



VIRGINIA PRIMARY SCHOOL NEWSLETTER

Learning Together, Learning for our Future

CARING, RESPECT, FAIRNESS, ACHIEVEMENT, DIVERSITY

Issue 9, 2017

5th July

DATES TO REMEMBER

Week 10

Thursday 6th July

Progress Reports sent home

Friday 7th July

LAST DAY OF TERM 3

Early Dismissal

2:15pm

Term 3

Week 1

Monday 24th July

First Day Term 3

Friday 28th July

SAPSASA

Boys & Girls Soccer at Virginia

Week 3

Wednesday 9th August

Governing Council 7pm

Week 4

NATIONAL SCIENCE WEEK

Friday 18th August

**WAKAKIRRI CONCERT
ENTERTAINMENT CENTRE**



Principal: Iliia Tsoutouras

Deputy Principal: Voula Pounendis

Gov. Council Chairperson: Anita Trenwith

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Download our school app



Government of South Australia
Department for Education and
Child Development

Thank you for another fantastic term of learning at Virginia Primary. From everyone at Virginia Primary/ Preschool, we wish you a safe two week break and are looking forward to what promises to be a very exciting Term 3!

Staffing

Room 5 – Ms Tsonis will be taking leave from Week 2 to Week 8 next term. She will be replaced by Pauline Ferguson whom many of you will know really well. We wish you all the best with your travels Ms Tsonis.

Room 6 – Mrs Crompton will be on leave for the whole of Term 3. Ms Cristina Pisanelli will be taking over on Thursday and Friday in Room 6. We wish Mrs Crompton all the best with her travel and welcome Ms Pisanelli to our school.

Room 12 – Ms Sackey for personal reasons has resigned from her contract position. She would have loved to have finished off the year, but made the decision in the best interest of her family and also the students in her class, knowing she couldn't give both the attention they deserved. We wish Ms Sackey all the best, we are sure we will see her throughout the year as she has already indicated that will be available for temporary relief teaching.

We are pleased to announce that Mrs Jenny Timperio will be her replacement. Mrs Timperio is very familiar with our school having worked here prior to winning a position elsewhere and taking maternity leave. Welcome Mrs Timperio!

Principal's Position

It's with great pleasure that I can announce I have successfully reapplied for my position as Principal of Virginia Primary School.

I had been approached by a few people asking if rumours that I was leaving were true. I can knock that on the head and categorically say I never intended to, nor did, or have I applied for, or given any thought to any other positions/ opportunities offered to me. I didn't feel it was appropriate to state my intentions and in any way discourage anyone else from applying.

My decision to re-apply for a second tenure was a pretty easy one on a personal and professional level. On a personal level, leading at a school is a huge time commitment and as with many other staff, I travel 40 minutes each way to get to work. I am fortunate that my wife Cathy was and is very supportive of me continuing on. Professionally, I am passionate about improvement, and whilst I believe and our data, priorities and extra-curricular opportunities say we have made fantastic progress as a school community, I look forward to continuing to improve my leadership and our school as there is huge opportunity and scope for further growth. I am driven by the opportunity to lead a school that graduates students that are life-long learners; fluent readers and writers; confident mathematicians; confident problem solvers and students that excel in their particular passions. To provide staff with a special place to pursue the art of teaching where they can flourish both in and out of the classroom. To lead a team that is effective by continuously investing in evidence based ways to improve what we do.



SAPSASA



Over the last couple of weeks some of our year 6/7 students have been involved in the first round of SAPSASA knockout sports.

Netball

Girls - Virginia defeated Keyneton 20 - 19
Virginia now play West Beach in week 10 Thursday in the Virginia Community Centre at 10:00am.

Boys - Keithcot Farm defeated Virginia by 19 points
The boys have unfortunately been knocked out but all gave their best efforts!

Soccer

Girls - Virginia defeated Williamstown 1 - 0
Minh-Thu scored what proved to be the winner with little time remaining! Virginia now play St Mary MacKillop in the 2nd round, Term 3, Week 1 on Friday (time tba).

