

# SHPS Community Newsletter



Edition 4 - Week 9 Term 2, 2026

Respect Responsibility  
Learning

Congratulations to all on a very successful and rewarding Semester 1. It has been a busy time with excursions and incursions, NAPLAN and more, and the students have responded to all the learning and experiences with enthusiasm and focus.

## School Review

We have finally completed our school review. This process has involved examining the school's progress and achievements over the past 4 years, and setting new whole school improvement goals. I wish to thank everyone involved in the review preparation process, including staff, school leaders, our school council president and student leaders. We look forward to sharing our new direction with you all once the process is finalised.

## Mid Year Reports

Mid year reports will be published on Sentral on Friday 26th June (last day of term). These will look a little different than previous years, as instead of teacher comments, they will contain a semester overview. This temporary change has been guided by the recent AEU Industrial action and Department of Education mid year reporting guidelines. Parents will have the opportunity to discuss their child's report at the upcoming Parent/Teacher Interviews.

## Parent Teacher Interviews and Student Support Groups (SSGs)

These will be held in Week 3 of Term 3. Booking information and links will be sent out early next term. As we did in Term 1, we will be offering a mix of onsite and offsite appointments. SSG's will also be held in Term 3. If this is required for your child, you will receive a Seesaw notification and a note in your child's bag with booking information.

## Term Break

Term 2 finishes up at 2.30pm on Friday 26th June, and Term 3 begins on Monday 13th July. We hope that everyone enjoys their break and comes back ready for some wonderful learning experiences next term.



*We acknowledge and pay respect to the Wurundjeri people of the Kulin Nation as the Traditional Custodians of the land on which we meet, learn and play, and pay our respects to Elders past, present and emerging.*

# Child Safety at SHPS

Child safety and wellbeing at Sunshine Harvester Primary School, information for families and the school community.

Sunshine Harvester Primary School is committed to providing an environment where students are safe and feel safe.

Our child safety framework explains how we support and maintain child safety and wellbeing at Sunshine Harvester Primary School. It includes our:

- Child Safety and Wellbeing Policy  
[Sunshine Harvester Primary School Child Safety and Wellbeing Policy \(2024\)](#)
- Child Safety Reporting and Responding Obligations and Procedures  
[Child Safety Responding and Reporting Obligations Policy and Procedures](#)
- Child Safety Code of Conduct, which outlines acceptable and unacceptable behaviours for all staff, visitors and volunteers at our school.

## [Child Safety Code of Conduct 2024](#)

Our students and families are important partners in providing a child safe environment. These regular newsletter reminders are one of the ways we ensure our school community is aware of:

- our commitment to child safety, and
- how to provide feedback or raise child safety concerns.

If you have any concerns about child safety at any time, please contact Alison Farr on 9311 1234. Any child safety complaints or concerns are treated seriously. For more information about our school's complaints process, see our Complaints Policy.

## [Complaints Policy](#)

We also welcome your ideas on ways we can improve our approach to child safety and wellbeing. If you have any suggestions or comments, please contact Alison Farr on 9311 1234 or at

[sunshine.harvester.ps@education.vic.gov.au](mailto:sunshine.harvester.ps@education.vic.gov.au)





# I arrive and leave school on time

is a whole school expectation for **LEARNING** on our school-wide matrix.



At the beginning of the day, school gates close at 9:00 am. Students will need to sign in through the office if they are late. **Lateness** is counted as time absent from school, and it all adds up. The school will be in contact with you about unexplained absences and repeated lateness.

At the end of the day, the school gates are locked at 3:45 pm.



If needed, please remember we have a before & after school program run by Camp Australia.

# Every day counts

Most students attend school each day



Every day at school counts... Missing even one day can make a difference over time



Average student attendance declines in



The best predictor of student attendance is their attendance rate the year before

Students who miss more than **20 days** of school a year

+

and more than **15%** of these are unauthorised or unexplained absences

are **4 times** more likely to be suspended or excluded from school

2019, Semester 1 school attendance records.

