



VIRGINIA PRIMARY SCHOOL NEWSLETTER

Learning Together, Learning for our Future

CARING, RESPECT, FAIRNESS, ACHIEVEMENT, DIVERSITY

Issue 13, 2017

20th September

DATES TO REMEMBER

Week 9

Wednesday 20th September

Late night 3-way/ parent teacher interviews

International day of Peace

Friday 22nd September

Assembly (Numeracy focus)

Week 10

Fri 29th September

**Last Day of Term
EARLY DISMISSAL
2:15PM**

TERM 3

Week 1

Monday 16th October

First Day of Term 4

Year 6/7 Footsteps

Week 2

Monday 23rd – Friday 27th October

R – 5 Swimming Week

Monday 23rd October

Year 6/7 Footsteps



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Download our school app



Government of South Australia
Department for Education and
Child Development

3-Way Interviews

We hope families have been enjoying seeing students work presented at the 3-way interviews. Our late night is tonight as previously advertised. We are hoping for 100% attendance to these interviews, if there is any reason you can't make them, please do not hesitate to let your child's teacher or a member of leadership know so we can support you to make this happen. The progress of students' learning and "where to next" will form the basis of discussions.

NAPLAN results

Individual student results will come home this week. There were again some outstanding results.

- Our Year 3, 5, and 7's outperformed schools with similar cohorts of students in children making mathematics standards. This was the same for our Year 3's and 7's in reading, with our year 5's performing on the same level as similar cohorts
- Our Year 3 results were higher in terms of average mean scores and children reaching standard than they ever have been. We had a minimum of 39% of children reaching top 2 bands in Year 3 across all areas tested in NAPLAN, the highest being 64% of children reaching top 2 bands in Spelling

This is a very positive result for our school and builds upon the last 4 years' worth of results where our growth has been fantastic, two of the years (2014 and 2016) even being acknowledged by ACARA for our Year 3-5 and 5-7 results as being a high performing school.

It is great to see a continual improvement and affirms that we are 'facing in the right direction'. Whilst we should be proud, we must continuously work toward improvement by identifying areas for growth. Ensuring we maintain the foci on continuing to improve Literacy and Numeracy outcomes through improving our intentional practice in these areas and how we work within the classroom as educators, as well as supporting children to be 'Powerful Learners' will remain a priority. If you have questions about your child's reports, please don't hesitate to ask either your child's teacher, Voula or Iliia.

Swimming

Swimming will take place in Week 2 of next term. Notes have been sent home this week to give families time to get the forms back. Swimming is a required part of the curriculum. If you have any questions in regards to swimming, please don't hesitate to ask your child's teacher or the front office. We will also send home a Term 4 calendar with important dates (concert etc.) with our next newsletter.



2018 Enrolments

We are beginning to look at numbers of children for 2018 so that we can begin looking at our class structures later this term. As we are zoned and there has been a significant increase in parents wishing to enrol their children here, it would help our planning if you know of any changes for next year (if you are moving etc.) could you let the front office know as soon as you can.

Also, if you know of any families considering enrolling at Virginia for next year, could you please let them know to contact us as soon as possible.

We have had several enquiries in regards to Year 7's and whether or not we will be continuing to have Year 7 students at our school. Some parents are choosing secondary schools with a Year 7 option and are being encouraged to enrol their children. As a DECD school, we will absolutely be having Year 7 students. We are confident in the program we offer our Year 7's in terms of setting them up for senior secondary school both academically and with leadership development. If you do want to discuss this further, please do not hesitate to see either Voula or Ilia.

Thank you for your help.

Woolworths Earn & Learn



As mentioned in our last newsletter, we are again participating in the Woolworths Earn & Learn program. Through this program we will be able to get new educational resources for our school.

The promotion will run up until Tuesday the 19th of September or while stock lasts. You will get one Woolworths Earn & Learn Sticker for every \$10 spent (excluding liquor, tobacco and gift cards). Place the Woolworths Earn & Learn Sticker onto a Woolworths Earn & Learn Sticker Sheet and when it's complete, the Sticker Sheet can be dropped into the Collection Box here at the school or at your local Woolworths.

At the end of the promotion, we'll be able to get some great new equipment. The range is extensive and offers lots of items ideal for our students – including resources for Maths, English, Science and some fantastic fun supplies for Arts & Craft, Sport and for our library. If you'd like to know more visit woolworths.com.au/earnandlearn

Parent Insights

This week's edition will focus on a really interesting topic, *"Raising Mighty Boys"*. 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.

