

School Council: Education Report (for Term 1)

Date: Wednesday 15th March, 2017



Curriculum Report (Leanne Walker)

First term has nearly come and gone! All teachers and children have settled in exceptionally well.

The highlights for the term (in relation to Education) have been:

Curriculum Day: The first day of Term 1 was a curriculum day for PLPS staff to use the time for professional development and preparation for the year ahead. On Monday 30th January all teachers were back on board. The morning consisted of routine meetings, at a whole school level and then year levels, with a focus on the School Annual Implementation Plan (AIP), data and Occupational Health and Safety (OHS). Staff also received professional development in Kids Matter component 2, session 1, Social and Emotional Learning (SEL). The afternoon was spent working in teams and preparing rooms for student arrival the following day.

Year Level Information Night: Years 1-6 teachers conducted an information evening for parents as a team. Each team outlined their curriculum, welfare and expectations for the year. Many parents were in attendance and the teachers introduced themselves as a cohesive team. Parents were then invited to visit their child's classroom after the session. All feedback given by teachers and parents has been positive and I would like to thank the teachers for giving up their time and staying back after hours to ensure the smooth success of the information evening.

Coordinators for 2017:

- | | |
|---------------------------------------|--|
| • Junior School Leader: Melinda Bowly | • Student Welfare: Leanne Walker |
| • Senior School Leader: Leanne Walker | • Kids Matter: Kim Morgan |
| • Foundation: Emma Theodore | • Junior School Council: Mark Koppens |
| • Year 1: Melinda Bowly | • House Captains: Kristin Dyer |
| • Year 2: Mary Phillips | • Environment: Patty Lamaro |
| • Year 3: Belinda Canavan | • Aerobics Team: Kim Morgan |
| • Year 4: Brad Canavan | • Radio Crew: Helene Bearup |
| • Year 5: Shaun Lakeland | • Foundation Transition: Katrina Bound (Reports Term 1 & 4) |
| • Year 6: Deidre Carmona | • Year 6 Transition: Patty Lamaro (Report Term 4) |
| • English: Poppy Morris | • Assessment and Reporting: Jason Zarb (Reports Term 2 & 4) |
| • Maths: Melinda Bowly | • Internationalisation (Intercultural Capability): Patty Lamaro (Reports Term 2 & 3) |
| • Science: Luke Milgate | |
| • Specialists: Helene Bearup | |

Please enjoy reading the Education Report for Term 1!



Foundation Report (Emma Theodore)

Term One has seen 97 children settle into the 2017 school year. Of course there were some students that were hesitant at first, but now they are following classroom routines and establishing new social networks. The children are enjoying their new found independence and feel very proud that they can bring their own bag into the classroom, put their reader bags in the box and even log onto the computers in the lab, all by themselves.

To assist with new family connections we hosted a Foundation Family Picnic. Thank you to Carole and Paul for their support by attending. We had a fantastic response, many families came and spent a couple of hours making new acquaintances, We were very pleased with the outcome. I must also thank the awesome Foundation team; Kellie Davis, Katrina Bound, Natalie Groat and Abbie Krieger. They all gave up their Friday night with their families from 5:30pm-7:30pm to chat with all the families from their class. The chats and interactions were informal but effective in building our relationships with the families and also building new friendships within the class.

Students have been learning classroom routines and what it looks like to be good readers and writers. They are learning 2-3 letters and a new sentence each week. Students are practising letter formation and holding our pencil correctly. But most importantly teachers are building a strong relationship with their students by getting to know them and finding out about their families, interests and hobbies. Teachers had a good chance to build these relationships during the first 5 Wednesdays of the school year where the Foundation students came in individually to complete the English and Maths Online Interviews.

The teachers are identifying 'at risk' children and those that require extension. The team are discussing and implementing our plans for these groups and the strategies we will use to address their needs. We have a few children requiring further observation and we are identifying any students that may need assistance with speech development, social skills or any other additional needs. Julie Novak-Savage and Deb Kerr have been taking small groups of children from each class that have been identified as requiring some extra help with their fine motor skills such as writing their name, holding the pencil correctly, cutting and identifying number and letters.

The highlight of the term would have to be the priority the team gave to establishing strong classroom cohesion and focusing on wellbeing for the first two and a half weeks of school. We made a strong commitment to hold back on the academics for the first couple of weeks and focus on building our classroom teams, setting expectations within the group and ensuring the children felt respected, safe and secure in their new place in the world.

Foundation Transition Report (Katrina Bound)

It is hard to imagine, as we have just opened our doors for the 2017 students, that I am already preparing for our 2018 students! Dates have been set, the 2017 'Foundation Transition Poster' is finalised and kindergarten visits took place last week. All local kindergartens and child care services have been given a paper copy of the transition poster plus an emailed copy so it can go in their newsletter or sent via TiqBiz to families. A reminder notice to enrol has been sent home to all existing families that have a child possibly attending Foundation next year and the reminder notice was put into the newsletter and displayed on our electronic sign at the front gate. Short of walking the streets ringing a bell I think we have covered all bases to encourage families to enrol for 2018! Our current approximate enrolments for 2018 are in the high 40's and more will start contacting us as the word gets around. I will keep you posted as that happens.

