



RUSKIN PARK NEWSLETTER

24 February 2023



RIISING TO THE CHALLENGE

Upcoming Dates

February

Monday 27th Foundation Parent/Teacher Interviews (8pm)

Tuesday 28th Year 6 Leaders' Conference

March

Wednesday 1st Foundation Parent / Teacher Interviews

Tuesday 8th Buddies Picnic

Monday 13th Labour Day

Wednesday 15th NAPLAN Commences

Friday 17th Sushi Lunch

Monday 20th Year 1 to 6 Parent/Teacher Interviews (8pm)

March

Tuesday 21st Year 6 Mooroolbark Excursion

Wednesday 22nd Year 1 to 6 Parent/Teacher Interviews

Thursday 23rd School Photos

Friday 24th National Reading Day

Friday 31st Year 5/6 Gala Sports Day

April

Tuesday 4th House Cross Country

Thursday 6th End Term 1 (2:30pm dismissal)

Friday 7th Good Friday

Principal's Report

Thank you to our Ruskin Park community for supporting yesterday's Twilight Sports. It was wonderful to see everyone enjoying a fun evening of friendly competition and outdoor activities. The four-way tug of war again proved a highlight and it is always special seeing the bond between our Foundation students and their buddies.

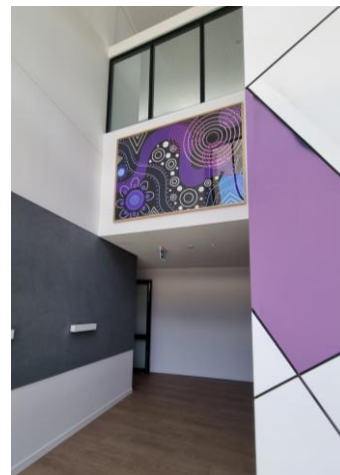


Building Update

Thank you to all members of our community for your continued patience as we work through the final stages of our building project. Recent works include the completion of the external stairs into the Japanese room and planting in some of the garden beds. The new and resurfaced basketball courts are nearly ready, with line marking and installation of rings planned for next week.

Some of you may have noticed the Indigenous artwork that has been installed in the building's foyer. This was created by Samantha Richards, a descendant from the Wurundjeri and Dja Dja Wurrung tribes through the Terrick family.

Samantha's description of the design: is about paying homage to the important work that occurs in schools. The landscape surrounding the school (triangles- mountains), the people that come together to learn (large circles surrounded by smaller circles and U shapes- people), the journeys that people take (wavy lines with dots- travel, wavy line- development/growth), the knowledge and strength that is accumulated through the support and network of the staff at the school, guardians and friends of the students (single circles- knowledge, double circles- strength)



Welcome Sonja Terpstra

Today, we were fortunate to have our local member Sonja Terpstra visit our school. Sonja spent time in each of our Foundation rooms, meeting our students and handing out this year's Prep bags. The theme for this year's bags, 'Moving on up,' recognises and celebrates the transition from kindergarten to school. Something our students have done exceptionally well. The pack contains a number of learning items, including books, numeracy resources and some sporting items.

Sonja also toured the rest of the school, meeting many of our students and staff.

Information Sessions

As per previous years, teachers have prepared information videos about the year ahead. These include information specific to your child's year level and what to expect in the classroom. A link to access these videos has been sent via Compass.

Parent / Teacher Interviews

Parent/ Teacher Interviews for Years One to Six will be held in Week 8, on Monday 20 March and Wednesday 22 March. This interview is an opportunity for you to share with teachers any information you feel is pertinent to your child's schooling and also receive an update as to how your child has progressed in their new year level. Bookings will open in Compass at 11am on Tuesday 7 March.

A reminder that Foundation interviews are being held next week.

Bunnings Fundraiser



An enormous thank you to families and members of our community for their support at this weekend's Bunnings sausage sizzle. Your support is genuinely appreciated. I would encourage our families to try and get down to Bunnings Chirnside Park on Sunday and buy a sausage or drink.

