RUSKIN PARK NEWSLETTER

29th October 2026



RISING TO THE CHALLENGE

Upcoming Dates

November		December	
Monday 2nd	**Curriculum Day (Student Free Day)**	Tuesday 1st	Foundation Transition
Tuesday 3rd	**Cup Day (Public Holiday)**		(Meet the Teachers)
Wednesday 4th	Foundation Transition	Thursday 3rd	Art Show & Christmas Concert
		Friday 4th	Whole School Transition
	(Stem and Art)	Monday 7th	Year 3 Camp Departs
Monday 9th	Foundation Transition		Foundation Graduation
	(Story Time & Music)	Tuesday 8th	Year 3 Camp Returns
Wednesday 11th	Year 2 Bundoora Excursion		Statewide Transition (Grade 6's)
		Thursday 10th	Whole School Transition
Thursday 12th	Year 5 Mooroolbark College		(Meet the Teachers)
	All Rounder Day	Tuesday 15th	Year 6 Graduation
Thursday 19th	Foundation Transition	Thursday 17th	Year 6 Fun Day
	(Japanese and PE)	**Friday 18th**	**Last Day Term 4**
Friday 20th	Colour Run		**1:30 Dismissal**
Thursday 26th	Year 2 Fun Night		
Friday 27th	Subway Lunch Whole School Transition		
Monday 30th	Foundation Information Night		

Principal's Report

World Teacher's Day

Teaching is an incredibly rewarding profession, but it is also one that asks a great deal of those who choose it. On any given day, our teachers are educators, problem-solvers, role models, supporters, listeners, and sometimes even detectives searching for missing hats and lunch boxes!

Behind every lesson are countless hours of planning, preparation, assessment and reflection. But perhaps the most important part of teaching is something that can't always be measured: the relationships teachers build with their students and the belief they instil in every child that they are capable of learning, growing and 'Rising to the Challenge'.

Each day, I see examples of staff going above and beyond to support our students. To our families and wider school community, I have one simple request this World Teachers' Day: take a moment to say 'thank you' to a teacher. It doesn't need to be anything elaborate. A few kind words at the classroom door, a short message or a simple 'thanks'. Our teachers give an enormous amount of themselves to support the children and families of Ruskin Park, and I know how much it means when that effort is recognised and appreciated.

Happy World Teachers' Day to our dedicated teachers!

Curriculum Day and Melbourne Cup Day Reminder

A reminder to our families that Monday the 2nd of November is a Curriculum Day, followed by the Melbourne Cup Day public holiday on Tuesday the 3rd of November. Students will not be required at school on either day. We hope all our families enjoy the extended break, and we look forward to welcoming students back on Wednesday.

Uniform Policy Update

We have recently reviewed and updated our *School Uniform Policy* to provide greater clarity for families about our uniform expectations and the options available when purchasing school uniforms. The updates include clarification of which uniform items require the school logo, which can be purchased from other retailers, and which items are optional. We have also clarified requirements for specific year levels, updated information about purchasing uniforms and accessing second-hand items, and included additional information about financial support available to families.

We encourage all families to familiarise themselves with the updated policy, which is available on our school website.

Hoop Time Success - Off to the State Finals!

Over the past two Fridays, our Year 5/6 Mixed and Girls Future Stars teams, along with our Year 3/4 Mixed Future Stars team, competed in the Regional Hoop Time Finals at Kilsyth. All three teams competed exceptionally well, demonstrating outstanding sportsmanship towards their opponents and referees. Their teamwork, encouragement and support for one another were equally impressive, and they represented Ruskin Park Primary School with great pride.

We are thrilled to share that all three teams have progressed through to the State Finals! This is a fantastic achievement and a reflection of the hard work and teamwork of our students.







Absences

A reminder to all families to please ensure that a reason is provided whenever you record a student absence through Compass. We understand that students may be absent for a variety of reasons, including illness, medical appointments or family commitments. When entering an absence, please include a brief explanation rather than simply marking your child as absent. Providing a reason helps us maintain accurate attendance records, meet our attendance reporting requirements and ensure we understand why students are away from school.

We appreciate your support in keeping our attendance records accurate and up to date. If your child has been absent recently and a reason has not yet been provided, we kindly ask that you update this information in Compass. Thank you for your cooperation and ongoing support.

Tim Mulhall

Principal

Foundation

We have had a wonderful fortnight of learning and fun with two special visits from the Croydon firefighters!

During our first session, the firefighters spoke to our Foundation students about safe and unsafe fires, who to call in an emergency and the importance of fire safety. The students were fascinated as they watched a firefighter put on their special protective gear and eagerly asked questions about the firefighters' roles and their trucks. The firefighters also gave the students an important job to complete at home: talking with their families about establishing a safe meeting place in case of an emergency.

During our second visit, students had the opportunity to share the work they had completed about their family meeting places at home and recap who they could call for help in different situations. They were then lucky enough to have a turn using the fire hose, explore the fire truck and learn about some of the tools firefighters use. It was wonderful to see so many students asking thoughtful questions, sharing their learning and making the most of this exciting hands-on experience.

A big thank you to the Croydon firefighters for taking the time to visit us and help our students develop their understanding of fire safety!



