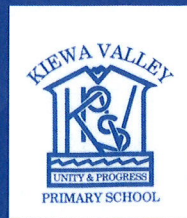
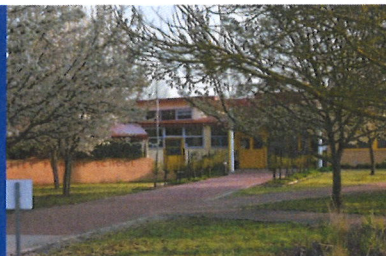


Kiewa Valley Primary School

Newsletter



Week 02	Mon 2 nd	Tues 3 rd	Wed 4 th FOUNDATIONS REST Day	Thurs 5 th PRINCIPAL Network Meeting for Ms J in Wodonga	Fri 6 th	Sat/Sun
Week 03	Mon 9 th School Council Sub- Committee Meetings	Tues 10 th	Wed 11 th FOUNDATIONS REST Day Division Swim Trials for 4 to 6	Thurs 12 th Senior SRC nominations due	Fri 13 th	Sat/Sun
Week 04	Mon 16 th School Council Meeting	Tues 17 th PRINCIPAL Area Meeting Ms J in Wangaratta	Wed 18 th FOUNDATIONS REST Day	Thurs 19 th	Fri 20 th	Sat/Sun

PRINCIPAL UPDATE AND MESSAGE

START TIMES:

A reminder that students are not permitted on school site until 8.35am each day. This is when supervision is provided in the yard.

Attendance:

Over the holidays I received our school's final attendance numbers for 2025. These ARE NOT NUMBERS I am proud of. Whilst the school does what we can to support the attendance of all students we need to ensure stronger partnerships are in place to assist with any attendance issues before they become bigger issues. As you can see from the numbers and graph below 33% of our students missed 20 days or more. And whilst I understand that families have the right to take holidays during the school term, I want to ensure our families are aware of the greater impact this has on your child's education and wellbeing.

Missing 20 school days (approximately one month of schooling) in primary school can have significant and cumulative negative impacts on a child's academic achievement, social development, and long-term life outcomes. The effect of even a single day of absence is cumulative and can be a warning sign for potential future issues.

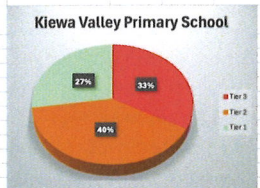
Academic Impacts

- Lower Academic Performance: Missing school, even for a few days, is directly linked to progressively lower achievement in core subjects like reading, writing, and numeracy.
- Learning Gaps: Each missed day is an opportunity lost in understanding new material, participating in discussions, and engaging with content that is difficult to replicate through homework alone. These small gaps can quickly accumulate into larger issues, making it harder for a student to catch up.
- Impact on Future Achievement: Poor attendance patterns established in primary school often persist and worsen in secondary school, leading to a higher risk of academic failure, lower high school completion rates, and reduced likelihood of attending college or university.
- Lower Confidence: Falling behind academically can damage a student's self-esteem and motivation to engage in future learning opportunities.

Social and Emotional Impacts

- Social Isolation: Regular absence can impede the ability to form positive relationships with classmates and teachers, leading to feelings of disconnection and isolation.
- Missed Skill Development: School provides opportunities to develop essential social and emotional skills such as communication, resilience, teamwork, and responsibility. Missing these interactions can hinder a child's overall personal development.
- Increased Anxiety: A cycle can form where absence leads to disengagement and anxiety about returning to school, which then leads to further absence.

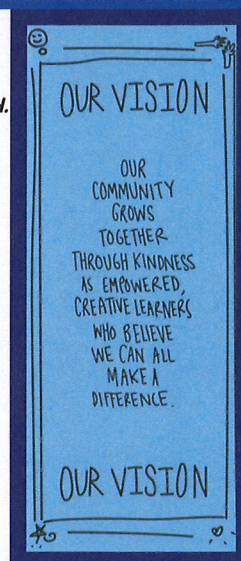
Tier	No. of Students	% of Students
Tier 3	46	33.09%
Tier 2	55	39.57%
Tier 1	38	27.34%
Total Students	139	



