



VIRGINIA PRIMARY SCHOOL NEWSLETTER

Learning Together, Learning for our Future

CARING, RESPECT, FAIRNESS, ACHIEVEMENT, DIVERSITY

Issue 8, 2017

20th June

DATES TO REMEMBER

Week 8

Thursday 22nd June

JP 'Learn to be safe with Emmie'

Friday 23rd June

Start Smart Financial Literacy

UP Choir Assessment

Week 9

Wednesday 28th June

Governing Council Meeting

Thursday 29th June

JP 'Learn to be safe with Emmie'

Start Smart Financial Literacy

Friday 30th June

Assembly

9:15am – Community Centre

All Welcome

Week 10

Thursday 6th July

Progress Reports sent home

Term 3

Week 1

Monday 24th July

First Day Term 3



Principal: Iliia Tsoutouras

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Download our school app



Government of South Australia
Department for Education and
Child Development

WALKATHON (update)



We have nearly reached our target of \$5000 and may be **heading towards a new VPS record!** Thank you to all families who have already contributed. The **school community spirit and generosity thus far has been overwhelming.**

So far we have raised just over \$4800. We would like to further bolster our readers/ novels stocks for children to support our school priority in reading with funds raised. **We are really hoping that all families can support and get behind us.** If you haven't brought your sponsorship form in, it's not too late.

Arriving to school on time

We often make references to the importance of arriving to school on time in our newsletters. Did you know being late for just 10 minutes each day across a child's years at school equates to a whole term of lost learning. That's right, 50 days of lost learning. This doesn't take into account absences due to sickness or other family related reasons that children can at times be away for. Not only does it mean lost learning time, it also makes it hard for your child to settle into the morning learning routine.

Arriving to school late and signing in at the office should be an exception rather than the rule. Last week there were 105 instances of children arriving late to school (that is 21 children late every day). Unfortunately this has been a trend over a consistently long period of time. As our school prides itself and acknowledges our supportive parent group, we are asking for your support in doing your best to make sure this doesn't happen if you are one of the consistent 105.

We acknowledge that from time to time arriving late to school can't be avoided for a variety of reasons, we will however make contact with families of concern. As a school, I would like to see the figure drop. **We have a teacher on duty from 8:30am every morning and have breakfast available out the front of OSHC.**



SAPSASA



SAPSASA knockout competitions have well and truly started with both our Girls and Boys football, netball and soccer teams competing.

We look forward to providing you with a full report on their progress in the coming weeks. Thank you to Mr Yates who coordinates our SAPSASA teams.

Classroom Governing Council Reports

We apologise for not including our Governing Council reports in our last newsletter. We know they are popular, and have included them on the following pages from earlier in the term. We will still include our end of term reports in the next newsletter that comes home. Enjoy!



Reception – Leanne Winning Room 1, Anita Matricianni Room 2 & Krystal Butler Room 3

Students have had a wonderful start to the term. Their knowledge and skills across the curriculum continue to develop and they are working towards achieving personalised goals. They are learning about the structure of a recount and have been excitedly sharing what they did on the weekend, at recess and at lunch through oral retelling, illustrations and writing. They have been proud of their successes in applying their phonological skills to their writing. In numeracy students have been engaged in investigations on number, shapes, linear measurement, weight and capacity through hand-on activities. In HASS students in Room 1 & 2 have been investigating living and non-living things and are excited to transfer their knowledge of living things with their upcoming animal incursion. In Room 3 we have been looking closely at Family and different family structures.

Year 1/2 – Katrina Kontos Rm 4, Thuy Tran and Christina Tsonis Rm 5

The excursion to The Gorge Wildlife Park was an amazing experience for all. We all got the opportunity to pat a Koala named Kevin. The excursion supported our science unit as we have been investigating the basic needs of animals to be able to survive. We got to see different animals such as kangaroos, wallabies, bilbies, kookaburras, reptiles, monkeys and the cassowary. We were even lucky enough to get up close and personal to the kangaroos and wallabies. Our learning intention for writing is to write for a purpose (to persuade, entertain or inform our audience). We have been doing this in our personal 'Authors and work' book. Our excursion has also supported our genre writing. We have created detailed information reports of the animals we saw at Gorge Wildlife Park. For maths we have continued to develop fluency with number strategies and are focusing on the value of a number using ones, tens and hundreds. We have done this by showing how many ones and tens are represented in a number. In maths we have also used our experience of The Gorge Wildlife Park to create our own maps. We created keys and drew up labels to be able to locate different animals on our personal wildlife map.

