

School Council: Education Report, Term 2 2017

Date: Tuesday 20th June, 2017

Curriculum Report (Leanne Walker)

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

Curriculum Day: The first day of term was a curriculum day with a focus on Reading and Writing. Staff participated in two workshops presented by Vicki Froomes and Alan Wright. Staff have been implementing the knowledge gained on the day and students have enjoyed the focus on Writers Notebook.

Student Leadership Day: On Wednesday, 19th April the Year 6 student leaders attended Carrum Life Saving Club to participate in the Learning to Lead Student Conference. The aim of the day was to focus on the four building blocks: presentation skills, responsibility, organisation, and teamwork, which create a solid base for leadership development. A big thank you to Scott Dargan who hosted the day and Mark Koppens for his continued support with the students.



Junior Mayor Election: Members from the Junior School Council represented Patto in this competition. We can be very proud in the way they spoke and conducted themselves. Thank you to Mark Koppens for the effort and organisation he put in with the students to have them prepared for the day.

ANZAC Day Assembly: The school commemorated ANZAC Day and held a special assembly in the hall. We paid our respect to the soldiers past and present. Congratulations to Camdyn, Eden and the JSC for the leadership and awareness they created about ANZAC Day. Thank you to Mark Koppens for his support and for organising Tony Galea to speak at the assembly.



Book Week and National Literacy & Numeracy Week: 24th – 28th April. We began the week with a fantastic school visit from Felice Arena, the author of the Specky Magee series. Throughout the week, students participated in a number of activities with their classmates, and decorated classroom doors with book characters. The book fair and family picnic was also a great success.

Year 3-6 Cross Country River Run: Year 3-6 students competed enthusiastically in the annual River Run. A number of students were selected to compete in the District Cross Country trials. A well organised event by Adrian Patane and Kelly Laughlin. Thank you to teachers and parents who came along and supported the day.

Mother's Day Stall: The school held a Mother's Day stall for children to buy their mothers a special gift for Mother's Day. The Family, Friends and Fundraising Association did a wonderful job organising the gifts and the stalls.

NAPLAN: The biggest and most demanding period of time for Year 3 and 5 students and teachers. NAPLAN is a country wide assessment whereby we can gauge where our students are at in relation to the state and the nation. A lot of preparation goes into this to have our children feel confident and ready to complete the assessments. Many thanks go to the Year 3 and 5 teachers for preparing our students.

Attitude to School Survey: The overall objective of the annual Attitudes to School Survey is to collect data about the opinions of students from Years 4 to 12 to assist schools with planning, developing curriculum and improving student outcomes. The survey assists schools to gain an understanding of students' perceptions and their experience of school. It provides schools with valuable data on students' views of their wellbeing, teaching, learning and school in general. Outcomes will provide schools with actionable insights in key elements for school improvement. The refreshed survey was conducted online for students in Years 4 to 6. Schools will be able to access their own survey results from the portal.

Curiosity and Powerful Learning: On Monday, 5th June, 10 staff members from the School Improvement Team and the Critical and Creative Thinking Team attended a presentation by international adviser Bill Lucas. Bill Lucas is a member of the Mitchell Institute and director of the Centre for Real-World Learning (CRL) at the University of Winchester. He is internationally regarded for his expertise and research in rethinking the purposes of schooling and more recently his research into unpacking and assessing the Victorian Curriculum capabilities.

Curriculum Day: On Friday, 9th June, staff spent the morning planning for Term 3 and the afternoon report writing.

Still to Come:

- National Buddy Day – Thursday 15th June
- Kids School Disco – Friday 16th June
- Year 2 Swimming Program – Monday 19th – Friday 23rd June
- Reports sent home – Monday 26th June
- Parent/Teacher Meetings – Wednesday 28th June



Foundation Report (Emma Theodore)

Our students have really settled into classroom routines and are getting to know the school surroundings and the different teachers. They have loved taking on the responsibility of Class Captain and Waste Warrior this term, which we rotate on a weekly basis. Students that have been chosen for these roles have been the leader of the class line, responsible for taking the red roll to and from specialist classes, switching the lights off when we are leaving the room, collecting the lunch orders and also taking any notes over to the office. The students have participated in the whole school InSpire sessions and it has been great to hear them talking excitedly about their Inspire teacher and the wellbeing activities they have done.

This term we have really ramped up the content we have been teaching. We completed the focus on the letter names and sounds and we have moved onto learning the blends; th, ch, sh, oo, ing, ed and tr. We have also started writing a weekend recount independently, really focusing on writing down the beginning and end sounds that they can hear. In reading, we have been introducing the word attack strategies such as Eagle Eye (looking at picture cues to help decode words), Lips the Fish (making sure the first sound matches the picture) and Stretchy Snake (stretching out the sounds to decode). These word attack strategies have been awesome because they have pictures to help them remember the different strategies they can use. In Maths, we have looked at patterns, 2D shapes, interpreting and graphing data and position. Later this term, we will be starting to learn some of the different strategies for adding.

