

Turtle Times

Rosebery
PRIMARY SCHOOL



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Celebration

Today another proud moment for me as the principal of Rosebery Primary School. We had the honour of welcoming teachers from across the Reading Network Group, who visited our school to observe and learn from the exceptional work being done in our reading support intervention groups. These sessions, led by our outstanding support staff, have transformed what intervention looks like across our school.

Our team has elevated reading support to new heights, and the results speak for themselves. The most rewarding part of this journey is witnessing the remarkable growth in our students—not only in their reading ability but in their overall confidence and engagement with learning.

A huge thank you to our senior teachers, Ms. Frazer and Ms. Moir, for their leadership, dedication, and vision. They have guided this initiative with passion and have generously shared our practices beyond the gates of Rosebery Primary. It's inspiring to see the ripple effect of our school's work reaching a wider audience and contributing to the broader educational community.

A message from the Principal continued.

This brings me to another important moment of recognition—and a meaningful way for our school community to show appreciation for the dedication and hard work of our incredible staff.

Nominations are still open for the **World Teachers' Day NT**, and will close on **Monday, 26 May**.

These awards are a wonderful opportunity to acknowledge and celebrate the outstanding efforts of our staff who often go above and beyond each day to make a lasting impact on the lives of our students.

To nominate, visit the [awards website](#)

Take care, everyone, and have a wonderful weekend!



“Growing and learning together through curiosity, creativity, and collaboration”

Danielle Banicek, Principal



This week's Principal lunch.

Still as popular as ever.



Turtles are one of the oldest living reptiles on earth, and they have been around for over 200 million years. They are an important part of the Australian ecosystem, playing a vital role in maintaining the balance of aquatic and terrestrial ecosystems. Turtles are also considered to be keystone species, which means they have a disproportionate effect on the environment relative to their abundance.

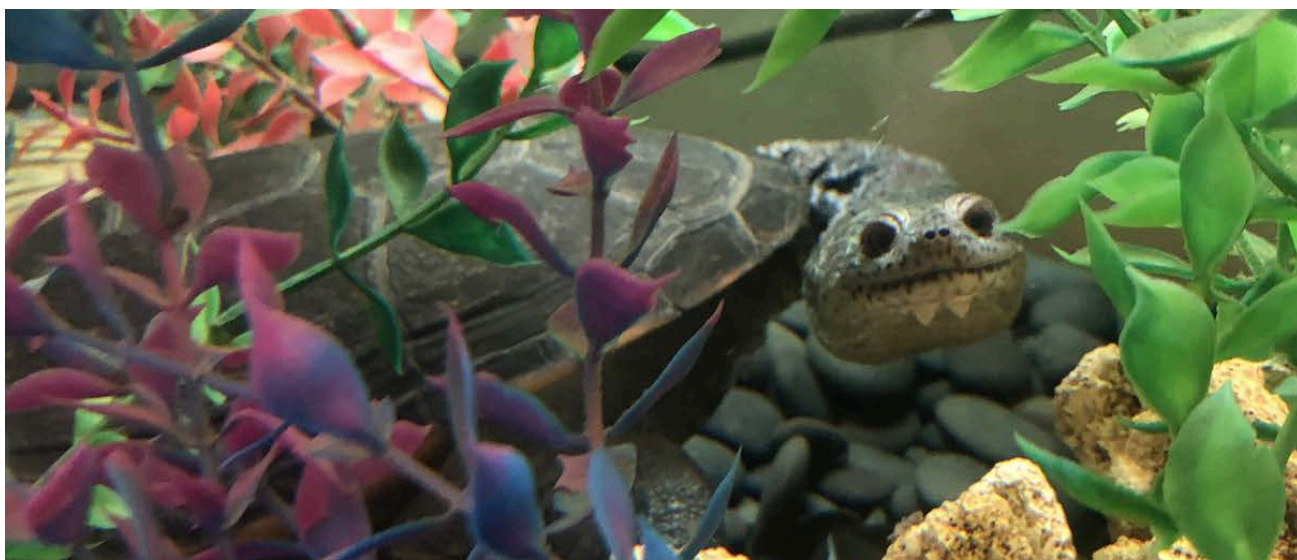
Check out this link below:

[Celebrating World Turtle Day on 23 May](#)

World Turtle Day provides a platform for raising awareness about the conservation needs of these fascinating creatures and encourages action to protect their habitats. It serves as a reminder that we all have a role to play in preserving and safeguarding our natural environment for future generations.