Year 2 – Mary Spencer/Gayle Crompton Room 6

Super Sixes have had an exciting start to term 2 with an amazing visit to the Gorge Wildlife Park. The students were able to pat a koala and kangaroo and study a variety of animals, birds and reptiles in their habitats. This excursion was a great lead in for their Inquiry of Australian Wildlife in History and Geography and cross-curricular activities such as art, science (life and living things). This term we have also completed the last 3 lessons in What's the Buzz? The Learning Intentions were Responding to

Bullying, Learning to fit in and giving and receiving compliments. The students are now honing their skills and using the language of 'Smart Thinking', 'Good Choices' in their behaviours. In Writing, our Learning Intention has been writing information reports so we have begun looking at descriptions and descriptive language, topic sentences and topic paragraphs around our Australian Wildlife theme. We have been very fortunate in Room 6 to have a band of dedicated parents who listen and support the students with their reading and morning activities. Our classroom goal is for our students is to read every day. In Spelling, the students have been concentrating on the short vowel sounds and continuing to focus on the Oxford words. In Maths, Room 6 have begun this term concentrating on a Number Strand ie place value, H.T.O, numbers to 1000, odd/even, numbers in written form and expanded form and a Measurement Strand - length, perimeter and area. We have also continued mental strategies and oral maths to reinforce concepts that have been introduced. In Computing, with Mrs. Watts support, the students have begun developing their skills in using Publisher. They have created their own file and learnt to save their work. Buddy Class is proving to be a 'hit' for the Super Sixes. Once a fortnight, Room 6 visits their reading buddies in Room 7 and share a reading skill. The students enjoy working with their buddies and at the end of their session are able to provide each other with very useful feedback using Habits of Mind and Fluency Checklist. Super Sixes have also welcomed Miss Melissa, a pre-service teacher in our room who will be with us for the next few weeks.

Year 3 Jessica Luckman Room 9/ Sabrina De Silva Room 10

The students in Rooms 9 and 10 returned from the school holidays refreshed and eager to learn. They were enthusiastic about undertaking their first NAPLAN tests and could clearly be observed demonstrating the Habits of Mind of 'Persistence' and 'Striving for Accuracy' when undertaking the tests. The students warmly welcomed four first year student teachers into our rooms and have loved participating in the lessons they have delivered so far. We are looking forward to hosting Week 4's Sorry Day and Reconciliation assembly and commemorating these important events in Australian history. In Maths we have been working on solving worded problems and applying skills we have learnt in Term 1. In Literacy we have continued with Literacy groups and are working hard to apply different reading strategies. We are investigating information texts and learning how to choose a 'for' or 'against' position on a topic and support our opinions with reasons.

Year 4/5 – Lia De Giglio Room 7

Room Seven have come back to school this term extremely refreshed and ready to continue their learning journey together. We had a busy start to the term, with the year 5's eagerly awaiting the start of their NAPLAN TESTS and Bike Education and the year 4's looking forward to joining Mr Hughes to delve into the year 4 Health curriculum. We have begun learning about the First Fleet in HASS through our class novel *Nanberry: Black Brother White* and the children have shown great maturity in learning about this important moment in history through the eyes of the Aboriginal people as well as the convicts. We are linking this learning with our current Literacy topic, Information Reports and are very excited to begin researching the part we, as individuals, are most interested in to then share this learning/knowledge with the class.