Reception – Leanne Winning Room 1 & Anita Matricianni Room 2

Room 1 and 2 have had a successful term of learning. Children 'found humour' during the Book Week Parade dressing up in their PJs. We followed up the parade with a Teddy Bear's Picnic where we sang, danced and celebrated the act of reading together. Parents came along and shared in the celebration which was wonderful. In English, children have been building their fluency in reading and focusing on the comprehension strategies of predicting and re-predicting, making personal connections to prior knowledge and are beginning to visualise while they are listening to a story to help with listening comprehension. In mathematics, children are consolidating their formation of numerals, learning to partition numbers (e.g. 7 is 6 and 1 but also 4 and 3), learning about Rainbow Facts (making 10) and are being presented with open-ended problems to discuss and find solutions for (taking responsible risks and finding different ways to solve a problem).

Vocabulary is a particular focus in all curriculum areas to ensure children have essential vocabulary (tier 1 vocabulary) and a metalanguage or the words to share their thinking. Both classes have been privileged to have pre-service teachers visiting their classrooms and both have enjoyed meeting and teaching your amazing children.

'Buckle up'; we cannot wait to discover what the rest of the year holds for us all. An excursion to the zoo will be happening next term which is going to be particularly exciting and children will be able to transfer everything they have learned about living things into the excursion. We cannot wait!

Reception/Yr 1 – Krystal Butler Room 3

We have had an exciting and busy term so far and it is absolutely flying by. Room 3 had so much fun during Book Week and were able to listen and respond to many great books and hear from many fantastic authors. We also really loved dressing up as our favourite book character and participating in the parade. In English we have started incorporating Daily 5 as part of our literacy block. This has been successful so far and the students have really enjoyed these lessons. During maths we have continued our learning on money and have been working with our buddy class (Room 13), ready for our Assembly next week. We have also been learning about fractions with the Learning Intention – To understand that half is one of two equal parts of a whole. We have continued our learning in Science around the Weather this term. We have been incorporating our observations of the weather into maths by graphing the types of weather in the month of September.

Year 1/2 – Room 4, 5 and 6

It's hard to believe that we are already near the end of term 3! What a wonderful term of learning in Room 4, 5 and 6 we have had. We have been enjoying reading a range of books and focusing on reading with fluency. When we read with fluency we read at the right pace (not too fast and not too slow), we use expression (change our voice for different characters) and read emphasising the punctuation (stopping at a full stop, using more expression when we come across a word that is bold). We have put all these skills into practice during our daily reading. During our daily reading another learning intention is to be able to link what we read to our prior knowledge we have also been exploring 'new' vocabulary we find in books we read. Writing this term has been focused on writing narratives. We have explored characters, setting, descriptive language, problems in stories and solutions to problems. The students have been writing as authors with various purposes – to entertain, to inform and to persuade.

In maths our learning intention is to be able to recognise and order Australian coins and notes. We have also been solving simple problems involving coins and notes. We are starting to explore fractions in both shape and collections.

We are continuing to focus on the Habits of Mind Taking Responsible Risks, Managing our Impulsivity and developing our skills in Persistence and where we use these habits in our everyday lives. We look forward to celebrating our learning with you all during our 3-Way Interviews.

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

The time is just flying by and we can't believe we are almost at the end of Term 3! We have had a busy time this term and are proud of our achievements. Some of the highlights have included the Wakakirri performance at the Entertainment Centre, completing the Premier's Reading Challenge, Book Week, the Literacy trail and work with our buddy class on Maths activities based on the theme 'Maths is Everywhere.' In English we are finishing off our novel studies and practising our feedback skills during shared reading experiences. We have been working hard to refine our persuasive texts through focussing on constructing interesting 'hooks' and improving existing texts through careful re-reading and application of our knowledge of the structure of this text type. In grammar we are working to apply the knowledge of the concepts we have been explicitly taught through parsing practice and through Flipped Learning as a part of Daily 5 activities. We enjoy checking our work against the learning intentions and success criteria and demonstrate the ability to re-read and edit to improve our outcomes. In Maths we have been

enjoying mental routines and activities based on the topic of time and are demonstrating persistence when solving problematised situations. We used our knowledge of money to solve everyday problems including making different amounts and finding change. We are looking forward to sharing our learning journeys so far in 3-Way interviews so if you haven't had the chance already please jump online and make an interview time.