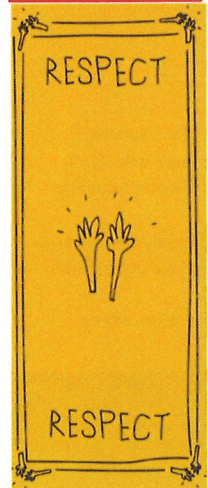
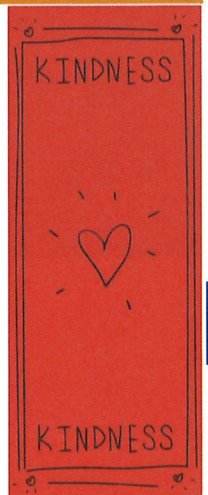
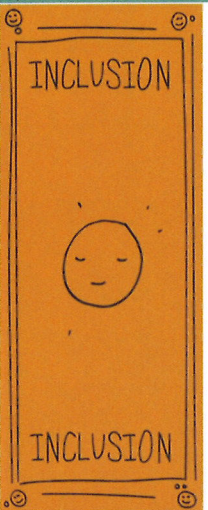
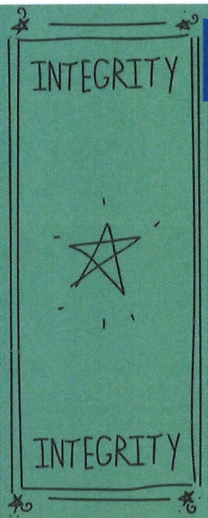
It is NOT just the days missed, but if your child is late, even 10mins a day, they miss the initial instruction in Literacy. This means they often come in not knowing what is going on and it can take attention away from their classmates while teachers and ES Support Staff have to catch them up.

For you child to progress their learning and wellbeing, make the most of additional learning and wellbeing opportunities such as intervention and counselling they need to be at school for 90% of time.

We will continue to monitor attendance weekly, and I will be reaching out to families whose children are on track to miss 20 or more days. That is just 5 days a term.



I would like to begin by acknowledging the traditional custodians of the lands on which we live, learn and play. We acknowledge and show our respects to elders both past and present and we come together on the lands, the hills, the valleys and rivers to join in community, to share knowledge and culture and contributions of all first nation peoples on this land.



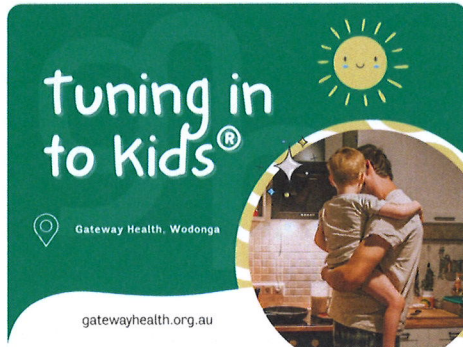
Upcoming Parenting Courses with GATEWAY HEALTH

Parenting Programs: We run group based parent education programs and information sessions for parents and carers of children aged 0 to 18 years living in the Ovens Murray region. Programs are free, evidence based and flexible so they can be tailored to your family's needs.

Please see GATEWAY HEALTH for the fabulous opportunities to assist with parenting advice. These are free to all members of the community and you can ENROL on this [link](#).

Term 1, 2026 programs

Registrations now open. All programs are free.



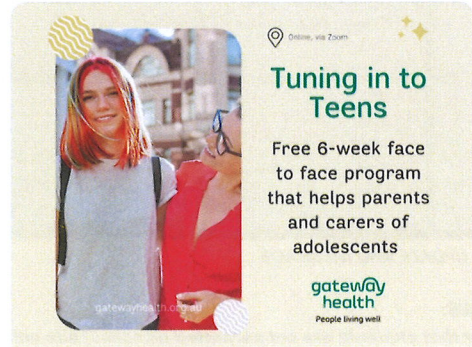
Tuning in to Kids – Wodonga

A five-week program for parents and carers of children aged 2–10 years. Learn practical emotion coaching tools to help your child understand and manage feelings, while strengthening your relationship.

When: Tuesdays, 10 February – 10 March, 10 am–12 pm

Where: Gateway Health, Wodonga

[Enrol now](#)



Tuning in to Teens – online

A six-week online group for parents and carers of young people aged 10–18 years, focusing on understanding and responding to teens' emotions.