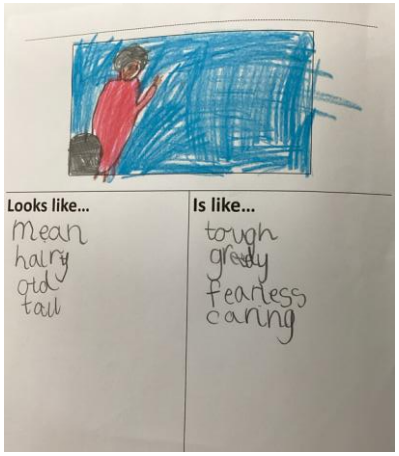


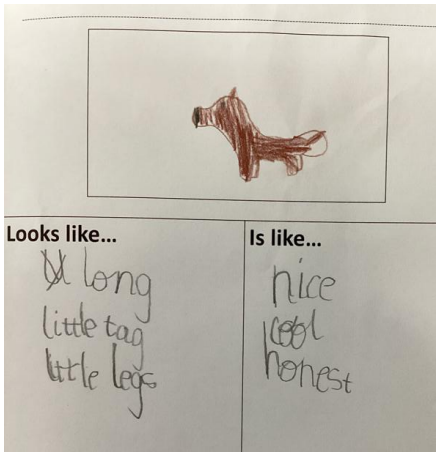


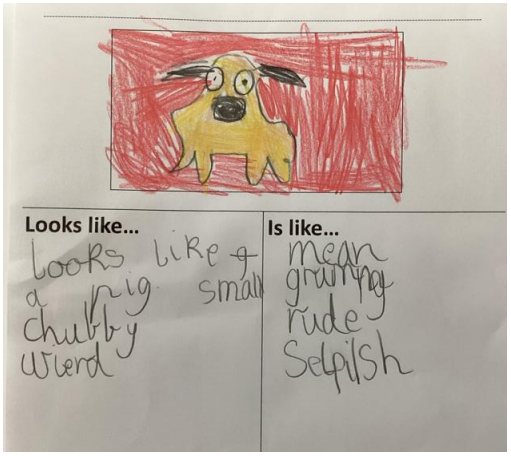


Literacy

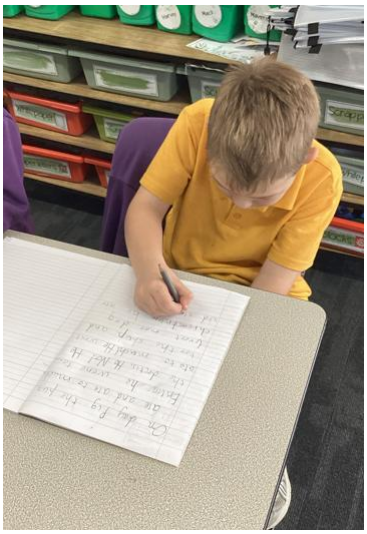
In Reading, we have been focusing on character traits, particularly characters' physical appearances and personalities. We have explored a variety of texts to identify and compare characters, considering how their actions and behaviours help us understand their personalities. Some of the texts we have enjoyed exploring include *Pig the Pug*, where we focussed on Pig and his friend Trevor, and *Ella Kazoo*, which is a story about a girl who would not brush her hair.

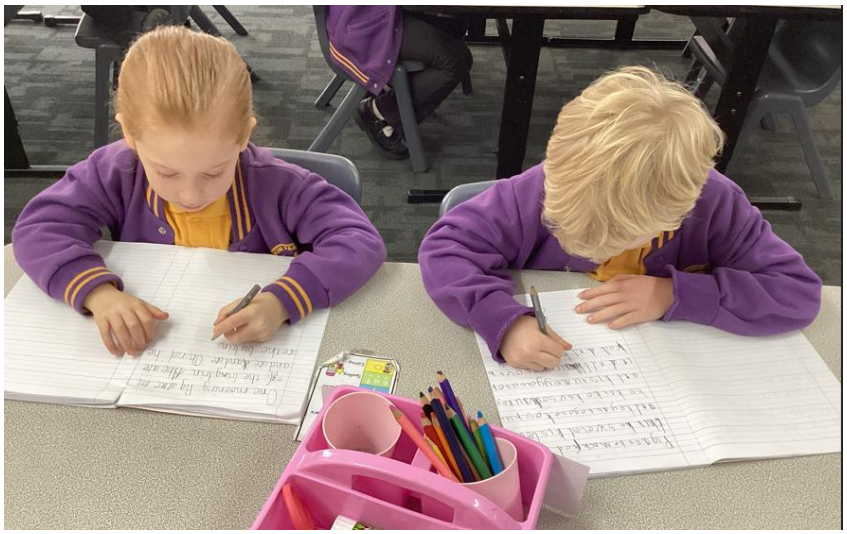


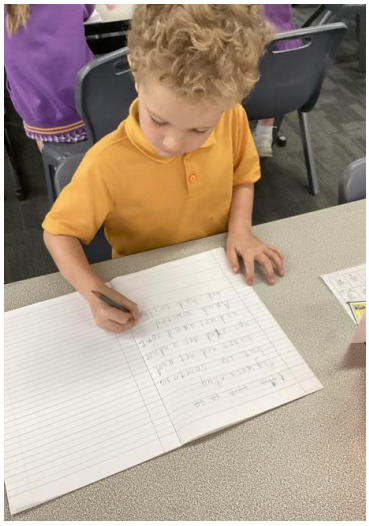


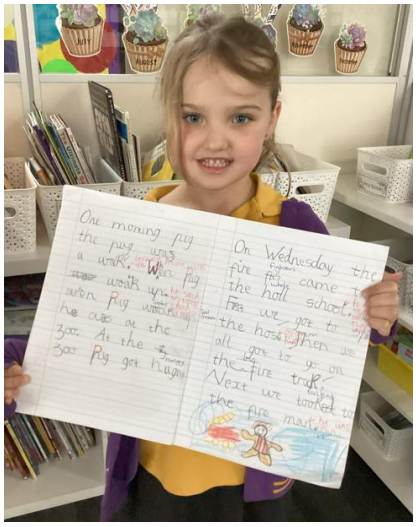


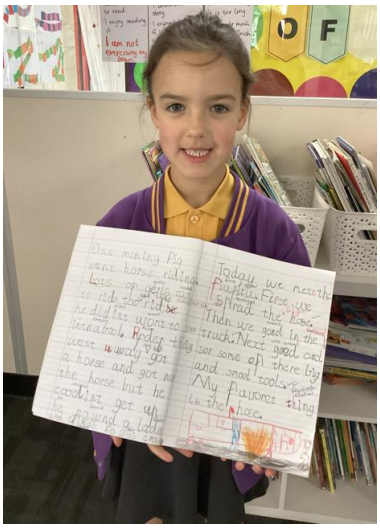
In Writing, we have continued to strengthen our understanding of sentence structure by retelling familiar stories using the same characters, but creating a new problem and an alternative ending. It has been wonderful to see the students' confidence grow as they develop their own creative ideas to bring their stories to life. They are continuing to build their writing skills by incorporating adjectives to add detail and variety to their sentences. We are also focusing on rereading and editing our work, making changes to improve the clarity and quality of our writing.











