



# RUSKIN PARK NEWSLETTER

31<sup>st</sup> July 2026



## RIISING TO THE CHALLENGE

## Upcoming Dates

|                            |                                            |                                 |                                            |
|----------------------------|--------------------------------------------|---------------------------------|--------------------------------------------|
| <b><u>August</u></b>       |                                            | Friday 21 <sup>st</sup>         | Year 3-6 District Athletics                |
| Monday 3 <sup>rd</sup>     | Foundation – Year 3 Cyber Safety Incursion | <b>Saturday 29<sup>th</sup></b> | <b>Trivia Night</b>                        |
| Tuesday 4 <sup>th</sup>    | Year 6 Reach                               | Monday 31 <sup>st</sup>         | Year F-3 Swimming Commences                |
| Friday 7 <sup>th</sup>     | Bakers Delight Lunch                       | <b><u>September</u></b>         |                                            |
| Monday 10 <sup>th</sup>    | Year 4 – 6 Swimming Commences              | Tuesday 1 <sup>st</sup>         | Books to Life Incursion                    |
| Monday 17 <sup>th</sup>    | Book Week begins<br>Dress up parade        | Thursday 3 <sup>rd</sup>        | Father's Day Stall                         |
| Wednesday 19 <sup>th</sup> | Year 5 Camp begins                         | Monday 7 <sup>th</sup>          | Year 6 Camp                                |
| Thursday 20 <sup>th</sup>  | Book Fair                                  | Wednesday 9 <sup>th</sup>       | Year 6 Camp Returns                        |
|                            | Science Night                              | <b>Friday 11<sup>th</sup></b>   | <b>Student Free Day</b>                    |
| Friday 21 <sup>st</sup>    | Year 5 Camp returns                        | <b>Friday 18<sup>th</sup></b>   | Footy Day                                  |
|                            |                                            |                                 | <b>Last Day of Term 3 (2:30 Dismissal)</b> |

## Principal's Report

### 100 Days of School

One of our favourite days of the calendar year is our Foundation students' 100 Days of School celebration! The colour and representations of 100 in their clothing were fantastic to see, as was the excitement on the students' faces as they counted to 100 to leadership and participated in an extraordinary day of everything to do with 10.

### Parent/Teacher Interviews

Last night we held our Term 3 Parent/Teacher Interviews. Firstly, I would like to thank our families for their commitment to your partnership with Ruskin Park Primary School. The percentage of families who booked and attended interviews was extremely high, and we thank you for your support in ensuring that the connection remains strong. I would also like to thank our staff for ensuring the interviews went smoothly and for preparing parents to receive the necessary information. Your commitment to the learning and wellbeing of your students also demonstrates why the partnership between school and home remains strong.

### Car park

We have noticed that some parents are parking in the staff car park before and after school and using it to pick up and drop off their children. Please note that the car park is for staff use only unless you have a disabled parking sticker. Many students walk past the gate to come into the school, and their safety is paramount. Please also make sure that you are using the walking path into the school grounds and not walking through the car park.

### Sporting Events

In the last two weeks we have had some outstanding sporting achievements from teams representing our school. Our Year 5/6 T-Ball team have made it to the division stage and will compete at the Region level in late August. We also sent seven teams off to 5/6 Hooptime on Monday, where they competed against multiple other schools. Both our Future Stars boys and girls won their respective divisions and will join our Year 3/4 Future Stars boys' team at the regional level. Well done and thank you to the parents who coached, scored, and supported on the day, and congratulations to all participants for their high level of effort and sportsmanship.

### **Maths Games Day**

Yesterday, Mrs Matthews took a group of 8 excited Year 5 mathematicians to Bentleigh West Primary School for a day of complex small-group mathematical challenges, where they competed against numerous other schools. The day was extremely successful and brought a lot of joy and learning to the participants. Well done to all!

### **Guide Dogs fundraiser**

At the end of last term, our Free Dress Day fundraiser was for Guide Dogs Australia. We raised \$581. Thank you, everyone, for your gold coin donations for this worthwhile cause.

Shannon Young

**Assistant Principal**

## **Reminders**

### **Student Supervision Before School**

Please be reminded that students are supervised on the school grounds from 8:45 am.

Before this time, students must be enrolled in Before School Care provided by Their Care.

Thank you for your cooperation.

### **Trivia Night – Saturday 29th August!**

Limited tables available – [book now](#) to avoid missing out.

Get in quick and secure your tickets today!

Tables are set for 10 people; however, if you would like to squeeze in up to 12 people, we can accommodate this.

Please email Jennifer to make arrangements. [jennifer.humphris@education.vic.gov.au](mailto:jennifer.humphris@education.vic.gov.au)

To help families connect with others in their year levels, if you are attending on your own or as part of a small group, you are welcome to join one of the allocated tables for your child's year level:

- Tables 25 & 26 – Foundation to Year 2 families
- Tables 27 & 28 – Year 3 & 4 families
- Tables 29 & 30 – Year 5 & 6 families

### Donations for Trivia Night

We're looking for donations from local businesses and individuals to help us create some fantastic raffle hampers for our Trivia Night.

