



OMEEO PRIMARY

Respect ~ Inclusion ~ Persistence ~ Enjoyment ~ Excellence

Term 1 Week 4
2026

NEWSLETTER

Calendar dates

FEBRUARY

26th: Swimming program

School assembly's are held fortnightly on Friday's at 2:45pm in the Music Room. All welcome!

Birthdays!

FEBRUARY:

Brendan Fitzgerald
Chloe Mitchell



Art report

We have been working hard in the art room since the start of term. The students have just completed directed drawings in both the Senior and Junior room. Both classes focused on taking their time with drawing and using watercolours to add colour and pattern to the drawing and background.

We have displayed the drawings in the main building and art room.

From the office

Voluntary Contributions

Voluntary contributions of \$200 per child are due now. The \$200 covers all classroom materials, our swimming program, other excursions and incursions. By paying this voluntary contribution it also enables you to be subsidised for school camps. If you feel you don't want to contribute to the school then unfortunately for camps you will need to pay the full unsubsidised price. This would also include the ski program.

Volunteers needed

Omeo Primary School are looking for volunteers to listen to our reading groups. If you have 10 minutes any weekday morning before 10am to listen to our young readers – that would be greatly appreciated. Please note a valid WWCC is required. Thank you in advance.

School details

Address: Omeo Primary School PO Box 40
Omeo VIC 3898

Phone: (03) 5159 1313

Email: omeo.ps@education.vic.gov.au

Website: www.omeops.vic.edu.au

BSB: 063-857

Account No: 100 006 685

Please mark your transactions with your family name and what it is for eg. Shepherd Fees25



NEWSLETTER

From the Principals desk

Thank you to all parents who have let us know the "usual" end of the day routine for their child. Please can families who haven't yet done this, to do so asap? This is especially important with footy/netball training days, as we cannot allow students without permission to just leave. We do try to phone home, but the burden on the office staff when there are 3 or more students with no permission note from home is great.

We have had another busy two weeks, with our students demonstrating significant improvements in their swimming. Students have settled well and have swung into the new routines well.

I am enjoying teaching both classes for Science, with the Senior class studying habitats, and short, medium and long-term factors that affect those habitats. In the Junior class we continue with materials and properties and will delve in to mixtures soon.

Please remember we have one last swimming lesson next week on Thursday. Next week is also our last week where Prep students have a rest day at home on Wednesday.

In March the Year 3 and Year 5 students will sit there NAPLAN testing. This testing is Australia wide and covers: Writing, reading and comprehension, spelling punctuation and grammar and numeracy over four distinct tests. Students will sit the first test on Wednesday 11th March. If anyone has any questions about this, please let me know.

PE report

Earlier this week, the students headed to Swifts Creek Memorial Pool to learn valuable lifesaving skills. Students took part in the following activities:

- Be Aware and Be Prepared: Learning to never swim alone, how to call for help, and how to spot the safest places to swim
- Rescue Strategies: Used everyday pieces of equipment to save someone in trouble in the water
- Safe Boarding Practiced paddle skills and rescues using body boards
- Survival Strategies Understanding when and where to wear lifejackets, and how to use them to preserve life.
- Everyday Lifesaver: Learning CPR and what to do in an emergency to become an everyday lifesaver!

We have 2 weeks left of our school swimming program and next week some of our students will be assessed to complete the Victorian Water Safety Certificate.

In PE at school, the juniors are developing fundamental movement skills, currently focusing on catching. The senior class is learning about Ultimate Frisbee and different skills and tactics involved with playing this sport. Please stay tuned for more information as we have the Athletics Sports Day in early term 2 and would love as many parents as possible to assist and be a part of this day. Date TBC



Junior Class report

We have had another great fortnight in the junior class!

In numeracy, we have been practicing subitising as part of our unit on numbers, ask your child what it means to have superhero eyes in maths! On a Wednesday, grade 1 and grade 2 students have been learning about renaming- 50 can be given lots of nicknames; it could be called '5 tens', '50 ones', '3 tens and 20 ones'.