Mathematics

Over the past fortnight, our Foundation students have been focusing on subtraction. We have used a variety of hands-on materials, dice and games to help students model and solve subtraction problems in fun and engaging ways. We have also explored different strategies to support their understanding of subtraction, including counting back, drawing pictures and crossing out items, jumping backwards along a number line, and, more recently, counting on from the smaller number. It has been wonderful to see students developing their confidence as they practise these strategies and apply them to solve subtraction problems.

Digitech

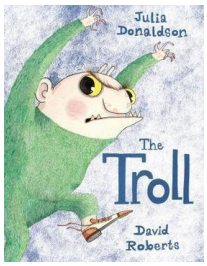
In Digital Technologies, students have been learning about ways to keep themselves energised and healthy by making positive choices about their screen time. We began by watching a short clip from the Cyber Safety Project, which encouraged students to think about how they can manage their screen time and recognise when they need a break. Students then completed a cut-and-paste activity, selecting a range of activities they could enjoy when they needed to “recharge their battery”. These included reading a book, playing outside, spending time with a family member and enjoying a healthy snack. Through these activities, students are developing an understanding of the importance of balancing screen time with other activities that support their health and wellbeing.





Wellbeing
In Foundation, students have been exploring what it means to be kind, brave and respectful. After listening to a story, students participated in a rich discussion about the main characters and the emotions they experienced throughout the story. We then explored the strengths the characters demonstrated and discussed how these strengths helped them navigate different situations. To bring our learning together, we focused on the meaning of respect and how we can show respect towards others in our everyday lives. Students shared examples of how the characters did or did not demonstrate respect throughout the story, helping them make connections between the story and their own experiences.

Junior School



Year 1

It has been a busy few weeks with lots of new learning and fun. A highlight was our Year 1 rotations where students got to work with some different students and complete a ‘Friendship Clubhouse’ to ensure everyone was welcome! Check out some of their amazing clubhouses below.

Literacy
In Literacy this week, we have begun to focus on writing and reading narratives. When writing, students are supported to develop their ideas using their Writer’s Notebook and to use those ideas to guide their narratives, ensuring they are including all of the narrative elements. The students enjoyed writing about a Julia Donaldson character and setting from our mentor text ‘The Troll’, ensuring they included lots of interesting adjectives and fascinating vocabulary.

In Reading, we have also been focusing on narratives and discussing character and setting descriptions. Students have been practising their visualisation skills - they were given a character description, and they had to create their own drawing to match the clues from the text, ‘The Troll’ by Julia Donaldson. It really showcased the students' amazing imaginations!







When reading at home with your child, you might like to discuss the characters in your stories. You could even try and hide the character picture and describe it to your child and see what they come up with!

Maths

In Maths, we dived into the world of number patterns! Students had opportunities to explore and practise number patterns through a range of fun and engaging games. We focused on identifying the 'core' of a pattern and recognising different pattern types, such as ABC, AABC and more.

We have also been developing our understanding of place value by exploring how numbers can be partitioned into tens and ones. Students have had opportunities to use a range of hands-on materials and engaging activities to represent, build and partition numbers in different ways.




Year 2

What a busy and exciting fortnight it has been in Year 2, with plenty of wonderful learning experiences and fun along the way! A particular highlight was our first of three rugby sessions during PE, where students had the exciting opportunity to learn new skills alongside players from the Melbourne Storm. Everyone enjoyed getting involved, practising their skills and learning from the experts. We are looking forward to our next two sessions over the coming weeks!





A friendly reminder that our upcoming excursion to Bundoora Park Farm is on Wednesday 11th November, where students will have the opportunity to extend their learning from our History unit through some hands-on experiences.

A big congratulations to our Principal Award recipients this fortnight! We are so proud of the effort, positive attitudes and commitment to demonstrating our school values. Keep up the wonderful work, Year 2!



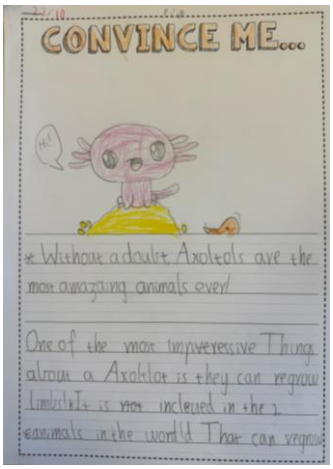
Literacy

Our Reading lessons have focused on exploring persuasive texts and identifying the opinions authors want their readers to believe. Students are learning to recognise the reasons authors use to support their opinions and consider how these help make an argument more convincing. We have also explored different persuasive words and phrases, investigating how changing just a few words can make a sentence sound stronger and more persuasive. This learning is helping students become more thoughtful readers who can recognise when an author is trying to influence their thinking.

Our young writers are putting their persuasive skills to the test through our Convince Me! writing unit. Students have explored topics such as ‘What is the best animal?’ and ‘Kids should play outside every day’, learning how to capture their readers' attention with a clear and convincing opinion. A key focus has been on developing strong reasons and supporting these with evidence and examples to add detail and strengthen their arguments. Students are also experimenting with persuasive language and powerful sentence starters to make their writing even more convincing. We are now working towards finalising our persuasive pieces before editing and publishing them.



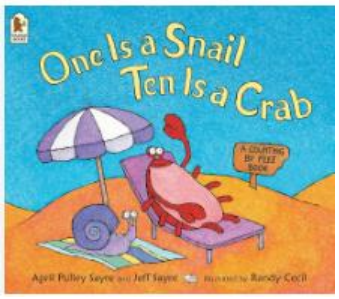




Maths

Our Numeracy learning has focused on developing students' understanding of time and turns. Students are becoming more confident reading and recording o'clock, half past, quarter past and quarter to times on analogue clocks. We have explored how the hour and minute hands move around the clock face and how each quarter represents 15 minutes.

Building on this understanding of halves and quarters, students then explored turns and directions. They worked on following and giving directional instructions using quarter turns, half turns and three-quarter turns, while also investigating how shapes change position when rotated.



This week, we have shifted our focus to solving worded problems, with students learning to identify key information and choose appropriate strategies to find solutions. We enjoyed reading ‘One Is a Snail, Ten Is a Crab’, which inspired students to create their own mathematical stories using different combinations of animals. They then challenged themselves to work out the total number of legs by drawing pictures and writing addition or multiplication equations to represent their thinking. It has been wonderful to see students applying their number skills in such creative and meaningful ways!

