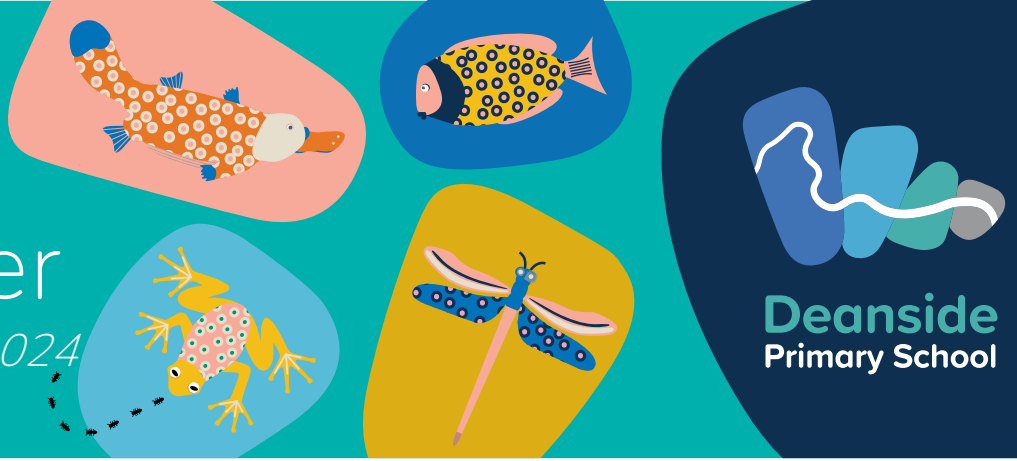


Week 2, Term 2

Newsletter

Tuesday 26 March 2024



Important Dates

- Tuesday 30th April: School Council Meeting 9am
- Friday 3rd May: District Cross Country (selected students only)
- Wednesday 8th May: Photo Day
- Friday 10th May: Grade 5/6 Interschool Sports

Principal Report

Dear Deanside Community,

Welcome back! We hope all students had an enjoyable and restful break in the holidays. I am sure you enjoyed the beautiful sunny days as much as the staff did. I hope that all of the Easter Eggs have now been eaten and we can settle back into school routine for the term ahead.

Welcome Mr Nick Linton

I am excited to announce that our staff is growing, and Nick has joined our team this week. Mr Linton will be the 4th teacher in our Grade 3/4 area. Please make Nick feel welcome when you see him in the school.



Hi everyone, I'm Nicholas Linton, Nick for short.

I've been teaching for a while now and I'm excited to teach in a new and welcoming environment like Deanside. I have a passion for fostering happy, curious, and self-motivated learners.

Learning is something that is best done in collaboration with others, so there's plenty of teamwork and discussion in my classrooms. Outside of teaching and learning, I'm a long-term Brisbane Lions supporter and I love theatre and live music. I can't wait to get started, and I look forward to year full of learning and laughter.

P: (03) 8080 5444

E: deanside.ps@education.vic.gov.au

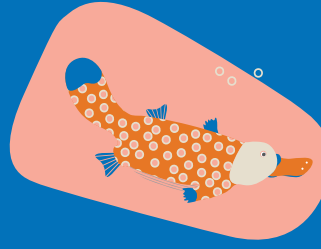
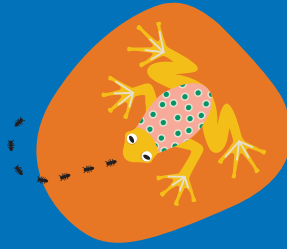
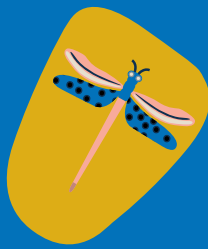
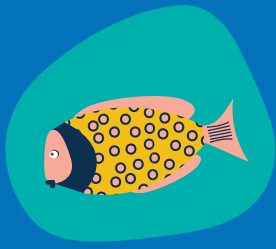
 @deansideps  @DeansidePS

Excellence

Respect

Responsibility

Care



Students of the Week

Week 1 - Term 2

PrepA- Zarko Kolovic

PrepB- Deeya Sharma

PrepC- Anna Tran

PrepD- Ali Mirza

1/2A- Marvelle

Likhitratanapisan

1/2B- Maci Boxshall

1/2C- Nuha Khan

1/2D –Shahan Gohar

1/2E- Divansh

Sharma

3/4A- Karanvir

Pandher

3/4B- Pia Verma

3/4C- Namidu

Akmeemana

Jagoddage

5/6A- Larina Johnson

5/6B – Sarah Hoang

5/6C – Aria Berger



Welcome Ms Belinda Ellul

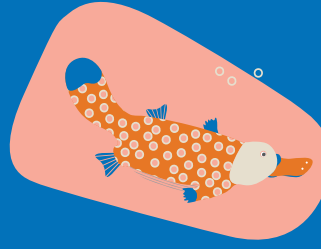
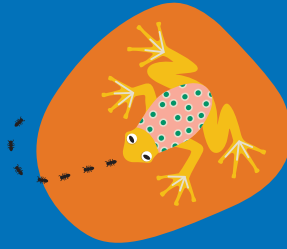
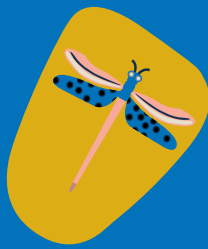
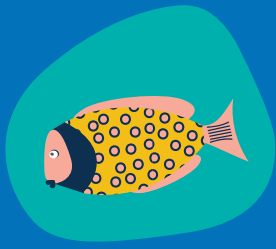
Hi everyone, my name is Belinda, and I am super excited to be joining the community at Deanside Primary School.

I began my first role in education support in 2013, which lead me into a new passion and taking on an OHS role within the primary school setting. It allowed me to take on new challenges and extend on my own personal growth and learning to support the school in a different perspective. I'm looking forward to using these skills and knowledge to support a healthy, safe and positive environment at Deanside Primary School. In my free time, I'm a proud mum of 2. I enjoy spending time with my family and friends. And I also love baking cakes and cookies.