Year 4/5 – Lia DeGiglio Room 7

As Term 3 comes to an end and our 3-way interviews approach Room Seven have been reflecting on our learning so far. We are all really happy and proud of what we have been able to achieve so far and have now been developing new learning targets to push ourselves for the rest of the year. In English we have been learning about a range of different poetic devices which we are now using while creating our own poems. We are hoping to share these poems with our families.

Room Seven worked closely with our buddy class in designing a space in our school garden. We have measured the perimeter and area to create a space where all classes have a garden bed to grow what they wish. We will be sharing this investigation in our Assembly next week. In Maths we have been transforming shapes using rotation, reflection and transformation. We are still really enjoying investigating Earth's place in Space, I know there are a number of children who have been continuing this investigation at home in their own time. We are really looking forward to Term 4 and seeing what new learning growth we will see.

Year 4/5 – Shaun Hughes Room 8

This Term has really been a busy one but successful one with Wakakirri and SAPSASA. This term, as well as our normal learning we are all ready for our break.

Literacy has been learning more about spelling and spelling rules, writing procedures, explanations and descriptions as well as learning about complex and compound sentences, dependent and independent clauses.

In Maths we have learnt about division, fractions and decimals and we are now learning about money (how to do simple purchases and do simple budgets).

In Health we are finishing our unit on how to recognise and report abuse and then we will be doing some work on healthy lifestyles.

In HASS the Year 4's are learning about early explorers, and Year 5's are working with Miss De Giglio.

We are all looking forward to the holiday, and looking forward to hearing about Mr. Hughes' cruise to Papua New Guinea.

Year 4/5 – Nick Porublev Room 11

Term 3 has found Room 11 involved in many school based events. Our class continued working hard at completing the Premier's Reading Challenge and is presently working at completing the Premier's be Active Challenge. Most students have participated well and tried hard to meet the requirements of both these challenges.

It was great to see the students enthusiastically be involved in the book week activities, culminating in the dress up parade.

During Literacy and Numeracy weeks, we were involved in activities both with our Buddy class and with other classes.

Many of the students took part in the Wakakirri performance, and were thrilled with the experience of presenting their story before such a large and appreciative audience. The students want to acknowledge and thank all parent volunteers, the teachers and SSOs in our school for the hard work they did in making this event such a great success both on and off stage.

We continued persisting at meeting challenges in our learning and relationship building. We have strived to establish and reinforce work habits that can be transferred across all areas of life. We continue implementing school strategies in targeting literacy and numeracy skills through all the areas of what we tackle in our classroom environment.

Year 6/7 – Jenny Timperio Room 12

The end of Term 3 is closely approaching and reflecting on what we have achieved so far is something to be proud of. Room 12 have become independent and organised learners with a clear focus around their learning and what is required of them to be successful.

Many of our students were involved in the Wakakirri production which was an absolute success; a moment these students can reflect upon and be proud. Well done to all involved.

The Book Week Parade was enjoyed by all and it was wonderful to see lots of enthusiasm and effort towards their costumes and the celebrations on the day.

In English we are focused on improving how we write and incorporating generic academic language to develop our writing to show a level of sophistication. We are continuing our focus on the comprehension strategies and monitoring our reading by putting this into practice when completing comprehension quizzes on Scholastic Learning Zone. To date our class has read over 7.5 million words!!

We have almost completed our unit on fractions, decimals and percentages. We will then begin our

unit on operation with money. We have also worked with our buddy class Room 4 on focusing where we see and use fractions within our school. We will present our findings in week 9's assembly. In Science, students are still in the process of researching natural disasters and working towards their projects.

Year 6/7 – Jason Coleman Room 13

In room 13 we are finishing our final copies of explanation writing. Students were tasked with choosing a natural disaster and researching both cause and effect to assist them in the writing process. They will be exposed to some styles of poetry to finish off the week as a lead in for the last 2 weeks of term.

We have continued with our work on grammar conventions and figurative language, we have also been re-visiting techniques such as similes, metaphors and personification with a distinct focus on the reasoning authors insert such techniques in various writing styles.

Students have grown and gained confidence in our reading rotation tasks in particular the level of deep thinking as a causation of literacy circle work.

In maths, we have just completed a unit on fractions, percentages and decimals. This lead directly into our money units which we are due to complete with our buddy class this week. Students have been exposed to a range of open-ended money based problems that have multiple solutions. Concepts covered involved discounts, rates and applying percentages to purchases. We are now moving onto Probability.

In science we are continuing to look into and experiment with the notion of natural disasters not only how they are caused and their effects, but also how scientists and various governments, countries predict and minimise the damage caused by such events.

