



FROM THE PRINCIPAL...

Flying by so quickly!

The term is flying by so quickly. There is so much on, and we don't want you to miss a thing!

Next Week (Week 5):

- Early Childhood Assembly
- 5/6 Futsal
- School Association Meeting

Week 6:

- Kinder Excursion PCYC
- LSSSA Cross Country
- Friday Student Free Day – State Moderation Day
- External School Review

We love School Improvement AND we know you do too!

Every public school in Tasmania (and in most jurisdictions of Australia) have an external school review process every four years. This supports schools and school communities to improve students' learning experiences and outcomes using the Australian Educational Research Council – School Improvement Tool.

The Review includes a chair of the panel who has been selected due to their extensive experience in education, along with two Principal Reviewers. They will examine the decisions the school has made to ensure students are known, safe, well and learning, and Trevallyn's performance with regard to departmental requirements.

The purpose of the review is **not** to provide an assessment or rating of our school but assist in school improvement. As part of the review, the panel will visit and talk to staff, students, parents, carers and community members.

If you would like to participate in this important process:

- Tuesday 3 June 11:30 – 12:00 in person at school
- Wednesday 4 June 10:00 – 10:30 in person at school

Please indicate which of these times you would like to participate. If you cannot make it please let us know the reviewers can give you a call throughout the week.

We are committed to positive experiences for children and families to be connected to learning. 2025 brings exciting developments in our three areas of improvement:

(Continued on next page.....)

FROM THE PRINCIPAL - Continued:

- Learner Agency through Inquiry
- Lifting Literacy – Good readers to GREAT writers
- Learner Agency through Wellbeing (Berry Street Education)

Mid-Winter Breakfast!

The School Association is looking for a great group of organisers to reignite the community joy that is the Mid-Winter Breakfast. We would like to confirm this event at next week's School Association Meeting.

If you are keen to support and organise, get a group of pancake loving parents together and throw on some aprons. If this is you please contact either the School Association or the front office:

tps.association@outlook.com.au

Please let us know by close of business Tuesday 27 May. Date and event details will be confirmed by this group of avo on toast parents.

And now for something a little awkward....

Over the years we have asked families not to stay on the playground after school. As you know ABACUS runs it Outside Hours School Care and this space is for their program. All OSHSC run under the National Quality Standards and they focus on children's positive experiences outside of school hours. ***This is an essential service for our community!*** Please take the time to read the attached information from the Australian Children's Education and Care Quality Authority.

When parents stay after collecting children it breaches the requirements of National Quality Standards, it is important that ***We ALL*** support. Please ensure after collecting children from teachers you move on immediately. Schools are busy places even after children have gone home, it continues to be an operating worksite. We need your support and understanding with this.

Don't FORGET

To pencil in the Trivia Night and Dance Party. ALSO if you can spend some time in the Canteen on Wednesdays, Thursdays or Fridays please contact Mel via the Front Office. Grandparents are welcome too! Please make sure you have a current Working with Vulnerable Children Card and have completed the quick safeguarding training. THE MORE THE MERRIER!

Thanks Trevallyn!

Louise Corrigan

Principal

Trevallyn Primary School



IMPORTANT INFORMATION—PICK UP/DROP OFF ZONE

Friendly Reminder If you're dropping off or picking up your children from the designated pick-up zone, please remain in your vehicle at all times. If you need to assist your children or retrieve their belongings, kindly park in one of the available parking areas. The pick-up zone is a **No Parking Zone**, and authorities regularly monitor this area to ensure compliance.

Thank you for your cooperation in keeping drop-offs and pick-ups smooth and safe!



2025 SCHOOL LEVIES

Friendly Reminder

We sincerely appreciate the parents who have already made payment for the 2025 School Levies—your support plays a crucial role in ensuring the best resources and opportunities for all students.

If your levies are still outstanding, we kindly ask that you arrange payment as soon as possible. Timely payment helps us plan and provide essential programs and facilities that benefit the entire school community.

We understand that financial circumstances can sometimes make it challenging to meet these commitments. If you're experiencing difficulties, please don't hesitate to reach out to the school office. We're here to assist and can discuss possible support options or flexible arrangements to help.

Thank you for your continued cooperation and commitment to our school. Your partnership makes a difference in creating a positive learning environment for all students!