School Photos

School photos are scheduled for Thursday 23 March. Please check Compass for instructions on how to place orders. Envelopes are also available from the office.

Andrew Moore
Principal

Assistant Principal

Last week at Assembly I spoke to our students about change and how it can be difficult for some students and that that is ok. The beginning of a new school year brings up a range of emotions and if you add a combination of being in a new building, having a new teacher or a new teacher to the school as well as potentially new Specialist teachers, it can be quite overwhelming. We also spoke about the emotions that change can bring. A nervousness, like our assembly leaders admitted to having with it being the first time they have run assembly, or the feeling of a bit of a sore tummy or throat at various times are an example. The one thing I asked of them is to talk to a trusted adult if they are feeling this way, whether it be their class teacher or a parent or guardian or someone else. There have been a few students I have worked with over the last few weeks in this area and I guarantee there will be many more across the school.

It might be worth doing a little bit of a check in with your child as to what they are enjoying the most and is there anything that is worrying them at all. With us being a few weeks in to the year now, they might be able to articulate their thinking and emotions a little bit more.

Take care.

Shannon Young
Assistant Principal

Foundation

Reading

This week we have begun to explore the features of a book such as the front and back cover, title, spine, author and illustrator, as well as where we start reading and the direction that we need to go (left to right). We have also started to discuss what good readers do and have worked together to start a list of independent reading expectations. This is something that we will continue to talk about and model within our classrooms!



Writing

In Writing, we have been focusing on formulating a great idea by talking to each other about our likes and dislikes and things we can do. We are trying to start our writing in the correct place and write left to right across the page. Students are attempting to use some initial sounds and the key words given on the board. All the teachers are so proud of the efforts they are making with this early stage of writing.

Word Work

Students have focused on forming and sounding out the letters T, N, I and P for their word work this fortnight. To help support their identification of letter sounds, students have been engaging in scavenger hunt activities with the goal of finding objects and things that begin with the appropriate starting sound. Students have enjoyed this new challenge and have persisted with their learning. We even got to eat noodles to help us remember the /n/ sound for n... yummy!



Maths

In Maths, we have continued our focus on numbers. Each day we reflect on how many days we have been at school, and record this in our room in various ways. This promotes an opportunity to practise our counting every single day and for mathematical language to be embedded such as before, after, more, less...

Last week we decorated our very own number t-shirt cards using fabulous designs. This week we have started to use them for various practical activities, like ordering from smallest to biggest and identifying numbers that come before and after. Have a look at some of the pictures of us using them!



Outside Play

This week was the first time where the Foundation students got to experience recess and lunchtime in-line with the whole school. We had a big chat as a cohort prior to implementing this, where we gave explicit instructions and practised routines like listening for the music and lining up near our classrooms. This new introduction ran really smoothly throughout the week, and it also established a great school day routine. The students thoroughly enjoyed seeing their buddies, siblings, and other faces in our school community, and this was reciprocated by the rest of the school being just as excited to see them!

Twilight Sports

It was lovely to spend time out of the classroom with our students and their families at Twilight Sports! The highlight was definitely the tug of war and parachute!

Teddy Bear's Picnic

We are pleased to announce that we will be holding a Teddy Bear Picnic on the oval at school on Wednesday 8th March. This is a highly anticipated event for the buddies and aims to celebrate the Foundation students settling into school life and the positive bond they have formed with their buddy in recent weeks.



shutterstock.com - 282281603

Foundation and Year 5 students will play various picnic games on the oval such as egg and spoon and sack races. This will be followed by a picnic lunch. The event promises to be lots of fun!

Please provide your child with their lunch (as per usual) and of course, they need to bring their teddy bear for this special event. If your child does not have a teddy bear, please let your child's teacher know as we can lend them one for the day.

Parent Teacher Interviews



Thank you to the parents who have already booked a Parent Teacher interview. The interviews are scheduled for Monday 27th of February from 3:45pm - 8pm and Wednesday 1st of March from 3:45 - 5pm for Foundation students. If you haven't already booked a time, please do so via Compass or speak with your child's teacher to arrange an alternative time.