If you'd like to contribute, please get in touch with Deb Schubert. Every donation, big or small, is greatly appreciated.

We appreciate your support!

## Foundation

It's hard to believe we're already well into Term 3! The term is flying by, and we have so many exciting learning experiences and events ahead. From our Fairy Tale Incursion and 100 Days of School celebrations to Book Week, swimming and more, it is certainly going to be a busy and memorable term!

### 100 Days of School

What a fantastic day we had celebrating 100 Days of School! Students enjoyed making crowns, visiting the office to celebrate with Mr Mulhall, where we counted all the way to 100 together. We also spent time celebrating with our buddies and loved seeing the incredible effort that went into the creative 100 Days t-shirts made at home. Thank you to all our families for helping make the day so special!

We look forward to recognising this milestone once more at our **special assembly on Thursday, 7th August**, where our Foundation students will be acknowledged for reaching 100 days of learning.



### Reading

Our Fairy Tale unit is well underway after an exciting Fairy Tale Incursion, which was full of laughter, imagination and fun! It was the perfect way to introduce our new learning.

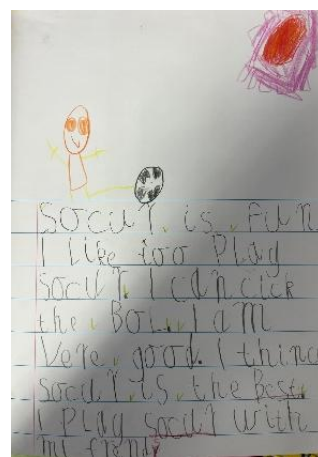
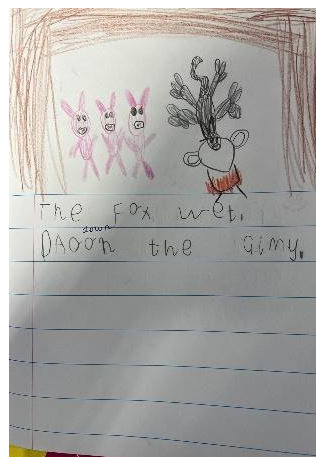
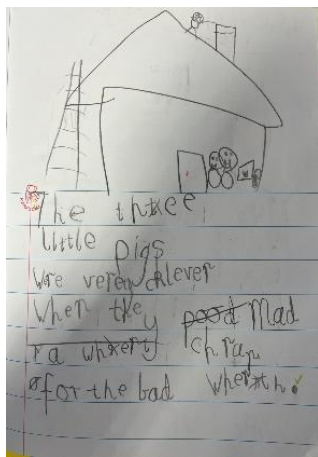
Throughout the unit, students have been:

- developing their retelling skills using story maps and character puppets to retell familiar tales such as *The Three Little Pigs*, *The Three Billy Goats Gruff* and *Goldilocks and the Three Bears*.
- practising visualising by listening to descriptive passages, creating a 'movie' in their minds and drawing what they imagined before participating in a gallery walk to compare their ideas.
- comparing fairy tales by identifying common features such as good characters and bad characters, magical elements and repeating language such as "*Once upon a time...*".



## Writing

Students have been thoroughly enjoying our free choice writing sessions, where they can write about topics that interest them. We have also been retelling favourite parts of fairy tales in our own words and continuing to build our writing confidence through our weekly V.I.P. Writing sessions.



## Maths

In Mathematics, students have been exploring numbers to 20 through a range of hands-on, open-ended investigations. These activities help strengthen number knowledge by encouraging students to recognise patterns, trust the count and identify the numbers that come before and after. We have also begun introducing the concept of sharing equally, which students will continue to explore throughout the coming weeks.

## Cyber Safety

As part of our Cyber Safety Project, students have been discussing why rules are important in everyday life before making connections to the online world. Together, we've explored how rules help keep us safe, both at school and when using technology.

## Celebrations Around the World

This term we are learning about how different people celebrate special occasions and cultural events. After exploring NAIDOC Week, we will continue learning about celebrations such as birthdays, New Year, Christmas and the Burmese New Year Festival, helping students develop an appreciation of different traditions and cultures.

## PMP Helpers Needed

### We need your help!

Our Perceptual Motor Program (PMP) relies on the wonderful support of parent and family volunteers. Unfortunately, we are currently very short on helpers, and without volunteers we are unable to run this valuable program.

If you are available to help, even occasionally, please let your child's teacher know or contact Mr Pfitzner directly. Both our students and staff greatly appreciate your support.

**PMP Dates:**

- 10th August
- 24th August
- 7th September

## Junior School

### Year 1

Welcome back to Term 3! Our Year 1 students have settled back into routines, learning and overall school life with ease, and we are looking forward to another great term.

#### Literacy

Our Year 1 students have enthusiastically begun their new English unit on procedural texts. They have been exploring the purpose and key features of procedures, learning how clear, step-by-step instructions help others complete a task successfully.