Enrolments, classes, staffing and recruitment.

Deanside Primary School and the suburb of Deanside continues to grow and evolve before our eyes every day. With many new homes now being occupied and families moving into their homes or rentals, it is resulting in increased student enrolments (as well as many enquires). We are excited to see our new students and families embrace our school culture.

Over the coming weeks and months, we will continue to welcome new students into our school. As students enrol in our school, we will constantly evaluate the class structures to ensure that our overall Prep to Grade 6 average does not exceed 26 students per classroom, and that the average class size of 21 is maintained in our Prep to Grade 2 classrooms (as per Department of Education recommended guidelines). It is unknown how many students will transition to Deanside Primary School, or which year level they will enter – therefore it is impossible to determine what grades may be affected by additional students. I will continue to keep families updated on any potential class growth in the future to ensure we maintain a clear focus on the educational needs of our students. Over the coming weeks and months, we will strive to maintain a detailed and thorough recruitment process so that we can ensure that we employ the best possible educators to drive the teaching and learning at Deanside Primary School.



School Gates

Each morning our School Gates open at 8:45am and again at 3:25pm for access to the school. We have noticed lately that some parents are leaving their children at school gates well before the opening time. If you have appointments, meetings or work commitments and need to leave your children at school before 8:45am – we urge you to use the Before School service – Big Childcare.

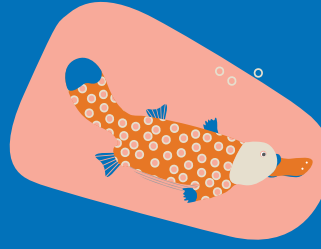
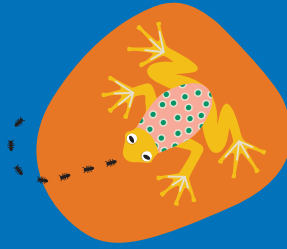
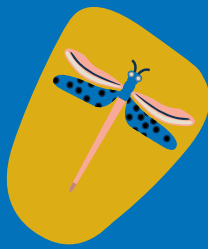
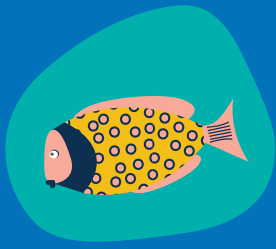
Please access their website at - <https://bigchildcare.com/> to familiarise yourself with this service and make bookings.



It's time to arrive on time!

If your child arrives at school after 9am, they must enter the school through the Main Office and collect a late pass. Recently there have been some students entering through the gates after 9am and not making it to their classrooms before teachers mark their roll. As a result, the student appears as absent and our automatic messaging system sends a message to parents to indicate this, causing some confusion for office staff and parents. To eliminate that being an issue, we simply ask that any late children arrive through the office – ideally we want every student to be at school between 8:45 and 9:00am every day to ensure we can maintain consistency. At 9am our staff are already following timetables, students are transitioning to Specialist Classes, lunch tubs have been taken to the canteen and special events may have already started. The concept of punctuality is a lifelong skill that we should be instilling in our children from Primary School age, if you are regularly late to school please set all your alarms 10 minutes earlier 😊

We recognise that many parents spoke about Conservatory Drive being a barrier to punctuality. But now that Conservatory Drive is open during school times and traffic flow is a lot better; we are hoping that attendance and arrival times can improve significantly across the school.



Conservatory Drive, Commuting to school and Traffic and road awareness.

This term has started with the 'partial' opening of Conservatory Drive between 8am and 5pm has occurred. This agreed opening of the road has been negotiated with the Developers and Melton Council. We appreciate that this has occurred and it has made a significant change to traffic congestion during our most busy times.

Now that we have Conservatory Drive open there is a few items I want to reinforce.

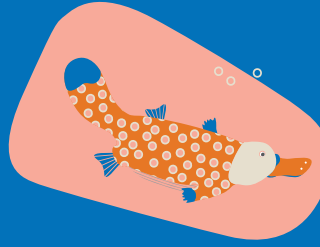
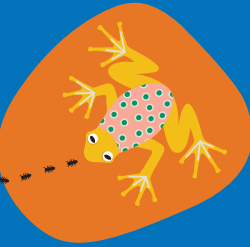
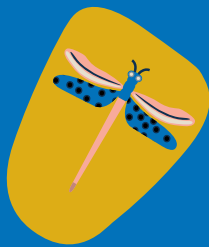
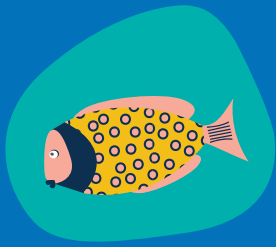


There is a safe pedestrian crossing outside the main office area. Please encourage children to cross at this designated point as there are now a number of vehicles/trucks using Conservatory Drive and this is the safest crossing point.

I have followed up with Melton Council if they can also provide additional access to the footpath on Conservatory Drive by removing a section of temporary fencing each day.

On Conservatory Drive there is a designated area with red line marking. This is a 'Drop off and Pick up' Zone. There is signage associated with this area that clearly states it is a NO PARKING area on School Days between 8am-9:30am and 2:30-4pm. During School times it is only a 2 MINUTE parking area allowing vehicles to pull in, collect or drop off their child and drive off. This type of feature can only work with community support. Please do not park in this area unless you are using it for its intended use. There is now a large number of parking spaces available along Conservatory Drive if you need to park and walk into the school. I have asked that the school be provided with time to support and educate families before Melton Council begin patrolling the area - so let's all try and develop safe and legal driving habits around the school.





We have received complaints about vehicles being parked on grassed nature strips around the area. I simply ask that our families respect local residence and the grassed nature strips and not park in these areas.

I am continuing to work closely with Melton Council to support the traffic, parking and general commute around the school. They have kindly designed the attached flyers that supports safe driving around the school as well as a detailed map of parking locations around the school. Please familiarise yourself with this brochure so that we can all work together to understand traffic flow, parking and access.