MOTHERS' DAY STALL

On the 7 and 8 of May, Trevallyn Primary hosted their annual Mothers' Day Stall. The stall gives students the opportunity to independently and thoughtfully purchase a gift for someone special in their lives.

The stall was organised and run by parent volunteers and student leaders. The stall raised over \$1,853. An amazing effort from everyone!!! Thank you to everyone who purchased a gift from the stall.

The money raised will be used towards the ongoing support of our students and school. Thank you to the school community and volunteers for their generous donations of gifts and time to make this stall a great success.

Special thanks to our students Flynn, Louis, Nathaniel, Eva, Layla, Emma, Owen, Austen, Tyler and Mason. In addition, our parent volunteers, Vicki, Susan, Kristy, Jamie, Daniel, Lisa, Maeve, Jo and Colleen, for giving up their time for the stall. We would not be able to have these amazing stalls without you.

Toni - Mothers' Day Stall co-ordinator



2025 CROSS COUNTRY

Wednesday 21 May was the day of our Cross Country Carnival for Kinder- Grade 6 . The event was held in excellent running conditions, with students running hard and displaying excellent sportsmanship throughout the day. Student support was definitely a highlight of the day.

A special mention to the House Captains and other student leaders who supported the Kinder-Grade 2 carnival, it was great to see so many smiles, with many students running the whole way and improving their fitness.

Carnival Results:

Odin= 1st

Jupiter=2nd

Zeus= 3rd





Healthy Habits with Nurse Kylie – BREAKFAST

Breakfast, as the word suggests, literally means “breaking the fast”. After going 10-12 hours overnight without food, children’s energy reserves are low and their bodies and brains need some fuel.

Kids who eat breakfast are more likely to:

- Have improved concentration and better short term memory
- Have better school attendance and academic performance
- Have better mental health and improved wellbeing

Eating breakfast gives children the energy to play, learn, remember and solve problems during the school day.

Without breakfast children (and also adults!) can get irritable, restless and tired, as well as be more likely to snack on unhealthy foods throughout the day.

What does a healthy breakfast look like?

A healthy breakfast includes a balanced range of foods and options might include:

- Overnight oats, Bircher muesli or porridge
- Smoothie with milk, yoghurt, fruit and some oats
- Baked beans on an English muffin
- Pancakes with yoghurt and chopped fruit
- Wholemeal toast or fruit toast with a range of breakfast toppings
- Breakfast sushi – cut off crusts, roll a piece of bread flat, add spread, roll and cut into pieces
- Boiled eggs with wholemeal toast soldiers or an omelette
- Fruit and yoghurt
- Homemade wholemeal muffins
- Zucchini slice or frittata slice

What about the reluctant breakfast eaters?

- You are your child’s most important role model so you can encourage them by showing that breakfast is a yummy and important part of the day and also talk about the importance of eating breakfast.
- Make breakfast a time to sit and eat with your child. If weekdays are busy, try to do this on weekends.
- To help with busy mornings try getting breakfast ready the night before, for example overnight oats.
- If your child says they are not hungry, try making a healthy smoothie with milk, yoghurt and a piece of fruit like a banana instead of a more “traditional” breakfast meal.
- For fussy eaters try to make breakfast more interesting, for example banana and ricotta on wholemeal toast with a drizzle of honey.
- Try some breakfast on the run ideas for those busy days: a wholegrain cereal bar, a small tub of yoghurt and a banana, or a small bag of dry cereal mixed in with trail mix.

For more information - [Family-breakfast-ideas.pdf](#) & [Fussy eating in children: tips to help | Raising Children Network](#)

1-2 REID / HEPBURN FRANKLIN HOUSE EXCURSION

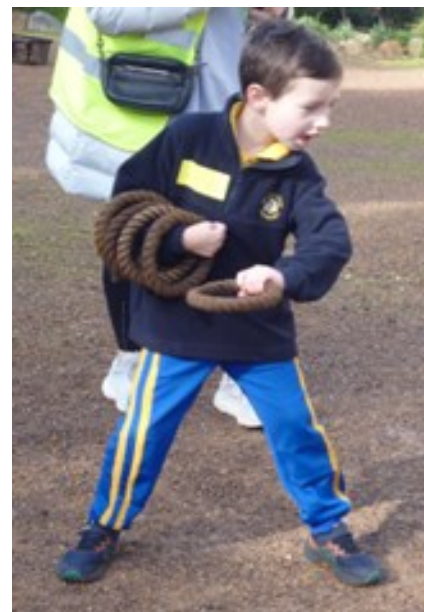
On Thursday 8 May 1-2 Reid/Hepburn visited Franklin House to support their unit of inquiry to learn more about what daily life and school was like in the past before electricity.

