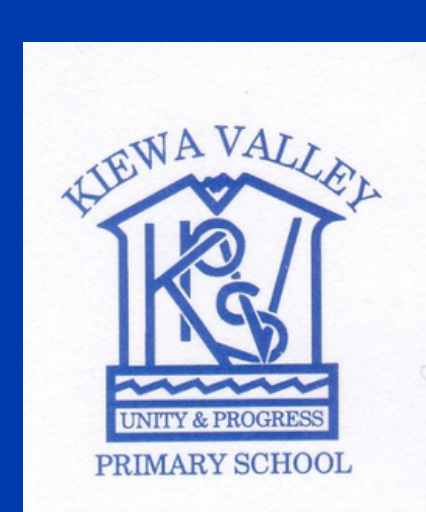


Kiewa Valley Primary School Newsletter



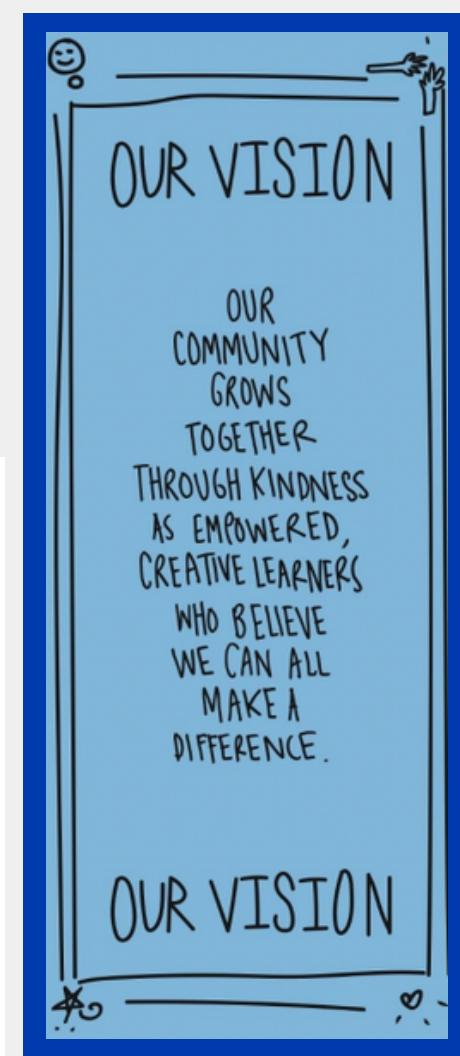
WEEK 1 APRIL	MON 20TH FIRST DAY TERM 2	TUES 21ST	WED 22ND Athletics Day	THURS 23RD	FRI 24TH Anzac Day Service 10.30am	SAT/SUN Anzac Day for SRC on 25th
WEEK 2 APRIL/MAY	MON 27TH	TUES 28TH	WED 29TH	THURS 30TH	FRI 1ST	SAT/SUN
WEEK 3 MAY	MON 4TH	TUE 5TH PHOTO DAY	WED 6TH Cultural Performance TSC - Yr 7 Info Night	THURS 7TH	FRI 8TH Mothers Day Breakfast 7.30am KVPS XCountry 10am	SAT/SUN

PRINCIPAL MESSAGE

Welcome Back:

I hope everyone had an amazing school holidays and enjoyed the beautiful Autumn weather. We had such a great start to the year. Students were engaged in learning, wellbeing needs were identified and everyone settled in with their learning goals. KVPS doesn't just measure success by our data. Parents often ask how do we know we are meeting our goals and targets for our students and staff. Twice a term units of teachers complete learning walks and talks of every classroom. We ask students 5 key questions: What are you learning? · How are you doing? · How do you know? · How can you improve? · Where do you go for help? These simple but effective questions provide great insight into classroom instruction. Ensuring each student is connected to their learning. Below is a summary of our Learning Walks and Talks findings for Term 1. A lot to celebrate here.