HANDY TIPS FOR SAFE PARKING

- Park a few streets away and walk to and from school. Use this time to teach your child about road safety and be a good role model.
- Allow enough time to get your child to the school gate safely and without rushing.
- Always observe the parking signs around the school.
- Never park illegally in a driveway, or on/near a school crossing.
- Never double park or wait on the road at a pick-up / drop off point. It blocks the vision for other drivers, forces children onto the road, obstructs the flow of traffic, and may force other drivers to make inappropriate driving choices.
- Do not use staff car parks or driveways to drop off your children.
- Please remember to be patient, courteous and respectfully when driving around schools.
- More information can be found at: melton.vic.gov.au/Services/building-Planning-Transport/Roads-and-Jetco/Car-parking


DRIVING SAFELY AROUND OUR SCHOOL
Safety around our school is everybody's responsibility

OBEY THE SIGNS

Parking unsafely puts children at risk.
There are parking restrictions surrounding schools. The areas are regularly patrolled by City of Melton Local Law Officers and Victoria Police, purposely for the safety of children and the community. Council and Victoria Police conduct enforcement actions by the way of infringement notices to seek compliance and educate an unsafe parking and driving matters, which can put a person in danger.

Other common parking offences

- Parking on a nature strip
- Unreasonably obstructing flow of traffic
- Double parked
- Stop too close to a school crossing
- Park within 3 metres of a continuous dividing line or dividing strip.



No Stopping
You must not stop at the kerb or any reason where No Stopping signs are located or within 10 metres of an intersection.



No Parking Signs
You may stop for up to 2 minutes but must not leave your vehicle.



Speed Limit
Do not exceed 40km/h in school zones.

KEEPING OUR CHILDREN SAFE

- Children up to nine years old should hold an adult's hand in traffic.
- School crossings are the safest place to cross the road.
- Always take crossing procedures: STOP, LOOK, LISTEN and THINK.
- Drivers must stop at flagged children's crossings if a pedestrian is on, or entering the crossing, even if there is no crossing supervisor present.
- Children should exit the vehicle from the rear kerbside door where possible.
- Plan your trip, don't change direction of travel.
- U-turns should be avoided, please use roundabouts to turn your vehicles around where possible.

CHILD RESTRAINTS & BOOSTER SEATS

- Children aged 4 years to under 7 years must be properly fastened in an approved, adjustable forward facing restraint with built in harness OR an approved booster seat with a properly fastened and adjustable seatbelt or child safety harness.
- Did you know? The Victorian road rules allow a child aged 7 years and over to travel in the front seat of a car, however research shows that children under 12 years of age are at a greater risk of serious injury when travelling in the front seat.

More information can be found at: vicroads.vic.gov.au/Childrestraints



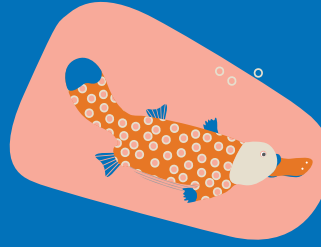
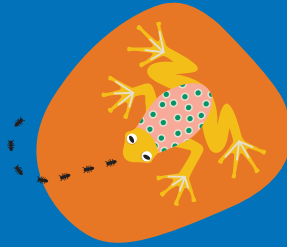
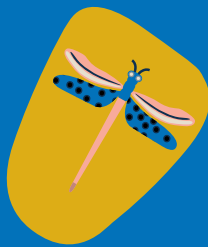
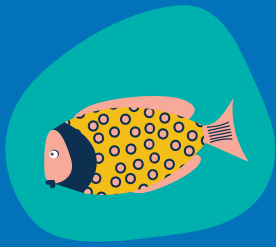
DEANSIDE PRIMARY SCHOOL
INTERIM PARKING & ACCESS ARRANGEMENT



	UNRESTRICTED PARKING		DISABLED PARKING
	PICK UP / DROP OFF ZONE		NO STOPPING ZONE
	PEDESTRIAN PRIORITY CROSSING		

REMINDER - Student accident insurance/ambulance cover

As per DET guidelines, it is important that we remind parents that we do not provide personal accident insurance cover for students. Parents and guardians of students who do not have student accident insurance/ambulance cover, are responsible for paying the cost of medical treatment for injured students including the cost of ambulance attendance or transport. Parents are able to take out private Student Cover accident insurance if they choose to via www.studentcover.com.au in addition to this family ambulance cover is also encouraged.



School Council

Reminder that we have School Council is on Tuesday 30th April at 9am.

Introducing Our School Council for 2024

Our School Council Members for 2024 are

- Stuart Telford (Principal and Executive Officer)
- Redwan Rahman (Parent and President)
- John Moore (Parent and Vice President)
- Bhargavi Arjun (Parent)
- Harleen Kaur (Parent)
- Samantha Pahlke (Parent)
- Emma Bainbridge (DE)
- Juliet Berger (DE)

Below are some introductions of our School Council members. If you see them in the yard, please reach out and say hello. We will introduce the other members in the next newsletter.



Bhargavi Arjun –

My name is Bhargavi and my son Parikshith goes to 1/2A of Deanside Primary School. I am excited to be part of Deanside Primary School Council and looking forward to be working towards making our school one of the best!



John Moore –

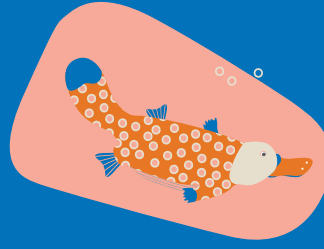
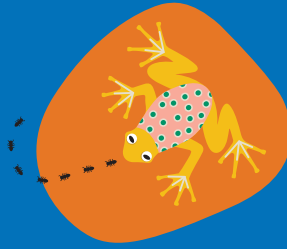
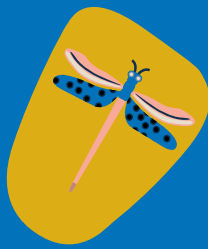
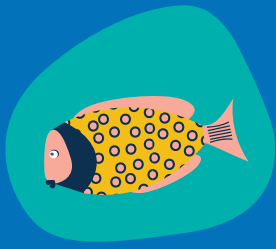
Hi there! I'm John Moore, and our family moved into the area late last year, which was great timing as our daughter Madison started prep this year. Just like many of you, I want to give my kids the best from life and school, and one way of doing that is through school council. I hope that being part of school council I can help influence positive action for all the children (and parents) at the Deanside PS to have the best experience possible.