1st GRADE

Year 1 Report (Melinda Bowly)

It has been a very busy and exciting start to the new school year. We have been settling into our new routines and getting to know our children through activities and circle time and creating rich learning environments for our children.

We held a very successful open night which was well received by parents and teachers and offered a great way of getting information out to our Year One parents. It was also a great opportunity for the parents to meet the whole team and visit their child's classroom.

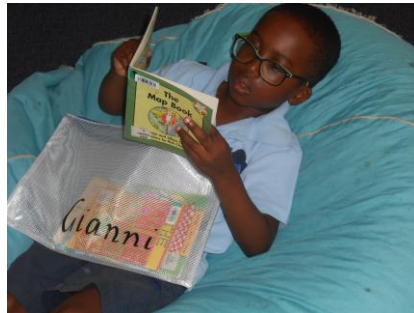
Our focus for the first 4 weeks of term was Family Ties and who is around us and how we connect as citizens. We explored the many wonderful aspects of our own community and how we fit in as citizens of such a rewarding and interesting suburb. Moving on from this topic, we have begun to explore our new topic of Beyond the Beach. We will be going on an excursion to Rickett's Point marine sanctuary on the 15th of March. We will meet up with teachers from the Gould League, who will take us to the vast rockpools to go exploring. We are really looking forward to that.

In English we have been using Independent Reading and settling our children into routines and helping them build stamina when reading in the classroom. We are discussing schema and how our schema helps us understand our reading. Most importantly we are emphasising that reading IS thinking and helping the children understand text to self connections. We will introduce our home spelling program and we will begin our weekly study and testing of visual words.

Maths has seen the Year One team continue on with our instructional model of teaching and we have introduced challenging tasks to our students. The children are enjoying this way of learning and have dived right into the concept of 'feeling wobbly' and learning through exploration.

We have had a couple of visits with our buddy grades and we have enjoyed sharing a story, activity, game and lunch with them.

We look forward to Term 2 and all the excitement it will bring continuing on in our learning journey.



2nd GRADE

Year 2 Report (Mary Phillips)

We are off to a flying start in Year Two. Our focus for the first few weeks has been on settling into our new classes and getting to know each other. We have played lots of circle time games and written about ourselves and our families. The children particularly enjoyed writing letters to their parents about what they do at school, and making little books about themselves which they read to their Year Five buddies. The end of our first month in school was celebrated with a chip and chat lunch where all the Year Twos got together for a sociable picnic.

Our Science topics of Reduce, Reuse and Recycle and Wonderful Water have just begun. We have already had a very informative and engaging incursion where the children learnt about why we need to take care of our environment, what we can recycle, and what is produced with recycled materials. In our weekly science lessons we will be learning about the properties of water and its use. Later in March we will be going to Edithvale Wetlands and the Mt Martha Water Treatment Plant.

Maths this term has been jam packed with lots of number games and hands on activities. We are continuing to learn about place value and addition and subtraction strategies, and are focusing on applying these skills to solve simple mathematical problems.

In Literacy we are writing weekly diary entries, letters, information reports, and recounts. We are learning more and more about the conventions of writing and how many different purposes we can have for our writing. We are also enjoying reading our class serials and our independent reading books.

We look forward to a happy and productive year together.



Year 3 Report (Belinda Canavan)

The focus at the beginning of the term was on building relationships with the students in our own classes and the cohort through our *Connect Us Together* unit of work. The classes used circle time to obtain information about students

and their family. One of the main aims was to establish classroom norms and expectations that are conducive for creating a fun, safe, calm and happy learning environment built on trust.

To facilitate the process, the cohort had a Getting to Know You morning at Roy Dore Reserve which was hugely successful. The students had an opportunity to play on the adventure playground and participate in a number of games at the park. They enjoyed hot chips before heading back for an icy pole at school.

This term we also implemented the use of 1:1 devices in the classroom, which has had a positive impact on improving student learning outcomes and improving student engagement and motivation levels. The support and investment from families has been outstanding and overwhelming, the majority of children bring a device.

The year level has recently commenced learning about Night and Day. An excursion to Science works was arranged to complement the unit of work and to provide the children with a variety of rich learning experiences.

Classes were introduced to their buddy grade to promote healthy relationships at the school which adds to the positive and friendly atmosphere the school is known for. The students were very excited to meet with their new buddies for 2017. A number of opportunities have been organised for the children to work together throughout the year to strengthen their relationships with one another.

There has been a focus on place value and problem solving for Mathematics. In English we have had a focus on refining the writing process and developing narratives. We have also looked at persuasive writing and recounts this term.

The Year 3 team is really pleased with how the term has unfolded to date and is looking forward to continuing to strengthen the relationships within the level and within the wider community.