	LOOK FORS	FEEDBACK	FEED FORWARD	ACKNOWLEDGEMENTS
SUMMARY	<p>Clear Learning Intentions (LI) and Success Criteria (SC) visible, deconstructed, and understood by students</p> <p>Strong explicit teaching and instructional model (clear lesson phase)</p> <p>Evidence of targeted teaching groups and small group instruction</p> <p>Use of anchor charts, classroom matrices, and routines to support learning</p> <p>Student understanding of the task, purpose, and success criteria</p> <p>Calm, structured learning environments with clear expectations</p> <p>Opportunities for student self-efficacy and ability to articulate learning</p>	<p>Classrooms were consistently calm, focused, and well-managed</p> <p>Clear routines and expectations evident; most classrooms displayed school values and matrices</p> <p>Students were engaged and on task, with many able to explain their learning (especially F-1)</p> <p>Positive behaviour systems (tokens, acknowledgements) were widely used and understood</p> <p>Anchor charts and scaffolds supported student learning and were referenced by some students</p> <p>Targeted teaching and conferencing were evident in some classrooms</p> <p>Strong connections between reading and writing tasks</p> <p>LI and SC were visible in most rooms, but not always current, deconstructed, or accessible</p> <p>Some students could not articulate deeper learning (5 questions)</p> <p>Supportive application strategies (scaffolds, peer support) were evident</p>	<p>Ensure LI and SC are consistently visible, current, and deconstructed, and used during learning</p> <p>Strengthen student ability to articulate learning (e.g. 5 questions, purpose of tasks)</p> <p>Make the instructional model explicit so the lesson phase is clear</p> <p>Increase use of targeted small group teaching across all classrooms</p> <p>Strengthen feedback practices so students can connect SC to their progress and next steps</p> <p>Make success criteria more student-friendly and visible</p> <p>Continue building differentiation through questioning and scaffolding</p>	<ul style="list-style-type: none"> Consistently calm, positive, and engaging learning environments Strong classroom routines and expectations, reducing cognitive load High levels of student engagement and independence Effective use of positive behaviour supports and school-wide systems Visible learning displays, anchor charts, and student work Evidence of community building and inclusive practices (e.g. AUSLAN students, "Get to Know You" displays) Clear planning and structured lessons across classrooms



Supporting your Child to Learn to Read at Home

Alissa Gigliotti's Speech Therapist will be running an information session for parents of F to 2 students to support the essential skills in assisting your child to learn to read at home. This is a free session - being funded by the school. Learning to Read is a complex skill and we want to ease the burden and frustration, share important strategies in focusing on the sounds. Alissa supports the Sounds Write program and the Department of Education's Big 6 of reading. You may express an interest in attending on this [google form](#). We will then confirm the day and time in the coming weeks.

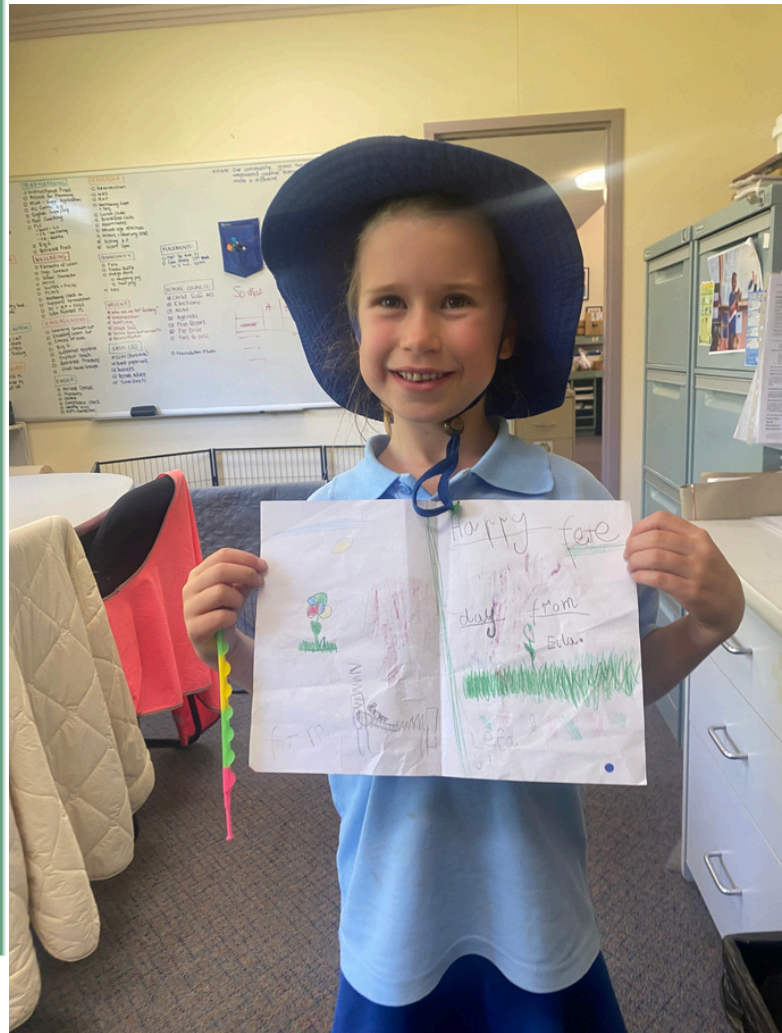
CARPARK SAFETY CONCERNS: To ensure the safety of students and the wider community please be aware that NO ONE should be crossing the road where the Kinder driveway entry is. There are now NO PEDESTRIAN ACCESS signs up. PLEASE use the pathway through the school, make your way up to the zebra crossing near the Office and walk around. As this is the only approved walkway to the Kinder unless you can park at the Kinder carpark.

