Dear Parents/Caregivers,

Arrival Times

If your child arrives to school prior to 8:30am, as there is no teacher on duty, they will need to access Before School Care due to duty of care. We have a number of students arriving to school around 8:15am without being booked into School Care. Could you please address this issue as your child/children’s safety is our main priority.

We have a teacher on yard duty on the asphalt from 8:30am to supervise students.

National Support Staff Week

In 2001 the Public Service Association launched National Recognition Week for School Services Officers to celebrate the contributions of non-teaching staff across Australia.

This week is SSO week, we are fortunate enough in our school to have a highly skilled and dedicated SSO team. So much of our success as a school is due to the high quality work of our SSO staff, whether it be with students, teachers, leaders or families. There is also a huge amount of work that goes on behind the scenes that most people wouldn’t be able to see. If you happen to see one of our SSO’s this week or next, don’t forget to thank them for their outstanding work!

Virginia Primary School will be celebrating SSO week next week along with Book Week.

Book Week

Have you got your costume ready…?

I know I have…

Get Ready For Our Book Week Parade

Students and staff are encouraged to dress up as a book character or come up with an idea from this year’s theme, “Australia: Story Country”. Families are welcome to join in the celebration. Thank you to our library staff for all their hard work around book week. If you have a chance, pop in to the library to have a look at the displays.

When: Wednesday 24th August (WK 5)
Time: 9:15am
Venue: Asphalt

Hope to see you there!

ADVANCED NOTICE – SCHOOL CLOSURE DAY WEEK 7 (Thurs 8th August)

Our Governing Council has approved a school closure ‘Show Day’ day in Week 7 on Thursday the 8th of September. This coincides with one of the ‘discount entry days’ at the show. A reminder, there is NO OSHC available on school closure days.
**Kindy – Jess Dendy**

We have been learning about the human body and have been discussing, modelling and practicing actions that promote health care. Activities have included, for example, watching DVDs about the importance of washing our hands, exercise and rest. We have been learning about the importance of healthy eating and children participated in a vegetable/fruit tasting activity. The children have been involved in listening to non-fiction books about the body and looked at the body’s organs inside a plastic skeleton model. Our focus in mathematics this term is on ‘sorting and patterning’. Children have been experimenting with sorting a variety of different objects (e.g. shells, buttons and bottle tops) according to different attributes (e.g. size, shape, colour and texture).

**Reception– Thuy Tran/ Mary Spencer (Room 2)**

Term 3 is off to a great start. Mary and I are very happy to be working together in room 2. Our current focus for writing is being able to construct a recount. We have also been exploring procedures and making things such as the Australian Flag by following a set of instructions. For our maths lessons we have continued to work on gaining automaticity with number as well as working on our ‘adding on’ strategy. We have also explored sorting, where students’ haven been making observations and explaining why things are similar or different.

**Reception– Leanne Winning (Room 1)**

Room 1 are working well as a learning community! In English, children are enjoying Target Time. Students are beginning to understand that it is the ‘just right’ learning for them and look forward to the daily session. They are working on a variety of skills during this time including rhyming, blending sounds into words and writing sentences. The children are also learning life-long organisational skills, how to work in a team and being flexible (transitioning with different teachers and children). This learning time has received positive feedback from the children and most of the children describe this time as their favourite lesson of the day.

During class time children are consolidating essential phonics skills, practising letter formation for the lower case letters and are now ensuring that they know the names of both lower- and -upper case letters. Children are learning to write a well-structured sentence and are learning to describe an object through different ‘lens’ such as size, colour, number and use.

In mathematics, children are learning to count-on, describe 2D shapes, measure objects accurately and are laying the foundation of basic addition through dice games. Children are starting to understand the importance of ‘ten’ in mathematics and will be learning to use the language of Rainbow Facts (numbers that pair together to make ten e.g. 8 and 2, 6 and 4). Students will be doing an investigation into mass and volume with our preservice teacher later in the term.

**Yr1/2 – Pauline Ferguson (Room 3)**

Room 3 were quickly up and running with good energy after the holidays. We did a small holiday theme in week 1 including lots of talking, a quiz, a PMI (plus/minus/interesting), collecting data on holiday activities, writing a list of things we did not do in the holidays and paintings. We are currently enjoying reading lots of Big Books as a class and then sharing them with a friend. A favourite time each week is singing with room 4 when the children sing with enthusiasm and gusto! We have completed the Premier’s Reading challenge with thanks to our room 8 buddies, and we are going well in the Be Active challenge.

