School Council: Education Report (for Term 3)
Tuesday 11th September 2012

Prep Report (Mary Phillips)
- We have had another busy term in Prep. Our transition program is in full swing, with a group of kinder children joining us every week to get a little taste of what school is like. The children stay for one and a quarter hours, so it’s just enough time for them to enjoy a story and a craft activity. We have also had a Prep Discovery evening which was very well attended.
- Our Integrated topics this term are Happily Ever After (Fairy Tales) and What Is It Made Of? (Science). We have all thoroughly enjoyed the Fairy Tales topic. The children love listening to all the stories, and fairy tales are a wonderful way to stimulate children’s imaginations and encourage a love of reading. All the classes have produced wonderful recounts and descriptive writing. As a final celebration of our topic we will be taking part in a much anticipated fairy tale parade. The Kinder children and their families are invited to join in the fun alongside the current Preps and their families.
- Our Science topic will commence in the last two weeks of term. This is a great topic for getting the children to explore natural and processed materials. They will identify, describe and discuss objects in the classroom and school grounds and keep journals of their discoveries.
- The last week of third term sees us going on our first big excursion. We are going to Myuna Farm as an introduction to our fourth term topic. Here’s hoping for good weather!

Year 1 and 2 Report (Kim Morgan and Lindy Cross)
- Year 1 and 2 students have been studying two topics this term - Olympics and Reduce, Re-Use, Recycle. Prior to the Olympics the students learnt about many significant facts including the origins of the games, events, countries, timelines, medals and athletes leading up to the Opening Ceremony. Following the daily events gave students a focus on highlights and sportsmanship in London 2012. Patto Olympics Day was fabulous. The students also learnt about sustainability through the 3xR’s and had wonderful experiences at the Gould garden to incorporate into the chosen recipe. They have made Gnocchi and Fried Rice so far.
- Literacy has been incorporated into our topics with reading, writing and spelling. Students have been writing poems, narratives and reports in many fun ways. Staff continued Independent Reading, the children are continuing reading ‘just right’ books and conferencing with teachers to improve their skills in reading. Strategic Spelling and weekly homework tasks help the children improve their word bank with phonological, visual and theme words.
- Numeracy is very much focussed on hands on sessions with maths resources and real life experiences. The teachers provide many activities and resources to reinforce concepts. Classes are structured in small group learning to maximize each child’s progress. Some clever mathematicians are demonstrating their understanding of concepts. Mathletics has been a key supplement to numeracy.
- Highlights include Literacy and Numeracy Week, Maths Mania, Tennis Clinic, Hands-On Science House Teams continued with all the students planning in their House Teams. Junior School Assemblies are now owned by our classes, with some smart performances and lots of joy on Friday afternoons!

Year 3 and 4 Report (Shaun Lakeland and Poppy Morris)
- The Year 3&4 team are having another exciting Term.
- We spent Term 3 focussing on …The Olympic Games. Our big bang was an excursion to MSAC to feel like Olympic swimmers. The students participated in swimming, diving, the wave pool and the giant slide activities. Coach Approach and GKR Karate sessions were also incorporated into this theme alongside keeping a medal tally and learning the historical significance.
- The research and presentations the students were involved in proved to be very creative. Some cooked and brought in traditional food based on their chosen country for their class to taste while others taught their class how to do a traditional folk dance e.g. Austrian Fold dance and the Samba.
- Classes were involved in ‘International’ cooking with Mrs Nichols…wow we have our own Patto Master Chefs. The students were involved in collecting as many ingredients as possible from the school garden to incorporate into the chosen recipe. They have made Gnocchi and Fried Rice so far.
- The Patto Olympics was another highlight. Classes worked with their buddy class to create a costume/flag and do a little dance in preparation for the parade.
- Smooth Moves is a science based unit planned in accordance to the Primary Connections Program that Patto has adopted. The students will be involved in a variety of investigations and experiments that examine forces and motion!
- Resilience is another topic we are covering intensively following the You Can Do It program!
- Independent Reading is still in the early stages of development and will be reviewed.
- Science Night was a huge success thanks to Luke and his team…his report will have more details.
• Literacy & Numeracy week meant that the students were able to get involved in numerous activities as outlined in the school program.
• Maths Mania; a problem solving incursion with many problems to solve was enjoyed by all. The students learnt that you can come to the same answer for a problem using a variety of strategies which tied in brilliantly with our Maths Detective program!
• Maths Detectives is an initiative that is being trialled and evaluated this term. The program is designed to split students into like groups so that specific and explicit teaching can take place to cater for the ability. The focus is Problem Solving strategies.
• A 30 minute Karate lesson was experienced and enjoyed by the whole Level. Sensei Eddy did a fantastic job outlining the purpose and use of Karate in self-defence, self-discipline, fitness and having fun. There is a strong chance that we will be including it in our EFA program in 2013.