19,000 students are missing school with 15 or more unexplained/unauthorised absences over a semester

2019, Semester 1 school attendance records.

Miss school

Miss learning

Missed opportunities

Low school attendance is associated with:

- x lower academic achievement
- x early school leaving
- x future unemployment

Each **1%** increase in student attendance

may relate to **2-3** NAPLAN scale score points\*

\*Based on historical data.

## What schools are doing to improve student attendance

- ✓ Listening to student views on non-attendance
- ✓ Connecting to families and communities
- ✓ Recognising and rewarding good attendance
- ✓ Using sanction based approaches

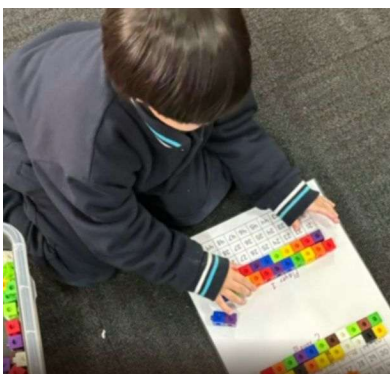
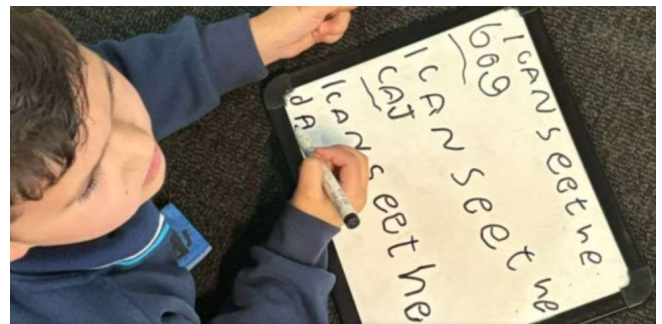
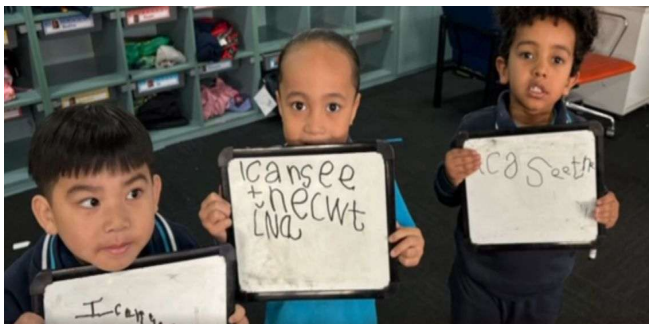
# In the Foundation Pod

In the Foundation pod, we have had a fantastic, productive term.

The students' confidence in their writing has gone from strength to strength! They have been practising their letter formation and writing CVC words. In Numeracy, the children have enjoyed exploring patterns, shapes and numbers to 20!

The foundation children have been learning lots of fun skills such as throwing, catching, jumping and balancing in their PMP (perceptual motor programme) sessions!

We even had a visit from Paddles the water safety mascot. Big thankyou to all families for their support this term, we are very proud of everyone's efforts.



# In the Year 1 Pod

In the Year 1 pod, students enjoyed a fun and interactive water safety session with educators from Paul Sadler Swimland.

During the session, students learnt important ways to stay safe around water in different environments. They explored a range of water safety equipment and even had the opportunity to try on life jackets and floaties.

Students also learnt how to be SunSmart by practising the five key steps: Slip, Slop, Slap, Seek and Slide. They enjoyed learning how to apply sunscreen correctly and discussed why protecting their skin from the sun is important.

A highlight of the visit was meeting Paddles the dog, who helped make the learning experience even more memorable.

The session was engaging, hands-on and informative, helping students build valuable knowledge and confidence to stay safe around water and in the sun.