We have had a few special events this term such as ANZAC Day, the family picnic and book fair, a performance from Carp Productions with our future 2018 Foundation students, the Mother's Day stall and Inspire. We will also be having visits from the Patterson River Fire Brigade, a police officer and a paramedic. These visits have been organised to help support our topic, 'People who help us'.

1st GRADE

Year 1 Report (Melinda Bowly)

It has been a very busy Term 2 for the Year Ones. Our focus for the first 6 weeks of term was Spot the difference. This was a science unit and we made great use of the science room for these sessions. The unit involved lots of

exploring, experimenting, cooking and having lots of fun while learning. Building spaghetti towers and making yummy vegetable soup were the highlights.

The final 5 weeks of term we are exploring the unit 'Games Around the world'. This is a great unit that sees us exploring the different games played all over the world and will finish with the children designing and producing their very own board game.

In English we have continued with Independent Reading, building stamina when reading in the classroom. We are discussing visualising and inferring this term and how these strategies help to make us better readers.



We have begun home spelling and the children look forward to taking home their weekly spelling words and enjoy the activities to be explored at home.

Maths has seen the Year One team continue on with our instructional model of teaching and we have continued with giving challenging tasks to our students. We have been learning about money and the children have had a wonderful time exploring 'The Shop' in each classroom.

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

In Week 7, all the year one children went swimming at PARC. They enjoyed a week of intensive swimming lessons and a final lesson of water survival. We are all so proud of how independent the Year Ones are becoming. We survived a week of swimming with only one lost towel and one lost pair of underpants!



All the teachers have been busy assessing the students and we all feel a sense of pride when we see the growth our children are making.

2nd GRADE

Year 2 Report (Mary Phillips)

We have had another wonderful term together in Year Two. We commenced our work with a unit on The ANZACs, where the children

learnt about the significance of the day and the reason Australians have a public holiday for ANZAC Day. We read stories appropriate to a Year Two level, such as ANZAC Biscuits, where a little girl and her mother are baking biscuits to send to her father. The children also enjoyed ANZAC Ted, which is about a mascot teddy.



Our major topic for the term has been Days Of Old. This has been a very motivating and engrossing topic for the children. We have all loved learning about life prior to television, Play Stations, mobile phones and computers. Margaret and Leonie from Chelsea Historical Society visited us and talked about growing up in this area in the 1930s. The children were intrigued, and enjoyed hearing about what school and life was like in another era. Margaret and Leonie showed the children lots of artefacts such as old school slates, school bags, and neck to knee bathers.

Our excursion to Como was also a great success. The children had a tour of the house, where they found out how the Armytage family lived in the mid nineteenth century. They also went on a History Mystery trail around the grounds,

map reading and finding clues to solve a puzzle. The children also practised being servants; they learnt how to wash clothes, respond to bells, and had races carrying trays of glasses. Old fashioned games such as tiggy, tug of war, quoits and croquet were enjoyed by all.

Many children have put their computer skills to great use by presenting PowerPoints to the class. Children have interviewed their families to find out what growing up was like for parents, grandparents, and even great grandparents. Other children presented written projects. It has been very rewarding to see everyone enjoying the topic so much and being motivated to learn more.

We have just had a billy cart incursion to complement our Science Push and Pull unit, and are about to begin a series of experiments in order to learn more about forces. The children will be participating in rotations across the four classes.



Thank you to everyone for all your help and support so far, and we look forward to an action packed third term with your children.



Year 3 Report (Belinda Canavan)

The school celebrated Education Week in Week 2. We had Felice Arena the author of Speck Magee visit the school. Year 3

Classroom Doors were decorated in the theme of 'Charlotte's Web' as this was a novel we have been focusing on in class.

NAPLAN testing has been another focus in Year 3. Students were tested on Language Conventions and Writing (Persuasive), Reading and Numeracy across three days under strict testing conditions. Testing went according to plan. Results will be received in Term 3.

The Year 3's completed three integrated units. Simple Machines where they investigated suitability of materials, systems and components for a range of purposes. We had an in school visit where all the students made a solar powered car. We also looked at Heat and Melting Moments. Students explored how solids or liquids are influenced by temperatures and experienced the ways everyday items can change. Finally, we studied Know Your Rights and students identified rules, rights and responsibilities at school and within the wider community.



Teachers participated in a Writer's Notebook Professional Development and have begun to implement writer's notebook into class.



4th GRADE

Year 4 Report (Brad Canavan)

This term students studied the Science unit; Beneath our Feet. They enjoyed all the experiments and investigated how landforms

change over time through erosion and weathering. Throughout the topic, there were plenty of 'hands on' investigations and teachers utilised the Primary Connections resources. The students completed fantastic projects on geology.