Harleen Kaur –

Hello Deanside Primary School community!

My name is Harleen and I've been a member of the school council for the past two years. A little bit about myself... I am a mother of two wonderful girls, one of whom graduated from our school just last year while the other is currently continuing her educational journey in grade 1.



As a family, our journey with this beautiful school commenced back in 2022 when the school first opened its doors to the local community.

Being a part of the 'foundation' cohort forged a strong sense of belonging and connection with the school that continues till date.

I love the ethos of our school and believe that as a community, we are fortunate to have dedicated professionals who go above and beyond not only to provide quality education but are also amazing role models as human beings to our children as they consistently demonstrate school values of respect, care, responsibility and excellence.

Being a part of the school council provides me with an opportunity to partake in the school's policy and decision making that puts children's best interests at the forefront, while allowing me to support our school in becoming a high performing educational institution within our community.

Thank you.



Juliet Berger –

Hello Deanside Community!

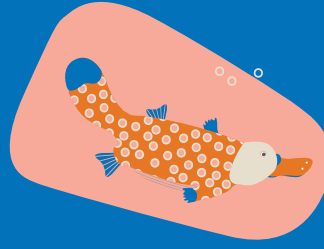
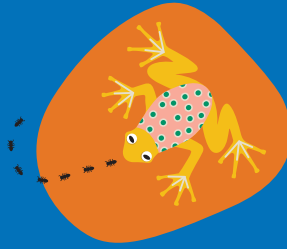
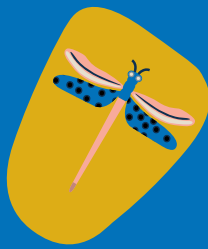
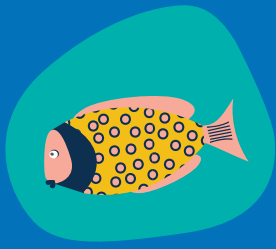
My name is Juliet Berger, but you probably know me better as Ms Jules. I am a founding member of staff since the school opened in 2021 and I have enjoyed getting to know our students and families. at our ever-growing school. I am currently teaching 3/4 and my own children also attend Deanside and love it here. I am excited to take on the next challenge as a member of School Council and continue to work with our wonderful community.

Mr Telford on Leave

As some of you may be aware, last term I tore the meniscus in my left knee. Next week I will be undergoing surgery on my knee, followed by 6 weeks of rehab and recovery with an expected return date of Friday 14th June.

In my absence Ms Lina will be Acting Principal. We will also be welcoming Mr Mitch Johnstone as Acting Assistant Principal.

I am confident that in my absence the Principal class team of Lina, Mitch and Emma will continue to create great opportunities for the students and families of Deanside Primary School.



Hello Deanside Primary School!

My name is Mr Johnstone, and I am excited to be joining the Deanside community as an Acting Assistant Principal throughout term 2. I have been a Leading Teacher at Creekside College since 2017 in curriculum development, and prior to that taught at Brookside College from 2013 - 2016.

I live with my wife Ashleigh, two sons Lewis (5) and Jude (3), a nine week old daughter named Isla and our Golden Retriever Murphy in Fraser Rise. It's a busy household! Away from family life and school, I love my sport, especially Cricket and Australian Rules Football. I'm a playing coach at the Yarraville Club Cricket Club and a big fan of the Carlton Football Club. Go Blues! Apart from sport, I love to read and watch movies and documentaries, and even have dabbled in the world of podcasting.

I have already had the chance to tour Deanside Primary School and was immediately impressed with the community feel, the willingness of students to learn and try their best, and all teachers being incredibly engaged with their classes. I look forward to meeting everyone and to contributing to the school community.

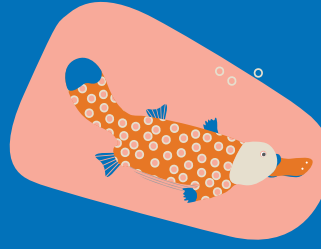
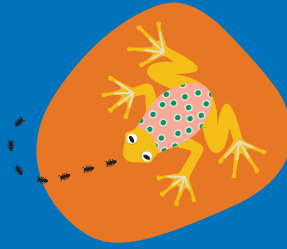
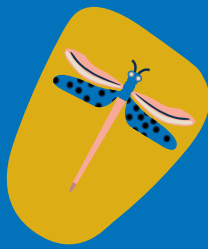
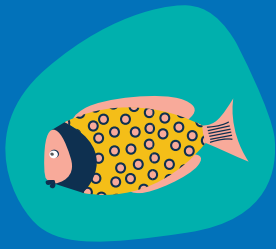
2025 Prep Enrolments

It's hard to believe I am writing this as I can't believe how quickly the year is going, but Prep enrolments for next year will be taken from the beginning of Term 2. We have already been receiving enquires about new families joining our school in 2025.

Parents are required to supply the following information when enrolling:

- Proof of residence in Deanside
- Proof of age (birth certificate or passport)
- Immunisation certificate

Prep tours will be held throughout Terms 2 & 3 for interested parents. Bookings through the office are essential for the school tours. If you know anyone interested in having a school tour please pass on the school number – 8080-5444.



School Values

Our School values are important to us. Remember to Respect, Be Responsible, Strive for Excellence and show genuine Care for others and the environment.

Stuart Telford
Principal

Deanside Primary School is committed to child safety. We want children to be safe, happy and empowered.