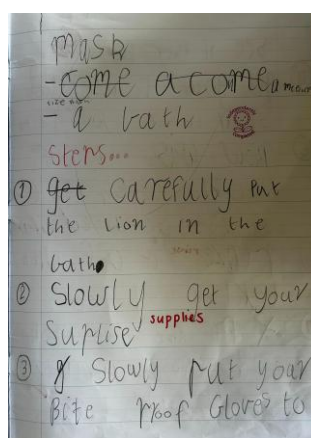
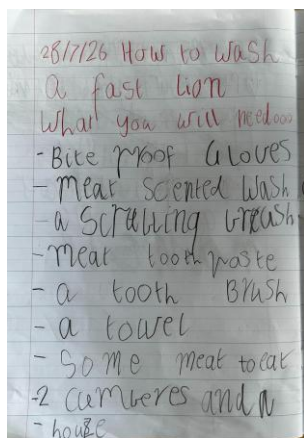
As part of this unit, students have investigated the language used in procedural writing, including the use of adverbs to make instructions more specific and effective. They first practised by writing instructions for how to make a jam sandwich, before reflecting on how their directions could be made clearer and easier to follow, as some of their steps led to some unique creations!

Students then created procedural texts for making Fairy Bread. They carefully followed and refined their instructions before making their own delicious creations. The highlight of the lesson was, of course, tasting the Fairy Bread at the end! It was a fun and engaging way for students to see the importance of writing clear, accurate instructions!





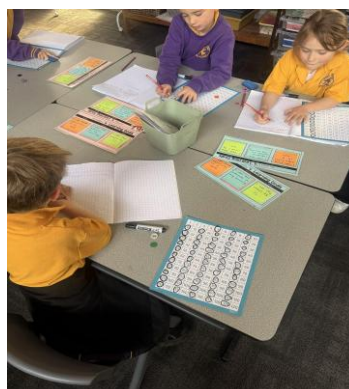
Students also had a go at writing a procedural text on how to wash an animal of their choice. They thought about the materials that they might need and the verbs and adverbs they might need to include so that their procedural texts are clear and easy to follow.



## Maths

In Maths, students have been developing their skip counting skills by counting in 2s, 5s and 10s. Through hands-on activities and maths games, they have been learning that skip counting is a much more efficient way to count large collections of objects.

Students practised identifying groups, continuing number patterns from different starting points, and explaining how they knew they were following the correct skip counting pattern. A favourite activity was our Skip Counting Board Game, where students worked with a partner to roll a die, follow skip counting sequences, and record their patterns. These engaging activities are helping to build students' confidence and strengthen their understanding of number patterns and efficient counting strategies! If you have a die at home, you could give this a go!





## History

This semester we are beginning a new learning unit: History! This week students were learning how to sequence events by placing them in chronological order on a timeline. We began by exploring what a timeline is, why we use timelines, and the types of information they can show. Together, we created a class timeline of some of our favourite events from the school year, including our first day of school, Athletics Day, our visit to Healesville Sanctuary, and Crazy Hair Day.

Students then practised creating their own timelines by putting event cards in the correct order and adding a drawing to represent each event! Stay tuned for some further history learning!

## Year 2

Welcome back! It is hard to believe that we are halfway through the year! What a busy term we have ahead of us! Lots of exciting things to look forward to, so make sure you check Dojo for updates.

While we know everyone has begun the term with great enthusiasm and is putting in their best efforts, we want to take this opportunity to congratulate this week's Principal award recipients.



Also, a big well done to 2P for their wonderful efforts in PE, receiving the award!

## Literacy

We have begun our English unit on narratives. In Reading, we have thought about how to write a great summary so we can remember what we are reading about. We are now working through our inferring skills by being clue hunters, so we can think a little deeper about what we are reading and notice what authors want us to know but don't tell us! We are hunting for word clues and picture clues which help us to find the evidence we need to support our thinking. We are using our very important Year 2 word 'because' to include our evidence in our thinking.

In Writing, we have thought about what a sentence is and explored simple sentences and compound sentences that use conjunctions. Our students are amazing at identifying and writing these, by including a who or a what and then what is happening! We are now working towards using some great nouns in our work, including common and proper nouns, and thinking about how we can tell which one is which.

### **Numeracy**

In Maths, we are continuing to revise our place value thinking by naming numbers in different ways, for example 352 could be 3 hundreds + 5 tens + 2 ones, or it could be 35 tens + 2 ones. We have begun exploring multiplication and division by making lots of arrays and writing the repeated addition and multiplication equation to match. We have used lots of hands-on activities to support our thinking and have used skip counting to help us solve how many in our arrays.

### **History**

This semester the Year 2s will investigate our local history by exploring Croydon and thinking about how it is the same and different over time. We have begun by comparing Croydon Main Street now and then, noticing any changes, and thinking about how these changes help us with our daily lives. We have explored the local landmarks of the Croydon Shrine and the Ringwood Clocktower, thinking about why these are important and how they help us to think about our past.



### **Wellbeing**

In Wellbeing, we have continued to work on our friendship skills. We have thought about when we are in a tricky situation with our friends, and we want to say no but don't know how, like when someone is begging us to play with them, but we would like to play with someone else. We role-played lots of ways that we can kindly explain to our friend what we would like and then planned for another time. We worked through using the strategy "No, because..."