How You Can Make a Difference: On World Turtle Day, and beyond, there are several ways in which you can contribute to turtle conservation:

- **Reduce plastic consumption:** Minimize single-use plastics and participate in local beach clean-ups to prevent marine debris from polluting turtle habitats.
- **Support conservation organizations:** Donate to reputable organizations focused on turtle conservation efforts in Australia and around the world.
- **Promote responsible tourism:** Choose eco-friendly travel operators that prioritize sustainable practices and adhere to guidelines for responsible wildlife encounters.
- **Educate and raise awareness:** Share information about World Turtle Day on social media, organize local events, and engage in conversations that highlight the importance of turtle conservation.



Term 2 Calendar

EVENT	DATE
Indonesian Survivor Excursion (select Year 6 students)	26 May
Parliament House Excursion Year 5/6	26 & 27 May
Wildlife Park Excursion Year 1/2	28 May
School Council Meeting	28 May, 5:30pm
BEAT Excursion RPS Choir members	4 June
Year 4 Camp	5-6 June
King's Birthday Holiday	Mon, 9 June
SPORTS DAY	11 June
Reports sent home	16 June
Year 5/6 Camp	17-20 June



Assembly Date:	Assembly Hosts:
Whole School Assembly 30 May	Year 1/2 Jaya
Whole School Assembly 13 June	Transition Baker

Award Recipients



CLASS	VALUE AWARDS	PRINCIPAL AWARDS
Tr Moir	Beatrice Barbajo, Kunashe Chinhamo	
Tr Moir	Harper Stubbles, Eleanor Brissenden	
Tr Gan	Amelia Sloan	
1/2 Page	Skylah O'Hara, Tamiano Sariman	
1/2 Costa	Joshua Soares, Mikayla Baldock	Jordan Wilson
1/2 Jaya	Haji Ika, Lepani Waqa	
1/2 Marsh	Caiden Hartman	Kenzi Kearney
3/4 Cunningham	Mei Ashidaka, Myla McCurdy	
3/4 Dona	Alexzus Ugdoracion, Scarlett Bailey	
3/4 Frazer	Agamjot Brar, Jessica Turner	
3/4 McIlwaine	Kylan Peters, Issac Calma	Abbie Kearney
5/6 Gray	Ellousie O'Brien, Ava Tun	
5/6 Guse	Sera Ann Martin, William Rowston	
5/6 Yeni	Shahan Waheed, Murphy Beaumont	
5/6 Rahman	Iyla Espie, Zara Vornam	Lusiana Hona



Class Spotlight

Year 1/2 Marsh

Learning Through Storytelling and Science

This term in English, our Year 1 and 2 students have been exploring narrative writing through the much-loved Australian story Wombat Stew. As we read the book together, students learnt about different Australian animals and the environments they live in. They used their imaginations to write their own stories about what Wombat might have been doing before Dingo tried to catch him. As part of this unit, students have been working on becoming more descriptive writers, adding details about settings, actions, and characters to bring their stories to life.

Our narrative writing flowed beautifully into our science learning, where we are focusing on animal features as part of the Australian Curriculum. We've been exploring how animals use their body parts to survive and adapt to their environments. After learning about blue-tongued lizards through videos, our students wrote letters to Ranger Tate—who works at the Territory Wildlife Park—asking questions to find out more about these fascinating reptiles.



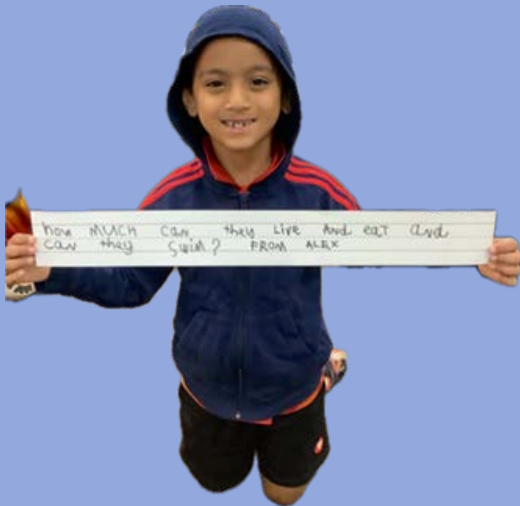
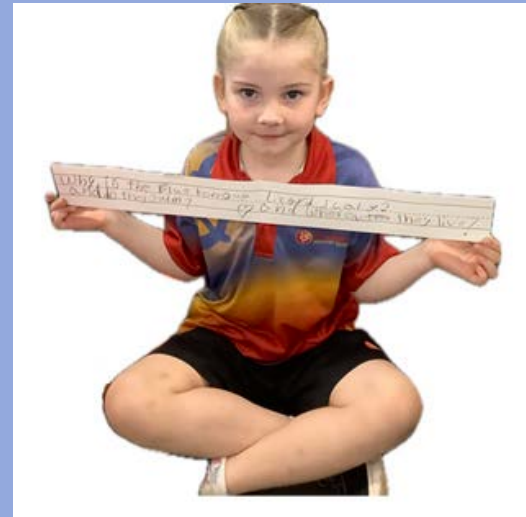
Ranger Tate recently visited our class, bringing along his blue-tongued lizard for students to observe up close. It was a fantastic opportunity to connect classroom learning with real-life experiences. The students were full of wonder and excitement as they learnt more about the lizard's unique features and how it survives in the wild.