Year 6 Report (Kristen Dyer)
• After much excitement following the Olympics in London, the Year Fives have immersed themselves in studies of our neighbours, China. A fascinating excursion to the Chinese Museum and a presentation by Mr Jenner supported this interesting topic. The students have not only learnt about this ancient culture, but have been able to compare our short history to theirs following our Term 2 studies of the Gold Rush.
• Maths this term has seen the Year 5’s trial the personalised learning structure of the Year 6 team. This has involved pre-testing units of work to put students into groups and, following lessons, a post-test and reflection by the students. Although this has been a challenge, the students and teachers are pleased with the progress and will continue this into term 4. This will also help prepare students for the Personalised Learning Centre in Year 6.
• Some of the Year 5 students were part of our Regional sports teams and many are looking forward to competing at the District Athletics next Friday.
• Thanks to Mrs Oliver and Miss Conway for a fantastic term. They have both been very supportive of the Year 5 program and excellent to work with.

Year 6 Report (Meaghan Bainbridge)
• This term the Year Six team has been working hard to ensure the continued implementation of Personalised Learning across the year level. After reviewing the progress of the program so far, the team decided to modify the program to incorporate 3-week long units of work rather than weekly units. This new strategy is in the early stages, but so far has been met with praise from all staff and students involved. Hannah Alderman and Meaghan Bainbridge, along with James Nicklen (student teacher) spent a morning at Rowville Primary School to observe the implementation of Vicki Froomes’ Reading Program. This was very inspirational.
• The Junior School Councillors and House Captains have also been working hard to achieve their leadership goals around the school. The House Captains continue to oversee the implementation of Friday House Meetings, and we are in the process of allocating one staff member per house to undertake the role of overseeing the duties assigned to House Captains. The Junior School Councillors raised money for Daffodil Day by running a ‘Wear a touch of Yellow’ day. It was a huge success, with over $750 raised by gold coin donations.
• The Year 6 students participated in a Metro Trains incursion, where they addressed the safety issues of travel on public transport in preparation for high school next year.
• Many Year 6 students also participated in the Regional sports competitions. All students were to be commended on their terrific effort and admirable sportsmanship as they progressed through three stages of the competition.

Student Well Being Report (Jason Zarb)
• **PLPS Parent Information Wellbeing Information Forums (Refer to flyer and parent email)**
  Held on Wednesday 15th August at 9:15am-11:00am and 6:00pm-7:30pm in the staffroom. The focus was on Restorative Practices, Values Reflection Sheet, PLPS website links, PLPS Strategic Plan and AIP, PLPS school policies, Michael Grose, professional reading and question and answers. Information was placed in the school newsletter by Lisa Dive and Kim Morgan. Abbie Phillips created a flyer with a return slip. Approximately 20 parents attended both sessions.
• **Staff Wellbeing Professional Development (Refer to professional reading)**
  Held on Wednesday 29th August between 3:45pm-4:45pm in the staffroom. The focus of the PD was:
  1. Professional Reading
  • A Fair Go That Bypasses Punishment Level 4
  • Finding a Formula for Good Schools Level 3
  • With an Eye on the Finnish Line Level 2
  • When too Much Fun is Good for Game Students Level 1

PLPS Student Incident Database
Jason discussed the PLPS student incident database which tracks student incidents and behaviour. A copy of the Values Reflection Sheet is filed in hard copy and electronically. A summary of incidents were presented to the staff for Semester 2. Jason maintains hard copies and Paul transfers data electronically.
• **The Act of Kindness 2013**
The school is pleased to report the continuation of the AOK program and has secured sponsorship for 2013. Details about the sponsor will be disclosed on completion of the paperwork. A family from PLPS has sponsored the program through their family business. An article about the Act of Kindness will be appearing in Inspire magazine in Term 4.
• **Restorative Practices In Classrooms Re-Thinking Behaviour Management**
A copy of RP In Classrooms Re-Thinking Behaviour Management was presented to all year level coordinators for their team. Every year level now has a copy of the resource for their personal use and to gather a greater understanding about RP in the classroom.