When: Wednesdays, 18 February – 25 March, 6.30–8.30 pm

Where: Online (link provided on registration)

[Enrol now](#)

Our focus in Teaching and Learning in 2026

Our Annual Implementation Plan theme for this year is FINISH with IMPACT. This is because we are in the final year of our Strategic Plan and will be undertaking a school review in 2026.

We will once again have a focus on reading, writing and mathematics – trying to lift our growth data of all three areas. Where at least 85% of our students will be assessed at working at or above the expected level for their age. We will also target high growth in these areas, which is assessed on NAPLAN from Year 3 to 5. We want to see an increase in these numbers to at least 40%.

I have challenged staff to ensure there is small group targeted teaching every day in reading, writing and mathematics, at the point of need of the students involved. We want to make sure every child is being challenged in their learning, whilst also able to retrieve learning from week to week, term to term, to ensure deep learning in every classroom.

We continue to embed our Foundation to Year 6 word work, Sounds Write in F to 2 and then our agreed scope and sequence for our Year 3 to 6 students. We are also in the initial stage of redeveloping and further enhancing our Literacy Scope and Sequence.

As a staff our professional learning will be focused on engagement in class with whole school focus with Glen Pearsall, Victorian Teaching and Learning Model 2.0 with a specific focus on Supported Application – which will enable us to strengthen our ability to revisit and review, provide retrieval practices for students and build connections in their learning. We will also have learning for staff on the BIG 6 of reading ensuring the Department of Education's position on reading is implemented.

Each child will continue to have individual learning goals in reading, writing and mathematics and specific wellbeing goals in Year 3 to 6. This is a key piece of our instructional model and differentiation to ensure students are being taught at point of need. It will take a couple of weeks to set these up, teachers will individually conference with students to write these, they will then be entered on COMPASS for parents and carers to view.

EVERY STUDENT will need to engage in reading, writing and mathematics every day. This is a key non-negotiable for all teachers, with my full support. Students will be supported to achieve this of course, as we work with them to provide evidence-based best practice in teaching. You can view our 2026 AIP Summary on the next page.

STRENGTHEN THE CONSISTENT USE OF HIGH QUALITY ASSESSMENT TO INFORM PLANNING, STUDENT LEARNING AND WELLBEING
BUILD THE CAPABILITY OF ALL STAFF TO EMBED AND IMPLEMENT HIGH QUALITY INSTRUCTIONAL PRACTICES..

LEARNING AND WELLBEING

DEVELOP AND IMPLEMENT A WHOLE SCHOOL APPROACH TO CONSISTENT SYSTEMS, PROCESSES AND PROCEDURES TO SUPPORT STUDENT WELLBEING.

- Build staff capability in quality assessment practices in Victorian Curriculum 2.0
- Strengthen collaborative planning and high quality instructional practices in Victorian Curriculum 2.0 and VTLM.

T1 & T2 - LITERACY AND SUPPORTED APPLICATION
T3 - WELLBEING
T4 - MATHEMATICS

- Embed the School Wide Positive Behaviour Support Framework and Scope and Sequence F to 6.
- Embed the whole-school approach to identifying wellbeing needs of our students
- Embed the tiered approach to supporting the wellbeing needs of students

TARGETS 2026

- Increase the percentage of students at or above expected level for Reading, Writing and Mathematics to 80 per cent in 2026
- Increase the number of students in exceeding on NAPLAN reading, writing and numeracy to:
 - Yr 3 10%
 - Yr 5 15% in writing and numeracy and 20% in reading
- Reading NAPLAN Growth - increase the percentage of Year 5 students above expected level from 26 per cent in 2021 to 40 per cent in 2026.
- Increase the percentage of AtoSS positive responses for the factor Learner characteristics and disposition from 79 per cent in 2022 to 90 per cent in 2026.
- Increase of Academic Emphasis on the Staff Survey to

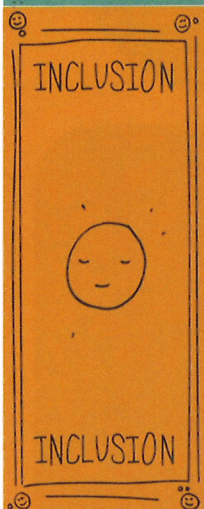
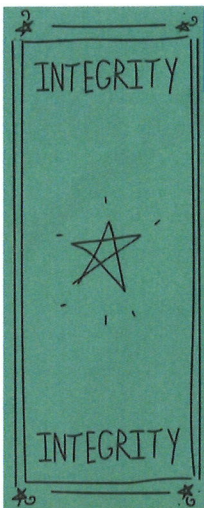
PRACTICE IMPROVEMENT:
Learning Walks and Talks
Peer Mentoring Model
Collaborative Planning and Collaborative Assessment
VTLM professional learning

RESPECT INCLUSION
INTEGRITY KINDNESS

VISION: Our community grows together through kindness as empowered, creative learners who believe we can all make a difference.