In Maths this term, we are focusing on Fractions and Decimals and Financial Mathematics. We are continuing our class target which focuses on mental strategies in multiplying numbers and are currently seeing good progression in a number of children's confidence and therefore ability to use different strategies to quickly recall multiplication facts. The culture of our class has really taken shape and the children's confidence in themselves is continuing to grow. They are really enjoying taking ownership of their work by using the Personal Best formative assessment activity at the end of our Literacy lessons. They are able to determine whether their piece of work is better than, equal to, or not as good as their previous work. As we continue this, the children are able to discuss why this is the case and think about what they need to do next time to produce 'better than' work. I am really looking forward to seeing how this helps the children's independent learning growth.

Year 4/5 – Shaun Hughes Room 8

Our class has come back for Term 2 ready and eager to learn. We had NAPLAN, in which our Year 5's put in an excellent effort and worked very well. We have continued learning about reading comprehension skills, and have been applying these strategies in our Literacy Circle activities. In Maths, we have been exploring multiplication strategies and problem solving strategies, and have begun a Maths investigation. We are also learning about healthy lifestyles, healthy eating and exercise as part of our Health component. While the Year 5s from Rooms 8 & 7 are doing Bike Ed with Miss De Giglio, the Year 4s have been working on a healthy eating menu project. In HASS we have moved into First Fleet and with this we have been reading the book "*Nanberry, Black Brother White*" by Jackie French, and we will be learning about the First Fleet journey, why the First Fleet even occurred and the impact it had on Aboriginal Australia. In Literacy we have been

focusing on persuasive texts, information reports and poetry.

Our class is really starting to feel like a community of learners, where we all support each other, and know that we have a safe space for our learning and that we all care about each other.

Year 4/5 – Nick Porublev Room 11

Room Eleven has been busy in term 2. Children have come back enthusiastically and ready to continue their learning journey. The year 5's took part in the NAPLAN testing and were looking forward to Bike Ed. Many of the students in our class are also looking forward to building Drama skills in the school's involvement in *Wakakkiri*. They will be having regular practice sessions with Mrs Graham and Mrs Danh.

In HASS we have begun looking at early European settlement in Australia through the eyes of the Aboriginal people as well as the settlers and convicts. We have initiated this study through the reading of our class novel '*Nanberry: Black Brother White*'. The novel builds on known historical facts around the period of time of the First Fleet.

We have continued to work hard at establishing morning routines that focus in guiding the children in organisational skills and taking responsibility for their learning.

In English, we have completed working on narrative and persuasive texts and are progressing to information report writing, its language features and structure. We will also continue to work on developing editing skills in our approaches to sentence structures.

In Maths, we have continued to make number facts a priority in our learning and are working on consolidating our skills with number operations. Students are constantly practising their times tables. Our aim is to have many of our students achieve their tables' medal. We continue using computer software and internet maths sites to reinforce processes being learnt.

It has been a busy start to the second term for both the students and myself. We will continue to consolidate positive practices and build on our learning.

Year 6/7 – Haze Sackey Room 12

The class and myself have all returned fresh energised from our mid semester break. This didn't stop from having an incredibly busy start to term 2. The school was preparing for NAPLAN and the year sevens worked really hard on their revision and preparation. The year sixes were incredibly supportive and we all worked together to make sure everyone was ready and prepared.

We started Bike Education and have loved learning how to be safe on our bikes, and in traffic. The class has been eager to get out on to the streets of Virginia and put their skills to the test.

We have started reading Wonder, by R.J. Palacio, which is an incredibly moving story of a young boy who is born different from other children, and his struggles fitting in and being accepted. The novel has been enthusiastically received and the class love listening as the story unfolds. The students will be creating their own matchbook summaries for the book and I am sure they will look spectacular when they are completed.

In Maths this term, we are focusing on Fractions and Decimals as well as working on our mental math strategies and hope to start our investigations later in the term. In HASS we are focussing on ancient China and are busy researching a various selection of topics. This will be tied in with writing investigation Reports and we are also going to be making some amazing animations to show the rest of the class what we have learnt about our topics.

In room 12 we have been running Dungeons and Dragons sessions as an extra-curricular activity and this is held at lunch times. Later this term we will hoping to have a few after school sessions so the interested students can have a longer opportunity to enjoy the game while increasing their mathematic, literacy and social skills.