PROTECT

Protecting children & young people
from abuse is our responsibility



We respectfully acknowledge the Traditional Owners of country throughout Victoria and pay respect to the ongoing living cultures of First Peoples.



Assistant Principal Reports

School Uniform

As we have settled into term 2, it is vital that all students are following our school expectations of wearing full school uniform every day. I thank all our families who ensure that their children are in the correct uniform, which includes a Deanside logo t-shirt/jumper and navy-coloured pants/skirts/shorts.

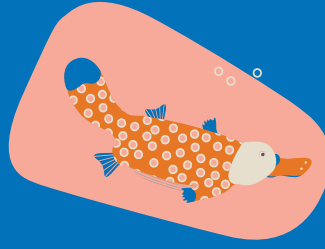
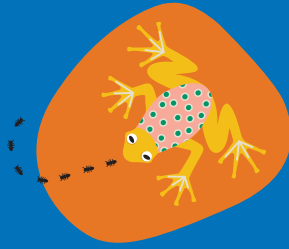
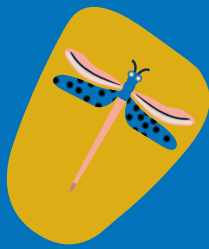
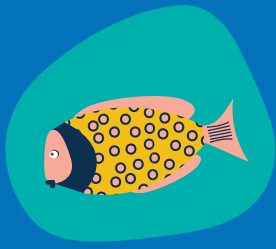
However, over the last couple of weeks, I am noticing more and more students arriving to school with different coloured pants (cargo pants, jeans, coloured leggings), jumpers and jackets. I am asking all families to please ensure you are following our uniform policy and dressing your children in full school uniform every day. Pants/skirts/shorts/jackets must be navy blue in colour as outlined in our policy. Please visit our website for the full policy.

P: (03) 8080 5444

E: deanside.ps@education.vic.gov.au

 @deansideps  @DeansidePS





One of our school expectations around Excellence is:

“We show excellence by wearing a clean and presentable school uniform every day.”

We will be focussing on this expectation over the next few weeks and teachers will be following up with families when students are out of uniform, through a compass notification.

If you need assistance in purchasing uniforms, please come and see Mrs. Bainbridge or Ms. Shana.

Birthdays

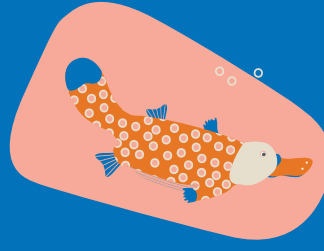
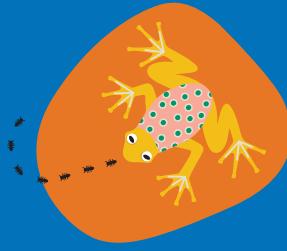
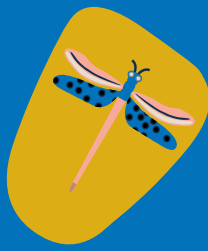
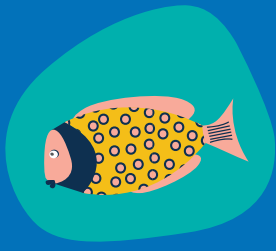
As a school we will do our best to respect parents' wishes when recognising and celebrating birthdays of students. If parents would like to acknowledge their child's birthday by providing a gift bag for children, we certainly think that is a great way to celebrate. However, we simply ask that no food items (cakes, lollies, chocolates etc) be provided in bags to ensure we respect parents' wishes for what their children eat as well as food allergies, and cultural/religious reasons.

I would recommend accessing \$2 shops, gift shops, Kmart, or Big W to find small cheap alternatives if you wish to acknowledge your child's birthday at school. Pens, pencils, rubbers, small toys, card games, simple puzzles, can often be bought in bulk and cheaply from various outlets.

Homework and Home Reading

Homework and Home reading books were sent out this week. The main purpose of homework is to support the learning that is happening at school. It also should promote an authentic connection and a sense of independence and choice, as they choose the activities they wish to complete, as well as some tasks that must be completed.

Homework is an independent task. It should require little support from you, so please ensure you are reminding your children to complete it and support them by encouraging them to work on their own.



Our expectations around home reading are that every student is reading or being read to every day. We know that this simple routine supports and enhances student's connections with books, but also improves outcomes in all learning areas.

We ask that all families encourage their children to read a variety of texts, such as books, comics, newspapers, magazines, online apps, and tools, and provide them with a space, time, and routine to do so.

Thank you for your support.

Lina Stephens
Assistant Principal

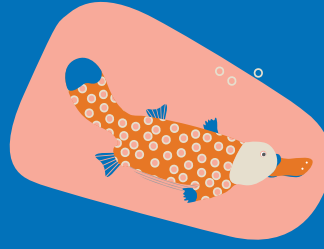
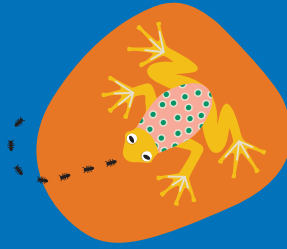
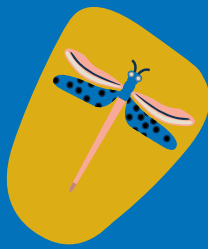
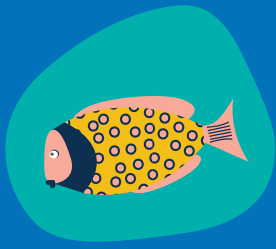
Lost Property

Just a reminder to all parents and students that we have lost property baskets located inside the gym foyer. If your child has misplaced an item, please encourage them to look in the red baskets. The baskets are sorted through regularly and named items are returned to classroom teachers, however we are finding that many items are not named and cannot be returned. Please clearly label all items including uniform, lunch boxes and drink bottles to ensure lost items have the best possible chance of being returned.

Checking in with your children

"What did you do at school today?". Often children are too tired, can't remember or are too focused on what they want to eat when they get home to give a detailed answer. Here are some great conversation starters to find out more about your child's day.