COMPLAINTS POLICY and other POLICIES:

A reminder that you can view all of our policies on our school website. This includes the COMPLAINTS policy. If you have any issues - parent, student or staff these need to come to the Principal in the first instance. All students and staff need to feel safe at school and we all know from time to time there are issues that we need to work through. This is the sole role of Principals to do this. You can always email me if you have something that is concerning you and I will be in touch as soon as I can. I am not always available for an on the spot meeting, so it is best to try to make a time through the Office. I take complaints seriously and appreciate the communities support to manage these in line with the

Department's policies and procedures.

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.



Eila is in F1 and in the last week of the term she created a beautiful card for me. What was so special about this card was she explained the ZONES OF REGULATION and had included images of each zone on her card. At KVPS we teach our students from Foundation to Year 6 the Zones of Regulation in our Wellbeing Curriculum. All staff have completed the training.

So what is Zones of Regulation?

The Zones of Regulation is a comprehensive, research-based framework that builds emotional and behavioral regulation skills through a lens of inclusion, accessibility, and science.

Grounded in cognitive behavioral theory and designed with real-world application in mind, The Zones gives learners of all ages – and their support networks – a common language and set of tools for understanding and managing emotions.

Thank you Eila for your card, it is now proudly on display in my Office.

Victoria Police

Wodonga PSA Neighbourhood Policing Forum



The Victoria Police Neighbourhood Policing Forum welcomes local services and community members to talk with police about what issues are important in your community.

The forum will explore topics including:

- Current crime trends and crime prevention
- Family violence
- Young people
- Road policing
- Drugs and drug related crime.

The Neighbourhood Policing Forum will be run by a Victoria Police panel and questions will be taken from the audience throughout the event.

Registration is a must. Please scan the QR code or visit:

<https://www.eventbrite.com.au/e/198399653371?aff=oddtcreator>

A Microsoft TEAMS link will be made available via email to all registered attendees on the day of the event.

Online event details

Date: Wednesday 29th April 2026

Time: 6pm – 8pm



Scan here to register your attendance



A SAFE VICTORIA

WODONGA PSA Neighbourhood Policing Forum

If you are interested in joining this event please SCAN the QR code. You must register. Date: 29th of April 6pm to 8pm.

Respectful, safe, engaged: shared expectations to support student behaviour

Together, we create safe schools where everyone belongs, learns, and thrives

When schools, families and students work together, we achieve the best outcomes. These partnerships are essential to creating school environments that support all students to belong, learn and thrive. As a parent and carer, you play a vital role in helping your child to understand and meet shared behaviour expectations.

	How students demonstrate expected behaviours	How parents and carers can help	How schools support students to meet behaviour expectations
Respectful	At school, all students are expected to be respectful, safe, and engaged. These behaviours help make schools a place where everyone can succeed. Students meet these behaviour expectations by: <ul style="list-style-type: none"> → Following staff instructions and school rules → Caring for school property and others' belongings → Using respectful language 	By modelling and encouraging positive behaviour, you help your child build the skills and habits they need to be successful at school. When families and schools work together, students can achieve their best. Parents and carers can help support their child's behaviour by: <ul style="list-style-type: none"> → Knowing the school's rules and supporting them at home → Modelling respectful behaviour in how you speak to and about school staff, families, and others both in person and online → Making use of the school's processes to raise and resolve concerns early 	By teaching and reinforcing positive behaviour, schools ensure positive, safe and fair learning environments with a focus on learning and wellbeing. Schools support families and students by: <ul style="list-style-type: none"> → Teaching and demonstrating school rules and positive behaviour expectations to students → Explicitly teaching, modelling and acknowledging expected respectful behaviour → Engaging collaboratively and positively with all students, parents and carers
Safe	<ul style="list-style-type: none"> → Keeping themselves and others safe from harm → Speaking up or seeking help from an adult if they or someone else is being treated unfairly → Only bringing safe and necessary items to school 	<ul style="list-style-type: none"> → Working together with staff if your child is having problems at school to understand and resolve the issue → Ensuring your child knows it is okay to ask for help from a trusted adult at school → Ensuring your child stays safe online by talking with them and addressing concerns early 	<ul style="list-style-type: none"> → Having clear policies and procedures to prevent and respond to bullying and keep students safe → Offering additional supports to students proactively, and supporting students to speak up and seek help → Proactively identifying and addressing problems to maintain a physically, socially and culturally safe school environment
Engaged	<ul style="list-style-type: none"> → Going to school every day, being on time, and ready to learn* → Taking part, doing their best, and asking for help when they need → Knowing and following the school's policies, including the mobile phone policy 	<ul style="list-style-type: none"> → Helping your child to attend school every day – every day counts* → Communicating with school staff and working together to support your child's learning and wellbeing → Talking with your child about their day and how they are feeling, and encouraging their learning by noticing their effort and progress 	<ul style="list-style-type: none"> → Delivering evidence-based, inclusive education that meets the needs of all students → Empowering students to have a say in decisions that affect their learning and school life → Building strong, trusting relationships to ensure all students feel seen, heard and valued