To build on this learning, we'll be visiting the Territory Wildlife Park soon to explore more Australian animals in their habitats and continue our Science inquiry with Ranger Tate's help. It's been a wonderful way to connect literacy and science through hands-on experiences and meaningful learning.



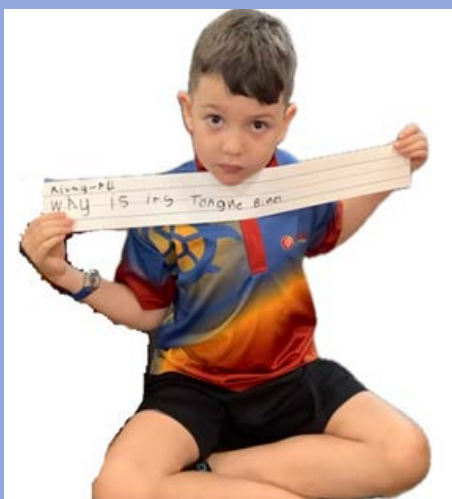
Class Spotlight

Year 1/2 Marsh



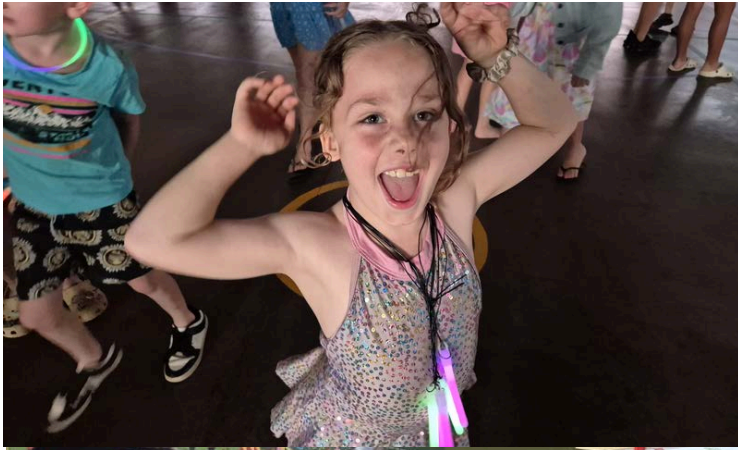
The students asked

- Why do they have a blue tongue?
- How far can their tongues stretch?
- How long do they live?
- What do they eat?
- Can they swim?
- Why do their bottoms look like their heads?





DISCO - 15 May 2025



Celebration

Congratulations to our very own **Stella Watego** who attended the Top End Region Soccer competition. Her team won the girl's championships. Stella's positions for most of the games were goalie and defender. Well done Stella!



Have your children been talking about the guess the staff member competition?



Daly Jackson in year 6 correctly guessed Mrs Guse as the staff member. Congratulations Daly.

Who is the staff member in this fortnight's competition?
and Who will the student be that wins?

Communication milestones



Understanding and speaking "between the flags"

Children learn to communicate by interacting with carers, early childhood educators, and their peers.

A child's communication development is everyone's responsibility. Speech pathologists can support children (and those who care for them) to build communication, and make sure children are developing "between the flags".

We can work together to

- find out which children are understanding and speaking "between the flags"
- create communication-supporting learning spaces
- help children with a range of communication needs.

Speech pathologists can also provide therapy to help children with:

- understanding and using pictures, symbols, signs, gestures, speech sounds, words and sentences
- taking turns and making eye contact
- building skills for later reading and spelling
- stuttering, voice and feeding difficulties.

Don't "wait and see"

Please speak to parents about their child's communication as soon as you have any concerns. Get advice from Speech Pathology Australia by phoning **1300 368 835**.

Work together with a speech pathologist in your area. You can contact speech pathologists:

- through local community health centres and not-for-profit organisations
- by calling or emailing private practices.

Try searching for speech pathology services online, or at www.speechpathologyaustralia.org.au (click on 'Find a Speech Pathologist').

Language and cultural differences

Children from different backgrounds, including Aboriginal and Torres Strait Islander backgrounds, may use words differently when learning English. This may not be a problem. Always encourage families to use the language(s) at home that they are comfortable speaking.

Regardless of whether English is a child's first language, ALL children need meaningful language experiences through stories, music, nursery rhymes, play and LOTS of repetition. If you're unsure about their progress, check with a speech pathologist.

Speech Pathology Australia

www.speechpathologyaustralia.org.au

At 12 months children can usually...