Boys - Virginia defeated Williamstown 5 - 3
Blake Pitt lead the boys to victory with two wonderful long range goals. The boys also play St Mary MacKillop in the next round, next term, week 1, Friday

Football

Girls - Lockleys North defeated Virginia by 22 points

Boys - Angaston defeated Virginia by 65 points

Both football teams have been knocked out of the competition, we played some very good teams that had a lot of experience, both teams never gave up and still had a lot of fun.

With the first round finished our attention is on making it as far as we can in girls Netball and soccer and the boys soccer competition. The level of sportsmanship and teamwork has been wonderful to see.

Thank you – Mr Yates

WALKATHON (update) **SUCCESS!!!**



We have not only reached, but exceeded our target of \$5000 and set a new record. **We successfully fundraised \$5524.15 for school and \$1024.40 for**

preschool. Thank you to all families who contributed. The **school community spirit and generosity has been overwhelming.**

We will be further bolstering our readers/ novels stocks for children to support our school priority in reading.

Parent Insights

This week's edition will focus on a really interesting topic, "When things go wrong at school". 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.

Car-park

As a school we have been very fortunate that the local council has supported with re-developed car-parks and footpaths surrounding our school. A reminder;

1/ Disabled car parks are **ONLY FOR THOSE WITH A PERMIT.**

2/ We have flagged an area off in front of the walkway that is at the back end of the car park. Since the re-development of the car park and the area near the Science room, this has become a far more popular entrance/ exit. We will be placing an extra teacher on duty at this entrance to support. **Please do not park in front of these flags as we want to allow a clear pathway.**

If you see someone who isn't following these protocols can you please alert someone in the front office or alternatively Voula and Ilia directly. We can assure you that such concerns are followed up.



AUSTRALIAN CURRICULUM fact sheets

This newsletter is accompanied by a curriculum fact sheet appropriate to your child's year level. You will see the similarities in each subject area to the information provided on school reports. If you need another copy there will be spares in the office.

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:

Diversity Award Winners

Congratulations to the following students who were School Value: *Diversity* award winners at our assembly in Week 7.

- Rm 1 – Alesha and Lucas M
- Rm 2 – Lincoln
- Rm 3 – Gabriella
- Rm 4 – Michael Le
- Rm 5 – Kathy
- Rm 6 – Austin
- Rm 7 – Chloe E and Amilia
- Rm 8 – Hiep and Huy
- Rm 9 – Elias and Quynh
- Rm 10 – Shae
- Rm 11 – Lilly Rowe and Milanee
- Rm 12 – ** *Students at Bike Ed*
- Rm 13 – Menh and Callob
- Rm 14 – Aaliyah and Nadia

We would also like to congratulate the following students who received a “Good Choices – Archie” award at last week’s assembly

- Rm 1 – Brodie
- Rm 2 – Jade
- Rm 3 – Genna
- Rm 4 – Leilani
- Rm 5 – Isabelle
- Rm 6 – Domenic
- Rm 7 – Hollie
- Rm 8 – Gloria
- Rm 9 – Breannah
- Rm 10 – Sienna
- Rm 11 – MacKenzie
- Rm 12 – Cate
- Rm 13 – Louie
- Rm 14 – Maleni

Reception – Leanne Winning (Room 1) & Anita Matricianni (Room 2)

We have had an ‘action packed’ term which will climax with our ‘100’ day celebration on the last day of school next week. It is phenomenal to think about how much the children have grown and developed in just ‘100’ days of school. Students are working independently in activities such as reading, problem-solving in mathematics and organising their own resources and belongings. They ‘work interdependently’ in small groups evidenced by how well they share materials, remain on task and attempt to articulate learning intentions and success criteria together. They have developed a sense of belonging and are prepared to ‘take responsible risks’ in their learning; realising that mistakes are to be embraced and learned from so that they can ‘remain continuous learners’ and continue to grow each day. This has helped us build a learning culture whereby children help one another, persist and understand the school values of achievement,

respect, caring, diversity and fairness. Wow! In just ‘100’ days they have become responsible and engaged students.