The Department of Education provides resources and support for schools to build positive student behaviour and foster positive relationships between schools, students and families.

Where parents and carers can go for help

If you are concerned about your child's wellbeing, behaviour or safety you can:

- Talk to your child's teacher or identified contact person as the first step and follow the school's process for communicating concerns
- Ask the school for support or a referral – they can connect you with wellbeing staff or specialist services
- Contact the Department of Education's regional office if you need further assistance.

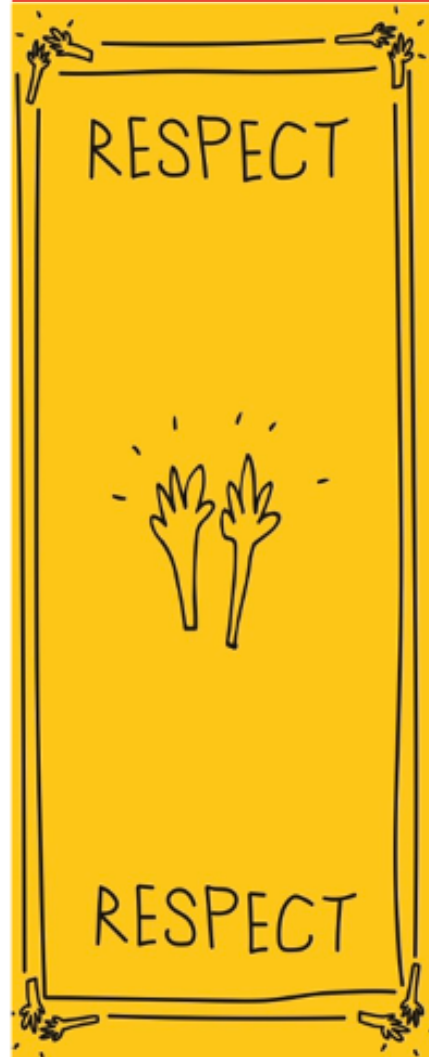
The following resources are also available:

- Raising Children Network – provides advice for parents of school-aged, pre-teens and teens
- eSafety Commissioner – Advice for parents and carers to help keep children safe online
- Report Racism hotline – Find out how to report racism or religious discrimination in schools
- Bully Stoppers – Advice for parents and carers about bullying

*we know that some students and their families are struggling with school attendance or navigating school refusal - here are some resources that can help - [Attendance and missing school | vic.gov.au](#), [Home | Parenting Strategies](#)



For further information, scan the QR code or visit: vic.gov.au/supporting-positive-behaviour-schools





Thank you to everyone who supported the SRC's casual clothes day to raise money for the Royal Children's Hospital Good Friday Appeal. We raised a total of \$163.50.

Dogs Connect

Daisy will slowly begin to meet students and classrooms this term. There are still some outstanding family consideration forms. Daisy will only be able to visit classrooms where all student forms have been returned.

Our students have been learning about the 3 Expectations and have become experts in naming them. They will have the chance to put them into practise this term. The 3 Expectations are for adults also. Please familiarise yourself with them and speak to your child/ren and have them teach you about them.

A reminder that as of Term 2, no dogs (other than Daisy) will be allowed onsite from 7.30am - 6pm unless authorised.