- **Staff Circle Professional Development with Marg Armstrong**
  All staff members attended a professional development session on Wednesday 25th July in Hannah Hunt's classroom between 3:45pm-4:45pm on circle time delivered by Marg Armstrong. Marg discussed the importance of conducting circles on a daily basis and emphasised the need to begin the day with a circle to help foster relationships within the classroom and around the school. A number of practical activities were played and demonstrated. Sam Cooke, Meaghan Bainbridge and Jason Zarb forwarded additional reading material to staff about circles as professional reading.

- **Friendship Tree**
  Lindy Cross and the junior school have trialled the Friendship Tree. The idea is based around students who do not have anyone to play with. Students visit the tree which alerts other students to the fact they would like someone to play with. The idea has been well received but is recommended for the junior school. There are reservations about the success of it in the senior school. Alternate ideas are being discussed currently to cater for lonely children in the senior school. These ideas will be discussed amongst staff and the JSC shortly to obtain feedback.

- **New Initiatives**
  Members of the Wellbeing PLT are currently discussing ideas and programs that could be implemented to accommodate students who are looking for companionship or quiet play areas in the senior school. Some ideas include opening up the library one day a week, students joining the gardening club on Tuesday at lunchtime, House Captains running games at lunchtime, Music Club, Maths Club, Chess Club etc, etc….

- **PLPS Wellbeing Framework Audit and Review**
  The Wellbeing PLT is currently reviewing the PLPS Wellbeing Framework to determine where we’ve been, where we are at and where we are going to establish a clear framework which is understood by the entire school and school community. School policies will be audited and amended to reflect current practice and beliefs.

- **PLPS Website**
  The PLPS website has recently been upgraded. Many links have been placed on the site which are related to student wellbeing.

- **Wellbeing 2013**
  Many suggestions have been recommended to improve wellbeing at PLPS in 2013. A budget for 2013 will be submitted shortly to include a number of items to support the necessary changes. A number of resources etc. will be purchased to support programs such as restorative practices, circle time, professional reading, families, students and staff members at the school and network. A Pupil Free Day will be dedicated in Term 1 towards wellbeing.

- **Mandatory Reporting**
  All members of staff recently completed online PD on Mandatory Reporting.

- **Students Attitudes to School Survey**
  The results for the latest SASS have arrived. Stan Szuty, Monique Corcoran and Danny Wilkins unpacked the results with the 5/6 students. Student Safety and Student Distress were two of the items selected to be unpacked.

- **Staff Attitudes to School Survey**
  The SASS have recently been completed by PLPS staff.

- **Wellbeing Display board**
  A display board will be created in the staffroom to promote wellbeing across the school. It is one of the main areas in the Strategic Plan and will include a range of helpful information for community members to use.

**English Report (Samantha Cooke)**

Everything has continued to blossom in the English curriculum...In this report, I will be focussing on 3 main areas:

- **Action Research Project—Vicki Froomes (Independent Reading)**
  Hannah Alderman, Poppy Morris and Deidre Carmona have completed working with Vicki for the year. After a shaky start, the journey has been very rewarding, with great experiences and outcomes obtained. Their knowledge of reading, in particular, comprehension has significantly improved. They have been learning strategies to teach the children to become more proficient readers.
  We will be continuing with this project next year, making a change and hoping to implement it in the Year One area. It is our aim for Hannah, Poppy and Deidre to become trained, competent and proficient with this to deliver with great experiences and outcomes obtained. Their knowledge of reading, in particular, comprehension has significantly improved. They have been learning strategies to teach the children to become more proficient readers.
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- **Literacy Week**
  Once again, in 2012, PLPS had a very successful Literacy Week, incorporating Read for Australia Day. Buddy grades ‘buddied up’ and shared reading for a half an hour timeslot. Following this, there was a live broadcasting of four chosen Book Week books. These were read by Lucas (6B), Ayla (2A), Mr Zarb and Mrs Shaw. All children throughout the school were able to view the books via powerpoint on their interactive whiteboards.
  To accompany the day, family were invited for a picnic and Mrs Shaw organised a lunchtime Book Fair. This was extremely successful, with beautiful weather, lots of families enjoying the sunshine, and $1000 of new books gained. Thank you to all those involved.