# In the Year 2 Pod

Students in the Year 2 pod had the opportunity to learn about water safety with educators from Paul Sadler Swimland. They explored how to stay safe around water in a variety of settings, including beaches, pools, creeks and at home. Students also had the chance to try on lifesaving equipment such as life jackets and floaties. Students also learnt how to be sun smart - Slip, Slop, Slap, Seek, Slide by practising how to apply sunscreen correctly.

The session was both engaging and informative, helping students develop important skills and knowledge to stay safe around water.

"I learnt that if you're at the beach, you have to swim between the red and yellow flags." - Ayan

"I learnt if you stick your hand up when you need help in the water, a lifeguard will see it and come and help you." - Alyas

We also had a special visit from Paddles, the water safety mascot.



# In the Year 3 Pod

## Indigenous Narratives

This term, students have been writing their own Indigenous-inspired narratives. Throughout the writing process, they have focused on using descriptive language, including adjectives and similes, to create detailed settings and characters. Students have explored character appearance, personality traits and feelings, and have practised showing these through their writing to make their narratives more engaging.

As part of their planning and writing, students researched a variety of Australian animals and their distinctive features. They also explored different Australian bush settings and used descriptive vocabulary to help bring these environments to life.

In Integrated Studies, students have been learning about Indigenous culture and history. This learning has supported their narrative writing by providing inspiration and context for their stories, allowing students to make meaningful connections across both learning areas.



Isabelle from 3C's experience: I've been enjoying writing my narrative and can't wait to publish!

Audyn from 3B's experience: I love it! I love that I can research about Indigenous History, I love their patterns and colours.

Elyas from 3A's experience: I like making the problem and I chose to write about how a Tasmanian Devil got its sound.



# In the Year 4 Pod

The Year 4 pod has continued to explore 'Endangered Animals and Habitats' as our main focus this term. To help immerse the students, we visited Werribee Zoo, where they took part in an educational program to learn about various animals' habitats and their unique adaptations.

As students explored the zoo, they had the opportunity to see a variety of animals from around the world. Everyone was incredibly engaged and had a lot of fun, especially on the Safari bus where they got to see African animals, such as giraffes, up close.



# In The Year 5 Pod

In the second half of this term, we have continued to explore our theme 'The Colonisation of Australia', with a focus on the Victorian goldfields. We have been busy researching what life was like for people who migrated to Australia to find gold, and the impacts that colonisation had for Indigenous Australians.

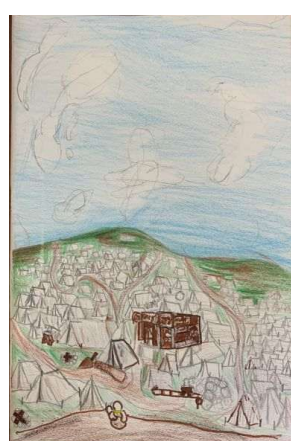
In week 5 we went on an excursion to Sovereign Hill to deepen our understanding of life on the goldfields. We explored the main street shops, went panning for gold, walked through an underground mine, and even witnessed a gold bar being made! We also witnessed the difficult living conditions that people endured on the goldfields in the 1800s.



All of this learning will underpin our unit on historical narratives. Students have already started to draft their stories, thinking about how to describe their setting, and challenges their characters may have faced on the goldfields.

Images above:  
panning for gold, gold pour demonstration

Images below:  
examples of students' visualisations of a moment at Sovereign Hill



# In The Year 6 Pod

The Year 6 pod has been full of excitement this term as students have been immersed in a real-world financial literacy experience where each table has been transformed into a designated Melbourne suburb. Just like in the real property market, students have participated in lively auctions to secure their preferred seats for the term.

The atmosphere has been electric as students entered the auction pod, carefully considering their budgets and placing competitive bids. From opening bids and reserve prices to outbidding their peers and hearing the final "sold!" announcement, students have quickly become familiar with the language of auctions. Through this engaging experience, they have learnt the importance of financial decision-making, budgeting, and strategic spending.