One of the highlights of the term was the visit from ‘Safe Dogs’. We learned about how to behave and keep ourselves safe around these furry creatures. This linked in with our inquiry into living things and ‘what lives in our own backyard’. This will continue well into next term to ensure children have time to grasp the ‘big ideas’ of what all living things need and how they can be classified.

Children enjoy fitness each day whereby we learn a variety of dances to build confidence, coordination and physical literacy skills. Children enjoy our short circuit work which will continue next term. In mathematics, children learnt about measurement and enjoyed a variety of hands-on activities to reinforce some of the key skills and ideas. They are learning the ‘Secret Code’ strategies in number which helps children explain how they arrived at their answers. Number will continue to be a focus area throughout term ‘3’. In English, children have been learning to work in Guided Reading or small English groups, learning how to blend sounds together to make words including digraphs and writing recounts using a clear structure. Children enjoy learning about the writing process through bookmaking and are creating some excellent pieces of work which we hope to share with parents throughout term ‘3’.

Reception/Year 1 – Krystal Butler (Room 3)

What a fantastic term it has been, filled with learning and fun! We have been very busy in maths focussing on topics such as number, patterns, shapes, as well as starting our learning on Addition and Subtraction. The children in Room three are constantly finding ways to stretch themselves and their abilities, which is fantastic to see. In English, we have been working hard on learning our 42 sounds, blending, segmenting and sentence writing and have continued with the recount writing text type. We have also started looking at the structure of Information Reports and have had a go as a class to learn about Koalas. We have really enjoyed our sessions with Mrs L in ‘Learning to be safe with Emmy and Friends’. These sessions are closely linked to the Child Protection and Health Curriculum and we have learned a lot about our feelings and ways to keep ourselves and other safe. The children in Room three have worked very hard this term and we are looking forward to what next term might bring!

Year 1/2 – Katrina Kontos, Thuy Tran and Christina Tsonis (Room 4 and 5)

It’s hard to believe that we are already at the end of term 2! What a wonderful term of learning in Room 4 and 5. We have been enjoying reading a range of books for the Premiers Reading Challenge. When reading we are focusing on understanding what we

read (comprehension) and using fluency by paying close attention to punctuation and using expression. In genre writing we have been focusing on writing information reports. Our learning intentions have been to know the structure of an information report and to know the difference between fact and fiction. We have been investigating and researching many different animals. We have continued to be 'Authors at work' and have been writing for many different purposes.

Leading into our 100 days at school celebration we have been exploring place value and big number past 100. We have been focusing on the value of numbers using the language of hundreds, tens and ones. We have been representing numbers using 10's frames, MAB blocks, white boards and pop sticks. Working in a team we have been exploring and using efficient ways to count large collections. The most popular has been bundling collections of 10's and 20's.

As part of the Child Protection health curriculum we have been learning how to be safe with Emmy and friends. So far Emmy has helped us to recognise feelings, early warning signs and public and private parts. We will continue learning with Emmy until the end of this term.

We look forward to our 100 days at school celebration on Thursday in week 10 and are excited to see everyone's 100 personal projects they've been working on at home.

Year 2 – Mary Spencer/Gayle Crompton (Room 6)

The super sixes have continued to work brilliantly, not only with two teachers but three teachers. Miss Melissa has now finished her practicum and has successfully taken the students along their learning journey. In literacy the students have honed their skills in writing Information Reports and produced some outstanding work. Some have also managed to publish their work during computer lessons using Publisher. We have had a big focus on handwriting, the learning intention focussing on correct formation and sizing. In maths we have continued the two learning intentions of number and measurement and managed to cover place value, counting large collections, addition, open number lines and measuring using informal units. In Health we have begun a Protective Behaviours unit titled "Learn to be Safe with Emma and friends" and have covered the first unit, "Understanding feelings." Some of the ideas included talking to a safe grown up, counting to 10, cuddling a teddy bear, listening to music, having a nap, reading a book, blowing bubbles and deep breathing. We have also continued our Science and Geography inquiry on Australian wildlife, where the students have completed a number of different activities across the curriculum. The two special events we have been involved in this term have been the Walkathon and a Pet Talk by a special

guest. All in all it has been a very busy block of learning for our Super Sixes and we know that they are very much looking forward to the holidays.