3 Expectations
It's easy as 1,2,3 to help our Well-being Dog to learn to relax.

- 1** Hi!
We say hello to the person, not the dog!
- 2**
We give lots of space when we pass the dog!
- 3**
We keep moving (we don't stand around and stare).

WE HAVE A WELLBEING DOG ONSITE.
NO OTHER DOGS ALLOWED UNLESS AUTHORISED.



Tallangatta Secondary College
2027 - Year7
INFORMATION EVENING
Wednesday
29th April 6pm



Big Enough to
Small Enough to

School tours available 9.30am every
Please contact the College to make a booking.
For more information please phone (02) 6071 5000

TAKE HOME READING KVPS 2026

We NEED all of our students to be READING 160 nights in 2026. Reading with your child should be an enjoyable time of your day and you will NEED to find a TIME and SPACE that suits your family. Please record the nights you read with your child as they all count towards the end goal - 160 nights for the year.

STUDENTS in F to 2 will be coming home with a decodable reader. Students in Year 1 and 2 will also be bringing home a LEVELLED reader. They will change these on a Monday and a Wednesday. (In the first month Foundations will be coming home with word cards/lists).

STUDENTS in Year 3 to 6 will be given either a levelled reader or an independent book based on their current level with their Classroom Teacher to bring home. If a Year 3 or 4 student is working with Donna in reading intervention they will also bring home a decodable.

FIND A ROUTINE that
WORKS for you and your
child.

Try to find a consistent
time so it become HABIT.

SET UP a SPACE in the HOME
Designate a special corner or
space in your home. Make it
inviting and cozy, with cushions,
blankets and books.

SHARED love of READING

You can read with your child - shared
reading is ok.

You can hear your child read.

You can read to your child.

Set REALISTIC goals

Dont pressure yourselves into reading
all of the book. A few pages of a novel
or a short story can still have a
significant impact on your child's
literacy.

WHAT TO DO IF I GET STUCK



Look CLOSELY at the word



Put your FINGER under the word



SLIDE your finger



BLEND the sounds out loud

Ask yourself DID THAT MAKE SENSE?



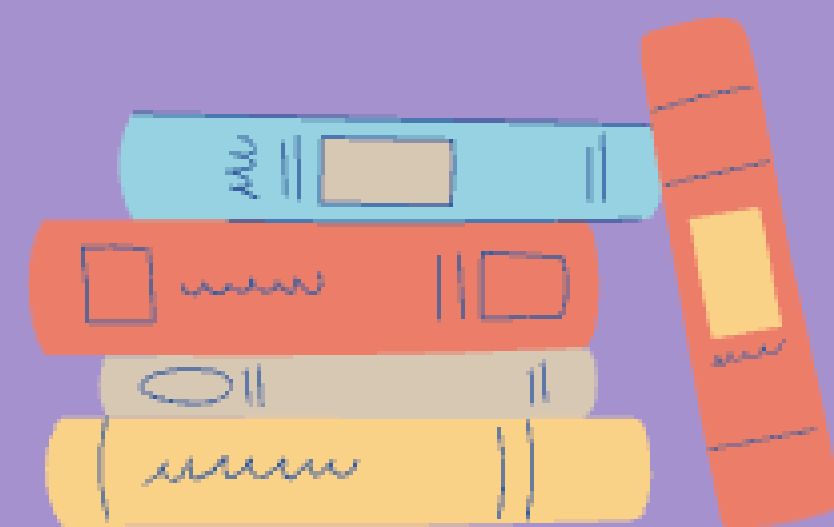
RE-READ THE SENTENCE

RESPONDING TO READING ERRORS

TYPES OF ERRORS



Guesses a word
Blending difficulties
Decodes a word incorrectly
STOPS and does nothing



3 SECOND PAUSE

PAUSE

TYPES of PROMPTS:

“Try that again” or “Say the sounds and blend them together”

“Let’s say the sound together”

Prompt for meaning, “what’s a garage?” check they know what the words mean

PROMPT

RE-READ THE SENTENCE

PRAISE



BE SPECIFIC

“I liked how you had another go at that word”

“Great sounding out and blending”

“You’ve improved your fluency”



Mother's Day Morning




Friday 8th May

7.30am to 8.30am

Egg and Bacon
Muffin provided

Please RSVP by Wednesday
for catering purposes

*Lets all come together for our breakfast and
morning coffee - celebrating the
special women in our lives.*





Mother's Day

STALL

For the Special
Mum, Step
Mum or
Grandmother

All Gifts
\$10.00

Stall will be run by Senior SRC
on Friday 8th May