Digital Technologies

Our Cyber Safety lessons have focused on what it means to be an ‘Upstander’ when using technology. Students explored how they can show kindness, look out for others and make positive choices when interacting online. We also discussed the importance of speaking to a trusted adult if they see or experience something online that makes them or someone else feel uncomfortable or upset.



Middle School

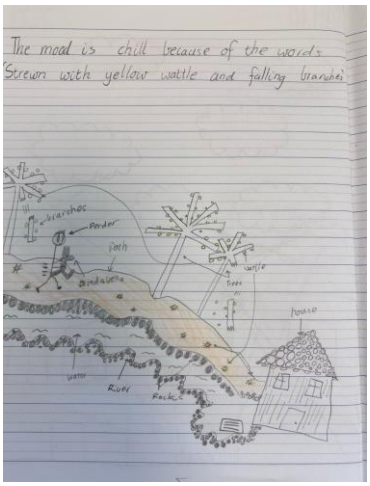
Year 3

We have had such a fun and busy couple of weeks in Year 3! Excitement is building for our upcoming camp following our first camp meeting, where students had the opportunity to ask questions and learn more about what to expect. All families should now have received the medical and dietary forms. Please return these to your classroom teacher at your earliest convenience. We are also seeking expressions of interest from parents who may be available to assist with camp. If you are interested in helping, please let your classroom teacher know. We are looking forward to this exciting adventure!

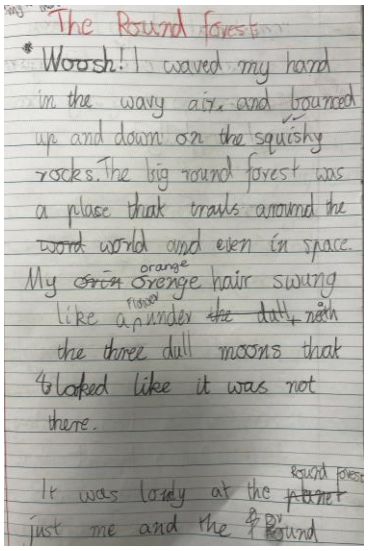
Literacy

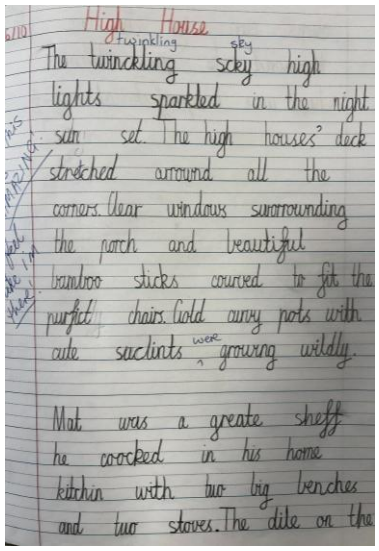
In Reading, we have been thoroughly enjoying Brindabella, exploring the author's rich descriptive language and revising the different reasons writers begin new paragraphs. Students have been identifying the mood created in different settings and using evidence from the text to explain their thinking. We have also been practising our visualisation skills, using the wonderful language in the story to create vivid mental images.

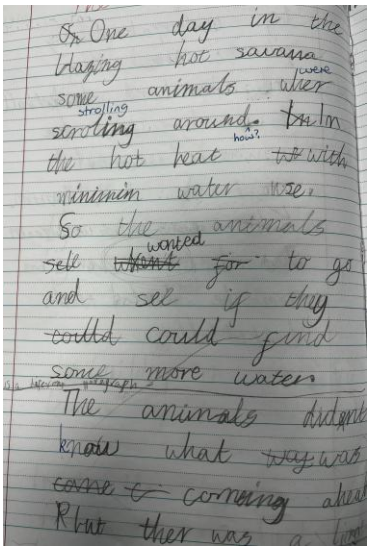




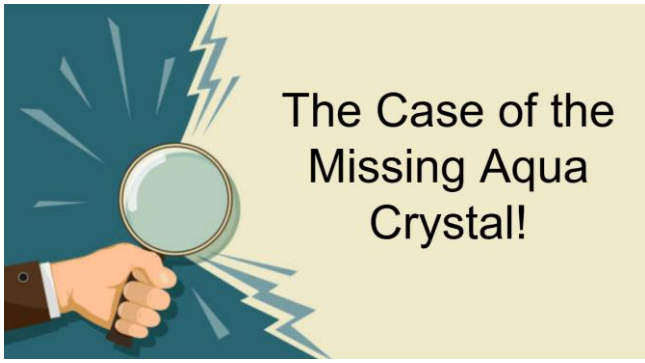
In Writing, students have been busy planning and crafting their own narratives, focusing on creating rich, descriptive sentences through their careful choice of nouns, verbs, adjectives and adverbs. As we continue to consolidate the use of paragraphs, students have practised beginning paragraphs with 'time' words, like 'Soon…', 'Later that day…', 'Suddenly…' etc. We have been blown away by the motivation, enthusiasm and growth students have demonstrated in their writing so far this term!







In Spelling, we have begun exploring morphology and how words are connected through their word families. Our first investigation has focused on the root 'aqua', meaning water. By developing an understanding of roots and their meanings, students are building valuable strategies to help them unlock the meaning of unfamiliar words. This week, students worked together to solve the case of the missing aqua crystal using their spelling skills.









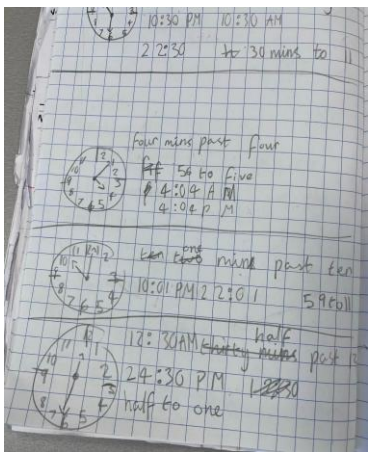
As we approach the end of Year 3, we are also encouraging students to consistently apply their neat, joined handwriting across all areas of their bookwork.