Our history topic this term was 'First Contacts; Aboriginal Journeys'. The children have enjoyed posing questions about how the Aboriginal and Torres Strait Islander people lived before the arrival of the Europeans. They have also enjoyed listening to and writing their own Dreamtime stories, creating a rebus using Aboriginal symbols, performing plays based on Dreamtime stories, creating Aboriginal art and performing Aboriginal dances. Students engaged in and enjoyed our incursion – 'Cultural Infusion'.

Students also spent time researching and studying ANZACS as part of our Humanities unit.

Maths this term has seen the students focus on the four processes of addition, subtraction, multiplication and division. The students have enjoyed 'hands on' lessons to cover topics such as fractions, measurement (volume, area, perimeter, mass and capacity), grids and coordinates, lines and angles, 2D and 3D shapes and chance.



During Literacy week – Year 4's focused on Roald Dahl and 'dressing' up their classroom doors!

Students completed Digital Technology rotations working on Office365 & Microsoft10 apps. 4A & 4C participated in an interactive collaboration with Mrs. Bearup.



5th GRADE

Year 5 Report (Shaun Lakeland)

Term 2 started with a unit on ANZACS. Students learnt about the role Australia played during WW1 and the Gallipoli Campaign. Year 5's were fortunate to have Vietnam Veteran Tony Galea visit us for a class presentation about his experiences and students had the opportunity to ask questions.



We also had a local excursion to the Carrum War Memorial where students laid a wreath, played a game of two-up and discussed some local war history. This was a positive experience and students enjoyed the opportunity to learn more about local history.

Our science unit for the term was 'Light Shows'. Students have investigated the properties of light through a range of about reflection, refraction, colour spectrum and shadows during our Year 5 STEM rotations. Students worked hard on a curiosity project based on a question about light. The aim of the project is for students to teach each other about various scientific concepts in a range of creative ways.

In the middle of our science unit, Year 5's spent 3 days participating in NAPLAN testing. The Year 5 teachers were careful not to over-emphasise the tests and hopefully it was an enjoyable experience for students.

During the term students engaged in a measurement and geometry project. Students planned, designed and created their own 3D city model which developed scale, shape, directions and coordinate skills.

The senior school athletics days was a great success, with many Year 5 students qualifying for district athletics. The effort and attitude of our students on the day was excellent.



The Year 5 students and teachers are really enjoying the opportunity to develop our ICT skills and embed ICT into the curriculum.



Year 6 Report (Deidre Carmona)

Another busy and exciting term in Year Six. The students have settled in well to our open learning space and are enjoying working in a variety of educational contexts.

We have had a Humanities focus this term concentrating on Federation, Democracy, and how the Australian Government works. As part of these topics the students spent a day in Melbourne visiting Parliament House, Federation Square and the Old Treasury House. In addition to our main topics we have had a three session incursion from Family Life. Topics covered in this include; Changes through puberty, how everyone is different, and how there is a need to be respectful towards others.

During this term we began our individual Passion Project or Genius Hour. This is a major part of our personalised learning and all students will have an individual inquiry based topic of their choice to research and present to the class. Each week the students are provided with the opportunity to work on these projects and conference with one of the Year Six teachers.

The Junior School Council have worked successfully as a team running assemblies and special events such as the Anzac Day Ceremony. They have been highly praised by visiting parents whilst completing school tours. Well done to Mr. Koppens. The House Captains have been working together with Mr. Patane to assist in junior classes and also on sports days. They are also responsible for opening the sports shed 4 days a week at lunch and recess. Mrs. Dyer has organised a new borrowing system that is working well.

Interschool sport continued with a change to winter sports; Netball, Football, Soccer and Tee Ball. All students participate on a weekly basis and represent our school in a positive manner, displaying excellent sportsmanship and behaviour at all times. The winter sport Lightning Premiership was held on the 26th May. The Netball, Football and girls Tee Ball teams have all made it through to the next stage. The students are all looking forward to competing in the event.

STUDENT WELL BEING



Welfare Report (Leanne Walker)

Lunchtime Clubs have been up and running again this term and continue to be very popular with many students. There are a range of clubs including chess, garden, library, social, dance, lego, singing, maths, radio, languages and gymnastics club.

Staff Professional Development: On Monday, 22nd May, all staff attended Chelsea Heights Primary School for the Resilience Project. Martin Heppell delivered an emotionally engaging presentation providing staff with evidence based, practical strategies to build resilience and teach positive mental health strategies.

National Buddy Day: was celebrated on Thursday, 15th June, and students got together to complete activities with their buddy grades. National Buddy Day is an initiative developed by NAB and the Alannah & Madeline Foundation to celebrate friendship and help raise awareness of bullying in Australian primary schools.

Masters of Counselling Students: We have continued to support Monash University with taking on two Masters of Counselling students, Marisa and Talia. Marisa began last year and will finish up this term. Talia has joined us this year and will be with us 3 days a week until the end of the year. It has been a privilege to have them with us and they have already counselled a number of students.

Class Representative Meetings take place three times a term. The class captains represent their class on issues and feedback raised by the students promoting student voice. The focus for this term has been on the curriculum and representatives have been asking their classes a number of questions related to the subjects taught. I love catching up with the class reps and hearing their thoughts on how to make Patto an even better school for them.