In literacy we have continued our Little Learners Love Literacy program, and we have been reading and retelling stories during writing.

Digital tech has been fun; we have made our own 'devices' which we have been using in roleplay to demonstrate safe use of technology.

Each Friday we have Creative Time after lunch. This is a chance for students to work together in a play-based environment. They are learning to problem solve, collaborate and work together, build relationships and use their creativity to design and think of different ways they can change and evolve their games. We have seen a breakfast cafe, bus with bus stops, dog walking business, drop-in art class and more come to life in the classroom. The energy and excitement is high and the students are completely engaged for the time. We love ending our week this way.

Have a great fortnight 😊

Ash and Miss Banister

ashleigh.pendergast@education.vic.gov.au

lynette.banister@education.vic.gov.au

Student of the week

Brendan - Brendan has demonstrated that he can "get on" with his writing tasks and stay focused. He has used his sounding out techniques to correctly spell some words. Brendan has shown a "have a go" attitude to his work. Well done Brendan for demonstrating "We are Learners".

Student of the week

Lucas - Lucas has hit the ground running this year! Well done Lucas for being such a superstar in your learning! You are reading enthusiastically at school and at home, and you're showing the strength of your maths brain as we learn some tricky things! Keep up the great work!!

Student of the week

Addison - Addison has settled into the Senior classroom well this term. She is enthusiastic in all activities and actively contributes in classroom discussion. Addie enjoys writing stories and reading activities and loves to work with other students in the class. I enjoy working with Addie as she continually models the value of "We are Learners."

Student of the week

Evelyn - Evelyn has enthusiastically participated in our Design Technologies unit on sustainable transport. She has designed and tested a boat that can float on water using rudders, a motor and battery. I have been impressed with Evelyn's hard work and the way she has included her family in the task. Evelyn is working very well this term and always shows interest in what we are learning about. You have made a great start Evelyn, demonstrating the value of "We are Responsible."



Senior Class report

I have been really pleased with how well the Senior students have settled into the classroom routine this year. They are all enthusiastic to try new things and appear to be excited about the year ahead. As usual we have an exciting and appealing program for students to participate in.

In our literacy sessions, students are improving their fluency through participating in timed, paired fluency. These sessions run for 10 to 15 minutes each day. Students are given a minute to set up; during which time their book is selected, and they sit with a partner. Students take it in turns to read to each other for one-minute intervals and then swap. They do this continually for 8 to 10 minutes. In the short time we have been doing this I have seen positive outcomes through increased concentration, collaboration and engagement.

We are still developing an understanding of place value but have starting addition. We are exploring different ways to work out the answer to a problem. We have been learning about the purpose of an abacus, number lines and how to solve problems vertically. I am still encouraging students to continue learning multiplication table. They are SO important!

We are exploring the purpose and value of volunteers in the community through our Civics and Citizenship unit this term. We had the pleasure of interviewing Jamie Symons last week. He came to visit us even though he had just got out of hospital! What an awesome volunteer!



Jamie shared how he has volunteered in some form since he was 8 years old. He has always helped communities and groups he has been a part of ever since and stressed how important it is for small communities to have volunteers as it keeps important services and clubs continuing.

We are going to meet more local volunteers in the next few weeks. Holly and Chloe's pop, Rod is our guest speaker this week. Hopefully, we will have a go at volunteering, in some way, ourselves as a part of this unit.

We have continued making our sustainable vehicles and have two weeks left until they are judged and tested. Students are welcome to work on these models with their parents. They have been exploring with mini motors and batteries; using skills they learnt in our Wobble bot making last year, to create movement.

Nita



Community news

Schools as Hubs

Omeo Kindergym with Lily Hawkins

Dates for Term One:
Monday 9th February
Monday 23rd February
Monday 23rd March

Omeo Hall
9:30am-10:15am
Ages 0-5 yrs
No cost

Communities for Children East Gippsland

Uniting

Family Fun Day – It’s Back & More Fun Than Ever!