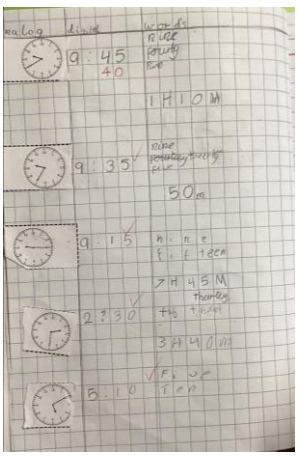
Mathematics

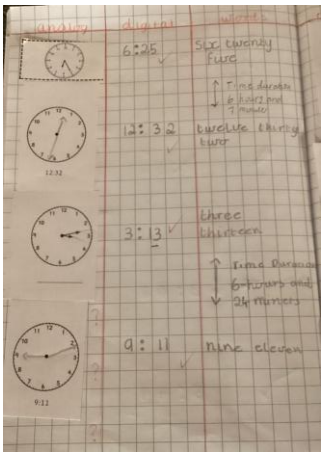
In Maths, we have continued consolidating our understanding of place value to 10,000 and beyond. Students have been exploring how numbers can be renamed and represented in multiple ways, strengthening their understanding of the value of each digit. We have also been practising ordering larger numbers and explaining how place value helps us make comparisons.

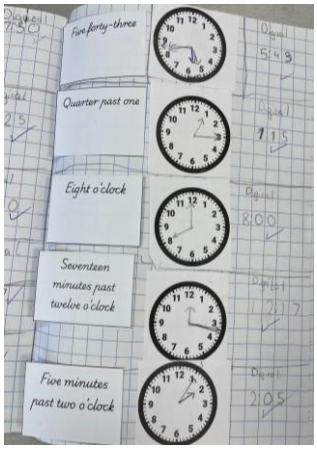
Alongside this, we are continuing to build automatic recall of multiplication and division facts for the 2, 3, 4, 5 and 10 times tables. Regular practice of these facts is helping students develop greater confidence and fluency when solving mathematical problems.

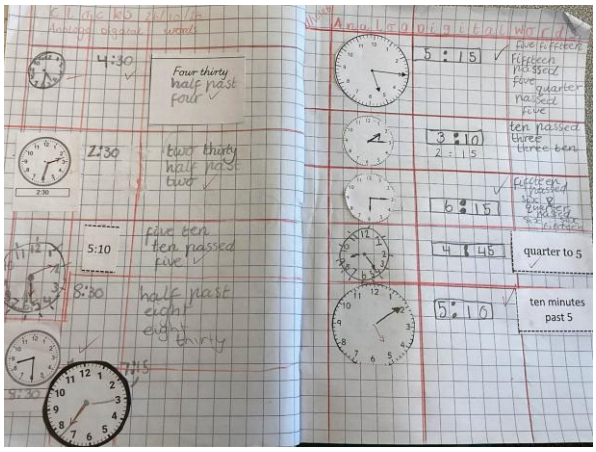
This week, students have been learning how to tell the time to the minute using analogue and digital clocks and exploring the relationship between hours and minutes.







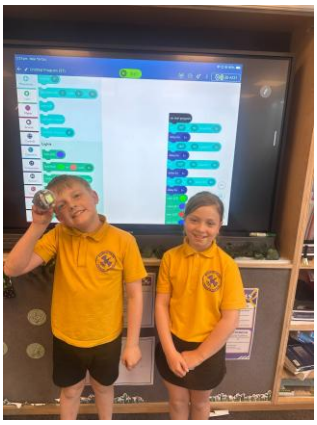




Digital Technologies

Our Year 3 students have continued exploring coding with the Spheros. Working collaboratively, students have been creating, modifying and re-coding instructions to complete different challenges.

As their understanding of algorithms develops, students are discovering how even a small change to one instruction can impact the final outcome. Through testing, evaluating and refining their code, they are developing their problem-solving skills, persistence and teamwork.





Humanities

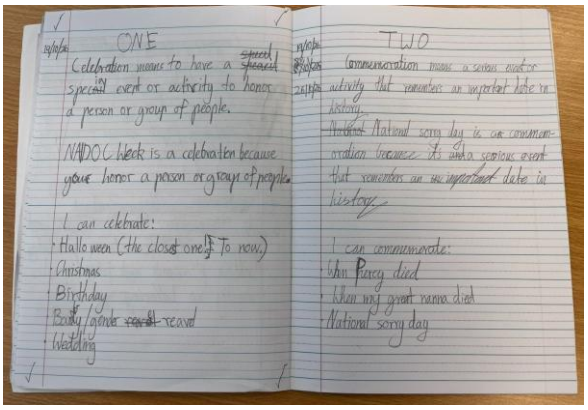
In Humanities, students have been putting the finishing touches on their personal coats of arms, reflecting on their identity, interests and the different communities to which they belong.

We have also begun exploring the difference between commemorations and celebrations, investigating significant events recognised across Australia. Students have been discussing why these occasions are important and how they help us recognise, remember and celebrate the people, events and traditions that shape our communities.









Year 4



CYC Forest Edge

With our camp experience at CYC Forest Edge complete, we have so much to celebrate and reflect on! From the moment we arrived on Monday morning until we farewelled camp on Wednesday afternoon, our Year Four students challenged themselves, supported one another and developed greater independence.

Throughout our time at camp, students embraced new experiences, stepped outside their comfort zones and discovered what they could achieve when they gave things a go. One of the biggest highlights was taking on the twin flying fox, the longest twin flying fox in Victoria! Students showed incredible courage as they took the leap, cheered on their classmates and celebrated each other's achievements. They also tested their aim at archery, challenged themselves on the climbing wall and worked together to solve problems during a range of team challenges. Our scavenger hunt and bush art activities provided opportunities to explore the natural environment, get creative and collaborate with friends.







The fun continued with a lively game of disco soccer, bringing plenty of energy, laughter and friendly competition! Across all our activities, it was wonderful to see students demonstrating our school values of respect, honesty, resilience and perseverance. Whether encouraging a nervous friend, trying something that felt a little scary or persisting when a challenge became tricky, our students showed just how much they could achieve when they believed in themselves and supported one another.