Students are responsible for managing the financial commitments associated with their purchases, including making regular mortgage repayments on their seats. This has provided valuable opportunities to develop an understanding of concepts such as income, expenses, saving, debt, and long-term financial planning. By connecting classroom learning to authentic real-life situations, students are developing important financial skills that will support them well into the future.

Our Year 6 students have also demonstrated incredible enthusiasm and teamwork through their fundraising efforts. Recently, we held a highly successful Junior Movie Day, which attracted approximately 130 students, making it one of our biggest fundraising events to date. The event was a fantastic success, with students enjoying a fun afternoon while supporting an important cause. We thank everyone for the continued support with our fundraising.

**SOLD**





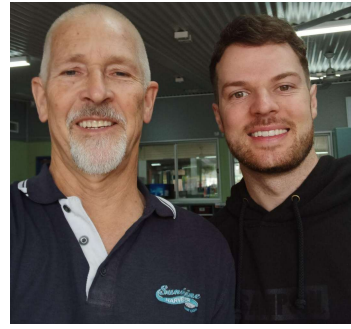
## Year 2 - Marine Animals from recycled materials

This term, Year 2 students explored the inspiring work of the *Erub Arts Collective* from the Torres Strait, focusing on their Ghost Net sculptures. Through this investigation, students learnt about the impact of plastic ocean pollution and the importance of protecting marine environments.

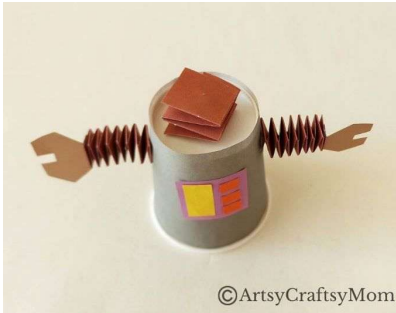
Inspired by the artists' creative use of recycled materials, students designed and constructed their own marine animal sculptures. Throughout the process, they experimented with texture and colour while developing skills in winding, binding and attaching a variety of materials. The finished artworks showcase both their creativity and their growing understanding of environmental sustainability.



# STEM



This term, the Foundation students have been having lots of fun exploring STEAM through movement and hands-on investigations. They have been testing how different objects move, creating exciting marble runs, and designing robots with moving parts. Through these activities, students have been asking questions, experimenting with their ideas, and learning through trial and error. It has been wonderful to see their creativity, teamwork, and problem-solving skills grow as they explore the world around them.



Year 2 students have been thinking like environmental engineers in their “Pollution Solution” investigations. They explored different examples of litter traps and have designed their own, carefully explaining why their designs would be effective at collecting rubbish and reducing pollution. Students have been able to apply their creativity and problem-solving skills while developing a deeper understanding of how we can care for our environment.



Year 4 students have been learning all about where our food comes from and the processes involved in getting it from producers to our local grocery stores. They have explored the journey food takes and have also enjoyed a range of hands-on experiences, including preparing healthy snacks and making butter. It has been fantastic to see their curiosity grow as they make connections between their classroom learning and the world around them.

# Health & P.E.

Students across the school have enjoyed a busy and engaging term in Health and Physical Education. In PE, students developed a range of movement and sport-specific skills through PMP, football, soccer, AFL and cricket, with some students also participating in clinics delivered by Football Victoria. In Health, junior students explored healthy eating, while Years 3 and 4 learned about personal identity, community and hygiene practices. Years 5 and 6 investigated body systems through research and presentations, building their understanding of health while developing valuable communication and inquiry skills.

After holding trials in school, students were selected to compete in the SSV District Cross Country races, with nine students progressing to the Division Championships. Despite difficult weather conditions, all students demonstrated great determination and represented the school with pride. In Interschool Sport, our Year 6 students competed in Tee Ball, AFL, Newcombe and Netball, displaying excellent teamwork, skill and sportsmanship throughout the season.





## JSC News Term 2: Free Dress Day Fundraiser

Our Junior School Council members have been busy this term demonstrating their leadership, initiative and our school values through their advocacy and fundraising efforts. JSC have collected cans and bottles this term to help raise money, with every contribution going towards achieving our goal of organising something special for our school.

