School Council: Education Report (for Term 1)
Date: Tuesday 17th March, 2015

Curriculum Report (Sam Marston)
First term has nearly come and gone!!! All teachers and children have settled in exceptionally well.

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

3-6 Swimming Carnival: The day turned on beautiful sunshine and a wonderful atmosphere. Students competed tirelessly in their events, whilst participating with house spirit. Even the teachers were lucky enough to have a swim at the end of the day. Thank you to Michelle Conway and Kelly Laughlin for organising the event, and the teachers and parents for their help and support on the day.

Year Level Information Night: Years 1-6 conducted an information evening for parents as a team. Each year level team outlined their curriculum, welfare and expectations for the year. Many parents were in attendance and the teachers introduced themselves as a cohesive team. All feedback given by teachers and parents has been positive.

Swimming: Positive feedback has been given with the new venue for swimming. It has also been rewarding to have the whole school attend the swimming program. Many thanks to Michelle Conway and Kelly Laughlin for organising this.

Prep Picnic: The Prep team welcomed their families to Patto with a lovely BYO picnic on the grass. This was very well attended and it was lovely to see families interacting with each other and getting to know the level. Thank you to the Prep team for their commitment.

Learning to Lead Student Conference: Year 6 school leaders spent a day at Carrum Life Saving Club and focused on leadership and teamwork. The day was a great success. Many thanks to Scott Dargon who sponsored the day and provided his expert knowledge.

School Review: Staff have been busy in their PLTs (Professional Learning Teams) analysing data and providing feedback on the school goals for the last 3 years. We have also focused on ways to increase the percentage of children above the minimum standard. This will be our goal for the next 4 years.

Year 6 Camp: A wonderful week was had by the Year 6 students and teachers at Camp Coonawarra. The weather was beautiful and the students displayed proudly Patto’s values of Excellence, Integrity and Respect. A huge thank you to the Year 6 teachers (Deidre Carmona, Patty Lamaro, Kristin Dyer and Mark Koppens) who organised the camp and gave up their precious family time for the week. Also, to the parents, volunteers, Susan Maxwell, Paul Clohesy and Michelle Conway who supported the teachers and went along to assist with camp.

Please enjoy reading once again!
**Prep Report (Katrina Bound)**

It is hard to believe that Term One is nearly over! The students have settled in very well; it is a testament to our transition program when you walk through the classrooms and see the students working and adapting to school life so quickly. Naturally we have had a couple of students with mild separation anxiety however they were nurtured and soon discovered that school is a fun and safe place. Beginning school is such a massive undertaking; there are so many new skills to learn, new boundaries and appropriate behaviours to adapt to and so many expectations they have not previously encountered. I am in awe of the many individuals in our care; they have come so far already.

The prep team’s main aim has been to establish positive classroom and school behaviours and routines. We have introduced our first ‘You Can Do It’ character ‘Gabby Get-a-long’ and brainstormed classroom guidelines to support our school expectations of ‘Respect, Integrity and Excellence’. Each classroom now has a rainbow of appropriate behaviours that help keep our classrooms a happy place.

Wednesday testing sessions are now complete and we have begun establishing the scaffold of individuals we will differentiate our programs for. Deb Kerr began taking groups early this year as the prep team were keen to provide extra support or extension as soon as we identified those that needed it.

Independent Reading has been very successful within the classrooms and transferred nicely to many students using learned strategies when reading at home. It has been quite exciting to watch the program have such an impact on the students. I have had some really positive feedback from parents regarding their child’s dialogue and efforts when they are reading at home.

We hosted a ‘Prep Welcome Family Picnic’ last Friday night, a new initiative for the prep program. Families were invited to come to school at 6pm, with a BYO picnic and sit in a designated spot so they would be sitting amongst their class families. All staff were on board to support parents with making connections and hopefully developing some friendships that will last many years to come.

Transition for 2016 has begun. Requests for enrolments have gone out in all available mediums and the team made visits to most of the feeder kindergartens last Wednesday. This process is such an important beginning step in the year long process. I will need to follow up with a couple of teachers but preliminary estimations look really good for numbers next year.

The new prep team are motivated and enthusiastic. We are introducing some new initiatives this year and have been supporting each other throughout the transition process. It is very rewarding to work within a professional and progressive team.