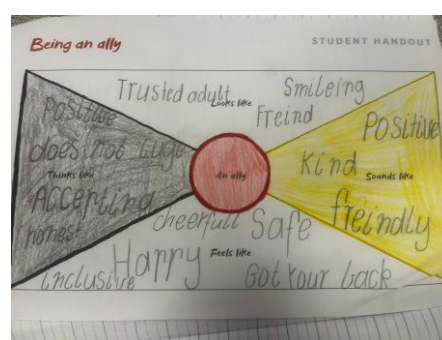
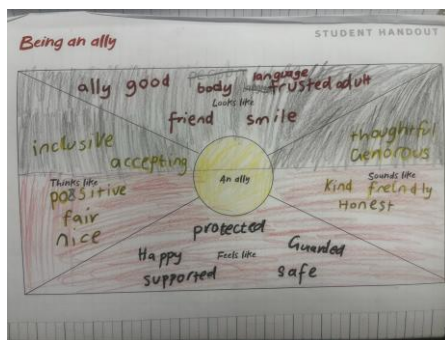
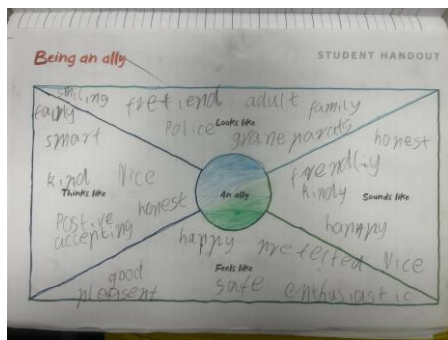
### **Digi Tech**

In Digi Tech, we are working through our cyber safety so that we can remain safe online. We are looking forward to our upcoming incursion, which we know will be super fun and filled with learning about how to stay safe online and when to ask for help. Don't forget to check in with your student and keep these conversations going at home.

# Middle School

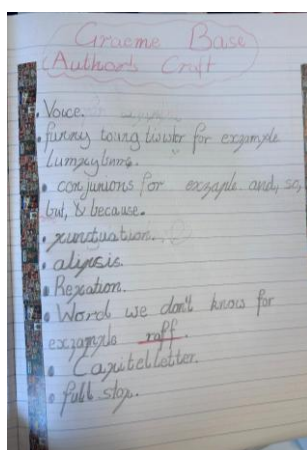
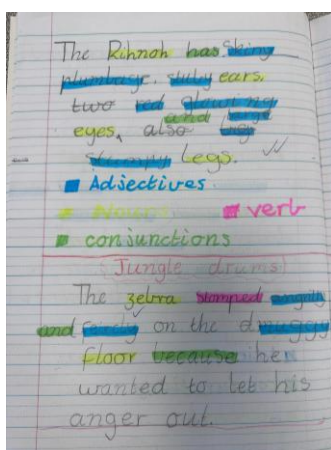
## Year 3

We have had a great start to Term 3. In our first week back, we celebrated NAIDOC Week by exploring the history and significance of the event. Students enjoyed reading *Listen*, illustrated by Jandamarra Cadd and written by Duncan Smith and Nicole Godwin, before taking part in discussions and activities about what it means to be an ally.



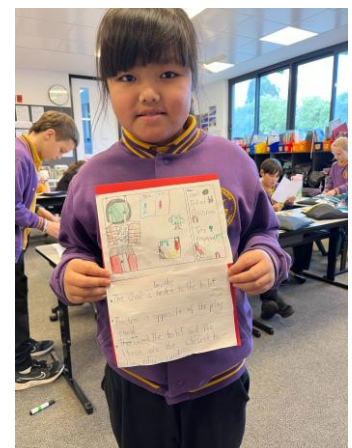
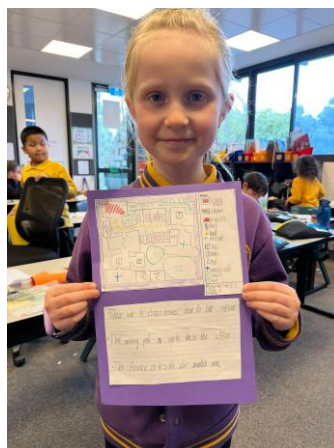
## Literacy

We have begun the term with an Author Study of Graeme Base. We have a fabulous collection of books written and illustrated by the author in our classroom libraries, and students have enjoyed reading his stories, poring over the incredible artwork, and learning about what makes Graeme Base's writing so unique. In Reading, we have investigated authors' craft by exploring how adjectives and adverbs create rich detail, as well as how repetition, rhyme, and alliteration enhance a text. In Writing, students have been applying these same techniques to strengthen their understanding of sentence structure. They have really stretched their ability to add detail and communicate their ideas clearly through the careful use of adjectives, adverbs, and punctuation. We can't wait to see the Graeme Base-inspired narratives they create later this term!



## Maths

Throughout the first two weeks of the term, we focused on multiplication and division strategies. Solving multi-step problems and representing thinking in a range of ways, including arrays, repeated addition, algorithms, and skip counting, has deepened students' understanding and enabled them to explain real-world situations mathematically. This week, we shifted our focus to the mathematics of navigating the space around us. Students practised giving clear directions using directional language such as *forward*, *left*, *right*, *past*, and *turn*. They also designed their own maps of their ideal school using a bird's-eye perspective, symbols with a key, and a compass rose to show orientation and describe how different locations relate to one another.