Kids Matter Report (Kim Morgan)

All staff have undertaken Professional Development completing components to provide Social and Emotional Learning (SEL). The Kids Matter (KM) Team meet fortnightly to reflect and plan on implementing PLPS programs for our students. The resources, available via the KM website, are fantastic for the school community, and will be included in the school's newsletter to give parenting strategies on a whole range of topics.

InSPIRE (In School Patto Integrity Respect Excellence)

InSPIRE, continues to be a big success across the school. Each InSPIRE group 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/mentor. Every student in the school is allocated an InSPIRE teacher who mentors them throughout their years at PLPS. Every class teacher, specialist teacher, the Principal and Assistant Principal are involved. There are a lot more daily "hellos" and greetings around the school.



The PLPS Wellbeing/KM program underpins InSPIRE, reinforcing the Core Values – Integrity, Respect, Excellence. This term we have focussed on

- Mindset
- Character Strengths
- Gratitude

Now well established, InSPIRE groups 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. Each session has a balance with both social and emotional learning and having awesome fun! The students are right into getting InSPIRED- and the staff are too!



Assessment and Reporting Report (Jason Zarb)

The handover of responsibility for coordinating the Assessment and Reporting PLT in 2017 was completed at the beginning of the year. Leanne Walker was previously the convener.

The team has met formally throughout Terms 1 and 2 to discuss a number of pertinent issues. In an effort to support the transition of new leadership, the

team initially reviewed the work they had performed in 2016 to give the 2017 members an understanding of the journey so far.

The school is currently preparing and planning towards introducing a new education management system named Compass and is hoping to have the software in operation by the beginning of 2018. A decision was approved to continue using Accelerus for reporting purposes in 2017. The team is currently reviewing a number of report formats in an effort to design a report that will reflect the feedback of all PLPS teaching staff.

Leanne Walker has created an Assessment and Reporting KISS Guide for teaching staff as a reference. It is presently in the process of being published and distributed.

Year levels reviewed and approved the 2017 PLPS Assessment and Reporting Schedule and all staff members were provided with an assessment and reporting timeline to assist them with time management and the scheduling of formal assessment.

All staff members recently voted on when to schedule three-way meetings, with the majority voting to keep meetings at the same time. This year, parent-teacher meetings will be held on Wednesday 28th June. The focus will centre on student future learning goals and areas for improvement.

Teachers in Foundation to Year 2 administer Maths Online as one of the formal assessment items. A request for more support has been recommended by the Assessment and Reporting Team to the School Improvement Team (SIT) to assist with administering the one to one test. The SIT is presently discussing ways to provide additional support to the F-2 teachers.

Individual Learning Improvement Plans (ILIPs) were created by classroom teachers and sent home to families in early May. Specific students were targeted in an effort to improve learning outcomes. Data was analysed and used to inform teachers and learning goals were established in accordance with the evidence gathered.

All staff members were provided with the PLPS Maths and Reading Assessment Tool to assist them with the report writing process. These documents were created by the Maths and English Professional Learning Teams (PLTs) to assist teachers with making professional judgements.

NAPLAN testing was administered to all PLPS Year 3 and Year 5 students on May 9th, 10th and 11th to assess Literacy and Numeracy. Test results will be available in August.

One significant change to assessment and reporting this year for all Victorian schools is the move from AusVELS to the Victorian Curriculum. Students will now be assessed against these standards. There have been some changes to the 2017 Victorian Curriculum Reporting Guidelines:

- For students to receive an 'A' rating they now need to achieve 18 months or more above the expected level instead of 12 months or more, as previously required.
- There is no longer a rating of 0.00 as there are now 4 levels of 'Pre-Foundation', i.e. Pre-Foundation A, Pre-Foundation B, Pre-Foundation C & Pre-Foundation D. Students cannot be assessed as N/A (Not Assessed) anymore.
- A did not participate or DNP entry is now available to do with students not being involved in the curriculum areas taught or not being able to participate. These include;

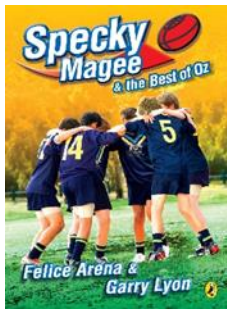
- NT = Not Taught
- DNPE = Did Not Participate – Exemption from Curriculum Area
- DNPL = Did Not Participate – Late Enrolment
- DNPP = Did Not Participate – Low Participation
- DNPI = Did Not Participate – Serious Illness
- DNPU = Did Not Participate – Unapproved Extended Family Holiday

ENGLISH



English Report (Poppy Morris)

Literacy Week was held earlier than usual this year due to Felice Arena (guest author) visiting the school. He was a huge success amongst the students and staff. As part of the Literacy week celebrations classes were asked to decorate their classroom doors according to an author study or book they were reading in their classroom. The results were fantastic!