---

**Year 1 Report (Melinda Bowly)**

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

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

Our focus for the first 4 weeks of term was Family Ties and who is around us and how we connect as citizens. We explored the many wonderful aspects of our own community and how we fit in as citizens of such a rewarding and interesting suburb. Moving on from this topic, we have begun to explore our new topic of Beyond the Beach. We will
be having an excursion to the Rickett’s Point Marine Sanctuary on 23rd March, where we will meet up with teachers from the Gould League, who will take us to the vast rockpools to go exploring. We are really looking forward to this.

In English we have been introducing Independent Reading and settling our students into routines and helping them build stamina when reading in the classroom. We are discussing Schema and how our schema helps us understand our reading. Most importantly we are emphasizing that reading IS thinking and helping the students understand text to self connections.

We have introduced our home spelling program and we have begun our weekly study and testing of visual words. Maths has seen the Year One team embark on a new way of teaching and planning our maths program. We are receiving or have already received coaching from Nat Groat in the Differentiated Maths Instructional Model and we are really enjoying this new approach. We undertake counting, place value, addition, subtraction, and measurement and geometry every week. So far we are seeing fantastic results. We have had amazing feedback from the students and parents also.

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

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

**Year 2 Report (Sarah Ashburn)**

Wow….What a jam packed term we have had! We spent the first couple of weeks getting to know one another through circle time games, completing ‘About Me’ pages and graphing birthdays.

Our first topic was about our local community. We discussed what services and facilities are offered in our community, and what Patterson Lakes used to be like many, many, many years ago.

Wonderful Water, combined with Reduce, Reuse, Recycle, was our next topic. The students enjoyed sessions in our new Science Lab with Mr Milgate and explored water, where it comes from and how we use it. We also enjoyed a trip to Cranbourne Botanical Gardens where we took part in a Rain Dance program which involved some singing, dancing, playing musical instruments, matching colour palettes to our environment, and potting a drought tolerant South Australian plant called Golden Button which we were able to take home and care for.

In Maths we learnt about place value and many different addition strategies. We spent a lot of time discovering these concepts through hands on activities, games, modelling and repetition. We also graphed our birthdays and talked about the necessities required when graphing information (e.g. title, labels, plotting) as well as how to read and interpret a graph.

In English we have been lucky enough to be coached by Vicki Froomes which helps us to form our teaching of reading and improve the quality of instruction we deliver to the students. Our writing has been mainly focussed on recounts of excursions, swimming, weekends and holidays. We are implementing short, sharp writing sessions to motivate the students and get them writing more often, as well as looking closely at the structure of different text types.

To finish up the term we went swimming for 2 weeks and will participate in Coach Approach during our planning week. The Coach Approach activities include Taekwondo, Hip Hop, Circus and Basketball. We are sure the students will get a lot out of this program and learn some new skills whilst having fun in their new classes.
Year 3 Report (Abbie Krieger)

During Term 1 students in Year 3 have been getting to know their peers through our ‘Connect Us Together’ unit. This has had a strong focus on supporting one another, our interests and our differences. Some students in Year 3 have had the same teacher (for Year 1 and 2), so it is very important for our teaching team to enable all students to make new friends and develop their confidence within a new class.

Students have participated in Circle Time activities within their classrooms. This is a great way to start the day and encourages everyone to be at school on time. During circle time, students have the opportunity to play games, get to know one another and share things that are going on in their lives.

We went to Roy Dore Reserve for a wonderful getting to know you BBQ on Friday 13th of February. We were delighted to see the amount of Year 3 families that came and shared in our first excursion of the year. Our students enjoyed playing on the adventure playground, having a BBQ and mixing with new and old friends.

Our Science topic for Term 1 is ‘Night & Day’ with a focus on the sun, moon and earth. We are heading off to Scienceworks on Friday 13th March to view the amazing show Tilt at the Planetarium and learning all the amazing facts about our planet Earth and its relationship with the sun and moon.

Throughout this term we have worked hard learning about Place Value and Addition in Mathematics. Our Year 3 teaching team has a strong focus on Mathematics and providing a differentiated curriculum. We have successfully challenged our students and observed some exciting learning that has taken place.