4th GRADE

Year 4 Report (Brad Canavan)

The Year 4 students have had a most exciting start to the school year. The focus during Term 1 has been to establish rules, routines and expectations. We spent the first 4 weeks of Term 1 ensuring that all students felt connected to their teacher, new classmates and year level. The main unit was 'Individuality and Diversity'. We explored and investigated the topic through activities such as the 'Friendship Spiral', 'Friendship Poems', and creating a 'Me Collage or Me Box' all about ourselves to present to the class. As a celebration of the topic, the students walked to Roy Dore Reserve, Carrum for a BBQ and had a great time.



We had 2 Indonesian teachers visit PLPS. They taught terrific lessons to our Year 4's!

This term students also studied the Magnetic Moves. They enjoyed all the experiments and discovering how magnets do wonderful things! Throughout the topic, there were plenty of 'hands on' investigations and teachers utilised the Primary Connections resource and our Science lab.

Our focus in Maths has been establishing 'spaced teaching' practice; incorporating a differentiation model. In simple terms, students learn a range of maths topics during the week aimed at a range of different skill levels. In English, independent reading has focused on building stamina, setting goals and looking at important information in texts. A range of writing has occurred including; recounts, poetry, charts and tables. Punctuation and grammar have been linked to writing. Spelling has revolved around theme words and teaching students to spell using phonological, visual, morphemic and etymological strategies.



Year 4 teachers have started to integrate laptops into curriculum topics.

Year 4 Buddies were established with the Foundation students. The Year 4 children have been very excited about their Foundation Buddies and were all on hand to support their transition.

Specialists classes of Art, Music, STEM and PE have been well received by the students and feedback from specialist teachers has been positive.

5th GRADE

Year 5 Report (Shaun Lakeland)

Year 5 students enjoyed starting the year off getting to know each other and their new teachers. The first weeks of school focused on making connections with each other, setting expectations and creating a positive environment. This term we are studying two integrated topics; 'Healthy Me' and 'Mission to Mars'. Our 'Healthy Me' topic is focused on mental health, physical health and fitness. Students examined the benefits of a healthy lifestyle and assessed their own lifestyle. Students also developed some goals relating to their health. The topic concluded with a bike ride to Chelsea Park where students participated in a series of health related activities, including mental health, bike education, physical exercise and an obstacle course. The day was a great success. A big thanks to parent helpers for their assistance on the day.

The second unit this term is Mission to Mars. Students examine our solar system, with a focus on Mars. The learning intention is for students to understand that science knowledge has evolved over time and that scientific ideas change when new information is presented. Students were lucky enough to attend an exciting excursion to VSSEC, where they acted as scientists solving problems and events occurring on a simulation of Mars. To support this unit, students have been working on an independent project, which requires research on Mars and Earth.

During Maths we have been developing number skills including the four operations, order of operations and patterns. Students are applying these skills through challenging problem solving tasks. Reading strategies that have been explored include finding the main idea of text and making inferences. Students have examined and written expositions, procedures and information reports and have explored the structure and features of each.

Students in Year 5 are beginning to utilise Google Apps for Education (GAPE) to support the 1:1 program and extend their ICT skills.



Year 6 Report (Deidre Carmona)

Once again in Year Six we have had a busy and exciting start to our year; we have 4 classes with a total of 91 students. During the Term One whole school assembly the Student Leadership group were presented with their House Captain, Junior School Council, Environment Leaders and Aeorbics Captain badges.

In addition to these roles, Year Six students have the opportunity to fulfil other positions of responsibility, such as Class Captain, Waste Warrior, Office Monitors and Bike Shed Monitor. Our aim is to give as many students as possible a position of responsibility throughout the year.

Our bomber jackets have arrived which identifies our students as leaders of the school and they are wearing them proudly every day regardless of the temperature.

Our learning focuses this term have included 'The Importance of Good Leaders in our Community' and 'Earthquake Explorers' (a science based topic). In addition to this the students have started Reciprocal Reading groups and written an information report. In Mathematics we have been concentrating on the four processes and problem solving.

The highlight of the term I'm sure will be Camp Alexandra. This is a new camp for Patterson Lakes Primary and we are looking forward to participating in all the adventure activities. Time spent at camp is a wonderful opportunity for the students to bond with their peers and work together in teams. It also provides an opportunity for the students to develop their independence. I would like to take this opportunity to acknowledge all the volunteers, including Mrs. Cross and Mrs. Maxwell, who will give up their time to attend camp.

This term the students have participated in a new specialist subject, STEM (Science, Technology, Engineering, Maths). They have enjoyed going to the science lab each week.

Student Well Being



Welfare Report (Leanne Walker)

Student Welfare will continue to be at the forefront for PLPS. The continuation of a full time Student Welfare Coordinator is testament to the number of welfare issues occurring on a daily basis. Many children and families are in need of wellbeing and mental health support and it is satisfying to acknowledge that the school is playing a significant role in meeting that need. The focus for this year as outlined in the Annual Implementation Plan for Improving Student

Outcomes is to embed a whole school approach to student wellbeing that encompasses the school's values. This will be achieved through the Kids Matter framework and by building on social and emotional learning.

Kids Matter is a mental health and wellbeing initiative that PLPS has committed to. It's not a program, but a framework that helps staff, parents and carers to work together to create settings that better support children's social and emotional wellbeing needs.