Literacy Week's Patto Writing Competition

Thanks go to Mel Shipham for judging the writing that was submitted for the Patto Writing Competition. The winner's stories will be published in the newsletter and there was a winner from each year level. These students will receive a Principal's Award certificate and a book as a prize. Their parents have been notified and they will be presented with this at an assembly.



Literacy Week Family Picnic and Book Fair

Lamont Books was invited by Julie Shaw to come out and showcase their books for purchase. The students loved having their families come along and having lunch together, to show off the decorated doors and visit the book fair. The book fair raised approximately \$700 to spend on books for our library. Thank you to Julie Shaw and all of the aides that assisted on the day.

NAPLAN testing was undertaken by all Year 3's and 5's on: Tuesday 9 May 2017, Wednesday 10 May 2017 and Thursday 11 May 2017

Spellodrome

On the 1st March, some staff undertook a PD on the use of Spellodrome and its application in the classroom. We were fortunate enough to obtain an extension on the trial. Although the teachers who attended found enormous value in using it to support their spelling program upon review it was decided that it wasn't viable for the school to go ahead and purchase this program. It is going to be reviewed in 2018.

There are 119 students enrolled in the Premier's Reading Challenge (PRC) this year.

English Curriculum Day Tuesday 18th April Staff PD

Alan Wright introduced the 'Writer's Notebook' to all staff and has reignited the passion for writing amongst students and staff predominately in the 3 – 6 Year levels, which is where this approach to writing has been most successful. The Junior school were also introduced to the 'Writer's Notebook' and what writing in the junior school can look like. Vicki Froomes spent time recapping the strategies used for Independent Reading and Fountas and Pinnell which is an assessment we use for reading.

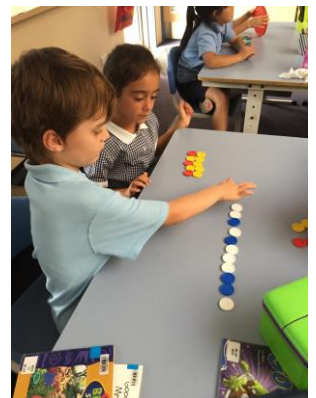


Mathematics Report (Mel Bowly)

Term 2 has been a busy term for Maths. Maths coaching has started with Megan Sinclair and Lisa Clark in the Year 1 area.

Mathletics – There is a new look to Mathletics this term as there is a new interface and it looks very different to

what it was. I am going to look at getting some PD, either webinar or someone out to go through the new format so we can help children and teachers. The usage level for Mathletics has been very high amongst the entire school and the children are enjoying all the program has to offer both at home and in the classroom.

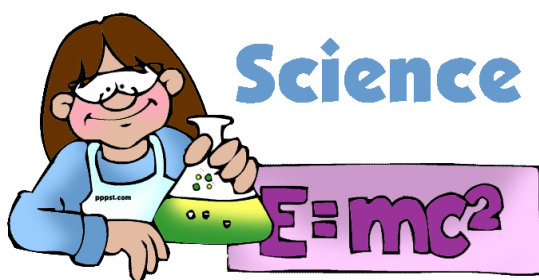




Maths Club is being held on Wednesdays for senior school and Fridays for junior school in the LAB.

Maths Olympiad – Led by Sandra Murphy. Practice for Maths Olympiad is being held at lunchtimes on Fridays with Nat Groat who is guiding the children through the Maths Olympiad. Numbers are down this year but this is also cohort dependent. Looking to

next year we could look at promoting it a lot more in Term 4 of this year, through assembly talks and giving the 3, 4 and 5 teachers the competitions to have a go with their classes in preparation for next year.



Science Report (Luke Milgate)

All classes have enjoyed the 'hands-on' aspect of their Science classes this term.

Foundation have been getting wet and messy recycling paper and testing the strength of materials such as plastic and foil.

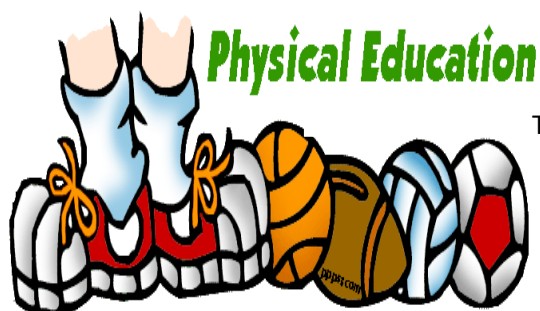
Year 3 have been melting crayons and toasting marshmallows in their unit about the properties of heat.

Year 4 have been making plaster of Paris fossils from the mould of a shell set in clay, as a part of their unit 'Beneath Our Feet'.

Year 5 have been exploring the properties of light, using light boxes, glass prisms and LED torches.

Year 6 have been creating K'Nex models which use energy from the Sun, water and wind to work. They have been making electrical circuits and learning the basics of electrical annotation.

Next term our Science/STEM night will be held during August. More details to follow soon!