Year 3 Jessica Luckman (Room 9) & Sabrina De Silva (Room 10)

Time has flown in Rooms 9 and 10 this term! We cannot believe it is Week 10 already. Students have been engaged in hands on measurement and fractions lessons. They particularly enjoyed the 'Pizza Party' investigation which was followed by the making of real pizzas which were divided using our knowledge of fractions. Students have been busy reading and recording information about different animals, objects and people throughout our Information text unit. A highlight of Week 7 was a week with our fabulous student teachers. They wowed us with their skills and planned exciting learning activities for us. We are looking forward to the Wakakirri performance next term which over half the students from each class will be participating in. Another highlight this term was participating in a STEM challenge where students needed to design and make a bridge based on specific criteria. Students displayed amazing team work and co-operation as they worked to apply their design. Students are looking forward to a well deserved break and coming back refreshed for new learning.

Year 4/5 – Lia DeGiglio (Room 7)

Room Seven are still in shock that we are close to the end of the term, time flies when you're having fun, Sam has reminded us. We have been so engrossed in our class novel, Nanberry: Black Brother White by Jackie French which we have linked between English, Maths and HASS. The children have been able to understand everyone's side of the First Fleet by researching information about, the journey itself, the convicts, the Aboriginal people and the professional people. Their summaries of each chapter, written and drawn, are so detailed and are something that each child is really proud of.

In Maths, the children have been finding fractions of a whole number. This has proved to be very challenging for a number of our children however they continue to persist and strive for accuracy. These two Habits of Mind have been a focus for us this term, all children have really taken this challenge on board and this has been noticed by the magnificent work the children have been producing.

Our weeks have been jam packed with Kitchen Garden and Bike Education, both happening on a Friday. A very busy and active day for us year 4/5's. All of our year 5 students are now able to confidently ride a bike in a number of weather conditions! While the year 4's have been creating a healthy food menu for a week while being on a strict budget.

Year 4/5 – Shaun Hughes (Room 8)

Wow! Where has the time gone? They do say time flies when you're having fun. We have been very busy with our learning. In Maths we have been working on multiplication and division, learning different strategies. We have also started doing mental maths in the mornings and we are quickly improving in this. We also enjoy doing our rapid time table facts on Fridays. This term we have started doing our Literacy Circle activities to help us build on the comprehension strategies we have learnt, as well as keep on improving our reading. We have also been working hard on our Soundwaves spelling program, and learning more about graphemes and di, tri and quadgraphs. We have also been learning about persuasive texts and information reports. In HASS we have been learning about the First Fleet and how it impacted the Indigenous peoples who were living in Australia. We have been reading the book "Nanberry, Black Brother White" by Jackie French, and have been writing and drawing our own summarised interpretations of each chapter. In Health the Year 5's have been enjoying their Bike Ed, and the Year 4's of Rooms 8&7 have been working on putting together a healthy eating menu for a week. We have also discussed the different types of relationships between people, and how they are important for trust networks.

Along with Wakakirri and NAPLAN, it has been a very busy term, and we are all looking forward to the break so we can come back refreshed for Term 3 and get even more involved with our learning.

Year 4/5 – Nick Porublev (Room 11)

Room 11 has had an interesting term 2. We have had many struggles through the flu season with mixed energy levels. This hasn't stopped us from endeavouring to use the persistence and resilience Habits of the mind in our approaches to learning and getting along with each other. We have spent time learning how to manage our time more effectively and to set goals. Bike Ed, for the year 5's, has been a great experience where the students learnt lots about rights and responsibilities as cyclists on the road. Kitchen garden has continued being met with enthusiasm. Students have eaten and been given the opportunity to eat well prepared, nutritious food with vegetables they might otherwise have not considered in their diet. Students have continued to work on improving comprehension strategies and applying these to texts we have looked at. We have continued working at strengthening our understanding and application of sentence structure in written texts. In math we continued applying number skills, have worked on grid mapping and location and focused on time and fractions. During fitness sessions we aimed to increase our heart rate, learn how to take a pulse rate reading and be involved in cooperative game skills. We are slowly

building greater tolerance of others and their unique contributions to all areas of our classroom family. Many students have worked hard at focusing on their learning and avoiding distractions. Our aim for the next semester is to continue developing skills and strategies that help independent and interdependent learning in the right proportions, and to take greater responsibility for our learning.