Junior School

Year 1

The students have had a wonderful time so far this term challenging themselves with their learning and developing a growth mindset in and out of the classroom. We look forward to continuing this amazing learning journey as the year progresses. Just a reminder that classroom doors open at 8:50 in the morning.

We had a great time at our Twilight Sports event this week, it was fabulous to see our school community come together to cheer and support each other. We hope everyone had as much fun as we did!

Just a reminder that our information session is available via the link on Compass. Please watch the presentation and if you have any questions or concerns, contact your child's teacher.

Wellbeing

This week we have started to focus on how to be a good friend and what things we can do to make other people feel good and fill their buckets. The students have worked hard to create a range of displays that we will put up in the classroom and in the Year 1 area, to remind us about how we can put a smile on other people's faces. You might like to discuss how your child was a good friend to their peers during the school day.

We have also started to focus on how to identify different emotions in others and have begun to build a range of self-regulation strategies to support us to handle these emotions. Check out some of our amazing wellbeing work below!



Literacy

We have been continuing to focus on establishing the Reader's and Writer's Workshop Models and following expectations during our Literacy sessions.

In Writing, we have had some fun and engaging experiences that the students have written about. We created our very own bubble wands last week and wrote about the experience using lots of interesting words. This week we had a fairy come to visit our classrooms! The students were very excited to find out that the fairy had taken something from each classroom and had left behind a video, some glitter and even a magic wand! It was wonderful to see the surprise that the students displayed and the great writing pieces that they created.

In Reading, we have begun to explore the reading strategy 'Predictions'. The students have readily engaged in a number of lessons where they had the opportunity to make predictions about texts using lots of clues from the front cover including the title, the pictures, their prior knowledge and/or knowledge about the author. The students enjoyed working in groups and filming each other making their predictions and supporting each other by reminding them to include evidence using the word 'because'. When reading with your child at home, encourage them to use the evidence from the front cover to make a prediction about what they think will happen in the text.

Over the past couple of weeks, we have been focusing on the 's' and 'r' sounds during phonics and identifying which letter blends make that sound. The students have had fun spotting and using a range of words that have the 's' and 'r' sounds in them during our Writer's and Reader's Workshops.

Maths

In Maths we have begun to focus on time by reading clocks to the hour and half hour. Students explored time by having the opportunity to engage in a range of activities. They were excited to create their own analogue and digital clocks using a range of resources within the classroom. We are beginning to integrate our understanding of time by recognising how often we use the clock and how it directs our everyday activities.



Year 2

What another amazing week we have had in Year 2! Students have been working super hard and getting used to lots of new expectations and routines. A reminder that classroom doors will be open at 8:50 in the morning. It is important that all students arrive on time to school to help settle them into the day and get organised for their learning.

It was great to see so many families enjoying the Twilight Sports on Thursday. The community spirit was fantastic, and we loved seeing our Year 2's happy and smiling faces as they took on the challenges.

Just a reminder that our information session is available via the link on Compass. Please watch this presentation and if you have any questions or concerns, contact your child's teacher via Classroom Dojo or Compass.

Wellbeing

We have continued focusing on our school values during our Wellbeing sessions, this week the value we are honing in on is honesty. Students have discussed what it means to be honest, why it is important, and what could happen when we are dishonest. We have created a display of bee-utiful honesty bee's, and practised being honest, even in difficult situations.



Literacy

Our students have been working really hard in Literacy. They are thinking about the 'Prior Knowledge' and 'Connection' strategies during reading sessions and how this helps them in their personal reading and understanding. We have read a range of texts and students have shared their thoughts about the connections they can make. They have been making Text to Self, Text to Text as well as Text to World connections. At home, when reading with your child, why not stop and ask them if they can make any connections. Encourage them to use the word SO to help them to support their thinking.

In Writing, students have been using a story planner to think about their narratives. They have explored both internal and external traits to create amazing characters for their stories and used the UHOH! ... PHEW! ... strategy to help them to create and solve a problem. It has been great to see so many wonderful and creative story ideas!