Kids Matter has 4 focus areas:

1. Creating positive school and early childhood communities: completed in 2016 and will continue to be a focus
2. Teaching children skills for good social and emotional development: 2017 focus
3. Working together with families
4. Recognising and getting help for children with mental health problems

Kids Matter comes with professional learning for staff, resources and ongoing support throughout implementation. The Kids Matter Staff Team is made up of Kim Morgan (Coordinator), Katrina Bound, Melinda Bowly, Poppy Morris, Jason Zarb, Lindy Cross, Deidre Carmona, Patty Lamaro, Kelly Laughlin and myself. We meet on a regular basis and discuss ways Wellbeing can be at the forefront of student learning. The Action Team will be responsible for training the staff and the local community via a number of training sessions and forums.

This term has seen the introduction of the **InSPIRE Lineal Model**. InSPIRE stands for 'In School Patto Integrity Respect Excellence.' The Lineal Model consists of 37 groups (teachers, specialists and leadership are all involved) with a range of Foundation to Year 6 students in each group. Each group has no more than 19 students. The idea behind the lineal model is to develop a shared understanding of social and emotional learning and why it is important to mental health, wellbeing and educational outcomes. The classes will meet for several sessions each term to deliver the same lesson, based on teaching social and emotional learning explicitly, and using an evidence based program as part of an effective social and emotional learning curriculum. We will continue with the whole school house based InSPIRE activities once a term which aims to create a positive school culture.

Kids Matter Report (Kim Morgan)

On Monday 20th February the whole school met their InSPIRE group, which aims to build supportive relationships across the whole school. It gives an opportunity for students to connect with other students outside of their class level, as well as another significant adult. Every student at PLPS from Foundation to Yr 6 is involved.

The PLPS Kids Matter Framework underpins InSPIRE, reinforcing the Core Values – Integrity, Respect and Excellence. Every student in the school is allocated an InSPIRE teacher who will mentor them throughout their years at PLPS. Every class teacher, specialist teacher, the Principal and Assistant Principal are involved. InSPIRE groups will meet regularly participating in activities including circle-time discussions where students may wish to share any concerns they have, or raise any questions about school life and beyond. A huge success for all involved!

Social and Emotional Wellbeing (SEW) Survey: Students from Year 2-6 completed an online Wellbeing survey at the end of Term 4 2016. The SEW provides information about our students. The Kids Matter team will use the data to assess the effectiveness of intervention programs and to assist with targeting resourcing to specific areas of need to enhance students' wellbeing.

Leanne Banfield is the school's DET Psychologist working with our school and Cate McGrath is the DET Speech Therapist. We also have Brittany Taylor and Susan Smith who work for OnPsych counseling services. Brittany visits on a Monday and Susan visits on a Wednesday. The school also has 2 Master of Counselling students from Monash University, Marisa Lobo and Talia Victoria who also work with students on Tuesday, Thursday and Friday's. If you require any of these services, please contact myself to arrange a meeting to discuss.

Yard Monitors will continue to help out in the yard. Year 3 students were involved in a training program and monitor the Foundation-1 play area and a section of the oval during lunchtime and recess. Their role is to assist junior school students with 'low level' yard issues that do not require a yard duty teacher and to monitor the friendship tree.

A variety of **Lunchtime clubs** will continue to be offered across the school to address the needs of all students. Several teachers have volunteered their time to coordinate the clubs for the benefit of the children. The clubs are: Runners Club (before school), Chess Club, Garden Club, Languages Club, Social Club, Singing Club, Maths Club, Lego Club, Library (including mindfulness drawing), Radio Crew, Aerobics, and Hall Play.

National Day Against Bullying and Violence will be celebrated on Friday 17th March. PLPS has registered as a school for this day. The annual day provides a focus for all schools to say **Bullying. No Way!** And to strengthen the existing everyday messages that bullying and violence at school are not okay at any time. Students will participate in activities related to bullying with their own grades and buddy grades.

ENGLISH



English Report (Poppy Morris)

My Role as English Leader: I am a Year 3 classroom teacher and receive one day a week to support staff in developing their instructional practice for teaching Independent Reading and Vocabulary Instruction (an instructional practice I introduced to the whole school in 2016).

Staff PD: Tuesday 18th April is the English curriculum day and will be run by Alan Wright and Vicki Froomes. The day will run as follows: In the morning the teachers from Years 3 – 6 will work with Alan on Writing, incorporating the Writer's Notebook. The teachers from Years F – 2 will work with Vicki on recapping the strategies used for independent reading along with why it is important to use Fountas and Pinnell for assessment. In the afternoon Years 3 – 6 teachers will then work with Vicki on introducing the Notice & Note signposts, etc. Years F – 2 teachers will work with Alan on Writing and the use of Writer's Notebooks.



Literacy Week: This year Felice Arena (author of the famous Specky McGee books) has been booked to visit our school and work with all the students on Monday 24th April. The School Improvement Team along with the English Professional Learning Team decided that it is the perfect time to have Literacy Week and have him as the main feature. Therefore Literacy Week will be held then rather than later in the year.