- What's the best thing you did today?
- What was the best thing your teacher told you today?
- Who did you enjoy playing with today?
- Which work did you enjoy most today?
- What did you talk about at playtime?
- Who did you sit with at lunchtime?
- Is there anything else you would like to me to know about your day?



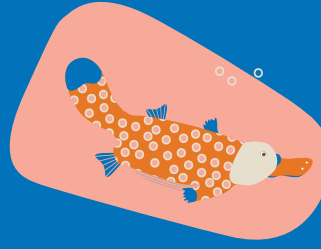
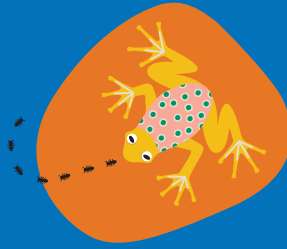
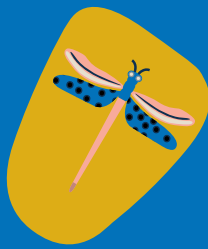
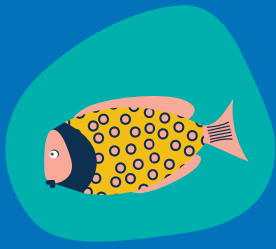
Lunchtime Clubs

This term we have commenced lunchtime clubs to provide students with more options during their play times. Some of the clubs running this term are: basketball, reading, dance, Lego, mindfulness and Art (Prep – 2). School captains will be visiting classes to discuss what the clubs offer and what days they will run. Garden club continues to run at recess on a Monday and Friday.

Kind regards,

Emma Bainbridge

Assistant Principal

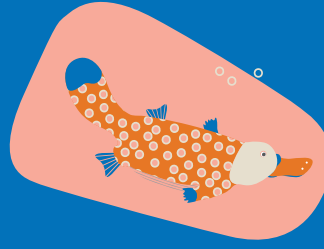
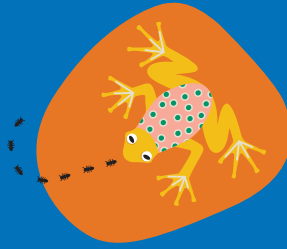
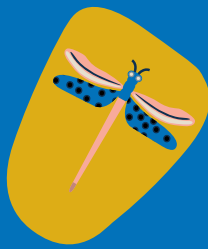
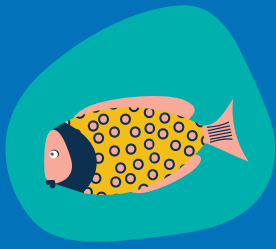


News from the Prep Classes

We have started our new Unit of Inquiry, Biological Science, with our big question: what are the needs of living things? We commenced this unit with the Tuning In phase where students have explored different living and non-living things, asked lots of interesting questions, developed wonderings and were naturally very inquisitive about our new unit. Students explored water and land animals, mini beasts, lots of informative texts and made comparisons between living and non-living things. We are very excited about our Term 2 unit!

Ms Melissa, Miss Anna, Miss Richelle and Miss Merryn





News from Grade 1/2 Classes

The Year 1/2 students are to be commended on the way they have begun Term 2. From the first day they have shown Excellence and Responsibility by following class routines and settling straight back into learning.





Through our re-start program, the students have focused on revisiting our class expectations. We reflected on our strengths and set a focus for the term, using our handprints as a promise to commit to this improvement to ensure our learning environments remain happy and safe places to learn. Our students have demonstrated the values of Care and Respect by welcoming the many new students who have begun with us over the last couple of weeks.

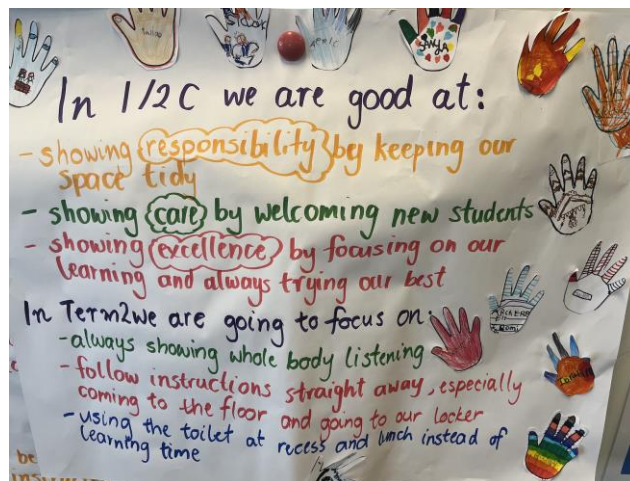
We have revisited the Zones of Regulation and discussed the many strategies we use to get into and remain in the Green Zone, which is the optimal place for learning.

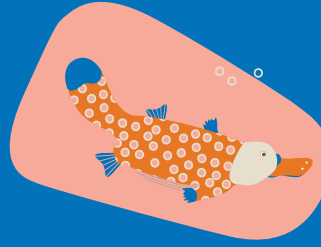
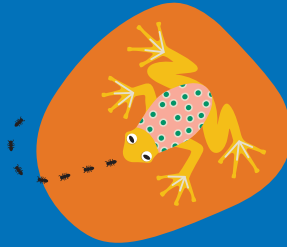
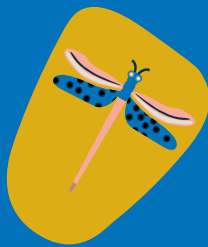
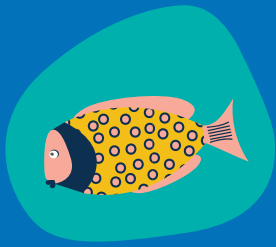
We are looking forward to an amazing term of learning.

Mrs Stirrup, Ms Dimovska, Ms Tara, Ms Danielle, Ms Maddi & Ms Sacco

The ZONES of Regulation

			
Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	overjoyed/Elated Panicked Angry Terrified





News from Grade 3/4 Classes

Welcome back to school Deansiders! We are ready for Term 2!