Our evenings were just as memorable, beginning with some friendly competition during our Ruskin Park-themed trivia, where students put their knowledge to the test! We then settled in for a special movie night, watching *Woody Woodpecker Goes to Camp*. This was particularly exciting, as parts of the movie were filmed right here at Forest Edge! It was a fun way to wind down after busy days of adventure and enjoy a little camp magic together.





During their free time, students thoroughly enjoyed making the most of one of the camp's favourite attractions, **9 Square in the Air!** It was fantastic to see so many students coming together to play, laugh and enjoy each other's company. These moments of connection, alongside the organised activities, made camp such a wonderful opportunity to strengthen friendships and create lasting memories.





As our time at CYC Forest Edge came to an end, we were incredibly proud of the way our students approached the experience. Camp is about so much more than the activities themselves; it is about building independence, taking positive risks, developing confidence and discovering strengths we might not have known we had. Our students returned to school with plenty of stories to share, new memories to treasure and a wonderful sense of achievement.





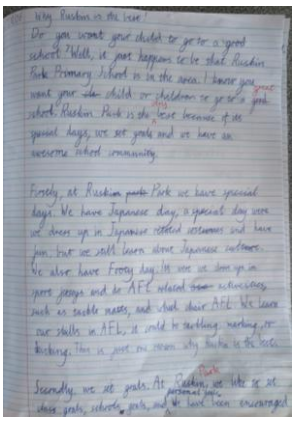
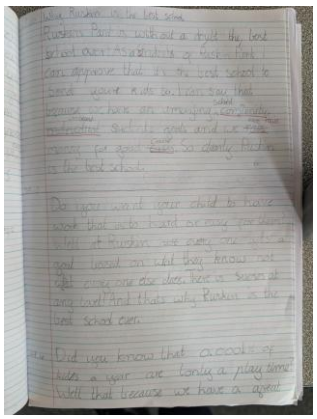
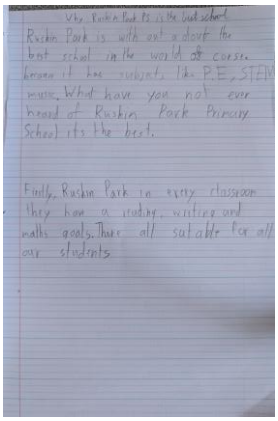
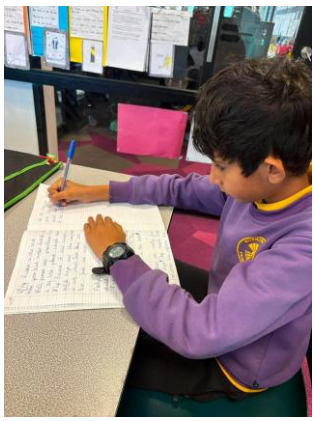

We hope you enjoyed hearing the excited (or perhaps exhausted!) retellings of our adventures when your children returned home. While some students may have wished camp could last a little longer, we can confidently say that our Year Four students made the most of this special experience and returned with lasting memories of their time together.

A huge thank you to the staff at CYC Forest Edge for helping make our camp experience so memorable, and to our absolutely amazing parent helpers, Ryan Flanagan and Kira Beech, who supported our students throughout this exciting adventure. Your support helped make this such a valuable and enjoyable experience for everyone!

Literacy

In Reading over the past fortnight, students have read a range of persuasive texts. They have worked to develop a greater understanding of the genre by exploring its structure and the range of persuasive techniques it uses. Students explored techniques, such as rhetorical questions, statistics and emotive language, and evaluated the impact that these choices have in strengthening persuasive arguments. In class each day, we analysed a persuasive text together and discussed the strength of the arguments presented.

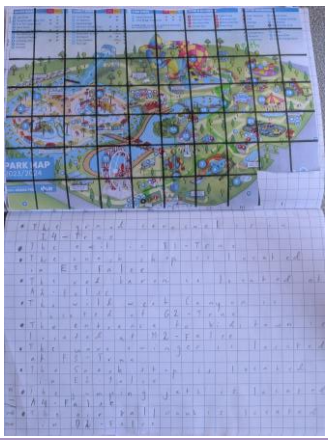
In Writing, students have been perfecting their ability to write persuasive arguments using a range of persuasive devices. This week's topic of 'Why Ruskin Park Primary School is the best School' started with a brainstorming session in which students readily came up with many reasons to support their argument, with reasons including great facilities, good academic results, a wonderful school community and (without any prompting) great teachers. Students then wrote an engaging introduction following the HAPS persuasive writing structure and used PEEL to help them write main body paragraphs that supported their points of view. Students will continue to work on their persuasive piece over the next week, with the aim of publishing their writing and presenting it to the class.

Maths

After camp, students settled back into school life with a focus on grids and mapping in Week 3. Students also explored mapping skills using maps of Geelong's Adventure Park. They created grid references and used them to answer true or false questions, give directions, and locate key landmarks on the map. This engaging activity helped students apply their mathematical understanding to real-world contexts while practising important spatial and directional language skills.

Week 4 saw students transitioning to an investigation of problems involving time. We began with an open ended question for students - what do you know about time? After a short amount of time to think, students shared a huge variety of ideas and connections about the many ways we can measure and represent time. Each class was able to generate an extensive anchor chart of prior knowledge, which has been built upon throughout the week. As our focus shifted to converting between units of time and calculating elapsed time, we used a range of different strategies, such as number lines and mountain, hills, and rocks. Students will continue to work through a range of different strategies in Week 5.



Senior School

Year 5

Superspeak

The Year 5 students did a fantastic job at our Super Speak parent session! Everyone participated in a group poem and at least one individual speech. They have all worked so hard in the lead up to the parent session and have grown in their public speaking skills, confidence and enjoyment. We are so proud of their efforts. Thank you to all of the parents who attended, too.













Literacy

Our Year 5 students have been busy putting the finishing touches on their School Captain speeches. Through this process, they learned the importance of editing and refining their writing, recognising that strong authors continually improve their work before presenting it to an audience. Students also investigated the differences between persuasive and informative speeches, examining the unique purposes, structures and language features of each.

In Reading, students explored a variety of speeches and advertisements, analysing how authors and speakers connect with their audience. They were introduced to Aristotle's modes of persuasion, helping them understand the powerful techniques used to inform, persuade and inspire others.