Our YARD UPGRADES

We have had a few upgrades over the holiday break with the thanks of a few local tradies and businesses. We have had the final installation of our new water stations which all look fantastic. These have replaced the old bubblers and hopefully all students will enjoy these. Our new concrete pad for downball and bat tennis up near the 56 area will also be a great additional play space for our students.



Onsite External Private Therapists

If your child has had external therapists working onsite with them at school, and they would like to continue this year, please ensure they check in with Felicite to avoid any delays. We need to ensure all paperwork is up to date and they also need to book dates and times as we have limited space this year. Thank you to those families who have already organised this which has meant their therapists so far have been able to access their preferred times.

For anyone who would like for their external therapists to work onsite at school with their child, please ensure you contact Felicite to find out the process. The department has strict guidelines which need to be followed.

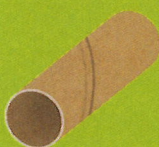
We need...paper towel/cling wrap/foil cardboard rolls

In a few weeks we are aiming for all students to create an 'emu caller' as part of our work with our Koorie Engagement Support Officer, Tim Clark.

Therefore we need approx 150 cardboard rolls (not toilet rolls). Could you please send any rolls in as you use them and we will start the collection now in the office. Please ask friends and family to start collecting also - we know not everyone uses paper towel. No need for names, we will just have a big collection for every student to access one.

Thanks to everyone who has been sending the in, however so far we only have enough for one class.

Thank you for your support.



Carpark - A reminder that the kindergarten car park is ONLY for kindergarten students and families. All Foundation families need to park in the carpark and walk up the pathway. There is NO PEDESTRIAN access through the kinder carpark by crossing the road.

This is for effective traffic movement and the safety of all.





DOGS CONNECT
RESTORING BALANCE

Coming Soon...

We are excited to announce that we have partnered with the Dogs Connect Program and will be introducing a wellbeing dog to our school.

In this unique approach the focus is on broad scale connectedness and wellbeing across the entire school community. This is something that will be very carefully introduced and our dog will not be onsite at school for quite some time yet. In this time, we will be preparing the whole community for this introduction.

This is an evidence-based program that is underpinned by best practice, and we welcome you to look over the website to gain more of an idea of what the program is about. <https://dogsconnect.net.au>

This is a whole school wellbeing program which will see the introduction of a wellbeing dog in our community. Our school wellbeing dog will become a much loved and important member of our community.

The Dogs Connect program will support us in implementing this **very gradually, thoroughly, and considerably.**

We are very excited to be introducing our wellbeing dog in the near future. We have a team of staff who will lead this program. Miss Grogan will be the primary carer and will be the first contact for more information. We look forward to sending more information to you all in the coming weeks.

We would also like to assure the community that this program will not involve anyone who does not wish to be involved. We know that this work will have a really positive impact on many people in our community, and we acknowledge and respect that connection with our wellbeing dog will be offered on a great variety of levels.

Stay tuned as there will be lots of information being shared with you in the next few weeks!



With Blackberry Jam Bush Band

Kergunyah

ANNUAL BUSH DANCE

Saturday 14 February 2026
6.30pm

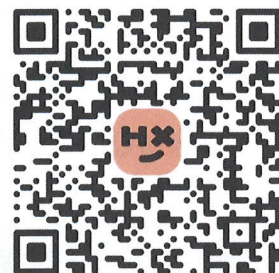
BYO Drinks - Nibbles

REGISTER NOW!

events.humanitix.com/kergunyahbushdance

Tickets to this event are free thanks to the Indigo Shire Events Grant.

Raffles, games and fun to be had!