They were shown a variety of artefacts found in the home and were most interested in learning what they used to cook food and bathe with.

They were interested to learn about the type of punishment used in schools of the past and that only boys attended school 6 days a week from 8am to 6pm.

We also learn how they had to grow their own food and cared for livestock because in the past there were no supermarkets to visit.

Students also enjoyed playing skittles, quoits and croquet.



ASSEMBLY AWARDS GRADE 3 - 6 CLASS AWARDS

3-4 BR Henry P, Sidney H, Maddox M

3-4 B Hope G, Adrianna W, Ted M

3-4 H Jake D, Luci W, Clancy D

3-4 JP Poppy H, Ari W, Alex M

3-4 R Abbey C, Hamish C, Elliott G

5-6 A Coco B-H, Sunni N-T, Brian T

5-6 BW Violet J, Declan G, Jacob D

5-6 F Ellie A, Addison T, Tyler L, Blayde M

5-6 H Archie B, Asher C, Kenna B

5-6 MC Abigail L, Hallie C, Archi K

Congratulations to all these students.

STUDENT FREE DAY - FRIDAY 6 JUNE



UNIFORM SHOP—OPENING HOURS





UNIFORM SHOP

OPENING HOURS 2024

| | |
|------------------|------------------------|
| WEDNESDAY | 8:30am - 9:15am |
| FRIDAY | 2:30pm - 3:15pm |

Place orders through the Qkr! App



TRIVIA NIGHT—SAVE THE DATE

SAVE THE DATE!

**TRIVIA
NIGHT**

SATURDAY 21ST JUNE

TREVALLYN BOWLS CLUB

DOORS OPEN AT 6:00PM

MORE INFORMATION TO COME!

LAUNCHING INTO LEARNING 2025

Please find below the outline of LiL sessions for Term 1. We will be holding 2 sessions each Friday morning. Session 1 is the preferred time for those children who will be attending Kindergarten in 2025. These are called Pre-Kinder Sessions. Session 2 is catered for children from Birth – 3 years. These are called Toddler Sessions. If you have a Pre-Kinder child and toddler/s – toddlers are also welcome to attend the Pre-Kinder Session. If you have any questions, please do not hesitate to contact us.



| DATE – Term 2 | Session Time | VENUE |
|--|--|--|
| Week 4: Friday 23rd May | Pre-Kinder Session: 9.00 am – 9.55 am or Toddler Session: 10.05 am – 11.00 am | Indoor and Outdoor at the Kindergarten |
| Week 5: Friday 30th May | Pre-Kinder Session: 9.00 am – 9.55 am or Toddler Session: 10.05 am – 11.00 am | Indoor and Outdoor at the Kindergarten |
| Week 6: Friday 6th June | Student Free Day | No Launching into Learning |
| Week 7: Friday 13th June | Pre-Kinder Session: 9.00 am – 9.55 am or Toddler Session: 10.05 am – 11.00 am | Indoor and Outdoor at the Kindergarten |
| Week 8: Friday 20th June | Pre-Kinder Session: 9.00 am – 9.55 am or Toddler Session: 10.05 am – 11.00 am | Indoor and Outdoor at the Kindergarten |
| Week 9: Friday 27th June | Pre-Kinder Session: 9.00 am – 9.55 am or Toddler Session: 10.05 am – 11.00 am | Indoor and Outdoor at the Kindergarten |
| Week 10: Friday 4th July | No Launching into Learning Session School Holidays 7th to 18th July Inclusive | To re-commence Term 3 Friday 25th July |

MOBILE PHONES

Students are reminded that if bringing a mobile phone or smart watch to school, it must be signed in each morning at the school office.