Families are invited to join us for a fun-filled community day celebrating friends, family and togetherness. The day will include colour fun activities for the kids, plenty of laughs, and a BBQ lunch available with a gold coin donation.

Date: 21st March 2026

Time: From 11:00am

Location: The Rec Reserve

What to wear: White (for the colour fun!)

It’s a great opportunity to get kids active and enjoy a relaxed, inclusive community day out. We would love to see as many local families there as possible.

Thank you very much for your support and for helping us share this event. Please feel free to reach out if you need any further details.

SCHOOLS AS HUBS

Omeo Rhyme Time with Emma Chapman

Dates for Term One:
Friday 6th February
Friday 20th February
Friday 6th March
Friday 20th March

Held fortnightly on Fridays
East Gippsland Shire Council Office - Omeo
9:30am-10:15am
Ages 0-5 yrs
No cost

Communities for Children East Gippsland

Uniting

FAMILY FUN DAY

MOMENTS WITH FRIENDS & FAMILY,
UNITED IN JOY!

Come Join Us for a Family Fun Day!

Bring the whole crew down for a day full of laughs, colour and good vibes!
Gold Coin Donation for BBQ lunch - bring your energy and be ready for a good time!

It's the perfect day to get the kids active and enjoy a fun community day out.
Don't forget to wear white!
Can't wait to see you there!

NAPLAN 2026

Information for parents and carers



Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it is important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum, and allows parents and carers to see how their child is progressing against national proficiency standards.

NAPLAN is just one aspect of a school's assessment and reporting process. It does not replace ongoing assessments made by teachers about student performance, but it can provide teachers with more information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working, and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Online NAPLAN tests are designed to provide precise results and are engaging for students. The tests are tailored (or adaptive), which means that each test presents questions that may be more or less difficult depending on a student's responses. This helps students remain engaged with the assessment.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

All Year 3 students will continue to complete the writing assessment on paper.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content aligned to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for all Year 3, 5, 7 and 9 students. ACARA supports inclusive testing, so all students have the opportunity to participate in the National Assessment Program.

Information on adjustments available for students with disability who have diverse functional abilities and needs is provided in the [National protocols for test administration](#).

Schools should work with parents, carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN.

To help inform these decisions, you may consult the National protocols for test administration (linked above), [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), and our [series of videos](#) where parents, carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.

What if my child is absent from school on NAPLAN test days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by letting them know that NAPLAN is a part of their school program and reminding them to simply do their best. Some explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests. However, it is not necessary for parents and carers to do this. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at [NAP – Public demonstration site](#).

How is my child's performance reported?

NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected of the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling.

Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school. If further assistance is required, you should contact your relevant state or territory test administration authority. ACARA cannot provide individual student reports.

How are NAPLAN results used?

- Students, parents and carers use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at [myschool.edu.au](#).

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at [nap.edu.au/TAA](#)
- visit [nap.edu.au](#)

To learn how ACARA manages personal information for NAPLAN, visit [nap.edu.au/naplan/privacy](#).

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may not have the capacity to complete the tests in a shorter time frame. **The NAPLAN test window starts on Wednesday 11 March 2026 and finishes on Monday 23 March 2026.** Schools must schedule the tests as soon as possible within the testing window, prioritising the first week.

Test	Scheduling requirements	Duration	Test description
Writing	Year 3 students must do the writing test on paper on day 1 only. Years 5, 7 and 9 writing tests must start on day 1 (schools must prioritise completion of writing on day 1, with day 2 only used where there are technical/logistical limitations).	Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min	Students are given an idea or topic called a writing stimulus (or prompt) and asked to write a response in a particular genre (narrative or persuasive writing).
Reading	To be completed after the writing test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students read a range of informative, imaginative and persuasive texts, and then answer related questions.
Conventions of language	To be completed after the reading test.	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Students are assessed on spelling, grammar and punctuation.
Numeracy	To be completed after the conventions of language test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students are assessed on number and algebra, measurement and geometry, and statistics and probability.