NAPLAN Information:

Tuesday 9 May 2017, Wednesday 10 May 2017, Thursday 11 May 2017

Year 3

Language conventions 40 minutes

Writing 40 minutes

Reading 45 minutes

Numeracy 45 minutes

Year 5

Language conventions 40 minutes

Writing 40 minutes

Reading 50 minutes

Numeracy 50 minutes

Fountas & Pinnell & other Benchmarking: The school will continue to use Fountas & Pinnell particularly in the junior classes as their reading benchmark and in the senior classes for students who may have not reached level or are being marked up. The senior classes will be also using On –Demand and Pat Reading to assess the level of achievement and growth in their students development.

Literacy Support: Sue Caspersz has continued in the role of supporting Year 1 ‘At Risk’ students.

Writer of the Month: Students are nominated by teachers to receive a certificate in recognition for writing excellence. The writing is published in the newsletter and certificates are given out at assemblies on a monthly basis.

Library Lunch Time Club: The library will be open in Terms 2 and 3 once a week to give students the opportunity to go to a quiet area and read. Ms Bound will run a Mindful colouring session in conjunction with this and will be rostered on to supervise the students who attend.

Lexia: Students in Years 1 & 2 have been set up to attend in small groups on a needs basis, which is in the form of withdrawal from the general classroom for approximately one session, two to three times a week. Some Year 3 classes (because all students have access to devices) have been set up with a Lexia username and password, so that teachers can implement Lexia as a whole class. Data will be gathered and evaluated to establish the effectiveness of the program.

Spellodrome: On the 1st of March, some staff undertook a PD on the use of Spellodrome and its application in the classroom. We were fortunate enough to obtain a two week trial. The teachers who attended have found enormous value in using it to support our spelling program. This has led to the school purchasing it for the first year.



Mathematics Report (Melinda Bowly)

Term 1 has started off as a successful term in the area of Mathematics.

Maths Coaching: has started this year with myself continuing on with Steph Bensted and Mary Phillips in the Year Two area and I will begin coaching with Megan Sinclair and Lisa Clark in the Year 1 area.

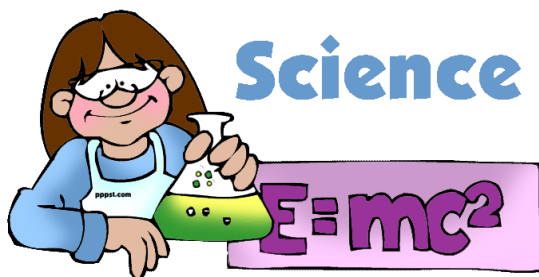
Mathletics: the licence has been purchased and all children are using Mathletics and so far the participation results are very high for all classes

Maths Club: is being held on Wednesdays for senior school and Fridays for junior school in the LAB .

Maths Olympiad: After a successful trial last year we have signed up for another year of Maths Olympiad. Sandra Murphy will lead a team consisting of Nat Groat, Mel Bowly, Kel Davis, and Mark Koppens who will lead children. Maths Olympiad will be used with high achievers in Year 5 and 6 as an extension tool. This will be promoted as an ‘elite club’ and to be run one lunch time per week.

I look forward to a great year of Maths in 2017!





Science Report (Luke Milgate)

STEM (Science, Technology, Engineering Maths)

"The global economy is changing. New technologies and smart companies lead. New industries and new sources of wealth are emerging. New skills are required for workers at all levels... At the core of almost every agenda is a focus on STEM: science, technology, engineering and mathematics."

- Professor Ian Chubb AC | Chief Scientist of Australia (23/05/2011 to 22/01/2016).

We have had an exciting start to 2017 with specialist STEM lessons being offered across the school. STEM focuses on creating an environment where students can solve real-world problems using their creativity.

We now have a three tiered system for teaching STEM at Patto:

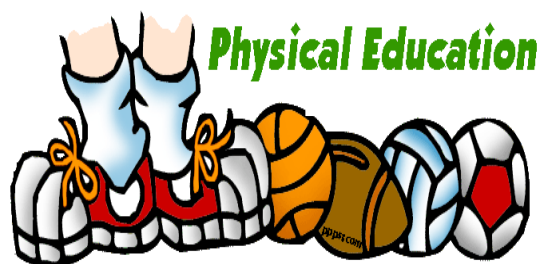
Helene Bearup – Digitech focus

Luke Milgate – Science focus

Classroom Teachers – incorporate all four learning areas into particular themes and activities

Although we have different focuses the aim of this program is not to teach each discipline in isolation. In Science, for example, an effort is being made to incorporate more design and technology activities into the lessons. Data is collected to answer investigative questions and inform student ideas and opinions.

During Term 1, Foundation A and D have been introduced to the Science lab. Year 4 and Year 6 have also spent time in the lab. Year 3 and Year 5 have been studying space science units in Room 23. All the classes have responded positively to the new program. For example, Year 4 have enjoyed the design aspects within their unit on forces. They have designed and built their own catapults, measured friction using spring meters and calculated wind resistance on flying 'hoopsters'. The classroom teachers have extended student knowledge with some activities exploring magnets and the forces acting on them.