In maths this term have a focus on data collection and 2D and 3D shape, plus we continue our on-going work with number. Our fitness data told us that our class’ favourite fitness sessions are dance and circuit. In health we have been talking about colds and germs and how to stop spreading them (using the Sneeze Safe program), including being fussy about washing hands. We recently celebrated friendship by decorating models of ourselves and talking about how to be a good friend.

**Year 1/2 – Katrina Kontos (Room 4)**

What an amazing start to term 3 in Room 4. This term we have been exploring the Habit of Mind ‘Taking Responsible Risks’. We are aware that we take Responsible Risks in our learning all the time! We don’t need to be perfect because making mistakes is how we learn. We will be sharing times when we’ve taken Responsible Risks in our learning, they will be displayed on the welcome table so come and have a look. We are working interdependently (being able to work and learn with others) during our literacy rotation groups. Each rotation we have many different learning intentions. Some of them include; to be able to read with expression, to be able to listen to sounds in words (phonological knowledge), to be able to link what I’m reading with my prior knowledge and to be able to re-call information from a text (comprehension). Our maths focus is to understand the value of a number. We will be doing this using the language; hundreds, tens and ones. We will also be consolidating our understanding and knowledge of number strategies to develop our automaticity. We are looking forward to seeing everyone at assembly on Friday in week 4, we will be hosting with our buddy class Room 13.

**Year 2 – Jessica Luckman (Room 9)**

It has been a busy and successful start to Term 3 in Room 9. The students came back settled and raring to dive back into work after the break and have been enthusiastic about their learning. We are starting off the term with work based around the theme of the ‘Olympics’ and the students have enjoyed coming to school each day and sharing events that they have viewed the night before. In Literacy the students picked up where they left off with their Daily 5 routines and have developed stamina and focus through these lessons. They have written a range of convincing persuasive texts and look forward to presenting their letters to Ilia and Mrs Pounendis presenting their ideas for developing the space outside Room’s 9 and 10. In Maths we began the term with an investigation called ‘Quiz it’ which allowed the students to
demonstrate their number sense knowledge as well as learning around Chance and Data. We have just started our unit on shape and the students have demonstrated a great deal of prior knowledge we will be built on and extended through a range of hands on activities. We are looking forward to hosting assembly again in week 6 as well as Book Week celebrations.

**Year 2 – Sabrina De Silva (Room 10)**
Room 10 have had a fantastic start to the term in our updated, natural learning environment. We are enjoying learning about the 2016 Rio Olympics, the different events and history of the games. In Terms 3 and 4, we will have a focus on integrating Media Arts and Design and Digital Technologies within our H.A.S.S and Science topics.

In Maths we took part in a ‘Quiz It’ investigation that revisited our number work from Terms 1 and 2. We are beginning our unit of work on shape before moving in multiplication and division topics. We will soon begin a Daily 4 in Maths!

In Literacy we have continued to build ‘stamina’ with our Daily 5 activities and when using our CAFÉ reading strategies. We are also practising songs to help us remember some of the trickier skills. We have made fantastic progress beginning our new spelling contracts and developing our layout and dictionary skills. We have learned how to structure a persuasive text and give reasons for our opinions. We have written letters to Mr T and Mrs Pounendis to express our creative ideas of how we could give the area outside of the Green unit a ‘renovation’.

We have just begun the unit of work ‘Heroes and Villains’ where we create characters within a narrative and will use iPad and PC technology to bring them to life! We are very excited to share some of our work with our VPS community during our Week 6 assembly with Room 9. We look forward to a fun and exciting term of learning!

**Year 3 – Kasey David (Room 11)**
Hello families! Term3 will be a very busy term in Together 11. We are going on an excursion on Monday 15th August (week4) to the Adelaide Museum where students will partake in writing sessions, view the Douglas Mawson exhibit and explore other areas of the museum. We have also been researching Douglas Mawson during Guided Reading activities and texts. During Numeracy students are exploring multiplication through arrays, groups, skip counting and repeated addition and many of their individual term 3 student goals have centred on deepening their knowledge of multiplication and division. As a class we are writing descriptions and have so far looked at various apps, and pieces of technology. Book Week is also fast approaching and we are working towards a whole class theme for Book week this year.

