



THE RIPPER TIMES

Weekly Newsletter of Traralgon South Primary School

PRINCIPAL REPORT...

Wellbeing Wednesday:

By the time this edition of The RIPPER Times is published, hopefully your child(ren) are well into the various activities we have set to celebrate our Wellbeing Wednesday. Through conversations and check-ins I have been having with students and families throughout our second experience of remote learning, as well as feedback garnered from members of staff during our own regular meetings, it is evident the importance of taking time out for ourselves is a skill in itself, and without practising this, the quality of learning can quickly become diluted. I would like to take the opportunity to highlight this is not a 'day off', nor is it a day to disconnect from us as a school. Instead, this is a chance to deliberately take the time to find and practise ways that allow us to develop mindfulness, relieve stress, and focus attention, all of which are important skills in our everyday lives.

We look forward to seeing and hearing how you went with each of the activities, so I encourage you to upload pictures to your classroom portfolios on Class Dojo. Keep an eye out for some examples of what our staff are up to also!

Remote Learning & On-Site Supervision:

As the weeks have progressed and the COVID-19 situation evolves, the Department of Education have been updating their Operations Guide on a regular basis. Please be aware that they have recently provided an explicit outline of families that 'qualify' for on-site supervision of their child, with an extract provided below:

On-site supervision is available for students in the following categories, based on revised criteria:

P: Principal: Joel Blythman

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- *children whose parents and carers cannot work from home and where no other arrangements can be made.*
 - *Where there are two parents/carers, both must be working outside the home for their children to be eligible for on-site provision.*
 - *Single parents/carers must be working outside the home for their children to be eligible for on-site provision.*
- *vulnerable children, including:*
 - *children in out-of-home care*
 - *children deemed vulnerable by a government agency, funded family or family violence service, and is assessed as requiring education and care outside the family home; or o children identified by a school as vulnerable, (including via referral from a government agency, or funded family or family violence service, homeless or youth justice service or mental health or other health service); or*
 - *any child with a disability.*

Should you meet any of the above criteria and require on-site supervision for your child, please let me know by 10am of the Friday prior, so necessary planning arrangements can be made.

Take care

Joel Blythman

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RIPPER STUDENT AWARDS...



Prep/1	Fletcher Brand	For showing pride and resilience in all his writing tasks and for always being a respectful listener during online classes.
Grade 1/2	Jordan Bantick	For working hard and posting thoughtful reflections on his learning - well done!
Grade 2/3	Ceili Coulthard Sian Coulthard	For showing all of the RIPPER Values in their work. They each showed the initiative to create a PowerPoint on Inferring, and they completed thorough activities following our author visit.
Grade 3/4	Jack Hodgson	For showing independence during home learning with a positive attitude.
Grade 5/6	Eva Prior	For her persistence in completing all of her work tasks. She seeks feedback and applies her new learning to improve.
Art/Music	Harry Wilhelm	For demonstrating heaps of persistence throughout our remote learning by always uploading his music tasks to Class Dojo, giving reflections and having a positive attitude towards his learning.
PE	Lucas Nicholls	For designing a fabulous obstacle course for his at home PE learning task.

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Prep 1 STEM activity - Balancing Robots.



To prepare for this activity, the students had to colour and cut out their robot. Using two coins, of the same denomination, their task was to investigate where to place the coins on the back of the robot so that it could balance. After getting their robots to balance, they wrote about their findings, sharing about the placement of the coins, how they found the correct placement and the different places where they were able to get their robot to balance.



I put the coins at the bottom of the robot. I balanced it on my hands.