Physical Education Report (Adrian Patane and Kelly Laughlin)

Foundation

The foundation students have still been focusing on developing their fundamental motor skills, mainly through balance, dribbling, throwing and kicking. The students have been introduced to a number of games. The aim is for them to understand: rules, boundaries, sportsmanship and fair play. Sportsmanship and fair play have consistently been role modelled during lessons. PMP style lessons with balancing and agility have still

continued throughout this term.

Year 1 and 2

The Year 1 and 2 students have been focussing on games with strategy, sportsmanship and fair play. The games chosen allowed students to think more deeply about the game. AFL skills were introduced with kicking, handballing, bouncing and the rules at the forefront. Students continued endurance style warm ups, with the aim of running 1-2 laps without stopping.



Year 3-6

Students from Year 3-6 have focussed on Athletics and AFL. Students were shown and participated in an array of activities such as: Long Jump, Triple Jump, Shot Put, Hurdles, various sprints, Discus and High Jump. The Year 6 students participated in 4 running sessions with the Director of Fast Tracked Performance, Shaun Penny. The students had a lot of fun learning running games and gained a wealth of knowledge about their body, nutrition and running technique. Similar sessions were run by myself for Years 3 and 5.



Athletics Carnival

The Athletics Carnival was conducted on the Thursday the 1st of June. Although the weather was very cold, the day was excellent. The students participated in numerous Athletic events such as: Hurdles, 100m, 200m, 800m, Long Jump and Shot Put. A big emphasis was placed on House activities so we conducted: Novelty Races, Longest Handball/kicking Competition, Skipping Challenges and the Vortex Throw. A huge thank-you to all the parents, staff and admin to make the day possible.



Cross Country River Run and District Race

The Cross Country River Run at Patterson River for Years 3-6 was conducted on 27th of April. The 9 and 10 year old students ran 2km's and students 11, 12 and 13 years old ran 3km's. The top ten students progressed through to the District Cross Country at Cornish College. We were lucky enough to take 64 students to District. We had an amazing 25 students progress through to Division held on the 7th of June.

Winter Lightning Premiership

Patterson Lakes Primary school competed in: Netball, Tee ball, Soccer and AFL. The students' attitude and behaviour was excellent. They displayed outstanding sportsmanship and represented our school in a fantastic manner. Once again, we had amazing results (listed below). A big thank-you to the Year 6 teachers for doing a fantastic job coaching and preparing their teams.

Netball: Girls and Mixed through to next round

TBALL: Girls team through to next round

Football: Through to next round – did not concede a point all day.

Soccer: No team through to next round

YEAR 4 SPORT (Kelly Laughlin)

The main topic for Term 2 was Athletics. The track and field events consisted of High Jump, Discus, Shot Put, Long Jump/Triple Jump and 100m sprints. This was all in preparation for the Year 3-6 Athletics Carnival held at Ballam Park and for the District Athletics in Term 3. Students were highly motivated by watching professional athletes perform world records on the interactive whiteboard. The Athletics day at Ballam Park gave all students from different levels of sporting abilities the opportunity to participate in track and field events on the day.

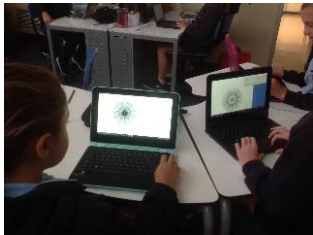




ICT Report (Helene Bearup)

As Term 2 draws to a close, so does Stem: DigiTech for years 1s, 2s and Foundation B and C. Yrs. 3s and 5s continue into the next Semester. It has been great exploring the new Victorian Digital Curriculum, bringing coding and robotics and a new twist to digital technologies to PLPS students, as well as

looking at familiar applications in new and interesting ways. Rather than just learn by doing, children are encouraged to think and understand why and ponder the possibilities and then try to create them.



Who would have thought that Year 3s would get excited about data! After completing a survey, they explored the 'Big Data', conducted their own investigations seeking answers to their own questions, to eventually produce graphs.

Students in Year 3 and 5 also examined geometric shapes and drawing and discovered the math behind it to code the instructions using Logo. Being clever shortening the code by repeating the drawing of one side and the correct angle as $360 \text{ degrees} \div \text{number of sides}$, actually makes sense and a simpler code. **Year 5s** were encouraged to construct longer looped strings of commands, and apply additional code that performed different functions to achieve spirals and draw interesting shapes and make inventive coded pictures.

Students in Year 3 and 5 completed an investigation into how digital devices actually show colour and cameras capture colour. Light is white but is actually every colour of the rainbow. Computers cannot do what our eyes and brains do, so we discovered how they do this. It all comes down to math and science! It is pixels and colour filters that measure and show the red, green and blue frequencies and then compute how much of each to show the exact colour which could be any one of 16.776 million possibilities. Year 5s took this a bit further and broke it down to the basic binary code. It's just math really and digital devices do this very quickly.