**Year 3/4 – Angela Patrikis/ Gayle Crompton (Room 12)**
We’ve had a settled start to the term. The class is working well and we are looking forward to having a great term. Next week we will be visiting the museum to explore the Mawson exhibition. Students will be assisted by staff to engage in a writing task as a follow up activity. We will also be following this up in the ensuing weeks in class. In Numeracy we are consolidating our skills in number and will be looking at using coordinates, exploring the area of chance and data and revisiting time. In English we are learning how to write a book review and are enjoying our new class novel which is called A Boy a Bubble and a Whole Lot of Trouble. Everyone has been busy fulfilling the requirements of the Premier’s Be Active Challenge and the Premier’s Reading Challenge. The book fair has been a popular event and we’re looking forward to Book Week which is coming up soon.

**Year 4/5 – Jason Coleman (Room 13)**
In room 13 we have had a fun and engaging start to term 3, we have been looking at animal adaptations and have already had an excellent visit to the Roseworthy University campus. Students got to analyse skeletons and make predictions about what type of animal species it was, they also got to role play the life of a Veterinary surgeon and perform electronic keyhole surgery! Students were thoroughly engaged and began to pose many questions guiding their learning moving forward.

In maths we have had a focus on fractions; I have found this to be an interesting concept to work on with students this year as there is a wide divide in their understanding.

Room 13 is continuing to show improved collaborative skills harnessed by these investigation tasks, we are continuing to implement our multiplication goal setting on Fridays, students set a new goal and make an assumption about how many times tables they will achieve in 10 minutes. After the test they graph how they went and make comparisons they then use this data to set a new goal.

In English we have worked on reviews, after a group constructed review students have been tasked with writing a picture book review. We are now looking at the various forms of reviews in our lives ranging from movie critic to food blogger!

**Year 4/5 – Cathy Lock (Room 14)**
Our Hold the Horses excursion was a great success. The day was organised by the Adelaide University. The purpose of the day was to let the students know what going to university is like and also to learn about how living things adapt to survive in their environment.

Students participated in three activities: a lecture on animal adaptations, a practical session where they performed simulated key-hole surgery and in the last session they observed the numerous skeletons and other animal body parts displayed in the hall of the University.

The day was very well organised and a wonderful opportunity. We are consolidating the learning in class through studies in science and HASS. In maths, we are currently looking at fractions. Students are learning to locate fractions on number lines, identify equivalent fractions and are working with improper fractions and mixed numbers. In English we are writing book and movie reviews.

**Year 6/7 – Blue Unit**
Term 3 is off to a great start with students settled back into classroom routines. In Maths our focus will be largely on measurement and geometry and problem solving. We will also be including daily mental strategies and weekly mathletics tasks. The skills we will introduce will be metric system, capacity and volume, length, mass, interpret and use time tables, shape, location and transformation,
geometric reasoning. We will be looking at these skills through a range of activities and problem solving strategies.

In literacy genre writing focus will be on Poetry and Discussion writing. Poetry will be our first focus this term and we will begin by researching various types of poetry, authors and then move onto writing structure. We will be investigating a wider range of reading skills and linking this with our Literacy Circles discussions. In science we will be investigating how the growth and survival of living things are affected by physical conditions of their environment. We will use a wide range of research skills to discover characteristics of the biological adaptations, migration and hibernation. Students will also investigate the causes and effects of human behaviour on the surrounding environment. In HASS students will be investigating Ancient Greece along with a focus on the Ancient Olympics. The will be able to identify and describe continuities and changes for Ancient and Modern Olympics in the past and present and the causes and effects of change on society. We look forward to another fantastic term.

Arts – Sue Graham
This term we are integrating Vietnamese, P.E and the Arts, culminating in an end of term special assembly showcasing these NIT programs. To this end during the Arts program this term, students will be working on a production that combines dance and drama. Year 6/7 students are also further involved as actors, stage manager and props people as well as attending cross age lessons.

Junior and middle choirs will perform in the next assembly. Senior choir are busy rehearsing for the Festival of Music concert in September.

Vietnamese – Thi Hien Danh
This term we are continuing with the Vietnamese alphabet. Children are still practising with reading and pronouncing the phonics with visual cues. This term children are working together in groups to learn and participate in all five different activities. Each task has a different learning intention for children to explore the variety of Vietnamese language and culture.