- understanding**
- understand about 10 words
 - respond to their name
 - recognise greetings and gestures, such as 'hi' and 'bye-bye'
 - recognise a few familiar people and objects (e.g., mummy, blankie, teddy)
 - make eye contact.

- speaking**
- start to use sounds, gestures, and say a few words
 - continue to babble
 - copy different sounds and noises.



When you talk to me, WAIT for me to respond before you say more.

At 18 months children can usually...

- understanding**
- understand up to 50 words and some short phrases
 - follow simple instructions (e.g., 'throw the ball')
 - point to familiar objects when named
 - point to some pictures in familiar books.

- speaking**
- say 6 to 20 single words – some easier to understand than others, but becoming more consistent
 - copy lots of words and noises
 - name a few body parts
 - use objects in pretend play (e.g., hold toy phone to their ear and say 'hello?').

Get face-to-face with me when we communicate.



At 2 years children can usually...

- understanding**
- follow simple two part instructions (e.g., 'give me the ball and the car')
 - respond to simple wh-questions, such as 'what' and 'where'
 - point to several body parts and pictures in books when named
 - understand when an object is 'in' and 'on' something.

- speaking**
- say more than 50 single words
 - put two words together (e.g., 'bye teddy', 'no ball')
 - use their tone of voice to ask a question (e.g., 'teddy go?')
 - say 'no' when they do not want something
 - use most vowel sounds and a variety of consonants (m, n, p, b, k, g, h, w, t, d)
 - start to use 'mine' and 'my'.



At 3 years children can usually...

- understanding**
- follow more complex two part instructions (e.g., give me the teddy and throw the ball)
 - understand simple wh-questions, such as 'what', 'where' and 'who'
 - understand the concepts of 'same' and 'different'
 - sort items into groups when asked (e.g., toys vs food)
 - recognise some basic colours.

- speaking**
- say four to five words in a sentence
 - use a variety of words for names, actions, locations and descriptions
 - ask questions using 'what', 'where' and 'who'
 - talk about something in the past, but may use '-ed' a lot (e.g., 'he goed there')
 - have a conversation, but may not take turns or stay on topic.

Figure out what I want to say, and put it into words for me.



At 4 years children can usually...

- understanding**
- answer most questions about daily tasks
 - understand most wh-questions, including those about a story they have recently heard
 - understand some numbers
 - show an awareness that some words start or finish with the same sounds.

- speaking**
- use words, such as 'and', 'but' and 'because', to make longer sentences
 - describe recent events, such as morning routines
 - ask lots of questions
 - use personal pronouns (e.g., he/she, me/you) and negations (e.g., don't/can't)
 - count to five and name a few colours.

No need to always read the whole book. Talk about pictures that interest me.



At 5 years children can usually...

- understanding**
- follow three part instructions (e.g., put on your shoes, get your backpack and line up outside)
 - understand time related words (e.g., 'before', 'after', 'now' and 'later')
 - start thinking about the meaning of words when learning
 - understand instructions without stopping to listen
 - begin to recognise some letters, sounds and numbers.

- speaking**
- use well formed sentences to be understood by most people
 - take turns in increasingly longer conversations
 - tell simple, short stories with a beginning, middle and end
 - use past and future verbs correctly (e.g., 'went', 'will go')
 - use most speech sounds, but still may have difficulties with 's', 'r', 't' and 'th'.



To download this poster as handy information sheets visit www.speechpathologyaustralia.org.au/milestones

MEET & GREET

AUSSIE

WOMEN'S CRICKET TEAM

Join us on Monday, May 26 for an exciting night with the Australian Women's Cricket Team!

Time: 5:30pm - 7:30pm
Who: Open to all male & female
Where: DXC Arena, Marrara
Cost: FREE

[Register Here](#)

Cricket Activities+ Q&A
Photo/Signing Opportunity + BBQ!

NT City2Surf

SUNDAY
1 JUNE 2025

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4KM RUN OR WALK

MARATHON4KIDS
MACCA'S MILE

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No Crocs at school.

Full school uniform (Polo and shorts/skorts) must be worn by students every day.

Only school hats are allowed.

Non-school jumpers are allowed.

PARRS Qualification

Students will be able to participate in the trails for PARRS athletics selection during recess and lunch at school for the remainder of the term.

Please ensure they have appropriate shoes, hats and water bottles to participate.

Absentee Line 7923 0140

Office Line 7923 0100

Office Email: roseberyps.admin@education.nt.gov.au

Website: [http:// www.roseberyprimary.nt.edu.au](http://www.roseberyprimary.nt.edu.au)

Street Address: 29 Belyuen Road, Rosebery NT 0832

Postal Address: PO Box 650 Palmerston, NT 0832