Year 6/7 – Haze Sackey (Room 12)

We have had an incredibly busy and successful term. NAPLAN went off without a hitch, and the class have been really coming together as a team and creating an excellent, safe classroom environment. On Friday mornings we have been doing Bike Education. This has been so much fun and the students have really enjoyed these lessons. Last week we hit the streets of Virginia and, although drivers don't always seem to know what they are doing near bikes, all of the students knew what to do and I am pleased to say they all acted safely and responsibly.

Our Class novel has incited some amazing conversations and thoughts. It has been a rollercoaster of emotions with some people laughing and crying alongside our main characters. Their matchbook summaries are coming along and should look wonderful when they are completed. Our boys and girls have been busily preparing for Wakakirri and, if the effort they have put in is any indication of the performance I am sure it will be outstanding.

In HASS we are coming to the end of our investigations into ancient China and most of us are putting the finishing touches to our StopMotion animations. The showcase day will be held next week and everyone is excited to see all the presentations.

Year 6/7 – Jason Coleman (Room 13)

There has been some great growth on Room 13. It has been a busy but extremely productive term 2. Students have been involved in Wakakirri, choir, SAPSASA and the Bike ED program.

In English students have been producing really high quality work in literacy circles. Learners are taking great care in presenting ideas and in particular how they present their ideas. Some students are creating posters, flow charts and even mini booklets. With writing learners are busily editing and finishing their major written piece. This is an information report on a significant landmark or feature within the Ancient Chinese Dynasty. Some examples of topics are The Great Wall, Terracotta warriors and the Silk Route. In Mathematics, we have focussed on the construction of solid shapes and prisms. This enabled learners to gain greater understanding of features such as faces, edges and vertices. We are currently moving towards percentages and finding

the relationships between fractions, decimals and percentages.

Year 6/7 – Cathy Lock (Room 14)

Students are working hard in Room 14. In English, we have established literacy circles as an everyday practice. Students are taking their roles seriously and are preparing well for the weekly presentations. Roles include Summariser, Connector, Illustrator, Radical Reader, Word Wizard and Discussion Director. The discussions we have on the books are lively and give students the opportunity to explore and compare their understanding of texts with others.

We have been learning about Ancient China in HASS. Students are watching videos and reading information about the Shang, Zhou and Qin dynasties. To support this, in science, students have been researching an animal that lives in China to construct an information report, which they will present as a poster.

In maths, we have been constructing and identifying the defining characteristics of solid shapes and objects. We are now looking at percentages and comparing the different ways that fractions can be named; fractions- $\frac{1}{2}$, decimals- 0.5 and percentages 50%.

Students enjoyed Bike Education and learnt how to be safe when riding on the road. Also, lots of students have been participating in SAPSASA: netball, soccer and football.

Junior Primary / Primary Art – Sue Graham

Senior choir has been busy this term learning the music and lyrics of the Festival of Music repertoire in readiness for an external assessment by a choir trainer.

Junior Primary drama students have looked at fairy tales paying particular attention to characterisation as they role play these dramatic stories.

Middle and senior students have continued looking at the elements of drama with a particular focus on voice and stage presence.

Junior Primary / Primary Science – James Yates

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

Junior primary students have recently finished their push and pull force unit and are now investigating the human skeletal system and the role of our skeletons and bones within our bodies until the end of the term.

Middle primary have also finished their unit of work on heat and really enjoyed designing and creating their heat safety posters. They are also exploring the skeletal system until the end of the term.

The upper primary students are continuing their unit of work on energy, in which they have recently been exploring non-renewable and renewable energy sources. The students have really enjoyed researching the pros and cons for each source of energy and are currently preparing to hold their own debate on the topic next week.