Year 2s have been exploring movement using stop motion animation. This has involved exploring Pivot, using the Ikea men in the green screen studio and painting their own series of images in MS paint. These will be uploaded and converted into an animated GIF, before the end of the term so they can see them 'flash' and use them in a PowerPoint presentation.



Coding and BeeBots with Year 1s has been a challenging exercise as children needed to think about the problem, apply the correct code to get the correct result. By learning and examining their mistakes led them to an understating of how each is closely related. It is not guess work, its hard work! Later they did a number of alphabet timed typing



tests and a completed a number of typing practice exercises online. The results were later they entered into a spreadsheet that graphed the results. They could see that practice leads to improved learning over time. After this, they learned how to present a Word document.

Foundation students have been learning the alphabet and sounds accessing web links from a digital document. They can locate the document following the algorithm (set of several steps) and manage tabs in a web browser. Counting carefully to enter the correct number of forward arrows to take the BeeBot move is easy but calculating how many more to reach a number it is a bit harder. The students are using BeeBots to solve math equations and navigate a maze.

PLPS R@dio: This term the crew has grown. The students have produced successful live shows each week. Radio captains, Harry and Abbie in Year 4, are training the newbies in script writing, managing the console and equipment in the radio room. They interviewed Mrs. Mayes in a recent show. Hear the shows on our podcast site: <http://bit.ly/plpsradio> Leave us a comment, we would love to know what you think.



The Visual Arts Report (Emma Munnikhuis)

Foundation

Throughout the semester, students have explored various Art areas, materials and skills. Threads and Textiles has been a topic where students have made finger puppets. Each child created their own animal character. This was a favourite and there was a lot of finger play happening upon completion of students' unique characters. Students also explored a modelling unit using clay and plasticine. Discussions of what is clay and plasticine, took place. Manipulation of these materials were encouraged: squeeze, push/pull, flatten, stretch, pinch, lengthen/stretch, break, shorten, twist, roll, join, bang and press. Students learnt to model balls and coils (sausages). Students went onto explore rubbings. These rubbings created visual texture (Implied Texture) for them to tear and create a collaged crocodile. Loads of skills were applied. Who would think crocodiles could look cute? A focus of Indigenous dotting took place. Students were to maintain even dotting size and spacing. This is a difficult task but very therapeutic. Loads of new skills and exploration of various materials continued this term. We have all been creative whilst having fun. Next students will be moving onto exploring portraits inspired by Matisse. This will be fun and colourful.



YEAR 1 and 2

Completion of Ken Done collages have occurred. We discussed his use of bright colours, simple pictures and how he depicts Australia in his works. They look stunning! So many art areas were covered in this project. Printing of flowers with paint, tracing, cutting out vases, pattern (Zentangles) work with pastel and modelling a dragonfly from Magiclay.

Sewing practise also took place and then students constructed a dog from textiles. This was a favourite as the dogs looked cute.

A modelling unit of work making Magiclay dragonflies was completed for the Ken Done collage. Then to extend students' knowledge we modelled with plasticine. This time we made standing Noni Ponies inspired by the book written by Alison Lester. Finally, we modelled clay birds. Once fired, the birds will be decorated with pastels, ink, beads, a wire hanger, feathers, and Kindy Glitz. Keep your eyes peeled.



To complete the term we will move onto appreciation of Indigenous art. Students will discover and explore Indigenous X-rays and dotting.



YEAR 3

Students were inspired by the Pop Artist, Jim Dine. We looked at his two and three dimensional heart artworks and could see that Jim loved texture. This helped us learn that texture is how it feels. We made a heart armature from foil which was a challenge. Then we mixed instant papier mache to cover our heart armature. The hearts and pop stick backgrounds were then painted. Handles will be made with beads and pipe cleaners.

Making and creating these Heart Hangers are fantastic as this activity requires loads of skill and is loads of fun.

Students were also informed about James Goldcrown a US Street Artist famous for his hearts. We will be drawing these and learning more about Street Art in preparation for our Year 4 excursion in 2018. Students were able to appreciate the different mediums and ways artists get their messages across to viewers even if they have used the same subject.

Year 4

The students have recently completed, 'Fabulous Feathers'. This is a bird collage inspired by the book, 'Feathers For Phoebe' by Rod Clement. The bird collage included loads of skills: drawing, creating zentangles (Patterns), painting and presenting work with various jewels, corrugated paper strips and various patterned paper shapes. They are stunning and will soon be on display in our corridors.



Currently we are making Dry Felt Teddies. Students have designed and drawn a teddy to be traced onto felt. We have proceeded to make our teddies furry by using a dry felting technique. Students are very aware and responsible for using the dry felting needle safely and correctly. These teddies will be decorated.



YEAR 5

We commenced with an artist study of the famous Picasso. Both Picasso and Cubism were discussed. Being inspired by his work, we drew a face showing different perspectives. Most of our Picasso faces show side and front eyes, nose and mouth. Students then carefully painted their Picassos and painted a tint and shade to their backgrounds. These Picassos were completed with black outlines and zentangles (Patterns). This really made them POP! These works of art are super effective.