In September, we will be learning about the Full Moon Festival and children are being exposed to the lantern making and storytelling from the traditional perspective. Room 14 will be working on a Cambodian dancing to express the reason for summer. The dance explains how people in Cambodia use Karma (scarves) in their everyday life as the significant clothing for their culture. The summer reason is one of the most important times in the year as people in Cambodia finish harvesting their crops just in time for New Year celebration.

Room 3 will be performing a play about the Vietnamese Zodiac animals. We have been working on this story from the start of the year. Children in Room 3 have the opportunity to study the characteristics of each animal in detail so they can perform the Zodiac Animals to the whole school at the Spring Fair Concert.

EALD-English as an Additional Language or Dialect – Robyn Lewis

The term has begun well and students are producing some good quality work. This term we have a particular emphasis on expanding vocabulary and using it in both writing and speaking. Students in the upper year levels have been writing some wonderful poetry using Haiku, Blackout Poetry and Limericks. In middle primary we have been looking at the structure and language used in reviews on books and movies and students have produced some first rate work. The year 3’s have had a focus on descriptions of different objects as well as ICT ie. Apps. Descriptions form an important part of all types of writing (genres) and there are many opportunities to play and have fun with words.

Student Support
Our Minilit program continues to grow and is producing pleasing growth. There are currently 6 groups in operation and some children have completed the course, whilst others have taken their place. We appreciate the support parents have provided by getting the ‘before school’ groups to school on time so that sessions can begin promptly at 8:30am. In class support and withdrawal support by our fantastic and dedicated SSO’s makes a significant contribution to students’ learning in conjunction with class teachers, whether it is with speech and language, fine motor skills or learning to read.

Keep your kids smiling
At the School Dental Service, dental care is FREE for all babies, children not yet at school and most children to age 17.

The School Dental Service is a Child Dental Benefits Schedule provider.

Call us now for an appointment!
Your local clinic is: Elizabeth GP Plus Dental Clinic
Phone: 7485 4000
Helping kids deal with rejection

A bit of rejection and disappointment is good for kids, as long as they learn how to cope with it...

One of the keys to functioning socially and emotionally is the ability to deal with disappointment and rejection. Most children experience some type of rejection from their peers throughout childhood. One study found that even popular children were rejected about one quarter of the time when they approached children in school.

Paradoxically, children’s experience of rejection and disappointment at school is good for them, as long as it’s balanced with successful experiences too. They learn that they can cope and solve problems in their own way and that bad experiences don’t last forever.

And they learn that sadness and disappointment can be managed too, which is an important lesson to learn to take into adolescence and beyond, when life is full of ups and downs.

Helping them move on

Most children recover from such rejection. They move on and form constructive, worthwhile relationships but some children need help. They often take rejection personally, blaming themselves. As a parent it is useful to challenge children’s unhelpful thinking and encourage them to look for new friendship opportunities. Parents can help children understand that rejection may happen for any number of reasons that are unrelated to them.

In the course of a school day children will meet with a number of challenges and even setbacks. They may struggle with some schoolwork. They may not do well in a test and they may not be picked for a game that they wanted to play. Children grow stronger when they overcome their difficulties.

The challenge for parents is to build and maintain children’s confidence levels to help them get through the tough times.

One way to help children deal with rejection and disappointment is to talk through problems or difficulties, recognising and accepting their feelings. Talk about various scenarios, discussing possible outcomes. The age of your child will determine the amount of detail. Keep things simple and avoid burdening a younger child with concepts he or she doesn’t understand.

Your attitude as a parent can make a huge difference to how a child reacts. If you see rejection or disappointments as problems then your child will be hamstrung by this view. See them as challenges then your child, in all likelihood, will pick up your upbeat view and deal with disappointments easily. After all, confidence is catching!

To help children handle rejection and disappointment try the following four strategies:

1. **Model** optimism. Watch how you present the world to children, as they will pick up your view.

2. **Tell** children how you handle disappointment and rejection. Not only is it reassuring for children to know that their parents understand how they feel but they can learn a great deal by how their parents handle situations.

3. **Help** children recognise times in the past when they bounced back from disappointment. Help them recognise those same strategies can be used again.

4. **Laugh** together. Humour is a great coping mechanism. It helps put disappointment in perspective. It helps them understand that things will get better. They always do.

The stronger the wind the stronger the trees is the notion here. Supporting kids to handle life’s hurdles helps them to develop a lasting sense of resilience, which is essential for good mental and emotional health.

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