- **Professional Learning Team (PLT)**
  The new Australian Curriculum is to be implemented next year (2013) in certain curriculum areas, English being one of these. We have set up an English PLT to work together in understanding planning curriculum delivery throughout the school. So far, this has been a challenge! Powerful discussion and work has taken place to date, with a lot more to come!
Sixteen students entered the UNSW Science competition this year. Student results are assessed by question, allowing the identification of particular strengths and areas for improvement. The competition is held throughout South East Asia. Our group performed very well. Four of our students received distinctions, five received credits and seven received a certificate of participation.

Curriculum
All classes have studied one Primary Connections unit this term. Preps have just begun their unit ‘What is it made of?’; Level 2 have completed the topic ‘Reduce, Reuse, Recycle’, which included an excursion to the Gould League Education Centre in Moorabbin. Level 3 are in the middle of studying a Physical Science unit ‘Smooth Moves’, as progression from their Level 2 studies on pushes and pulls. Level 4 are due to start the unit ‘Marvellous Microorganisms’.

Gardening Program
Mrs Nichols has continued her work with the Year 3 and 4 students this term in the kitchen garden program. The eight classes in this level have cooked gnocchi and fried rice using ingredients picked and grown by the students. It is currently a very busy time in the garden. The Year 3 garden club are pulling out all our old stock and replenishing the soil boxes. Once the new soil is turned over we will plant our spring crop. Mrs Visser has been helping our students in this busy time. We have also roped in the help of some extra muscle from the Year 6.

Earlier in the term, Peter Nash helped coordinate efforts during National Tree Day. We also received sponsorship and assistance from Patterson Cheney Toyota on the day. The Year 2 students were very attentive and helpful in planting the 200+ native tree stock around our school.

Our gardening program relies on parent support to keep it going and I would like to thank all the parents who donate their time and knowledge to the school in this area.

Physical Education Report (Jamie Treasure and Kelly Laughlin)
Prep – Year 4
The Prep-2s worked on balloon striking (tennis and baseball type striking), skipping, frisbee throwing, soccer and football kicking. We learnt a game called 8 base, which is a variation of Kickball, which will be used at the House Sports day. This term the 3/4s have been doing athletics practice and trials during PE, preparing for the Week 9 District Athletics at Ballam Park. We have 75 students from grades 3-6 attending on Friday 14th September. The 3s-6s have also worked together to run more Athletics trials during their Friday sports sessions. As usual, weather made things difficult, but they go the results.

Following the Athletics program, the 3/4s have developed their volleyball and soccer skills. This came after the Coach Approach incursion, held during the Olympics. We had elite coaches from various sports come in and run clinics with all students from 3-6. This was enjoyed by all. During the Olympics, we had our Patto Olympics day, where we dressed up in different countries colours, had a great parade, followed by Olympic events on the oval. The events were run by our JSC and House Captains who did a great job. It was a fantastic day.

Year 5/6 Sport
Term 3 focus has been on a new sports program called “Aeroskool”. It is a combination between dance/gymnastics and aerobics. At the end of the Aeroskool program, students have felt confident in performing the pre-choreographed aerobics routine. They had the opportunity to learn the basic aerobic movements and were encouraged to participate and improve coordination and fitness. Each lesson consisted of the students learning different aerobic movements, e.g. jumping jacks, step touch, grapevine, push ups and flick kicks. I’m hoping that a demonstration of our program will be performed at the whole school assembly. I found this program to be challenging for some students, but also gave students the opportunity to try something new and to give them a confidence boost in their own abilities. Both genders enjoyed this program and it also gave some students the opportunity to develop their own leadership skills amongst their own peers. The Olympics and Paralympics have been a major theme this term. Not only was the whole school Olympics a success, but an opportunity for students to play three different sports/games.
(poison ball, soccer and volleyball), with a different perspective. I believe this had given students a different outlook on how sports are played by a variety of top athletes.