Students then took a look at Cezanne who inspired Picasso. Cezanne was a Post-Impressionist who started a new style of working towards abstract and simplifying shapes. He also was known for some Still Life works of art. Our students then painted apples with only their fingers! Therefore Pointillism was discussed. These apples look amazing and we learnt history and new skills along the way.

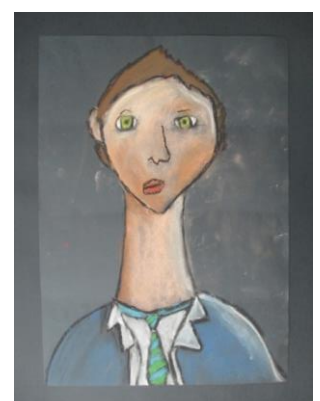


YEAR 6

Students started with a recycle unit. They used newspaper to create a self-portrait newspaper collage. This was a lengthy activity and a huge challenge. However, they look fantastic.



We further consolidated our understandings of portraits and students participated in an artist study of Modigliani. Modigliani elongated necks, drew almond eyes, an angular nose and a button mouth. Students drew their own portraits with soft pastels inspired by Modigliani. These are not complete as of yet but are truly remarkable. Take a look at Luas C (6D) uncompleted work. He has truly captured Modigliani's style.



Music



The Musical Arts Report (Mark Drysdale)

This term in Music students in all year levels have begun to learn music to perform in the concert in Term Three. Year six students have been learning about West African Percussion Music and have been using rock band instruments to play Dance Hall inspired pop songs. In Year five, students have been learning about Rhythm Band and rock music. Disco and Rock music have been studied and performed by the students in

Year four. Year three students have been learning to play rock and pop songs using voice, ukulele, keyboard, bass and drums. Year two students have been learning about music and dance from Ireland, and have been developing improvisation and composition skills. The students in Year one have been learning folk music songs and dances from all around the world.

Foundation B and C (Helene Bearup)



The musical sounds coming from room 19 each Thursday have been improving as the students' knowledge and skill with music grows. Layering beat with repeating patterns, improvised melody and song has made the portable sway with sweet music. So far the weather indicates that all our musical experiments with, 'it's Raining It's Pouring' have kept the raindrops away! The last few lessons have been devoted to getting the concert item ready for term 3. That's a secret!



HUMANITIES

Critical and Creative Thinking (Patty Lamaro)

The new Victorian Curriculum includes four '*capabilities*' for student learning across all subjects. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

The capabilities are: '**critical and creative thinking**', '**ethical**', '**intercultural**', and '**personal and social**'. All of the capabilities promote collaboration, perseverance, problem solving, empathy and self-reflection in the classroom.

Currently, there is a trial being supported by the Mitchell Institute involving eleven schools. The Critical and Creative Thinking (CCT) team, plus members of the School Improvement Team (SIT) attended a day of professional development on Monday 5th June. Bill Lucas, international adviser of the Mitchell Institute and educational expert, shared some of his knowledge and expertise, and we were involved in some hands-on activities that encouraged us to be 'critical and creative' thinkers.

The critical and creative thinking capability aims to ensure that students develop:

- understanding of thinking processes and an ability to manage and apply these intentionally
- skills and learning dispositions that support logical, strategic, flexible and adventurous thinking
- confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar contexts.

The aim of the CCT team is to ensure that staff across all year levels develop a clear understanding of the CCT capability, and an awareness of how we can best create environments in our classrooms that are conducive to critical and creative thinking. The CCT team will also ensure that effective resources, ideas and strategies are shared amongst staff, and that productive feedback is discussed and considered.



Languages Report (Clara Mangone)

The students continue to experiment with the Spanish language and culture through language rich activities such as rhymes, songs, clapping, puppets and action games. Repetition and recycling of vocabulary help the children to identify frequently used words and simple phrases. Languages Online, the supporting online program from the Department of Education, is used in class to familiarise the Foundation students with their use. Year 1 and 2 are encouraged to use it mostly at home to consolidate their learning.

In Foundation the students enjoy using the language of greetings and introductions, the songs and the numbers up to ten. Through interactive activities Year 1 and 2 students explore and expand the language vocabulary of introductions, colours, days of the week, body parts, actions, numbers and family. The students use the language for functions such as counting, asking and answering questions, singing popular children's songs and responding to classroom instructions.

For the first time the Year 2 students have participated in the Language Perfect World Championship working with familiar and new vocabulary. Their participation has further developed their listening, speaking, reading and writing skills, and their enthusiasm and confidence with the Spanish language. They achieved:

1st for Spanish in Victoria for the 51-100 students category out of 8 schools

3rd for Spanish in Australia for the 51-100 students category out of 63 schools

17th for Spanish in Victoria out of 169 schools

The lunch time Languages Club continues to provide for the students a place and an opportunity to listen to the Spanish language and enjoy sharing a common interest.