We have been exploring the /M/ and /F/ sounds in spelling, looking at the letter combinations which make the sound and some possible reasons why we should use them. For example students have considered the idea that we use a double letter in the middle of 2 syllable words such as summer - sum / mer. As we send home each week's spelling focus in your student's homework folder, take some time to hunt for words with these spelling patterns. Send them along to school so that we can find lots of words to help us!

Numeracy

This week we have been very impressed with the students' effort as we have continued to focus on doubles and near doubles. They have been representing these in different ways using materials such as counters to support their work. We watched the story "Two of everything" and the students explored in pairs what would happen if we put objects into our own doubling pots. The students rose to the challenge of an open ended task at the end of last week, demonstrating wonderful persistence and determination. We have been looking at a range of mental and written strategies for problem solving and how to apply them efficiently.





This week we have sent home Homework Folders that now include a Number task. Students are encouraged to practise their skip counting patterns each night using either a suggested activity from the Homework folder, or you can create your own! Have fun!

Middle School

Year 3



The Year 3's have continued to focus on our school values, respect and persistence over the last few weeks. During class time we have been focusing on setting classroom routines and are beginning to set our learning goals. We have begun taking home readers and using our diaries which is exciting. In DigiTech students are learning how to be safe online and in Civics and Citizenship we are learning about the different groups we are part of and the rights and responsibilities involved in being a good citizen.

In Reading, the Year 3s have been focusing on different reading strategies such as visualising, making connections (text to self, text and world), inferring and fact vs opinions. They have been reading a range of texts to find literal information using text clues. We have continued to focus on building their

independent reading stamina as well as using their reading log and Reader's Notebook effectively.

In Writing, we have continued to write about different word and picture prompts in preparation for Naplan. Year 3s have picked their favourite Narrative and have revised and edited their draft focusing on fixing spelling, punctuation and enhancing their writing with adjectives. We have then published our work to display on our Writing wall and students have shared their writing in the Author's Chair. Year 3s have also learnt how to give effective feedback to their peers by identifying things that they have done well (stars) and areas for improvement (wishes).



In Numeracy, we have started our unit on Addition and Subtraction. The Year 3 students have learnt different strategies such as using knowledge of doubles, split strategy, jump strategy and vertical standard algorithm. Students have learnt the meaning of the equal sign, understanding that it means equivalent and the 'same as'. They have been solving missing element equations and balancing equations using concrete materials.

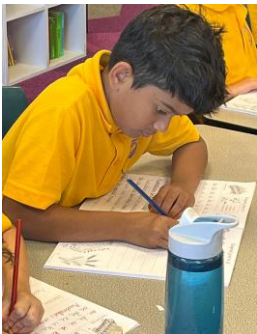


This week we focused on our school value persistence while learning how to juggle. Students used their growth mindset to continue trying and not give up when faced with a challenge. We used tissues to begin with as they move slower through the air and then moved on to scrunched up balls of paper when ready.

Following on from reading Chalk Boy students were inspired to create their own chalk drawings outside. During our Wellbeing session students enjoyed having the opportunity to draw something that made them feel happy.



Year 4



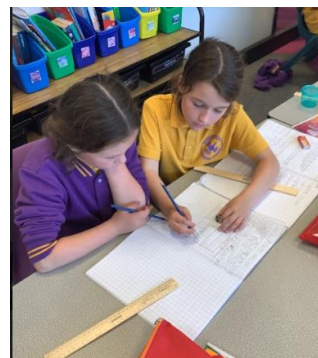
In Reading, we have begun to deepen our comprehension of texts by using the reading strategies: 'Summarising', 'Predicting', 'Determining Importance', 'Inferring' and 'Connecting'. Students have been learning to make meaningful connections between texts they are currently reading, their own experiences, other texts and the world.

In Writing, students have continued to work on their choice writing, developing their understanding of the writing process by planning, drafting, editing, revising and publishing their work. Students have been enjoying free choice writing, developing their knowledge of paragraphs and authors' voices.