Interschool Sports
The winter sports for interschool sports saw PLPS compete in the lightning premiership with some outstanding results with five out of the six teams winning the finals and making it through to the next round at the Northern Peninsula Division. Not only were we successful again, but the boys AFL, mixed soccer, girl’s netball and tee-ball all made it through to the following round at the Southern Metropolitan Regions in August. This is an achievement in itself. AFL played at the Mentone Grammar playing fields. The first game was against St Louis and unfortunately we lost in the last minute of the game to be done by a couple of points. The boys held their heads up high, winning the next three games and winning their semi-final. Tee-ball did a great job, winning one game, but could have easily won any of the three games they played. The girls’ netball played at Pakenham Indoor Centre. They got off to a great start winning their first match against Beaumaris Primary 13-1. The girls eventually made it through to the semi-finals, but unfortunately lost to the eventual winners. Our mixed soccer team also played at the Mentone Grammar playing fields under very wet and muddy conditions. We lost our first game to McKinnon Primary 2-1, but came back strongly against Mary Mackillop Primary, winning 2-1. It was an overall fantastic effort for PLPS. A big thanks needs to go out to all the teachers and parents who coached, transported and helped support our kids during that week.

ICT Report (Helene Bearup and Belinda Raleigh)
Prep
In Term 3 the Prep’s have explored MS Word. They have learnt to type their name, change font and text size. Preps also worked with ‘Kid Pix’. Students learnt how to use the different tools to create a picture of a Fairy Tale.
Year 1
Year 1 students completed a PowerPoint Presentation on the Olympics. Each slide included pictures from Clip Art and animations. They also explored web sites to research items that can be Reduced, Reused and Recycled.
Year 2-6
Term 3 was an Olympic term! The theme in the hub was the ‘World goes to the Games’. This allowed us to focus on world geography and develop ICT skills and knowledge on a number of different levels. This then evolved into units about mapping, geography and China.

On the slates and netbooks: Year 3s – 6s learned how to use Google maps to their advantage, whilst developing awareness of the continents and oceans of the world, compass directions and the many different counties in the different regions of the world. This sparked much discussion about flags, populations and languages as well as prefixes and suffixes that added to the countries name create the nationality and language. Yr 2, 3 and 4s honed their visual learning skills to match shapes and countries borders to correctly identify the countries of Asia on a map.

Working on a completed jigsaw to find the individual parts by looking at different sections of map was a feat of brain gymnastics! The 3s and 4s went on to explore the concept of differences and similarities across a range of countries of their own choosing in the spirit of being at the games exchanging information about those countries. This developed into a new topic about a fictional treasure/holiday island. Children created their map in PowerPoint and used this as an image into MS Word to build a brochure whilst learning about proof reading, how to use the spell checker and other formatting and layout techniques in MS Word.

Looking at and making maps became the new focus later in the term for year 2s. They explored Melbourne’s grid system in the CDB and map navigation to then create their own maps using MS Visio. The remaining weeks of the term were devoted to Recycling activities. China via Google Earth and making sense of the geography seen introduced the Yr 5and 6s to their next focus topic. Each activity was designed for the children to draw conclusions and gather information about China about their writing, history and culture.

In the green Screen studio: Being at the London Olympic games, cheering on competitors, or even winning a medal was brought to life using the screen green set up and real images of the London Olympics. Five films were made featuring the Yr2 students.
Nosey Bear – news show: new episodes have been completed and uploaded to www.noseybear.podomatic.com
An International connection: We have established a sister school in England through the British Council. William Ransom Primary school are looking forward to working with us over the coming months on a range of projects with different grades at Patto.
Mr Squirrel visited us for a week on his ‘Down Under Tour’ from the USA, via Canada and New Zealand. You can find out about his adventures with us in his blog http://dusquirrel.edublogs.org/
Now saving the best achievement for the last entry; Four boys from year 6, have competed in the recent RoboCup Junior Dance Theatre robotics competitions. We won the recent state finals and are now going to Canberra to represent Victoria at the Australian University on the 22nd September. We wish the boys and their amazing robots good luck!