## Wellbeing

To support students in navigating times when they may feel nervous, worried, or scared, we have been building a bank of strategies to help them manage and regulate the range of emotions they may experience. Students have identified a variety of positive coping strategies for different situations and have learnt and practised self-calming techniques. These strategies will continue to support them in developing confidence and resilience throughout the year.

## Year 4

### Welcome Back!

We hope everyone enjoyed a restful and enjoyable holiday break. Term 3 is shaping up to be a busy and exciting one, with a wide range of engaging learning opportunities and special events planned for our students. Highlights for the term include swimming, Book Week, the Book Parade and Science Night.

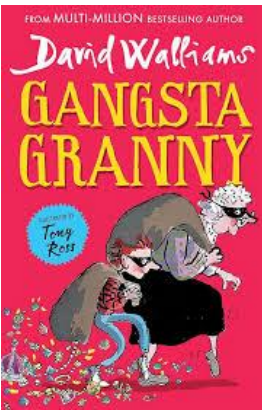
We would also like to extend our thanks to all parents and carers who attended parent-teacher interviews this week. We greatly value the strong partnership between school and home and always appreciate the chance to connect, celebrate student achievements, and discuss ways to support each child's continued growth.

### Literacy

This term, students have launched into an exciting author study on children's author David Walliams. To begin, they watched an interview with David Walliams to gain a deeper understanding of his life, career, and the inspirations behind his popular stories.

This week, the focus has shifted to exploring the wide range of literary devices Walliams uses to create his signature humour and engaging style. Students are now planning the characters for their very own

Walliams-inspired narratives, carefully considering both the internal traits and external features that will bring their characters to life.



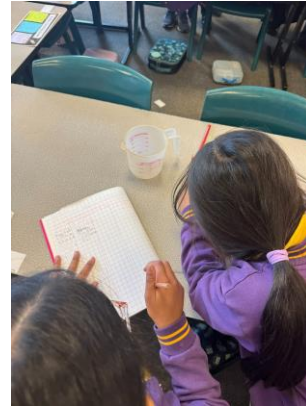
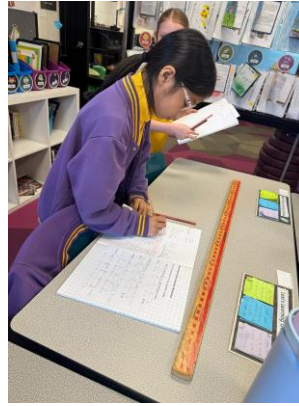
As part of the study, students have also been enjoying the novel *Gangsta Granny*, enjoying the humour and creativity that make David Walliams' books so entertaining. It has been wonderful to see the enthusiasm and excitement students are bringing to this author study, and we look forward to seeing the imaginative stories they create.

We encourage families to talk with their children about what they are reading and, if possible, enjoy a David Walliams book together at home. It's a fantastic way to spark conversations, share laughter, and celebrate a love of reading.

Our Year 4 students have been busy creating their own David Walliams-inspired *World's Worst* stories! Using humour, exaggeration, memorable characters and a range of literary devices, students have developed imaginative tales designed to entertain their readers. They have explored how authors use dialogue, onomatopoeia, nonsense words, different fonts and illustrations to bring stories to life. We are looking forward to sharing these hilarious and creative stories with our school community!

### Maths

Students began the term exploring different ways to combine Australian notes and coins to make specific amounts, calculating totals, and working out change. It has been wonderful to see them thinking flexibly, finding multiple solutions to problems, and building confidence in applying their skills to everyday situations involving money. This week students have been exploring scaled instruments and developing their skills in measuring and estimating the weight of a range of objects. Students have practised reading different scales accurately, using appropriate units of measurement and making sensible estimates before checking their predictions. Through hands-on learning activities, students have strengthened their understanding of mass and developed their confidence in using mathematical skills in real-world situations.



## Digitech

In DigiTech this term, students have been exploring the fascinating world of robots, discovering where they appear in our everyday lives. They have learned why robots need to be programmed and how instructions are uploaded to bring them to life.

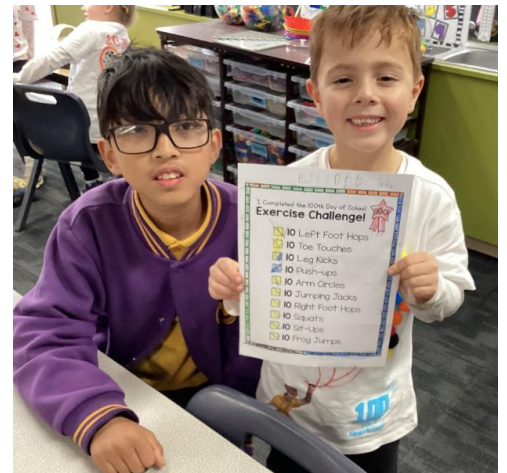
Using this knowledge, students have been busy programming their very own 'Codey Rocky' robots with the Makeblock software. They had a fantastic time creating commands and experimenting with how their robots move, light up, and even talk!