Numeracy

In Numeracy, we have been developing our understanding of place value with a focus on five - digit numbers. Students have been exposed to a variety of games and concrete materials to help reinforce and develop their understanding of place value. They have been applying their learning and challenging each other to find how many ways a number can be expanded.

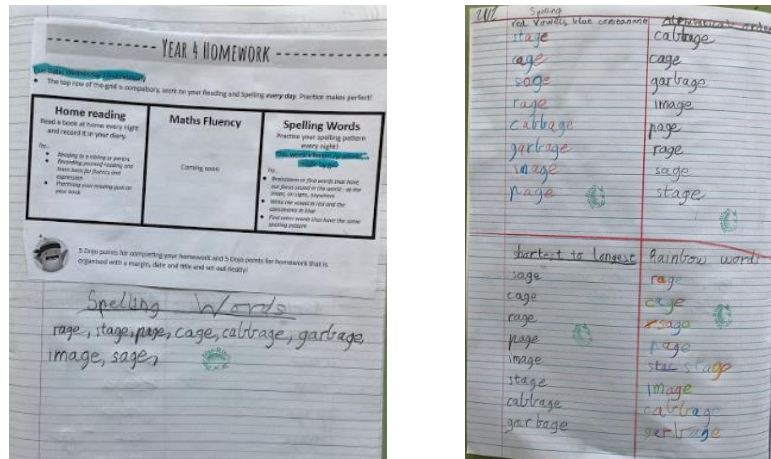
You might like to challenge your child to see who can expand a number in the most unique way?



Homework

We have now introduced students to their weekly homework tasks. Homework will be handed out on Friday afternoons and is to be handed in each Wednesday. The homework grid will consist of nightly reading, maths goals and spelling practice. In coming weeks we will extend this further with an activity grid. We ask that homework is presented neatly with a title, date and margin ruled in their book.

An example of a student book is below for your reference.



Senior School

Year 5

Reading

We have been reading a range of narratives and exploring different reading strategies that we can use to help strengthen our enjoyment and understanding. Some strategies we have explored include visualising, summarising, synthesising, activating prior knowledge, making connections, making inferences and determining the difference between the plot and the theme. Students learn about each strategy in a teacher led mini lesson, then practise the skill during independent reading and work time. We have also been busy conferencing with students and together setting individual goals to further develop their reading skills.

Here are some of the narratives we have enjoyed.



Writing

Over the past fortnight, we have enjoyed exploring our own imaginations when writing narratives. Students first challenged themselves to refine their word choice when crafting stories with no more than one hundred words. Whether writing with a given prompt or exploring their own topic, students worked towards developing descriptions with sensory language and endeavoured to use precise vocabulary to express their ideas. Over the remainder of the fortnight, we used the 'SCARE' scaffold to plan narratives including engaging settings, character descriptions, action filled events, resolutions for problems and cohesive endings. Each class worked productively over a week to plan, draft, revise and edit their narratives before enjoying some time on the computers to begin publishing their texts.

We were impressed with the variety of ‘hooks’ in the beginning sentences of stories to engage the audience. Below are just a few of the fantastic hooks from our talented Year 5 writers:

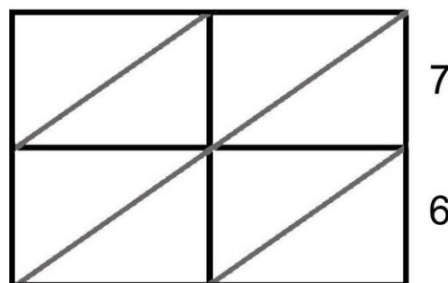
The hospital was silent apart from the deafening scream of 4 year old Bobbi Jones. Sweat dripped down her mother’s face DRIP DRIP DRIP forming a slippery puddle on the ground. The surgeon pushed the squeaky bed into operation room 1. -Zoe 5O

Luna watched as multiple of her friends went up on stage. I’m not going to be okay... this... I can’t. She thought. Her stage fright was kicking in, all of her friends passed it with ease, they all had amazing year 5 speeches... but she didn’t know how or what to say. -Robbie 5P