Year 6/7 – Jason Coleman Room 13

The class have really impressed me with how settled they have returned after the break, not only that the year 7's have really taken the NAPLAN style questions and preparation in their stride. I definitely believe that they are 'striving for accuracy' at the moment.

The Bike Education program has begun and on the whole students seem to be really excited about the prospect of getting out on the road in safe and educated environment. Surprisingly there are a selection of students that have never ridden a bike before, but they are excited about learning and gaining confidence.

In Mathematics both year 6 and 7's are focused on measurement topics, the year 6's are looking at area and perimeter the year 7's are being extended with this topic and are beginning to look at the volume of prisms also.

In literacy, have moved onto information reports being our main focus, however have continued consolidating our skills in other genres.

Year 6/7 – Cathy Lock Room 14

Students have settled back into class well, following the holidays. The year 7s sat the NAPLAN in week 2. They all should be congratulated for their efforts and the maturity with which they approached the tests.

In English, students have just completed writing some amazing recounts about Sports Day. Their writing was detailed and included comprehensive personal comments about how they felt about the different events that they participated in. We have also completed our contract work in science in the unit Marvellous Micro-organisms. All submissions have been assessed and returned to students. They completed vocabulary exercises, answered questions about micro-organisms, made timelines documenting the important discoveries related to micro-organisms, wrote biographies on some of the important scientists and thinkers in this field and some students made models of micro-organisms. In maths students have been doing a lot of revision in preparation for the NAPLAN and have covered a broad range of topics such as finding missing values, reinforcing place value and looking at the properties of shapes. We are now working on perimeter, area and volume.

Junior Primary / Primary Art & Vietnamese– Sue Graham, Thi Hien Danh

This term the Vietnamese and The Arts programs are closely linked as we prepare for our Wakakirri entry in August. Students have been very busy creating works of arts making props and sets for our production.

Scene one for example, is set in a Vietnamese village celebrating Vietnamese New Year. Our students have made beautiful banners featuring traditional Vietnamese motifs. Students are also rehearsing traditional dance items as well as learning new skills in acting and stage production.

The topic that we are covering has strong links to migration studies as well as integrating Aboriginal studies through the emphasis on the importance of place and of up-holding traditional cultural practices. Students are for example, translating the lyrics of an Aboriginal song into Vietnamese and English. This song is featured in the closing scene of Wakakirri. All students whether they are involved in this production or not will gain from the cross-curriculum perspectives that being involved in this activity brings.



Junior Primary / Primary Science – James Yates

We have been continuing our work on the Primary Connections units in the learning area of Physical sciences.

Junior primary students have been learning about how objects move via a push or pull force. We are currently exploring push and pull forces in the air and water.

Middle primary have been investigating heat and how heat sources work to produce heat. They have recently started exploring how different materials conduct heat.

The upper primary students have been exploring a unit of work on energy, which has been focussing on the types of energy that can be found throughout their homes, school and the community. Students really enjoyed building their own energy chains, demonstrating the process in which electrical energy is formed from a variety of energy sources.



Primary PE – James Yates



The Primary students have recently started a soccer unit, in which they had a focus on using the different skills associated with soccer (passing, dribbling, shooting, teamwork, tactics and gameplay). During this unit students have been given the opportunity to show

fantastic teamwork and leadership skills. Before each lesson we have been starting to do different teamwork challenges as a warm up before activities. The students have really enjoyed these challenges and have shown that they are quite capable in working with their classmates to achieve a shared goal.

Junior Primary PE – Beck Boteju

This term we are continuing our routine of stretching at the start of the lesson, followed by a class game. The class game helps children with their turn taking, co-operation and team work. We have also started working on ball skills such as bouncing, throwing and catching. This has involved a lot of individual practise with balls as well as partner work. The children have enjoyed challenges involving how many times they can bounce the ball or throw and catch the ball as well as choosing to display skills in front of the class.



EALD – Robyn Lewis

Up until last week our focus has been on the literacy areas of NAPLAN including grammar, punctuation, the structure of narratives and persuasive texts as well the language features. The middle and upper primary classes are now focusing on how to write an information report about animals, objects, places and significant people throughout history.