The JSC will also be holding a fundraising **Free Dress Day** on the last day of term 2 (Friday 26 June). Students can bring a **gold coin donation** which will go towards a new **Art Wall** space. Students can have fun exploring their creativity with chalk art drawing whilst connecting and collaborating.

The Junior School Council would also like to remind families that **donations** of 10 cent cans and bottles are always welcomed as part of our ongoing fundraising efforts throughout the year.

Huge thank you to our JSC students for their ideas, hard work and leadership this term.



Art Wall ideas

Mr Tom, Ms Katie, and Ms Kim

# Wellbeing



## Friendship Matters: Building Connections and Keeping Cool

Friendships are an important part of school life. Good friends help us feel happy, included, supported, and connected. As children grow, they learn many valuable friendship skills such as sharing, listening, taking turns, showing kindness, and solving problems together.

### ☀ Building Strong Friendships

In Year 2, we learnt about 'Magnet' friends, these are friends that act in ways that make people want to be around them. We discussed ways of being a 'Magnet friend' which included being kind and respectful to others and including our classmates in games and activities.

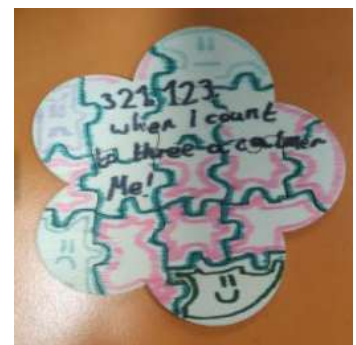
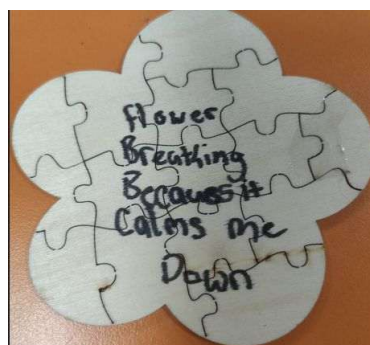
Here is one of our friendship chains with suggestions on how to be a good friend.



### ❄ Keeping Cool When Friendship Problems Happen

Friendships don't have to be perfect! Even the best friends sometimes disagree, and every friendship challenge is an opportunity to learn important life skills. In Year 3, we discussed strategies to use when friendship problems happen. We discussed how our friends feel when we lose our cool. If our feelings are getting too big, we learnt that it is a great strategy to walk away for a short time and calm down before looking for a solution.

Audyn's 'Keep Cool' strategy was to use 'flower breathing' while Rosie made up her own 'Keep Cool Mantra'!



# Events

What a fantastic term it has been for school events.

We began the term with our **ANZAC Day** ceremony on April 24th. Thank you to the JSC who did an outstanding job.

We recognised our fabulous Education Support Staff with a special celebration, for **ES Day**, on May 18th. All ES got a 'recipe' that included their best qualities according to our students.

We marked **Sorry Day** on May 26th discussing the reasons we commemorate this day in an age appropriate way, and making a whole school display of stars to symbolise hope for a better future.

We then did **National Simultaneous Storytime** on May 27th. Students enjoyed the book *Luna Roo*, about a kangaroo who is a star soccer player. We could hear all the year levels scream out "goal!" when a goal was scored in the story.

You would think that would be enough events for one term, but we love having school events so much, that we've organised one more. We are going to have an open afternoon for our school community on **Wednesday June 24th from 2:30 pm**. Parents and the rest of our school community will be invited into the school to see the display of stars from Sorry Day. They will also be invited into pods for a celebration of all the learning that has taken place this term.

Maybe, after doing so many events this term, we'll relax a bit and do fewer events next term. No chance, we love whole school events too much. Next term's events will include **School Athletics Day** on July 17th, **Literacy Day** and **book Parade** on August 27th and **Education Week** in the last week of term.

# Events