It was 8:30pm on the 26 of January 1952 and the sounds of jets and the smell of smoke surrounded the busiest town, Millgrimn. I was just a baby, so I don’t remember it but I can sense it there sometimes. -Hermione 5R

Maths

In Maths the Year 5s have been investigating the four processes: addition, subtraction, multiplication and division. We began with revision of the different strategies we use to help us calculate addition and subtraction, both mentally and in written form. Students were exposed to equations that involved regrouping into different place value columns and used numbers that included internal zeros. Students were challenged with an open-ended problem that only gave them the answer to a 3 by 3 subtraction equation. The Year 5s improved their understanding of factors and multiples by creating a range of ‘factor trees’, identifying as many factors as they could for a given number, until they reached the prime factors. We had fun playing the ‘10 Factor’ game, using playing cards and whiteboards to find 10 factors before our partner did. Students then investigated multiplication problems, including vertical equations and the Italian Lattice method. We also solved a range of short-division problems, beginning with arrays to represent the dividend, building to larger numbers with remainders.



Can you solve this multiplication problem using the Italian Lattice method?

Wellbeing

We have been exploring the school values of Resilience and Persistence so far this term, with students engaging in some fantastic discussions about what these values look like in action. Students reflected on their ability to 'bounce back' after rising to the challenge of drawing a picture using only verbal clues from their teacher, with no idea of what they were working towards as the finished artwork. The session led to many



laughs and smiles as students pushed through the initial moments of panic and tried their best to keep up with the fast paced instructions. Our following wellbeing lesson tested our ability to persist when faced with what can feel like a never ending challenge. Each class intertwined hands to form a 'human knot' and had to work together to untie the knot without letting their hands free. Though this felt like an overwhelming task at the beginning, our students soon found out that persevering and breaking tricky tasks into smaller steps can lead to success!

Year 6

REACH Workshop – Session One

On Tuesday 21st February, Year Six students were involved in the first REACH workshop of the year. The session focused on Peer Connections and encouraged students to think about how they treat each other and how we display empathy and care towards one another. Students were involved in a range of hands-on activities, promoting peer connectedness, and working together as a team.

Our students were all respectful and participated in a positive manner. It was a wonderful session, and we look forward to the next REACH workshop in Term Two.

Future workshop dates:

Workshop Two Tuesday 23rd May

Workshop Three Tuesday 18th July

Workshop Four Tuesday 24th October

Mathematics

In Year Six, students have been developing their skills in multiplication and division. Students have been provided a range of hands-on activities which have promoted persistence, collaboration and embracing challenges. Teachers modelled a range of different strategies to solve multiplication and divisions equations. We encourage students to approach these equations with a Growth Mindset and utilise different strategies depending on the questions posed.

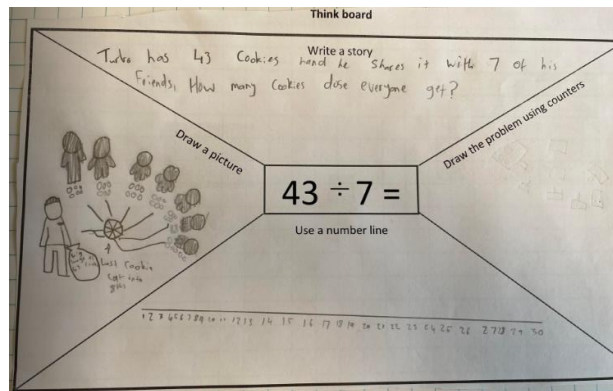
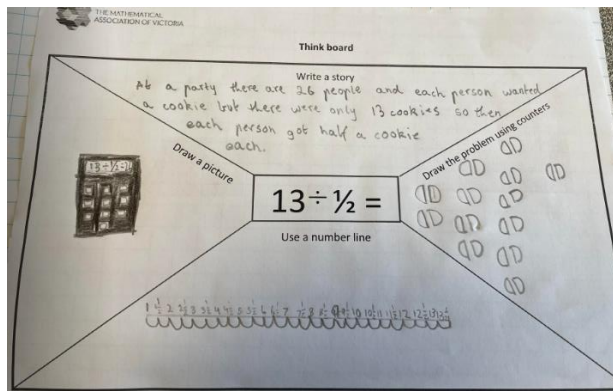
One example of a different multiplication strategy is 'The Box Method' (shown below). This provides students with a different strategy to tackle multiplication problems and shows us their understanding of place value and the value of each specific digit in the equation.