We have also been gathering evidence of language development in the reception and year 1 students ready for our pupil free days where we will level and then moderate 2 samples of work ready for our census in early August. Our school funding for students with English as an additional language or dialect in 2018 will be determined from the work we mark. In addition to the census, the results allow focused planning and teaching.



Newsletters on Facebook page!



Our newsletters are now attached to our facebook page. They will also be uploaded to the Skoolbag app which was recently updated. We are trying to cut down on paper usage. If you are happy to read our newsletters via facebook, skoolbag, or e-mail rather than receiving hard-copies, please do let us know.

Email address for school newsletter OR you are happy to read via facebook

Please return to the Front Office

NAME:

CHILD'S NAME:

ROOM NUMBER:

EMAIL ADDRESS:

Parent Insights

This week's edition will focus on a really interesting topic, "Teasing V Bullying". We hope you find it insightful and interesting.

If there is anything in particular you are looking for, please do not hesitate to come in and see either Ilia Tsoutouras (Principal) or Voula Pounendis (Deputy Principal) who may be able to help with finding an article to suit your needs.

Traffic

Please slow down. We have been working closely with the council traffic management group to enhance road safety close to the school. We are asking for people to slow down along Park Road. Further signage will be going up shortly.





Building parent-school partnerships

WORDS Michael Grose

Teasing V Bullying



When speaking with parents when I present at schools, or engaging with them via our social media, bullying is always a hot topic. A recent Facebook post had one of our biggest engagement rates ever. It begged the question- "What is bullying? Do we mix it up with teasing and other forms of mean behaviour?"

It's an important topic that needs clarification.

Bullying is a term that's wrapped in emotion. For many people it's associated with bad childhood memories. It's been estimated that around 40 per cent of people have experienced bullying in the past. It's something that we don't want to happen to our kids.

But I fear it's being overused at the moment and confused with teasing and rudeness.

Rudeness refers to thoughtless behaviours and thoughtless words. Kids often do rude things to each other without thinking their actions through. Examples include breaking wind in a child's direction; joking about the colour of a child's hair in front of others; failing to share possessions and neglecting to acknowledge someone. Rudeness is usually about selfishness

and thoughtlessness. Taken on their own many rude behaviours can be seen as an element of bullying but when looked at in context they are more about thoughtlessness, lack of consideration and poor manners rather than a deliberate attempt to hurt someone.

Teasing refers to annoying, hurtful behaviour that is used to get a reaction from someone else. Teasing can be persistent in nature, but not always. It's generally an attempt to get under a person's skin. It can involve name-calling; it can be personal and hurtful in nature. It can also infringe on another person's rights. But generally teasing doesn't have the key ingredients that make up bullying.

Bullying is the *selective, uninvited, repetitive* oppression of one person or group by another. It involves **three elements** – intent to hurt or harm; power imbalance; and repetition over time. It takes many forms and guises including physical aggression; verbal abuse; emotional aggression (or blackmail); intimidation; harassment and exclusion.

The new cyber-dimension to bullying has moved the goalpost for many kids. In the past children and young people could escape bullying behaviours by being at

home. Cyber-bullying means that children can't escape bullies like they once could.

Why the distinction? I hear the term bullying misused a great deal in the media and when talking with parents. We run the risk of "The Boy Who Cried Wolf" Syndrome where we become so desensitised to the term that we (or teachers) ignore it when children really are the victims of bullying. We also run the risk of failing to skill our kids up to manage rudeness and teasing if we categorise every awful behaviour that kids experience as bullying.

Our ability to be discerning about bullying is as important as the action we take when we are sure that our child is on the receiving end of bullying behaviour. These actions include: dealing with feelings; providing emotional coping skills; getting others involved; building up a child's support networks; and building self-confidence that can take a battering.

Bullying needs to be taken seriously. But we also need to be discerning about bullying behaviours.

Michael Grose



Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my **FREE** weekly email parenting guide at parentingideas.com.au. You'll be so glad you did.