Physical Education Report (Adrian Patane)

Foundation: The foundation students have been focusing on developing their fundamental motor skills, balance, agility, throwing with aim and hand eye coordination. With assistance from the school house captains, rotations are set up weekly, where students learn and develop techniques to



advance to more complicated skills. Students work in either small groups, partners and at times individually. There is also a component of endurance, where students undertake school 'adventure' walks. Constant discussion is had about the different sides of the body, muscles, bones and being safe during sport.



Year 1 and 2: The Year 1 and 2 students have been focussing on enhancing their endurance, balance and hand eye coordination. The Year 1 and 2 students transitioned into Basketball. During Basketball, students practised weaving and dribbling, passing, shooting and played modified games. Games were often put on 'pause' whilst strategy and court positioning was discussed.

Year 3-6: Students from Year 3-6 have focussed on hand/foot eye coordination and endurance. Before sessions, students often undertook a warmup jog, with the intention of building their fitness base. Students learnt the correct technique for T20 blast Cricket. Students often worked in small teams, trying to smooth out their bowling, batting and fielding techniques. Each area was broken down for students. Modified T20 games were played and a Teacher v Student cricket match took place. Soccer was the second ball sport to be practised. Students continued running activities, whilst practising dribbling, passing and shooting. Once again, modified games were played and discussion was had about field positioning and game sense.

Swimming Carnival: This was cancelled due to a broken pool pump. It will be held In November. District Trials were held at PARC Frankston with 35 students chosen to represent our school.



Cross Country: At the start of Term 2, on the 27th of April, we will be holding our Cross Country River Run at Patterson River for Years 3-6. This is a house competition where students in 9/10 run 2kms and students in 11, 12/13 run 3kms. The top ten students progress to District Cross Country. It will be the same venue and set up as last year.

Physical Education Report (Kelly Laughlin)

It had been a great start to the term. The Year 4's have been focusing on indoor net games that consist of Volleyball, Tennis and Table Tennis. Students have been working cooperatively with team members and providing constructive feedback regarding their partner's performance. At the end of the term, students will be conducting Fitness testing that will include the very popular beep test.



Runners Club: It has been an amazing start to runners club this year with over 88 students attending already. This popular social group promotes fitness from across all age groups, genders and year levels.

ICT Report (Helene Bearup)

STEM: Digital Technologies: Digitech is a new curriculum area for Victorian schools. Here at PLPS it is under the umbrella of STEM (Science Technology Engineering and Maths); this means that at PLPS it is the new curriculum with a science twist. It involves examining and developing understanding of how various 'Digital Systems' work and can be used; 'Data and Information'; and creating 'Digital Solutions'. I am very excited to begin this journey with our students and explore the digital world with them.



Foundation (OB and OC): has concentrated on the Digital System of the computer and how *they* control what is happening by making deliberate choices by matching what happens on the screen to what keys they press on the keyboard and actions they drive the cursor to select.

They have learned and practised the technique of the touch pad to 'drive, park and tap' to make an informed selection on the screen. Sometimes it is necessary to use two hands and hold down the left corner and drive (click and drag) the cursor.

Children explored graphic art making apps, selected tools and colours to make a work of art. Children can locate these apps via a menu and recognise names and icons associated with some school programs. Shooting asteroids as they hunt and discover where the letters are on the keyboard was just another fun way to understand how to work this digital system.

Year 1s have been coding and using robots. Coding is an important part of the new curriculum which builds analytical skills, problem solving and introduces children to coded instructions to perform tasks and think in new ways. Using the BeeBots children must be able to understand directions and be able to visualise themselves as the robot in its position in order to predict and correctly input the coded instructions. The children have really enjoyed working with simple code and have developed resilience in being able to learn from mistakes and make more informed choices to produce real outcomes that solve problems. Doing a coding course at Code.org has helped them develop a sense of coding in strings, loops and commands.



The **Year 2s** inquiry question was to explore how '2D can look 3D' using digital technologies. They started with some simple science experiments that showed them how both eyes work together and using only one eye we can be tricked into seeing things a little differently. Applying scale and perspective to inserted images into a photo in PowerPoint they made 2D look 3D applying these principles. I introduced them to the Egyptian pyramids via 360° VR as they explored a virtual 3D tour of Abu Simbel, an ancient temple, on the computer: a 2D screen but a 3D experience as they moved in and around the site. They explored the rooms and followed

hyperlinks to information and photos of the real treasures, as they did their own treasure hunt. With a short diversion into hieroglyphics (code) they moved into Kahootz 3D where they constructed their own 3D 360° worlds that could be explored from every angle. Digital technologies can make all kinds of realities and the students said, "Being able to make 3D 360° VR experiences is good because you 1. Don't have to spend money to go there, 2. You can explore things that aren't there anymore and 3. It's fun!"

Year 3s have been investigating 'The Question Algorithm'. They started with a flow chart to see how a simple yes/no answer structure with a return to the start to ask again, sets up a loop and forms a particular structure. Applying this in PowerPoint to make an interactive game experience required making some changes to the coding to the normal slide show. Children used actions and hyperlinks to build the game experience. Later they examined 'Choose Your Own Adventure' storytelling to build their own animated, interactive, Choose Your own Adventure story/games; where animation and other techniques can be used to convey the action of the story without the need for lengthy text.