## Senior School

### Year 5

The Year 5s have had a very busy start to the term! We've had T-Ball division finals, Hoop Time, Maths Games Day, and our Foundation buddies' 100 day of school celebration! We also have swimming, Book Week and our Sovereign Hill camp coming up in the next few weeks. Lots of very exciting things happening!



## Reading

During the first week back at school, the Year 5 students learnt all about NAIDOC Week and how it turned from a protest into a celebration of Indigenous culture. We listened to the song 'Brown Skin Baby (They Took Me Away)' by Bob Randall and discussed the Stolen Generation. We also discussed the changing themes of the 1960s and 1970s, including the 1967 referendum, and how Redfern in NSW became a hub for change.

We have also begun learning about different sentence types. We have revised simple and compound sentences and have begun learning about complex sentences. Students have improved their understanding of what a main clause is and a subordinate clause.



## Writing

In Writing, the Year 5 students had lots of fun planning and drafting an autobiography. Students learnt about writing in chronological order, and how to select meaningful subheadings. Everyone had lots of fun thinking about where they were born and where they grew up, memories from early primary school, fun holidays they have been on, and all their hobbies. Students then had to think about the legacy they would like to leave behind, and all the amazing qualities they would like to be remembered for.

As part of our history unit this term, students have begun creating historical biographies. Students had fun choosing a significant Australian from the 1800s, including people like Edith Cowan, Australia's first female politician; Samuel Thomas Gill, a landscape and gold rush painter; Peter Lalor, the Eureka Rebellion leader; and Dame Nellie Melba, Australia's first internationally famous opera singer.

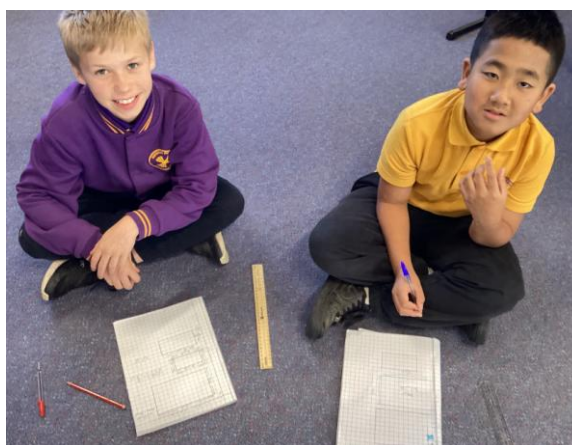
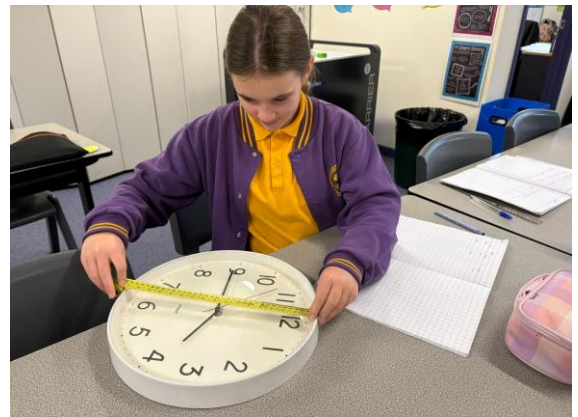
Students have been researching and drafting their chosen Australian, finding many interesting facts about how their Australian was influential.



## Maths

In Maths, we have been learning all about length, area, perimeter, volume and capacity. We began by determining the best units of measurement for different objects. We decided that millimetres are best for measuring things like eyelashes and pencil leads, while centimetres are better for books, pens and pencil cases. Humans and classrooms can be measured in metres, while roads and suburbs are measured in kilometres. We had fun measuring different objects around the classroom and determined how many mm and cm make up a metre and a kilometre.

Determining the area and perimeter of different shapes was challenging but fun, especially when students were asked to change the shape but keep the area or perimeter the same. The Year 5s also learnt how to calculate the volume of different shapes, and learnt that length, width and height make an object 3-dimensional, which is why we write the cubed symbol ( $^3$ ) at the end of every measurement.



## Year 6

Welcome back! It's hard to believe we are halfway through the year. Term 3 is an exciting term filled with many extracurricular activities. Some notable activities include Hooptime, Swimming, Book Week, Science Night, Footy Day, our second REACH incursion and Year 6 Camp. A big congratulations to the T-Ball A Team, who were the winners at Division Sport, and are now progressing to region. Congratulations to all Hooptime competitors for representing RPPS so well. It was a great display of sportsmanship, basketball skills and RPPS values. Two teams won their Grand Final and are now progressing to division.



## Literacy

The beginning of Term 3 has seen the Year 6 students exploring persuasive texts in both Reading and Writing lessons. There has been rich discussion around topics such as *'Should Kids Play Contact Sports?'*, *'Is Winning More Important Than Participating?'* and *'Should Communities Spend More Money on Parks and Playgrounds?'*. Students have analysed texts, looking at the overall structure, a series of arguments, rebuttals and sentence structure. They have also worked hard to identify and use different persuasive techniques. Some persuasive techniques we have explored include rhetorical questions, emotive words, modality and personal pronouns. Students have identified these persuasive techniques in the texts we are reading and have also practised including them in their own writing. It is great to see their confidence grow as we progress through the unit.