In reading, students have continued to learn about how good readers infer to clarify. They have learnt that clarifying is an effective strategy to use to monitor that they have understood what they have read. Year 3/4s are now learning how to use inferring to explore character traits, emotions and actions so that they can understand character developments within the fiction texts they read. Next up, they will start practising how to analyse the structure, features and purpose of a text.

In writing, Year 3/4s have continued their narrative genre writing. This term, they have focussed on the drafting and revising and editing stages of the writing process. Students have learnt about the various language features good writers use to make their writing engaging, such as 'show not tell', first and third person and interesting past-tense verbs. Next up, they will begin writing information reports with a focus on description.

In maths, students have continued learning about additive thinking. They have continued to explore which addition strategies are most effective to use when solving problems, such as the split strategy and jump strategy. Students are now learning about regrouping and equivalent number sentences. Next up, they will start learning about data and statistics, by asking questions and collecting data. This unit will also involve them creating and interpreting graphs to display their data.

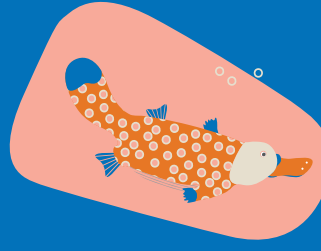
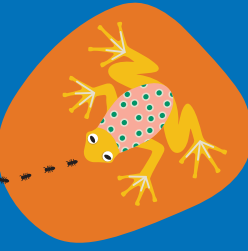
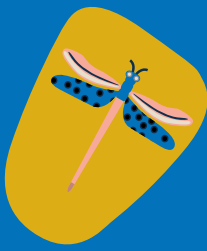
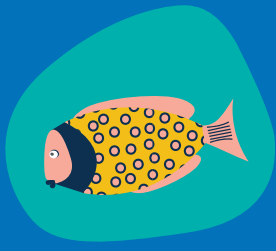
This term, Year 3/4s inquiry focus will be Biological Science: the form and function of living things. This unit will require them to explore and make predictions and observations about plants and animals. They will be able to use characteristics to group, classify and compare and contrast plants and animals, based on their similarities and differences. We are very excited to start this inquiry cycle!

This week, Year 3/4s also engaged in a Life Education session with Harold the Giraffe! Their focus was on Friends and Feelings, which tied in well with their Term 1 inquiry focus on *Building Healthy Relationships*. The students had amazing prior knowledge to present and enjoyed identifying their character strengths and exploring various friendship scenarios.

Character Emotions <i>Details That Show Rather Than Tell</i>	
Nervous Its teeth chattered. She could see her fingers trembling. Her voice quavered.	Joyous His smile was as wide as Nebraska. She could not stop grinning. The child jumped up and down.
Confused He raised one eyebrow. His forehead wrinkled as he stared. She stood quiet for a moment.	Angry She folded her arms. She held her lips tightly. He stomped out of the room.
Surprised He gasped. She screamed as the door opened. She jerked her hand backward.	Embarrassed She covered her head with a jacket. He walked in a different direction. He hung his head low.
Worried	Bored

Ms Lanie, Ms Jess and Ms Jules





News from Grade 5/6 Classes

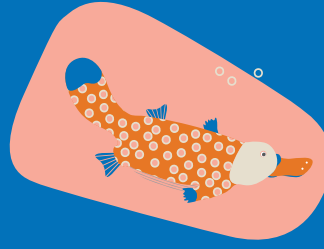
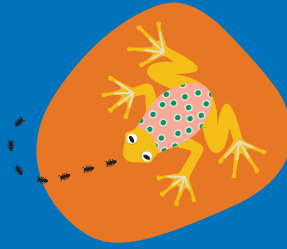
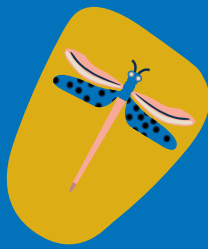
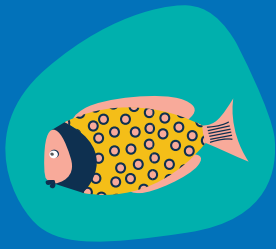
This fortnight in 5/6, students settled back into Term 2 fantastically. We revisited expectations and routines through the Restart Program which allowed students to transition into our learning community successfully. Students began exploring new units of the curriculum. In Numeracy, we have begun learning about efficient addition and subtraction solving strategies. In Literacy, students have analysed and critiqued persuasive texts to provide them with inspiration to begin drafting their own persuasive texts. Our students have shown tremendous leadership with their return to school and we can't wait to see what they will achieve in Term 2!