Year 6/7 – Cathy Lock Room 14

We have started looking at poetry. Students have been reading, viewing and responding to a range of poems. They have been looking at the language features and literary devices that poems use to engage their audience. They have been looking at symbolism, metaphor and simile and how these techniques are used to convey meaning. We are also continuing to conduct literacy circles. Students read a section of their novel each week and prepare a presentation for the week's discussion on the text. Students are continuing to develop their ability to comprehend the meaning or message being conveyed by the author.

In maths, we have just completed a unit on percentages. We are now moving into a unit on Probability. Students will conduct experiments to determine experimental probability and get a first-

hand account of outcomes, possibilities and probability.

In science, students are working on their Natural Disasters projects. They are composing information reports on a type of natural disaster, writing a biographical report on a scientist that studies the disaster and making a model that will incorporate some of the mitigating features that have been employed by scientists and societies to try and minimise the damage experienced.

Junior Primary / Primary Art – Sue Graham

Junior Primary students have been busy working with paints, paper, feathers and sequins to create artworks using the technique of collage. They have also created paintings of Australian native flowers using a piece of cardboard to edge print their design. Middle Primary students are looking at examples of still life painting as inspiration and guidance for their own artworks. They have also practised drawing technique in a series of explicit drawing lessons. Senior students studied the artwork of Piet Modrian as inspiration for creating an artwork based on musical notes.

Our senior choir have been busy rehearsing for the Festival of Music performance to be held on Sunday the 17th of September. They were assessed by an independent choir trainer and achieved an A- for their work. They have a particularly lovely sound when singing in harmony and we thank choir teacher David Jackson for all his hard work.

Our Reception, Junior and Middle Primary choirs have resumed with choir trainer Jodie on Friday afternoons.

Junior Primary / Primary Science – James Yates

Junior primary students have been continuing to explore mixtures and the importance they play in our society. Students have really enjoyed creating a variety of different mixtures; one they found fascinating was investigating the concept of dissolving, students were amazed to see the salt disappear into the water.

The middle primary students have been engaged in their heating and cooling unit and have enjoyed exposing a variety of materials to extreme temperatures, in order to observe how the material has been affected.

Upper primary students have been investigating physical and chemical changes in objects due to a variety of different processes. They really enjoyed the crime scene lesson, in which students had to act like detectives and look for clues as to how a range of objects/materials had undergone physical or chemical change.

For Science week in week 4 & 5, all students explored the topic of Future Earth and the importance of sustainability for maintaining a healthy planet. Students were fascinated by the current research on global warming and carbon emissions and then made plans for action, which required them to think of ways that they could help our Earth have a sustainable future.

Primary PE – James Yates

Students have been participating in a Netball unit throughout this term, focussing on the skills and rules involved in Netball. In the last few weeks of the term students will be having mini netball tournaments in their lessons. Due to the limited numbers in a netball team, the team that is not on the court will take on roles. This will include statisticians, photographers, referees, coaches, substitution officers and commentators. This will give students the opportunity to showcase their knowledge and understanding of the game of netball in a different way, as well as taking on extra leadership opportunities.

Junior Primary PE – Beck Boteju

We have been continuing with our soccer skills (dribbling and kicking). To help improve on our team work and cooperation skills, we have been working in rotating groups. This has helped us with taking turns, being fair and getting along in a group. In our group games we are concentrating on everyone playing by the rules and being fair.

EALD – Robyn Lewis

One purpose of teaching students with English as an additional language or dialect is to expand children's prior knowledge, increase their vocabulary and help them understand the structure of English with its many different rules for use. Language features and grammar make up a part of each lesson.

Understanding the use of the three broad types of tenses i.e. past, present and future is particularly challenging, even for some upper primary students. No matter what type of writing students are doing, they need to be aware of which tense is used for particular text types for example, recounts are usually written about something that has already occurred so it uses past tense. Explanations, procedures and information reports are all written in the present tense. Hypotheses are written in the future tense. Not only do tenses in English matter in writing but also in speaking. During EALD students are encouraged to practise and refine their uses of tenses in a variety of situations. The more practise children can have using new vocabulary, the better they can express themselves.



Building parent-school partnerships

WORDS Michael Grose

Raising Mighty Boys

Understanding what makes boys tick is the key to teaching and raising them. Here are twelve essentials in order to connect with our sons and help raise well-adjusted boys.