The Year 3 team have continued the Independent Reading program and we have worked on building our reading stamina along with making connections with the texts we read. We are looking forward to having Vicki Froomes coaching in our level next term.

The Year 3 students have produced many wonderful writing pieces including an Information Report about school swimming, Narrative writing pieces along with Biopoems.

We have had a successful start to the year.

Year 4 Report (Leanne Walker)

The Year 4 students have had a most exciting start to the school year. The focus during Term 1 has been to establish rules, routines and expectations. We spent the first 4 weeks of Term 1 ensuring that all students felt connected to their teacher, new classmates and year level. The main unit was ‘Individuality and Diversity’.

We explored and investigated the topic through activities such as the ‘Friendship Spiral’, ‘Friendship Poems’, and creating a ‘Me Collage or Me Box’ all about ourselves to present to the class. As a celebration of the topic, the students walked to Roy Dore Reserve, Carrum for a BBQ and had a great time.

Week 2 was the senior school swimming carnival. It was a fantastic day, the weather was perfect, it was well organised and the kids had an absolute ball. Thank you to all the parents who helped make the carnival a huge success. We also had our intensive 2 week swimming program this term at PARC, Frankston during weeks 4 and 5 which was also another wonderful opportunity for our students.

This term students studied the Earth and Space Science unit; Beneath Our Feet. They enjoyed all the experiments and discovering how natural processes change Earth’s surface. Throughout the topic, there were plenty of ‘hands on’ investigations and teachers utilised the Primary Connections resources.
In Term 1 we administered the required assessment in Literacy and Mathematics. This assisted us in establishing what the students already know and what we need to revise and teach further. Literacy has been incorporated into our topics with writing, reading and spelling. Students have been writing poems, recounts, narratives and reports in many fun ways. Mathematics has been a very much hands on approach with lots of work associated around number, times tables and place value. Mathletics has also been a key supplement to Mathematics.

Year 4 Buddies were established with the Preps. The Year 4 students have been very excited about their Prep Buddies and were all on hand to support the Prep transition. The Year 4 enthusiasm and ability to demonstrate leadership skills is to be commended.

We would meet on a daily basis to have snack and lunch and to ensure that the Preps felt safe, secure and comfortable in the playground. Our Buddy activities have included fun games, getting to know each other and spending time in the Prep classrooms.

5th Grade

Year 5 Report (Amber Ryan)

Year 5 students enjoyed starting the year off with the House Swimming Carnival.

This term we are studying 2 integrated topics; ‘Healthy Me’ and ‘Our Place in Space.’ Students have thoroughly enjoyed completing their ‘Mars’ projects in anticipation of their exciting excursion to VSSEC, where they will act as scientists solving problems and events occurring on a simulation of Mars. We are all extremely proud of the students preparation and commitment to their projects.

Our ‘Healthy Me’ topic is focused on mental health, physical health and fitness. We were lucky enough to explore the Victoria Market and have a lesson on the benefits of organic fruits and vegetables. This topic concludes with a bike ride to the park and a series of activities for students to complete.

This year students will be involved in maths clinics, taking responsibility for attending the clinics necessary for their learning. Students have a ‘Maths Journal’ where they are documenting their goals, pre and post tests and their feelings. This term has seen the implementation of their journals, and the beginning of their goal setting journey.

During Maths we have covered place value, multiplication, division and problem solving. Students are applying the skills taught to open ended problems.

Reading strategies that have been explored this term include making text-to-text, text-to-self and text-to-world connections, decoding strategies and schema. Students have developed their reading journal and personal book boxes.

This term students have written letters, expositions and narratives and have explored the structure and features of each.

6th Grade

Year 6 Report (Deidre Carmona)

In Year Six we have had a tremendously busy and exciting start to the year. During Term One our focus for learning has been on developing leadership skills in our students by analysing and evaluating a variety of strong leaders from throughout history. Parents were invited to attend Senior School Assembly when our school leaders where presented with their Junior School Council, Environment Leadership and House Captain badges. This was an exciting opportunity for the students involved. In addition to these roles there are many additional leadership tasks that Year Six students have the opportunity to undertake. Some of these include Class Captain, Waste Warrior, Bike Shed Monitor and Office Monitor roles. Our aim is for all of our Year Six students to develop a sense of pride and responsibility in their position as leaders and role models to the younger students.