The Visual Arts Report (Emma Munnikhuis, Jasmin Baker, Sarah Ashburn)
Prep
This term the Preps have been exploring different areas of Art including drawing, painting, construction and modelling. We began the term with a drawing and painting activity. The children enjoyed using oil pastels to colour in a full A3 sheet of paper in different bright colours. We then covered the oil pastel colouring with black paint and used matchsticks to draw a picture in the paint before it dried. The drawings looked fantastic with the bright oil pastel colours showing through the paint.

During the Olympics the Preps were fashion designers. They designed and created uniforms for our athletes to wear whilst participating in many of the sports, e.g. diving, running, cycling, basketball, boxing, taekwondo, etc. The students then made up a scene for their athlete to be a part of by constructing a diorama using paddle pop sticks, boxes, string, pipe cleaners, tissue paper, cellophane, etc.
We had a disastrous Art session with faulty Magic Air Drying Clay that turned out like wet dough. However, we made up for it the following week when the students got to use coloured modelling plasticine to create a range of animals. They looked fantastic and I was very impressed with their creativity! To finish up the term the Preps were used pieces of felt and tacky glue to create their own finger puppet. They had a wonderful time.

**Year 1**

Students started the term by completing a study of Cheryl Petersen’s abstract landscape. Our school mural was a perfect example. These paintings are displayed in our corridors and look sensational. Well done to all Year 1 artists.

Students were then engaged with the London Olympics. They did rubbings of our Olympians with chalk pastels. Rubbing were then explored further in a follow up class.

Students then experienced modelling with clay and the textures they can make. Clay mushrooms were modelled and will be fired to take home.

Students are looking forward to decorating their home pot plants with their earthy mushrooms. To explore modelling further we made plasticine animals. Students can now compare modelling with clay and plasticine. After modelling we will introduce Threads and Textiles. Students will create two dimensional felt shoes. Our inspiration comes from reading Schumann the Shoeman by John Danalis. I’m sure there will be a shoe order for the student’s imaginative shoe ideas.

**Year 2**

To celebrate the London Olympics we looked at the London guards. Students discussed and learnt about the guards at Buckingham Palace. They then constructed these guards and their Sentry Box. The students loved asking teachers, friends and parents, “What is a busby?”

The students then explored clay. They modelled clay birds and eggs in their nests. Students explored pinching techniques, making textures on clay and joining. Students were able to further explore clay in follow up lessons to enhance their skills. Modelling birds with plasticine using the same learnt skills was completed. Their birds were creative. This experience allowed great discussion and discovery of modelling with different materials.

**Year 3 & 3/4**

Students have explored the use and creation of masks from cultures around the world. They will examined the reasons and meanings behind masks and look at the forms, patterns and decorations used to construct them. The students are currently designing and creating their own masks using various construction techniques for paper and cardboard and decoration techniques such as printing and collaging. Students have engaged in the concept of symmetry and will incorporate and identify symmetrical features of their own masks. They will be asked to explain their creative choices and the significance of their chosen symbols relating to their masks.

**Year 4**

Our term commenced with the London Olympics. Students constructed three-dimensional Big Ben’s and night fireworks drawings depicting famous London buildings. Night fireworks for big celebrations such as the Olympics were discussed and visually explored. Students drew the fireworks with chalk pastels enhancing their smudging techniques. Their work was then highlighted with Kindy Glitz and white markers. They look fabulous and will be in the corridor to view.

Year Four students have also modelled with clay. They made seahorses, which were quite a challenge in 50 minutes. Students discovered clay textures, joining techniques and the difficulties of working with clay. They have made some lovely seahorses and are to be commended for their efforts. These will be fired and decorated before being sent home.

To generate more discussion of modelling we used Magiclay so as to compare the two. After reading the story Fearless, creative dogs were modelled. Can’t wait to hear their dog’s name?

**Year 5**

Students explored many dragon and serpent mythologies from cultures around the world. They have designed their own image of a dragon or serpent like creature, looking closely at shape and form. The students are using a variety of media and methods, including but not limited to painting (with particular focus on specific brush techniques), stencilling, printing, drawing and collage. They have produced a painted background displaying use of texture and pattern. The students have examined analogous colours (those side by side on the colour wheel) and have incorporated these into their painted backgrounds. They have designed the features of their own dragon or serpent and have learnt about ways that shape and form can be used to create the various parts of a creature’s body. Students are currently working on painting the body and tail onto their background and creating stencils for the creature’s arms, legs and heads. When decorating the creature with patterns and collage they will further explore colour schemes – either analogous or complementary (opposite on the colour wheel).