A couple of examples of student work are below, which show different methods to approach division problems and opens students' minds to the problem, allowing them to tackle equations with a range of strategies.

The Box Method

	40	8	
20	$20 \times 40 = 800$	$20 \times 8 = 160$	800 240
6	$6 \times 40 = 240$	$6 \times 8 = 48$	160 +48 <hr/> 1248

$48 \times 26 = 1,248$



Literacy

In Reading, students have been developing their skills in analysing narratives. Students have been revising the strategies which support them in developing their skills in reading including predicting and activating, inferring and visualising, making connections, questioning, etc. Students have been applying these strategies to their own 'just right' readers as well as the class narrative focus. As a class, students have been studying the short novel, 'The Burnt Stick', which has promoted deep discussions in the classroom.

The short novel is written to educate young Australians about the Stolen Generation. The Burnt Stick depicts the sorrow experienced by Jack Jagamarra, a young Aboriginal boy, who was forcibly removed from his mother and clan and placed in the care of the Fathers in Pearl Bay Mission.

Whilst reading this novel, students were shown how to perform 'stop and jots' and make elaborations which took their understanding and thinking to a deeper and more meaningful level. In their 'Reader's Notebooks', students made daily 'stop and jots' and elaborations with a specific focus, i.e., questioning.

In Writing, students have been developing their skills in narrative writing. Students have been busily developing their plans for their narratives, carefully organising their thoughts. Students created character profiles noting important traits for their main and supporting character, as well as explaining their setting descriptively. Students planned their orientation using either a flashforward or flashback, a problem, sequence of events and resolution. Teachers modelled a class narrative and what would be included, allowing students to gain ideas for their own narrative pieces. Students have learned about complex sentences including the use of commas to separate clauses, appropriate dialogue and descriptive language.

Once students had finished completing their plans, they commenced writing their narrative using their plan carefully. Students were provided time to share their writing at the end of each session, sharing with peers in small groups. We look forward to sharing our completed narratives.



Performing Arts

My name is Mark Nunis and I am the new Performing Arts teacher here at Ruskin! What a wonderful start to the year and thank you to the community for the warm welcome. I am enjoying getting to know the students in Grades, 2, 4, 5 & 6 and looking forward to presenting some performances throughout the year. Performing Arts classes include activities in Music, Dance & Drama. Throughout the year we will be playing a range of different instruments, learning some drama games and activities and also learn elements of dance.

SENIOR CHOIR

We had our first rehearsal this week and looking forward to being part of the ANZAC day service early next term. Senior choir will rehearse every Monday at lunchtime in the Music Room. Junior choir will begin next term.

Casual Work in OSHC

We are seeking enthusiastic educators to join our Out of School Hours Childcare (OSHC) educator team.

We have casual positions available for morning shifts from 7.00am to 9am or afternoon shifts from 3pm to 6pm during the school terms in 2023.

If you are studying or enrolled to study any of the courses listed below and are genuinely interested in gaining experience in working with primary school aged children please contact Sharyn Carroll on 0439345134 or by email at aftersch@ruskinparkps.vic.edu.au

The relevant courses are:

- Allied health fields such as audiology, speech pathology, occupational therapy, psychology
- Social work, physiotherapy, dietetics, music or movement therapy
- Bachelor of Teaching (primary or secondary)
- Certificate III in Early Childhood and Education
- Certificate III in Education
- Certificate III/IV of/in Education Support
- Certificate III/IV Leisure and Health
- Certificate III/IV Sports and Recreation
- Certificate III, Certificate IV, or Diploma of Outside School Hours Care
- Certificate IV or Diploma of Community Services
- Certificate IV, Diploma, or Bachelor of Youth Work
- Certificate IV Disability
- Certificate IV in Outdoor Learning