Junior Primary / Primary Language- Thi Hien Danh

Junior primary classes are learning about their family. They are being exposed to new vocabulary in Vietnamese about how to say different family names.

Middle and senior students have a focus on migration and country of origin. This links with our Wakakirri entry. They have been busy generating questions on how their family came to Australia.

Primary PE – James Yates

The Primary students have recently finished a soccer unit, in which they had a focus on using the different skills associated with soccer (passing, dribbling, shooting, teamwork, tactics and gameplay). Student's fundamental movement skills and sport specific skills have improved immensely. We have still had a continued focus on demonstrating quality teamwork and sportsmanship throughout the unit.

Junior Primary PE – Beck Boteju

In the second half of the term we have continued with bouncing, catching and throwing activities to further develop the children's skills. We have learnt some new warm up running games such as Rock, Paper, Scissors and Jail Break. These games continue to help the children to learn about being part of a team, how to accept 'getting out' and understand that they won't always be the person chosen to be 'it' or in some games 'the winner'. These are very important skills in sport as well as in life.

EALD – Robyn Lewis

Our writing focus this term has been on Information Reports in years 4-7. Finding useful information in research needs to be learnt as well as how to avoid plagiarism. Plagiarism occurs when someone else's work has been copied and there is no indication that the work does not belong to the student. Plagiarism can have serious consequences if the student doesn't have the skills to write correctly, so the earlier these skills are learnt, the better.

Year 3 EALD students are using and writing contractions which change the way we speak and write. As well as this they are learning about the use of suffixes and how they change the meaning of words.

Parenting *ideas*

INSIGHTS

Building parent-school partnerships

WORDS Michael Grose

When things go wrong at school

Your approach as a parent when your child has difficulty at school makes a huge difference to their resilience, and their future relationships with teachers and peers.

Every parent wants the best for their children, and that includes having great experiences at school. By and large, schools deliver on these expectations. They are generally safe places for kids, staffed by hard-working teachers who have the best interests of their students at heart. Achievement, discipline and student well-being are high on the list of priorities for most teachers.

Despite best teaching practice things do go wrong at school. Most kids experience learning difficulties from time to time. Conflict and peer rejection are a normal part of school-life. The developmental nature of childhood means that there will always be some turbulence, particularly around key transition ages, such as the start of adolescence. During these times young people frequently experience a dip in their learning as well as significant relationship difficulties. Kids will often come home from school with grievances, and call on their parents for assistance.

Your approach as a parent when your child has difficulty at school makes a huge difference to their resilience, and

their future relationships with teachers and peers. Anecdotal evidence suggests that there's been a significant increase in aggressive incidents at schools involving parents reacting to their children's grievances. This not only presents a danger to teachers but harms the all-important teacher-parent relationship.

Here's a six point checklist to help you stay focused and be effective if your child experiences difficulty at school.

1 Stay calm and rational

It's natural as a parent to protect, or defend your children, particularly when you think that they've come in for some unfair or poor treatment. But acting when you are full of emotion is not always smart. Rather than getting on the phone straight away to organise a meeting at school, take your time to think through how you might assist your child.

2 Get all the facts

Once you've calmed down, then get the facts about the situation. Kids are faulty observers and often only see one

side of a story when there's a problem with a teacher or a fellow student. They sometimes can't see that perhaps they may have contributed inadvertently to a dispute at school, or perhaps said something that may have upset a teacher. It's the job of parents to help kids process what happens in an incident, so that all the facts emerge and understand their place in any problem. Ask good questions to help the full story emerge.

3 Assess whether to go to school or not

Kids, like adults, like to vent and will benefit from having told their side of a story to a trusted source. Often problems can be dealt with at home, simply by talking through an issue, and giving kids some common sense tips to help them cope.

If your child has a recurring problem that he can't solve himself, or you think adult intervention maybe needed to sort out a relationship issue with a teacher or peer, then consider meeting with your child's teacher or year level coordinator.

more on page 2 >>



Stay one step ahead of your kids with great ideas & expert advice from Michael Grose. Join Michael's **NEW Parentingideas Club** today at parentingideasclub.com.au. You'll be so glad you did.