**Year 5/6 and 6**

The students have been learning about felting – both wet and dry felting. The link between fibres and the use of various textiles across most cultures throughout history has been established and the students have gained an appreciation for the technical aspects of fibres and felt making. The students were introduced to the materials, equipment and techniques involved in felting and have explored the use of needle felting to create two-dimensional and 3-dimensional objects. They have incorporated what they know to create bodies and heads for imaginary creatures and have begun creating wet felted arms and legs to be attached. The students will be assessed through a self-reflection process, in which they will produce an annotated photograph of their creature. The student response to this art form has been fantastic. Many of the students have volunteered their own time on Friday lunch times to continue their felting work.

**Extension Classes** - This term we have been fortunate to offer Art Extension classes. A small group of Year 4 students were selected. These students have been extending their knowledge of dry felting skills by making a wet and dry felted exotic bird. This has been a challenge and all students need to be commended for their persistence and creative ideas. The students will exhibit these birds at assembly upon completion. They are looking fantastic and very exotic. Well done!

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**The Musical Arts Report (David Geake and Kelly Roberts)**

**Prep**

In Music this Term, Prep students have continued to explore a number of music elements, including beat, pitch and rhythm. They have experimented with reading and clapping music notation and been introduced to the concept of song structure...
(chorus and verse), which has been explored through learning and practicing songs for their annual Prep Fairytale Parade.

**Year 1**

In Music this term, Year 1 students have been experimenting with decoding music notation. They have used this skill to play basic songs on the xylophone and glockenspiel. Music elements such as beat, pitch and rhythm have been further explored and students have been involved in a number of games exploring drama.

**Year 2-6**

Term 3 has demonstrated that many students have experienced a ‘qualifying effect’ regarding aspects of song-structure and lyrical phrasing melody lines, as well as the bass guitar and drums. For many students the opportunities to explore instrument possibilities and establish greater familiarity has made a positive impact on their ‘step-by-step’ technical skills development. During Term 3 I have increased my allocated teaching time with small groups on the bass guitar and drums in order to better guide student knowledge of the potentials in these instruments. I have been pleased with the results. Students have continued to embrace the challenge to diversify their ICT music software usage, with improved composition structures and improvements in how they integrate differing musical loops to establish better complementary sounds. A variety of students have continued to be guided with their traditional ‘pen and paper’ approach to song writing with quite promising results achieved. Making time for whole-class demonstrations and presentations has continued to provide a positive avenue to boost self-confidence in students and reveal the ‘transformative strengths’ that music can have in terms of students’ socio-academic integration.

**Italian (Clara Mangone)**

**French (Rowena Picker)**

During this term the students were invited to participate in the Dante Alighieri Italian Poster Competition with the topic of favourite sports and hobbies. Few students, including one from Year 2, took the opportunity to enter their work in this competition. Their certificates will be presented at assembly as soon as they arrive.

The French Program has been running adjacent to the Year 1 and 2 integrated studies. Topics covered were the Olympics and nutrition. Currently the students are learning about human body.

Students in Year 3 and 4 were introduced to the sports and Olympics vocabulary, through songs, games and activities they listened, read and completed sentences. Other topics used in our journey of learning the Italian language and culture included toys and games, colours and numbers. The students also enjoyed learning skipping rhymes and working in small groups.

Year 5 and 6 students explored the topic of diversity and the Olympics. They investigated culture and icons representing Italy and Australia and created posters with information in Italian. Other activities for the term included writing a profile for an athlete, learning the Italian alphabet and verbally spelling words in Italian.

Six students from this level participated in the Italian Poetry Competition held on Monday 3rd September at St Joseph Primary School, Boronia. These students studied a poem to recite and made our school proud, competing at a very good standard, with another 100 students from 18 schools.

**Humanities Report (Jeanette Taylor)**

*Not Available*

**Design, Creativity and Technology Report (Mark Koppens)**

*Not Available*