Year 5s have been collecting and examining data about themselves and their collective selves. They have gathered personal data from several sources and conveyed that information applying 'Visual Communication' principles in an infographic. Using G Suite (formerly Google Apps for Education) they have shared their personal data via a survey and compared their results to that of the collective. They posed questions and made observations and drew conclusions from the 'BIG DATA' they all produced. These conversations were very interesting! Later this term they will be introduced to Robotics and how they can be programmed (using coding) to explore Mars: to navigate and collect information.



The Visual Arts Report

(Emma Munnikhuis)

Foundation: Foundation classes have settled well in the Art Room. Students have listened well and have creatively completed set tasks. The focus this term has been Primary Colours. Students were introduced to the Art room and rules, followed by drawing a picture of themselves.

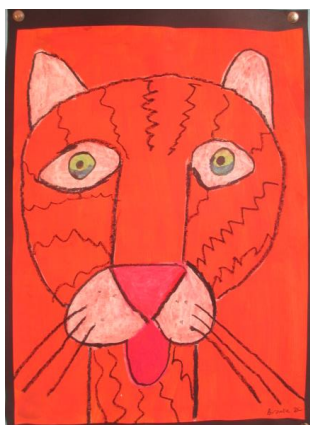
Various projects concentrating on one Primary Colour at a time have been completed. The Primary Colour blue was the first colour introduced. Students traced their hands in pastel, added simple lines to decorate and turned them into fish. The fish were then washed in blue food dye, thus creating a wax resist piece of artwork.

Red was introduced during the week of Valentine's Day. Students printed red hearts and then printed their hand onto red dots. Emphasis was placed on printing. They were able to copy or to reproduce a handmade heart stamp of their hand.



Yellow suns with red highlights was our next task. We painted using brushes and sauce bottles filled with paint. Students enjoyed squeezing lines of paint to decorate their suns. They were given a paper plate to use as a template of a circle. The circle was the starting point to create various suns. Painted brush marks made of swirls, zigzags, curls and straight and dotted lines were added as decoration.

To consolidate the Primary Colour unit of work students will construct paper plate birds. The birds will be painted and decorated in Primary colours. This will be a simple construction activity. I am looking forward to seeing these birds completed.



Year 1 and 2: After the introduction to the Art room and rules our focus has been Secondary Colours. Students have mixed paint to create an orange background. These backgrounds had amazing tigers drawn on them with pastel. The seven Elements of Art were taken into consideration when drawing these. Currently some are on display in the corridors. Please take a peek as they are fabulous and no tiger is like any other. With the colour green students painted fluffy cats. Have you ever seen a green fluffy cat? We have now. The cat has been decorated with an assortment of materials, turning the art work into a collage. We hope to add a paper constructed butterfly to this. Our next project involves purple. Keep your eyes peeled.

Year 3: The term started with an art appreciation for a famous artist, Paul Klee. This study broadened our knowledge on using simple lines, simple shapes, bright colours and appreciation for abstract work. We studied, 'Cat and Bird' and have drawn our own. They are brightly coloured and these simple cats were created from simple shapes. They are striking and are on display in our corridor! We reinforced and extended our knowledge of Paul Klee with a wax resist study of 'The Castle and Sun'. Students drew their own castles resembling a grid format and coloured every shape with a bold colour. Once completed they painted over their drawing with food dye to create a Wax Resist art work. We continued to study Paul Klee and will model a miniature Magiclay cat and turn these into collages.



Year 4: Students started with a Monstrous Expressionism! They gained knowledge of Art Elements through the creation of Monster Collage, concentrating on drawing lines with warm and cool colours. These works of art were influenced by the street artist, 'Phetus'. This artist study is in preparation for our NGV and Street Tour excursion scheduled in November. Take a look at these displayed in our corridor. They are playful, colourful and expressive.

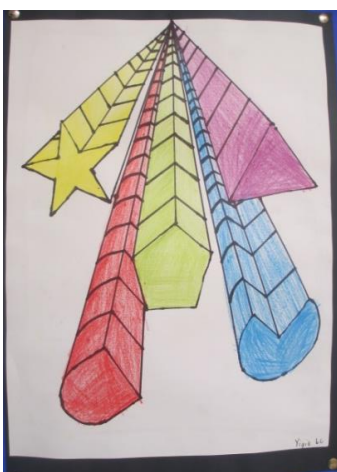
Jackson Pollock was then studied. We discussed the techniques Pollock is famous for. Students created warm or cool splat backgrounds using a different technique. They used food dye and straws. The food dye was dropped onto paper with eye droppers followed by blowing through straws to create interesting splats. This was loads of fun! The splats were outlined with black fine liners. Students designed their names and decorated them with zentangles (Patterns). The name designs were created in bubble writing which was influenced by Street Art and Tagging. Lovely effects were created.