SAVE THE DATE - SINGFEST



When - Tuesday 2 September

Where - Launceston Conference Centre (Door of Hope)

Time - Concert begins at 6.30pm

Trevallyn Primary School

CONTACT DETAILS

55 Gorge Road

Trevallyn Tas 7250

Phone 03 6331 9657

Email trevallyn.primary@decyp.tas.gov.au

Web <https://trevallynprimary.education.tas.edu.au/>



TERM TWO - CALENDAR OF EVENTS

| Monday | Tuesday | Wednesday | Thursday | Friday | Sat/Sun |
|---|---|--|---|--|--|
| Wk1 28 April | 29 April | 30 April | 1 May | 2 May | 3/4 May Saturday School Association Election Day BBQ |
| Grade 3-5 Swimming and Water Safety Program | | | | | |
| Wk2 5 May 1-2 D/H & S Excursion – Franklin House | 6 May | 7 May Mother's Day Stall | 8 May Mother's Day Stall 1-2 R/H Excursion – Franklin House | 9 May 3 – 6 State Athletics Carnival | 10/11 May |
| Grade 3-5 Swimming and Water Safety Program | | | | | |
| Wk3 12 May | 13 May | 14 May | 15 May | 16 May Walk Safely to School Day | 17/18 May |
| Wk4 19 May | 20 May 3 – 6 Assembly | 21 May K – 6 Cross Country National Simultaneous Storytime Day | 22 May K – 6 Cross Country Rain Day | 23 May | 24/25 May |
| Wk5 26 May | 27 May P – 2 Assembly 5 – 6 Futsal Tournament | 28 May | 29 May 5 – 6 Futsal Tournament School Association Meeting | 30 May | 31/1 June |
| Wk6 2 June | 3 June Kinder PCYC Excursion | 4 June | 5 June LSSSA Cross Country RHS Grade 5/6 Open Afternoon | 6 June Moderation Day Student Free Day | 7/8 June |
| School Review | | | | | |
| Wk7 9 June Public Holiday No School | 10 June 3 – 6 Assembly | 11 June | 12 June LSSSA Cross Country Rain Day | 13 June | 14/15 June |
| Wk8 16 June | 17 June All Schools Cross Country | 18 June | 19 June | 20 June LSSSA Netball Championships | 21/22 June Saturday School Association Trivia Night |
| Wk9 23 June Chess Tournament | 24 June 3 – 6 Assembly | 25 June | 26 June School Association Meeting | 27 June | 28/29 June |
| Wk10 30 June | 1 st July P – 2 Assembly | 2 nd July | 3 rd July | 4 th July | 5/6 July |
| 7 th July School Holidays | 8 th July School Holidays | 9 th July School Holidays | 10 th July School Holidays | 11 th July School Holidays | 12/13 July |
| NAIDOC WEEK | | | | | |

Information sheet

MY TIME, OUR PLACE

Continuity and transitions

Transition is not just about the first day, it is a process that happens over time and continues until children form relationships, learn new routines and feel a sense of connection and belonging in the new setting or routine.

Continuity is where children experience familiar or similar ways of being, doing and learning from one setting to another. Experiencing greater continuity assists and supports more effective and positive transitions.

This information sheet supports the Practice, Continuity and transitions from *My Time, Our Place: Framework for School Age Care in Australia (MTOP) V2.0*.

It provides you with reflective questions as you consider your practice, service philosophy and program in relation to this practice.



Links to the [National Quality Standard \(NQS\)](#)

The NQS recognises the potential of the educational program and practices to enhance each child's learning and development. The MTOP V2.0 Practice, Continuity and transitions is reflected in:

QA1: Educational program and practice

Element 1.1.3: Program learning opportunities – All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

QA2: Children's health and safety

Element 2.1.1: Wellbeing and comfort – Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

QA4: Staffing arrangements

Element 4.1.2: Continuity of staff – Every effort is made for children to experience continuity of educators at the service.

QA5: Relationships with children

Element 5.1.1: Positive educator to child interactions – Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

QA6: Collaborative partnerships with families and communities

Element 6.1.2: Parent views are respected – The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.

Element 6.2.1: Transitions – Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

Element 6.2.2: Access and participation – Effective partnerships support children's access, inclusion and participation in the program.

QA7: Governance and Leadership

Element 7.1.3: Roles and responsibilities – Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

This practice provides a clear definition of children and young people's individual,

Positive transitions and practice continuity from home to school to school age care setting, have long-lasting benefits and help lay the foundation for future learning and success.

family and community ways of being, belonging and becoming, often called [funds of knowledge](#).

Knowing and building on children and young people and their families' of knowledge helps them to feel secure, confident and connected to familiar people, places, events and understandings.