Miss Jade, Miss Jess, Miss Markovic

DEANSIDE PS MATHS OF EXPECTATIONS						
Week	All	Classroom Learning Targets	Field	Tablet	Non-Instructional	Assembly
	We effort to be resilient and resilient with growth mindset and ability to overcome. We make a clear and meaningful school effort every day.	We attend to the content of every lesson. We show others to learn by staying focused on learning. We ask for help when we need it and seek feedback about our learning. We use our learning time effectively. We set goals and strive to achieve them.	We take initiative to understand and play by the rules of the game. We wear our hats with care after we use the toilet. We line up in two lines when the music is playing.	We use the table during break times, and when the music is playing. We use paper towel and place it in the bin once we are done.	We enter the administration space quietly and respectfully.	We use all apps for their intended purpose. We follow the IT code of conduct. We use technology in a fair to extend our knowledge, learning and thinking.
	We keep our hands and bodies to ourselves. We listen to our peers, teachers and adults when given instructions. We wait our turn to speak. We use safety and respectful language in appropriate and safe situations.	We use all school resources for their intended purpose. We follow teacher instructions when using the middle spaces. We focus on our own learning during learning time. We show whole body (active) listening during floor time. We take off hats, headsets and hoods when inside.	We walk around our garden beds by using the pathways. We leave the bin, bins, sand and shovels on the ground or in the garden. We play in the designated spaces of the school. We play safely by staying within the boundary areas. We ask to enter the classroom during the break time.	We respect the privacy of others. We keep toilets and sinks clean and tidy by getting rubbish in the bins. We flush the toilet once we are done. We show patience and manners by waiting for office staff to complete tasks or phone calls.	We stand to sing the national anthem, facing the front with our hands by our sides. We use whole body (active) listening throughout assembly. We take off all hats, headsets and hoods during assembly.	We monitor the volume level of our voice so that it doesn't interfere with the learning of others.
	We transition between spaces in a calm, safe and respectful manner. We use all appropriate resources for their intended purpose. We are responsible for our own belongings and learning resources. We use our learning space as well as our classroom. We complete our learning tasks and respect the teacher. We have organized our learning space.	We agree to follow classroom expectations. We use the correct entry and exit doors. We always put our things in. We are responsible for our own belongings and learning resources. We use our learning space as well as our classroom. We complete our learning tasks and respect the teacher. We have organized our learning space.	We walk in and out of the toilet space quietly. We wait quietly and calmly. We sit on the back seating to wait for our partner. We use the toilets for the right reasons. We practice good hygiene. We go the toilets in pairs.	We will ask a teacher before going to the office or sickbay. We transition from the office to the sickbay quietly and calmly. We stay in designated spaces.	We are positive role models to our peers and learning community. We transition into assembly safely and quietly.	We use our technology correctly and safely. We report inappropriate use of ICT equipment. We keep our contents and passwords to ourselves. We value others' privacy and confidentiality. We use technology under the direction of the teacher.
	We include other students in all activities. We share all of the school resources. We care for our belongings by using all resources responsibly. We value and listen others' contributions with empathy.	We share all of the school resources. We care for our belongings by using all resources responsibly. We value and listen others' contributions with empathy.	We show kindness when playing with others. We play non-violent games in the park. We help others that needs to play with. We look after our school grounds and environment by using rubbish bins. We help others if they are hurt.	We ask for support for ourselves and our peers if needed. We help and remind others of our school expectations.	We use kind words and speak in a friendly manner when visiting the office. We value the achievements of others by clapping for our friends.	We treat ICT equipment with care. We tell an adult if we feel unsafe.

Using the TEEL method can help you write an effective persuasive paragraph!

TOPIC	EVIDENCE	EXPLAIN	LINK
The first sentence of your paragraph should outline your TOPIC or point of view.	The next part should show EVIDENCE or EXAMPLES to support your opinion.	Then, EXPLAIN how your evidence supports your point of view of the topic.	The last sentence LINKS back to the topic sentence or LINK to the next paragraph. Either way, it concludes your paragraph.
I firmly believe...	Research shows...	As a result...	It is clear that...
First of all...	For example...	Therefore it is ...	To conclude...
Firstly...	Statistics show...	This shows...	In conclusion...
My first reason is...	An example of this...	Consequently...	Therefore...
It is clear that...	To support this...	Because of this...	We can now see...



News from Physical Education

Recently in PE, the Grade Prep Students have continued to explore their Teamwork Unit. Students have spent time rotating through different activity stations where they focused on different skills such as Passing, Throwing, Catching, Kicking, Running, and Striking.

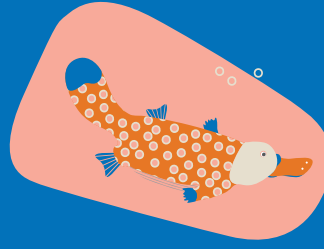
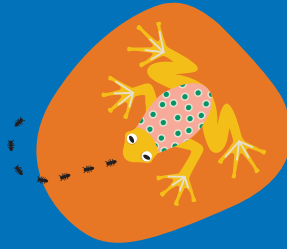
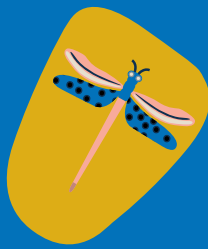
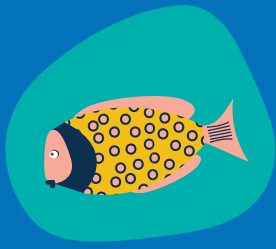


Students also focused on using cooperative skills when exploring these activities. Students focused on taking turns with others, sharing equipment with others, and following the rules of the activities to play fairly.



Students will now work towards using these skills in small team activities!

Mr Laiton

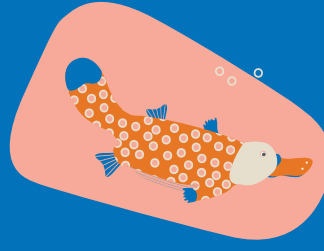
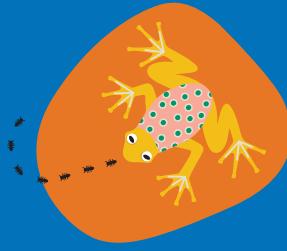
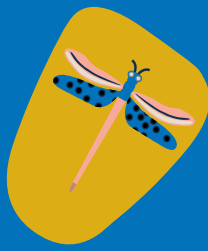
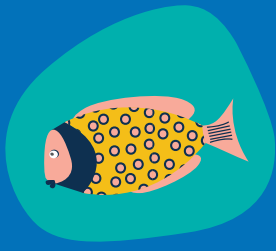


News from Visual Arts

techniques with paint this term, beginning with creating a textured background and practising creating secondary colours with primary colours. These textured paintings will become the backgrounds for artwork inspired by our school value animals.

Ms Popczyk





News from Kitchen Garden

The Year 3 & 4 students have started the term by sharing their prior knowledge about cooking tools, equipment and ingredients used in modern and traditional societies. This aligns with their new kitchen unit aiming to develop a deeper understanding of modern and traditional food preparation. We took a brief pause on our kitchen unit this week to learn about Earth Day and how we can help our environment by growing our own food. The Year 3-4 students showed great enthusiasm, determination and teamwork by relocating a very well-established mint plant. They then helped to prepare the garden beds ready for winter crops.

Ms Mel