These students have recently celebrated their birthdays

Johnny	Hannah	Ester	Sebastian	Rosie	Sian	Holy	Ollie	Scarlett
Toby	Adah	Theo	Owen	Rocky	Ruth	Cade	Ryder	Audrey
Eleanor	Lily	Biak	Ella					

School Vision

Every student at Ruskin Park Primary School is encouraged to develop their natural curiosity and imagination through new and engaging approaches to teaching. We believe a positive attitude toward learning in a friendly community promotes success today, tomorrow and into the future.

Our values are:

Respect

Honesty

Persistence

Resilience

2023 Photo Day

Online and Envelope Order Instructions

Dear Parents and Students,

Ruskin Park Primary School PHOTO DAY IS 23-03-2023

School photo order envelopes have been or will be distributed to every student and it is important that the order instructions (below) are followed.

**** IMPORTANT PLEASE NOTE – ONLINE ORDERING FOR SIBLING PHOTOS WILL CUT OFF ON 22-03-2023 ****

ONLINE ORDERING Your child's school photos are now available for secure online purchase, please note if you are ordering online, you do not need to return an envelope to the school

4 EASY STEPS TO ONLINE SCHOOL PHOTO ORDERING

- Step 1 [Click Here](#), - For online ordering process for your school.
- OR - Go to www.advancedlife.com.au before photo day and enter your school code [QCW W8A TB1]
- Step 2: Enter your student's details
- Step 3: Choose the package that best suits your needs (all orders will be returned to the school for collection)
- Step 4: Pay for the photos via the shopping cart (upper right corner of the page)

****Online Orders have a 1.5% merchant fee applied when using Visa, Mastercard or PayPal.**

Please Note: If you miss photo day, portrait and group packages can still be ordered online for 7 days afterwards with no late fees. After that time, late orders will require separate processing and handling and therefore will incur a \$15 late fee per package.

FAMILY / SIBLING PHOTOS No envelope required if ordering online

3 EASY STEPS TO ONLINE SCHOOL PHOTO ORDERING

- Go to www.advancedlife.com.au before photo day and enter your school code [QCW W8A TB1]
- Family/Sibling photo orders online close on [22/03/2023]
- Orders can be placed by returning an envelope up until photo day with exact cash amount.

ORDERING USING AN ENVELOPE

ENVELOPES WILL BE HANDED TO EACH CHILD, PLEASE SEE THE SCHOOL OFFICE IF YOU HAVE NOT RECEIVED ONE

- Step 1: Student Details: Complete the student details section on the front of the order envelope.
Please use black or blue pen.
- Step 2: Purchase Details: Complete the purchase details on the front of the envelope.
- Step 3: Payment Method: Select your payment method.
Credit Card – Online Only at www.advancedlife.com.au
Cash – Please enclose correct money – as change is not available

Please Note: A portrait and a class group photograph will be taken of every student at the school, regardless of purchase. Photographs of your children taken as part of a class group are only permitted to be distributed within their own class. Your child's name will appear on the class group photo. If you Do Not wish your child to be photographed, please contact your school office with your instructions prior to Photo Day.

Please feel free to contact us via email or phone should you have any queries regarding your child's school photo order.

info@advancedlifevic.com.au or 03 9852 1133

Advancedlife Team

Learn music

here at school

Come and join in the fun of learning to play keyboard, guitar, flute, clarinet, saxophone, drums, trumpet, here at Ruskin Park Primary School.

Creative Music for Schools conducts a music program here at school each week.

Small group classes or one-to-one lessons of up to 30 minutes give children an excellent grounding in music where they will learn to read music and play their chosen instrument.

Tuition costs from \$18.90 per lesson and enrolments are now being accepted for limited places in term 1, 2023.

Interested parents should call Karen during office hours on 9818 2333 or email karen@creativemusic.com.au



www.creativemusic.com.au