Raising and educating boys is a hot topic in Australia and other parts of the world. From my experience those adults who do best teaching and raising boys have a significant understanding of what makes boys tick.

Here are twelve key understandings that will help you regardless of your gender or family situation raise well-adjusted boys:

- 1 You must like them**
Approval is at the heart of raising boys. Most will walk over hot coals for you if they know you like them. In a sense, this need for approval holds many boys back in school, as they can shut down for a teacher who doesn't like them. If you can feel comfortable with their boisterousness, live with their lack of organisational skills, and not be confronted by their in-your-face ways then the chances are that they'll respond to you.
- 2 Boys like to blend in**
Boys are group-oriented by nature. They want to fit in. They tend to play group games and form themselves into structured groups. Boys don't want to stand out from the crowd. Don't put them down in front of their friends and understand that they make poor friendship choices rather than be in a group of one. They'll generally prefer the wrong friends rather than no friends at all.
- 3 They are hierarchical by nature**
Boys need limits and boundaries as they make them feel safe and secure. They like to know someone is going to enforce those rules, so don't be afraid to take the lead with them.
- 4 Many boys hide behind a mask**
Some boys wear a mask to protect them from being hurt. The mask can take many guises including; 'tough nut', 'cool dude' and 'class clown.' Refuse to communicate with the mask. Make them feel comfortable, joke with them, even tickle them. Do whatever you can to get behind the mask.
- 5 Boys are just as sensitive as girls**
Despite the fact that research shows that boys are more easily stressed and more fragile than girls parents will ask daughters how they feel more often than they ask sons. Also when daughters get hurt, parents tend to comfort them more than they comfort sons. Boys are sensitive you just need to use different language to get them to open up than you do with girls. For instance, a boy will more than likely tell you how he feels if you ask him how he thinks about something. Also, he generally needs more time to process his feelings so bedrooms can become their caves that they'll retreat to when they need the space to work out what's going in their hearts.

more on page 2 >>>



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... Raising Mighty Boys ...

6 Boys are tactile by nature

Ever noticed how little boys are more likely than little girls to pop new objects in their mouths. That's because taste and touch are two important ways that they take in the world. That tactile nature of boys needs to be nurtured, not ignored. One way is to hug them –lots! Boys need to be touched two to three times as much as girls to release the same amount of oxytocin (a feel-good chemical in the brain) that is released during a hug.

7 Boys learn from experience

Many parents know the extreme frustration that comes from imparting their wisdom on to their sons, only to see it completely ignored. If you have boys in your life then you need to get used to the fact that boys like to learn many of their life lessons for themselves. Experience, for better or worse, is a teacher that many boys can relate to.

8 Loyalty is a high driver

Understand that a boy's loyalty to his friends and family is a key driver and you'll unlock the key to the male psyche. They are incredibly influenced by their peers, which can hold them back, stopping many from getting too far ahead of the pack. Loyalty also gets many boys into strife with authority.

Call a boy's sister or friend an insulting name and you're asking for trouble!

9 Many boys' mouths don't work unless they are moving

If you want to have a serious or personal conversation with a boy then you are better off joining him on a walk. Face-to-face conversation can make them feel awkward, whereas shoulder-to-shoulder chats or conversations that happen during a game or activity seem to flow more naturally.

10 Boys need social scripts

Most boys need some didactic teaching about how to act and what to say to others at some stage in their life. Don't be afraid to tell boys of any age exactly what to say in new social situations as they can often struggle to find the words and the way to get their messages across.

11 Boys need a purpose to learn

If you want to motivate a boy to learn then you need to offer him tangible, short-term goals. He'll learn to play a musical instrument if he wants to be in a band; but get him to practise a musical instrument without a purpose and you'll probably be locked in a continuous struggle.

12 A boy's brain mature differently than a girl's brain

The maturation rate and sequence is different for boys than girls. For instance, the brain developments in the first five years of life prepares girls for the rigours of school better than it does for boys. A girl's brain in that period is busy developing fine motor skills, verbal acuity and social skills, which are highly valued by parents and teachers. A boy's brain, on the other hand, is busy developing gross motor, spatial and visual skills, which are essential hunting skills. Unfortunately, there isn't a great need for these traits in primary schools these days!

There's no doubt that raising boys tends to be more of a challenge for parents than raising girls. Understanding and appreciating the differences is a great start. However I think parents who really connect well with boys somehow develop the wisdom to step as well as speak up at the right time, and the smarts to know when to stand back and allow their sons to work things out for themselves.

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.