Camps, Sports and Excursions Fund

APPLICATION FORM

School Name

School Ref ID

+ Applicant details

Surname	
First Name	
Address	
Town/Suburb	
State and Postcode	
Contact Number	

Centrelink pensioner concession **OR** Health care card number (CRN)

- - -

OR Veterans affairs pensioner (Gold Card)* **OR** Special Consideration**

*Applicants must provide a copy of the Veteran Affairs Gold card.

**Out of Home Care applications must include a letter of support from the institution facilitating the arrangement (for example, Mackillop Family Services or the Department of Families, Fairness and Housing (DFFH)) as evidence of the arrangement and must be no more than 18 months old).

Student details

Child's surname	Child's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level

Declaration

I authorise the Victorian Department of Education (DE) to use Centrelink Confirmation eServices to perform an enquiry about my Centrelink customer details and concession card status to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Victorian Department of Families, Fairness and Housing (DFFH) to provide the results of any enquiry to DE regarding temporary care orders. I understand that:

- DFFH or Centrelink will use information I have provided to DE to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DE personal information including my name, address, payment and concession card type and status.
- This consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my circumstances/details from DFFH and provide it to my child's school so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- If I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DE.
- Information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to DFFH and/or State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You can request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

Signature of applicant _____

Date ____ / ____ /202__

Camps, Sports and Excursions Fund eligibility

Applications must be submitted to the school as soon as possible and no later than the end of Term 2.

Where a school or family is unsure if the concession card is eligible, they are encouraged to submit the application into the CSEF system for validation.

CSEF payments cannot be claimed retrospectively for prior years.

Queries relating to CSEF eligibility and payments should be directed to the school.

Those who are eligible to apply for the CSEF **must meet both** of the following two criteria or be eligible for special consideration.

Eligible means-tested cards

Only financially means-tested cards are eligible.

Eligibility date

Eligibility will be subject to the parent/carer's concession card being successfully validated with Centrelink (refer to the department's policy, [Camps, Sports and Excursions Fund \(CSEF\)](#)), on either the first student day of Term 1 or Term 2.

Criterion 1 – General eligibility

The applicant must be one of the following:

- a parent or carer who is the beneficiary of a financially means-tested card
- a student over 16 years who is considered a mature minor and holds a valid concession card (such as a Youth Allowance Health Care Card). Applicant to use the 16 and over application form. For guidance on assessing whether a student is a mature minor, refer to the department's policy on [Mature Minors and Decision Making](#).
- a parent or carer whose child is 16 or over and the beneficiary of a financially means-tested card but are not considered a mature minor. Applicant to use the 16 and over parent consent form.

For students over 16 years of age and where the eligible card is in the name of the student, the fund is only granted to that student, not their siblings.

Criterion 2 – Be of school age and attend a Victorian school

For the purposes of CSEF, students may be eligible for assistance if they attend a registered Victorian school.

CSEF is not payable to a student attending pre-school, kindergarten, TAFE or who are home schooled.

Special Consideration

A special consideration eligibility category exists to assist families and students in certain circumstances. Applications should be made through this application form. For more information, refer to: [Camps, Sports and Excursions Fund \(CSEF\): Eligibility](#).

Payment amounts

The CSEF is an annual payment paid directly to the school and will be allocated by the school towards camps, sports and/or excursion costs for your child. Please refer to the department's policy for the current rates and more information, [Camps, Sports and Excursions Fund \(CSEF\): Payment amounts](#).

How to complete the application form

Note: all sections must be completed by the applicant.

1. Complete the APPLICANT DETAILS section.
Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.
2. Complete the STUDENT DETAILS section for students at this school.
3. Sign and date the form and return it to the school office as soon as possible and no later than the end of Term 2.

Privacy Statement

The Department of Education is committed to protecting your privacy. All information collected will be handled in accordance with the Privacy Data and Protection Act 2014 (Vic) and the Health Records Act 2001 (Vic). This personal information is collected to assess your eligibility to receive a CSEF payment. Your data is securely managed and only shared with Centrelink and DFFH when necessary for business operations or legal compliance. By submitting this form, you consent to our data practices. For more information regarding correction to your personal information or the handling of personal information please email csef@education.vic.gov.au. For more information about the departments privacy policy, please visit: [Schools' privacy policy | vic.gov.au](#)