Year 5: I haven't become bored with students' drawings of 'Surf's Up!' This drawing unit of work coincides with their Integrated Unit in Healthy Lifestyles. Exercise is an important component to remaining healthy and why not surf? This project involved students drawing with pastels to create cool coloured waves. Smudging in one direction and overlaying many colours was the technique used to create realistic moving waves. Paint was added to show froth. A surfer was strategically placed to complete the realistic appearance. Year 5s should be very proud of the art they created as they are eye catching.



Year 5s then made a collage of a personalised snowflake depicting their name. The designs were interesting. In the last week, Chinese lanterns will be constructed. Students will add their own water, earth, air or fire sign written in Chinese. This project will have an emphasis on exploring Chinese culture, including Asian influences as a part of the Victorian Curriculum.

We still have many projects to complete and I am always proud of our students' engagement and enthusiasm in Art.



Year 6: The term commenced with one point perspective. We discussed what makes a picture look 3-D. The sixth grade students used stencils to draw the simple shapes. They then used color and lines to show depth. They look fantastic and are currently displayed in our corridor.

We then created a standing wire figurine using knowledge of Art Elements, wire construction, recycle materials, drawing skills and sculpture. These figurines were influenced by a French artist Isabelle Guiot-Hullot. The figurines had to stand and accessories must have been added. They are fabulous and will be on display soon. Chinese lanterns with Chinese zodiac signs were then constructed from paper. Asian culture and influences was discussed. Including Asian influences is a part of the Victorian Curriculum.

We will move onto many more projects and the Sixers are fabulous to teach.

Music



The Musical Arts Report (Mark Drysdale and Helene Bearup)

(Mark Drysdale)

This term in Music students in Year One have been singing songs from around the world whilst playing percussion instruments, ukulele, dancing and playing musical games. Students have been learning about and writing rhythmic notation using taa and te te symbols. They have been writing short compositions for percussion instruments and performing them in small groups.



Year Two students have been developing musical skills by performing three part songs with percussion and ukulele accompaniment. There has been a focus on listening, keeping a steady beat and singing in tune. Students have been learning to write the rhythm to known songs using the taa, te te and zaa symbols.

Year Three students have been singing songs that involve movement and actions. They have been learning to play a basic rock beat on the drums and played songs using ukulele and keyboards.



Students in Year Four, Five and Six have continued to develop skills on the drums, guitar, bass, keyboard and vocals. They have been playing songs as a large rock bands with each student playing one instrument and then swapping to another. Year Four students have been focusing on Rock and Disco styles. Year Five classes have had an emphasis on rhythm though African percussion. These students have also begun creating their own music on devices using historic NASA recordings. Year Six students have been focusing on Reggae and Dance Hall styles of music.

(Helene Bearup)

Foundation Music (OB and OC)

Got the beat! Foundation B and C are keeping up with the beat as they learn about the strongest driving concept in western music. Listening to as well as dancing, body percussion, singing and using instruments to explore music and follow the beat has involved every student in the music making. Singing the song 'Saying Hello' is one of the favourites the children have learnt.



Students have participated in many varied activities focusing on a strong and steady beat as they build a repertoire of songs, dances as well as, skills and knowledge of simple notation and playing classroom instruments.



Languages Report (Clara Mangone)

The Languages Room provides great opportunities for the Language Program, e.g. displays, wall racks to hold books about a variety of interesting themes, as well as easy reading short stories for language extension. It also provides the space for lunch time Languages Club with opportunities to play games, participate in competitions, learn poems, songs, complete activities and practise the target language.

Foundation: The Foundation students have settled in very well in the Spanish Program and are enjoying their learning. They have been introduced to the Spanish Language through games, songs, role plays, puppets and toys. They are learning how to greet people, how to ask and answer '¿Cómo estás?' and how to introduce themselves, for example, '¡Hola!', '¡Adiós!', and '¿Cómo te llamas?' 'Yo me llamo...' They have started to learn the numbers up to ten and the Spanish sound of the vowels. They listen with great enjoyment to stories and are getting to know well some of the characters like 'Sapo', frog, 'Tortuga', turtle and 'Amigo' or 'Amiguitos', friends.



Year 1 & 2: These students are revising and extending their knowledge of the vocabulary and culture of greetings, introductions and manners in Spanish. These topics have been covered through repetition of new vocabulary, games and songs such as 'Buen día Señora' and 'Buenos Días'. They ask and answer simple questions, e.g. What is your name? How are you? They are able to give and understand different responses, e.g. 'Yo estoy mal.' 'Yo estoy muy bien.' 'Yo estoy feliz.' 'Yo estoy triste.' They practise and apply their learning in classroom activities which include games, songs and role playing. They remember the songs they learnt and enjoy singing, specially 'Que los Cumplas Feliz', the birthday song. We also started to work with numbers up to thirty, counting, adding, subtracting, playing number games and reading number words.

The Language Perfect World Championship 2017 will be on Monday 15 May - Thursday 25 May, and this year once more I have been offered some free places for our students. The students in Year 2 are being introduced to Language Perfect site and the competition. They can start practising as soon as they are enrolled prior to the competition.