Maths

The Year 5s have been learning all about mapping and grid coordinates and the difference between 'grid references' and 'grid coordinates.' We had lots of fun playing a version of Battleships, where students placed shapes on their grid and used coordinates to guess the location of their partner's shapes. Students used compass directions to guide a partner to draw a shape on a grid.

We have also been revising our understanding of factors and multiples, along with multidigit multiplication and short division. Students completed an 'escape room' activity where they solved multiplication clues to crack the code.



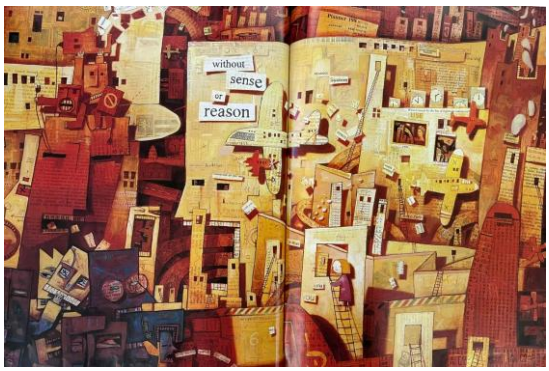


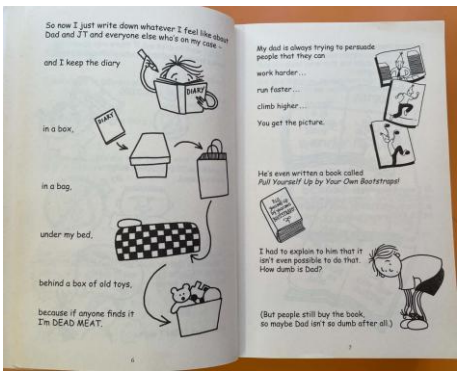
Geography

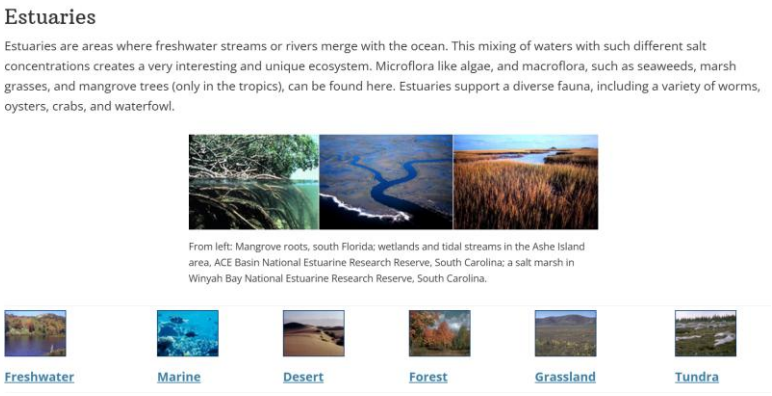
This term in Geography, students have begun exploring the continents of Europe, Asia and Africa. Students are developing their geographical knowledge by locating countries and capital cities using maps and atlases. They are also investigating the diverse climates, environments, landmarks and cultures found across these continents. Through research and group activities, students are building their understanding of the similarities and differences between countries around the world.

Year 6

In Reading and Writing, our Year 6 students have continued to read and analyse texts with multimodal features. Students have examined both fiction and non-fiction texts, identifying the modes used and their effect on conveying information. They have also discussed how the modes work together to help engage and inform the reader.





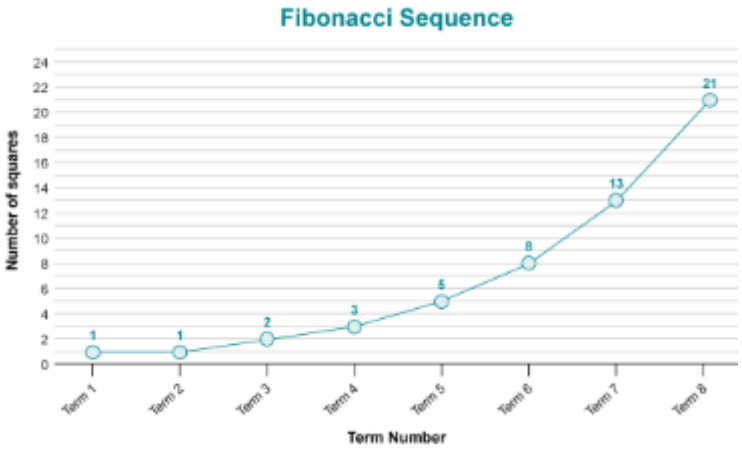


In Writing, students have worked on publishing an informative multimodal text in a format of choice, including Google Docs, Google Slides, Google Sites and Canva. When publishing, students have worked on making careful choices about the spatial arrangement, font style and size and selecting images/charts/diagrams to enhance the meaning of their text. This week, students have begun writing a narrative that includes more than one mode to tell the story.

Maths

Over the past couple of weeks, our Year 6 students have been exploring financial literacy and discovering how maths can help us make informed decisions in everyday life. Students have been creating and investigating budgets, forecasting income, savings and spending, and identifying patterns to predict how their financial choices can impact their future savings. We have also been building our understanding of multiplying by powers of 10, exploring how numbers change when multiplied by 10, 100 and 1,000. Through hands-on activities, meaningful games and real-world problem-solving, students have continued to strengthen their mathematical thinking and make connections between what they learn in the classroom and the world around them.

Term number	Number of squares
x-axis	*y*-axis
1	1
2	1
3	2
4	3
5	5
6	8
7	13
8	21



Humanities

In Geography, students have continued to learn about the Australian environment and changes made to the environment, both human-made and natural. In Week 3, students focussed on how humans have influenced the Australian environment and identified changes we have made such as mining, damming, tree plantations, farming, introduced species, etc. Students then performed a research project on a large human development project. Some of the topics researched included Kinley, Eastlink, Wonthaggi Desalination Plant, Murray Darling Basin and Fimiston Open Mine Pit. Students researched the benefits and disadvantages to the environment, local communities and wider communities.

Following on from this, in Week 4, students studied environmental changes caused by natural processes and focused on bushfires. Students viewed some short clips and researched the effects bushfires have on vegetation, animals, soil, water, communities and people.