### Emotive Language

Emotive language helps to evoke an *emotional reaction* from your reader.  
First, think: How do you want your reader to react to your sentence?  
Then: choose the right words.

| Positive Reaction | Relaxed Reaction | Urgent Reaction  | Confused Reaction | Negative Reaction |
|-------------------|------------------|------------------|-------------------|-------------------|
| Blissful          | Comfortable      | Remarkable       | Doubtful          | Outrageous        |
| Delighted         | Confident        | Revolutionary    | Uncertain         | Repulsive         |
| Overjoyed         | Reflective       | Startling        | Distrustful       | Terrible          |
| Satisfied         | Privileged       | Superior         | Unsure            | Unreliable        |
| Innocent          | Delighted        | Trustworthy      | Stressed          | Disastrous        |
| Resourceful       | Approving        | Worthwhile       | Manipulative      | Damaging          |
| Blessed           | Honest           | Strongly suggest | Trapped           | Offensive         |

### Levels of Modality

Modal verbs give the reader information about the 'degree of obligation' or 'certainty' involved in the action.  
You can make your persuasive writing seem urgent and important by using high modality words

| High modality | Medium modality | Low modality |
|---------------|-----------------|--------------|
| must          | will            | may          |
| mustn't       | won't           | might        |
| ought to      | should          | mightn't     |
| shall         | shouldn't       | could        |
| shan't        | can             | couldn't     |
| has to        | can't           | would        |
| have to       | need to         | wouldn't     |

## Maths

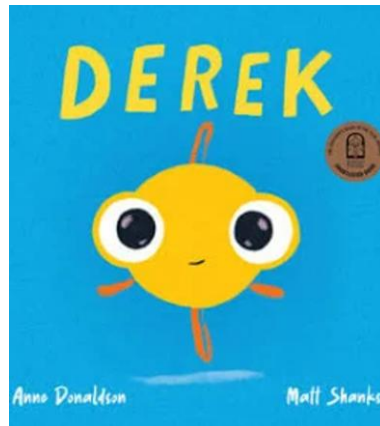
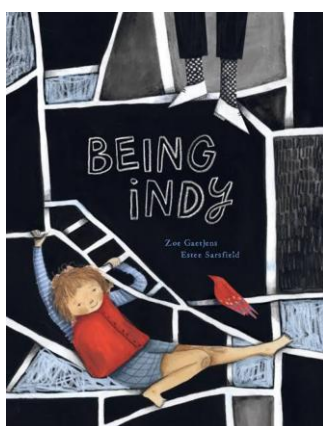
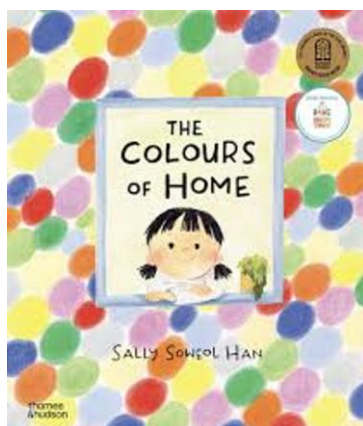
In Maths, students have been learning all about statistics and data. A highlight was investigating various statistics found on the AFL official website. Students compared various statistics of players and teams. Through this, students helped build their ability to interpret different data sets and draw conclusions. In addition to AFL statistics, students also explored a wide variety of data sets, from animal hunting habits to school survey results. Students practised identifying the range, mode, mean and shape of data, building their confidence in using these mathematical terms when discussing data. Finally, students explored statistics in the media, examining how data can sometimes be misleading or biased.

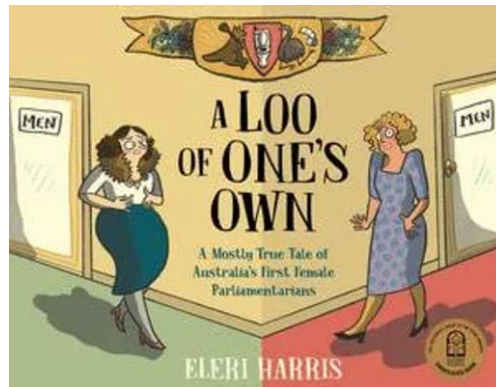
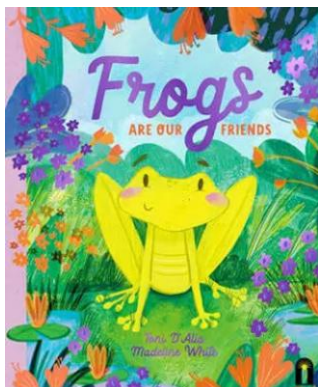
## Humanities

This term our humanities subject is History, in particular, *Australia as a Nation: 1901 Onwards*. Over the course of the term, we will explore themes of federation, democracy, disposition, migration and influences. Students will also build their history skills in reading, creating timelines, and using primary and secondary historical sources.