- Transitions are described as occurring everyday between routines or settings as well as larger transitions into school or school age care setting.
- Discussion of continuity promotes greater continuity to assist positive transitions between home, school age care setting and school. Educators from school age care settings and schools commit to sharing information about each child's knowledge and skills so learning can build on foundations of earlier learning.
- Strengthening understandings of educators of children and young people's funds of knowledge and how this helps them to feel secure, confident and connected to familiar people, places, events and understandings.
- It also describes children and young people's changing identities entering a new setting and the building of new ways of knowing, being and doing in a new setting while establishing a sense of belonging.

What does this look like in practice?

- Educators partner with children, young people, families and schools to ensure that all children and young people have an active role in preparing for transitions and the changes that are expected.
- Educators assist children and young people to understand the traditions, routines and practices of the settings to which they are moving and to feel comfortable with the process of change, such as visits to the new environment.
- As children and young people make major transitions into new settings (including to school), educators from early childhood settings, schools and school age care services commit to sharing information about each child and young person's knowledge, skills, wellbeing so learning can build on foundations of earlier learning.
- Educators work with families to promote continuity. For example, knowing about Aboriginal and Torres Strait Islander children's [kinship connections](#), parenting practices and other aspects of children and young people's lives and culture can inform positive transitions.
- Educators work collaboratively with each child and young person's new educators, teachers and other professionals to ensure a successful transition and to support continuity.

What might this look like for school age children?

- Educators recognise the different spaces that school age children transition through in a day and provide children and young people with support and strategies to manage these transitions.
- Children and young people have agency in how they transition from one space to another.
- Children and young people's funds of knowledge is used to inform and support transition.
- School age care management prioritises continuity of practice and staffing.

Reflective questions and provocations

- Children and young people transition through three different landscapes in their day, home, school and school age care setting. What points of connections are in place to ensure all children feel connected, valued and safe?
 - » Early Childhood Australia – [The Spoke blog - Transitions to outside school hours care: Opportunities hiding in plain sight](#)
- How have children and young people's perspectives been included in the planning of the school age care program and environment? How have children and young people's views on routines and transitions been included in the service philosophy and daily practice?
 - » UNICEF – [Convention on the Rights of the Child text](#)
- In whose interests are the transitions designed – the child, young person, educator, family, or school? Who makes the decisions and how can schools, school age care services and prior to school settings work together with families to ensure that everybody's interests are included?
 - » Be You – [The voice of the child](#)
- What considerations have been given to how the different experiences and abilities of children and young people may influence how they respond to change? Are reasonable adjustments required to support children or young people in their transition?
 - » ACECQA – [Disability Discrimination Act 1992 \(DDA\) resources](#)
- Identify how all educators consider and discuss social justice and equity implications of their approach to inclusion support and supporting transitions for all children. This includes self-awareness of own biases and how these may impact upon child, young people and family outcomes.
 - » The Education Hub – [Social justice in early childhood education](#)

- The key to successful transitions is collaborative partnerships, with consistent exchange of information across care, educational and home contexts affirming children and young people's identities and wellbeing. How do all educators promote continuity of learning and transitions for each child and young person?
 - » Queensland Government Department of Education – [Parent and community engagement](#)
- In what ways do all educators seek out and build new community partnerships in response to the perspectives, priorities and strengths of the children, young people and families at school age care, including the changing and continuous learning and transition needs of children? What signals a transition for children? How do you know what children understand about transitions?
 - » Be You – [Transitions: preparing children and young people for change](#)

ACECQA references and resources

- Australian Government Department of Education – [My Time, Our Place: Framework for School Age Care in Australia V2.0, 2022](#)
- ACECQA – [Guide to the National Quality Framework](#)
- ACECQA – [Disability Discrimination Act 1992 \(DDA\) resources](#)

Other references and resources

- Be You – [Transitions in learning communities](#)
- Be You – [Transitions: preparing children and young people for change](#)
- Be You – [The voice of the child](#)
- © Australian Government. All rights are reserved.
- Child Safe Organisations – [Practical tools](#)
- Child Safe Organisations – [National Principles](#)
- Queensland Government Department of Education – [Parent and community engagement](#)
- StartingBlocks.gov.au – [Supporting children during transitions](#)
- The Education Hub – [Social justice in early childhood education](#)
- Early Childhood Australia – [The Spoke blog - Transitions to outside school hours care: Opportunities hiding in plain sight.](#)

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