JAPANESE

We had a fabulous start to Term 4, with Japanese Day in Week 1.

Students participated in Japanese cultural activities throughout the day, including a costume parade, rajio taisou exercises, karate, kendo, manga drawing, rice ball and bento making, origami, sumo wrestling, games and craft activities.

Students were invited to dress in something “Japanese”, such as a kimono, karate outfit, favourite anime or Pokémon character, ninja outfit, or anything else inspired by Japanese culture. I was very impressed with the imagination and creativity of some of the costumes. Thank you to all the parents who helped their children prepare costumes for the day. Prizes were given to the best costumes in each year level.

KABUTO (SAMURAI HELMETS)





KARATE WORKSHOPS





KYARABEN (CHARACTER BENTO MAKING)





KENDO WORKSHOPS & DEMONSTRATION





MANGA DRAWING WITH KENNY



SENSU (FOLDING FAN MAKING)





COSTUMES





ONIGIRI (RICEBALL MAKING)





SUMO WRESTLING





Thank you to all our special guests and parent helpers who helped make our Japanese Day a great success. It was a wonderful opportunity for students to immerse themselves in Japanese culture for the entire day. The feedback from all students, teachers and parents has been very positive.

NEW JAPANESE ASSISTANT- MS MAYU HIROSE





Mayu joined us in Week 2 of Term 4 and will be staying until the end of Term 1, 2027.

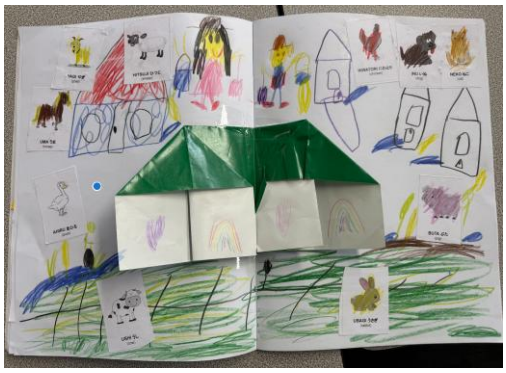
Mayu is a university student from Kamakura, Japan. She is excited about teaching Japanese language and culture to our students and looking forward to learning about Australian culture and language in return.

Thank you to Dushi Perera and Devki for agreeing to host Mayu for her entire stay in Melbourne.

Hosting a Japanese language assistant is a very rewarding experience. Please contact Mr Brown at: gregory.brown@education.vic.gov.au if your family would like the opportunity to host in the future.

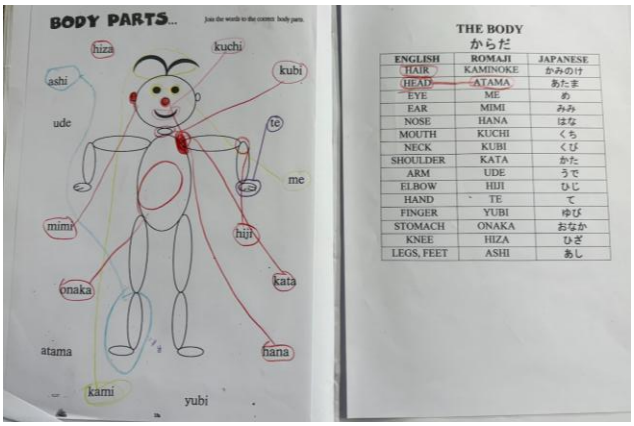
JAPANESE CLASSES TERM FOUR

Foundation- In Term 4 so far, Foundation students have been learning about farm animals. They folded paper to make a farmhouse, drew in the background and pasted farm animals around their farm. Students then used these animals to practise naming the animals in Japanese. Next, they will learn why the Japanese say there is a rabbit on the moon, “Otsukimi”, the moon-viewing ceremony, and learn the kanji characters for moon and sun.



Year 1- The Year 1 students have been learning about body parts. They have used some songs to help them remember the body parts. Students also learnt to describe body parts using adjectives such as big, small, long and short. Next, they will learn about some simple kanji characters, their meanings, and how to write them.

Mayu San introduced the Year 1 students to a traditional game that requires them to place body parts on a face with their eyes closed. The results were very entertaining.



Year 2 - The Year 2 students have prepared for and completed their second hiragana writing test. Most students have made pleasing progress and were able to write more hiragana characters on their second test. Following the test we spent some time making an origami fish. Next, the Year 2 students will learn about the animals of the Japanese zodiac and complete a mini animal book.





Years 3, 4, 5 & 6- After the excitement of Japanese Day, students had to study and prepare for their second writing test of the year. They worked on improving their hiragana, katakana and kanji writing. Following the test, students were able to make a jumping frog origami. Next, they will be starting a unit about African animals.







These Students have recently celebrated their birthdays

Micah	Seth	Ashwin	Jaxon	Olivia	Xavier	Hayden	Evelyn	Roo
Sadie	Jayden	Edin	Bailey	Indi	James	Hunter	Thomas	Sienna
Ashley								

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

pro touch tennis
ACADEMY

gain the advantage

TENNIS COACHING

FOR ALL AGES & ABILITIES



Quality coaching in a fun, positive environment. From beginners to advanced players – *everyone is welcome!*

FREE TRIAL LESSON!

FREE RACQUET FOR 12/U WHEN THEY ENROL

OUR PROGRAMS

- HOT SHOTS (3–10 YEARS)
- JUNIOR GROUP LESSONS
- SQUADS (DEVELOPMENT TO) PERFORMANCE)
- ADULT CLASSES & CARDIO TENNIS
- PRIVATE LESSONS

COACHING AT 5 GREAT LOCATIONS

EAST CROYDON KILSYTH TC



119–131 Hull Rd, Croydon

LILYDALE TENNIS CLUB



Cnr Hardy & Anderson St, Lilydale

HEALESVILLE TENNIS CLUB



Queen's Park Reserve (Enter via Don Road), Healesville

SEVILLE TENNIS CLUB



20–28 Monbulk Seville Road, Seville

GOODLIFE WANTIRNA



141 Mountain Hwy, Wantirna

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FOLLOW US

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

CreativeMusic

www.creativemusic.com.au