## Library

This term in the library, there is a whole school focus on The Children's Book Council of Australia's 2026 Book of the Year Awards Shortlist. We have been reading the books, learning more about the authors and illustrators and discovering where the inspiration for some of these books comes from. Some of the books that are shortlisted this year include *The Colours of Home*, *Derek*, *My Nonno Loves*, *Frogs Are Our Friends*, and *A Loo of One's Own*. We are looking forward to Tony Bones performing 'Being Indy' by Zoe Gaetjens through the 'Books to Life' performance.





The Premier's Reading Challenge will also be wrapping up this term. Students in Foundation - Grade 2 have read 30 books together as part of the challenge, while students in Grades 3-6 have been challenged to read 15 books. It has been fantastic to see the book reviews that some students have written and published on the Premier's Reading Challenge website when they have been logging the books that they have read as part of the challenge. The Premier's Reading Challenge concludes on the 4<sup>th</sup> of September this year, and certificates will be given to students at the end of the year.



The library is open on Mondays at lunchtime and Tuesdays at recess!

Happy Reading!

Amy Matthews  
Library Teacher

## Science

### Science Night – Thursday, 20 August

Dear Parents and Guardians,

We are delighted to invite all students and their families to our annual Science Night, an exciting evening of exploration, discovery and hands-on learning.

This year's theme is 'Seeds of Science: Nurturing Knowledge for All', celebrating how curiosity and scientific thinking can grow into lifelong learning.

Throughout the evening, every year level and our specialist learning areas will open their classrooms to showcase a variety of engaging, interactive science activities. Families are encouraged to visit their child's classroom and the specialist areas, participate in experiments and discover the wonderful learning taking place across our school.

### Event Details

**What:** Science Night

**Theme:** Seeds of Science: Nurturing Knowledge for All

**When:** Thursday, 20 August

**Time:** 6:00 pm – 7:00 pm

**Where:** Classrooms and Specialist Learning Areas

This is a wonderful opportunity for students to share their learning while enjoying a fun evening of science with family and friends.

We look forward to seeing you there for an evening of curiosity, creativity and discovery!

Kind regards,

Nicole O'Brien and Caitlin Budge

**STEM Teachers**

## **Book Week is just around the corner!**



We are looking forward to celebrating a wonderful week of reading and books at school. Please see the important dates below:

- Friday 7 August – Bookmark Competition entries due to the library.
- 17–21 August – Book Week Celebrations
  - Monday 17 August – Book Week Dress-Up Day and Parade (9 am in the gym)
  - Thursday 20 August – Book Fair opens and our Book Fair Open Night.
- Tuesday 25 August – Book Fair closes
- Tuesday 1 September – Books to Life whole-school incursion. This year, Tony Bones will be performing the CBCA Notable-listed book 'Being Indy'. This is always a highlight of the year, and information about this incursion will be available on Compass soon.

In addition to the events above, all classes will be reading and exploring this year's CBCA shortlisted books, completing a whole school 'Mystery Book' activity, and creating an artwork inspired by one of the shortlisted books.

We can't wait to celebrate the joy of reading with our students and look forward to seeing everyone's wonderful costumes and creative entries!

## Family and Friends

A huge thank you to all our wonderful volunteers who helped at our Bunnings BBQ! 🍷👏  
(Russ, Keerthi, Ross, Lisa, Steve, Josh, Joel, Brett, Andrew, Ha Nygen, Sarah & Melissa)

We really appreciate you giving up your time to support our school and help make the day a success. We couldn't do it without you!



# HAPPY BIRTHDAY

### These Students have recently celebrated their birthdays.

|         |          |        |        |        |           |        |         |            |
|---------|----------|--------|--------|--------|-----------|--------|---------|------------|
| Charles | Nant     | Freya  | Lani   | Ruth   | Jack      | Lucy   | Emerson | Mason      |
| Jojo]   | Isabella | Luke   | Jax    | Chiara | Sophie H  | John   | Sienna  | Sophie D   |
| Bonnie  | Isabell  | Dane   | Andy   | Stella | Henrietta | Ridam  | Mack    | Peyton Rae |
| Levi    | Aleena   | Filip  | Belle  | Julian | Riley     | Hannah | Malakai | Boston     |
| Elma    | Aydan    | Merry  | Ruth O | Julia  | Nixon     | Parker | Ashton  | Polly      |
| Aiden   | Mitchell | Callan |        |        |           |        |         |            |

### 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

PARENT & GUARDIAN WEBINAR

# Balancing Life & Tech

Join us to get practical tips to reduce conflict and restore a healthy balance between screens and real life.

**3 AUGUST 2026**  
**7.30PM AEST**

## CAN'T MAKE IT LIVE?

Register to receive the recording & resources.

PRESENTED BY

**CYBER SAFETY PROJECT**

**LIVE  
ONLINE**



Give Your Child the Gift of Music

# Learn a Musical Instrument

here at school

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

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.

Enrolments are now being accepted for limited places this term.

Interested parents should call Karen during office hours on 9818 2333 or email [karen@creativemusic.com.au](mailto:karen@creativemusic.com.au)



[www.creativemusic.com.au](http://www.creativemusic.com.au)