Recently our Year Six bomber jackets arrived. This caused much excitement among the year level; with all students being reminded that wearing their jackets carries a great deal of responsibility. Most excitingly, Year Six attended
Camp Coonawarra from March 2\textsuperscript{nd} until March 6\textsuperscript{th}. Once again the camp was a wonderful opportunity for the students to form bonds with their peers, learn to trust one another and become more independent. The Year Six teachers are extremely grateful for the parents who volunteered their time to support the students. Feedback from the students has been incredibly positive. Interschool sport has been a great success with all Year Six children participating each week. They have demonstrated great sportsmanship and shown support for their team members.

**Welfare Report (Sam Marston)**

The fact PLPS has a full time Welfare Officer is testament to the number of welfare issues occurring on a daily basis not just at PLPS but throughout society in general. Many children and families are in need of wellbeing and mental health support and it is satisfying to acknowledge the school is playing a significant role in meeting that need.

KidsMatter is a mental health and wellbeing initiative that PLPS has committed to. It’s not a program, but a framework that helps staff, parents and carers to work together to create settings that better support children’s social and emotional wellbeing needs. KidsMatter has 4 focus areas:

- creating positive school and early childhood communities
- teaching children skills for good social and emotional development
- working together with families
- recognising and getting help for children with mental health problems.

KidsMatter comes with professional learning for staff, resources, and ongoing support throughout implementation. The Welfare PLT will represent the Kids Matter Professional Learning Team. Accreditation for becoming a Kids Matter school takes between two to three years. The PLT will be responsible for training the staff and the school community via a number of training sessions and forums. Our aim is to fully embed Welfare across the school in a positive way.

Leanne Banfield is the new DET Psychologist working with our school. Leanne has replaced Neville Cornelius who has been with our school for a couple of years. We thank Neville for his commitment and work with our children and families. Leanne has designed an anxiety group program in response to the number of children identified by teachers and parents as presenting with anxiety issues. Leanne has started working with these children in how to manage their anxiety. Leanne has also started a ‘Friends for Life’ program in which she is working with 3D (Abbie Krieger) on how to manage social issues and build friendships. Paul Clohesy and myself meet every Monday with Leanne and Cate McGrath (DET Speech Pathologist) to discuss and keep abreast of all welfare issues involving our students.

A number of individualised classroom and yard management plans will be developed in collaboration with classroom teachers, families and students in an effort to address the specific management needs of certain children. The plans are shared with the relevant parties and are continually reviewed. These plans are an effective way of managing and improving student behaviour and the overall climate and culture of the school. Many classroom teachers are trialling Bucket Fillers and Class Dojo as reward systems for their classroom. They were discussed as options teachers can utilise to support their classroom management program and environment. To date, a positive response is being had by those classes using these systems. Wellbeing Leaders (Year 5 students) will be established by the end of this term.
to help out in the yard. They will be involved in a training program and monitor the playground for the first half of lunchtime. Their role will be to assist with ‘low level’ yard issues that do not require a yard duty teacher and to monitor the Friendship Tree. This was a success last year.

A variety of lunchtime clubs have been established across the school to address the needs of all students. Several teachers have volunteered their time to coordinate the clubs for the benefit of the children. The clubs are: Runners Club, Library, Singing Club, Science Club, Robotics, Radio Crew, Nosey Bear, Garden Club, Maths Club, Social Club, Chess Club and Homework Club. The response has been terrific.

The Learning to Lead Student Conference was held on Thursday 26th February at Carrum Life Saving Club. Student leaders from the JSC, Environment, School Captains and House Captains were invited to attend the workshop. The day focused on leadership, teamwork and a variety of activities that allowed teams to utilise their skills. The day was a huge success and the students learnt new leadership skills and how to be an effective leader. The day was sponsored by Scott Dargon and I would like to thank Scott for this and assisting with the delivery of the day. Mark Koppens and Deidre Carmona also attended the day as Year 6 coordinator and JSC leader. Thank you to Stan Szuty and Paul Clohesy for attending part of the conference and for showing their support for this valuable initiative. We were all very impressed with how the teams worked together and the enthusiasm and valued discussions which were shown by the students.

The Act of Kindness will continue and Amber Ryan will see that awards are handed out at the relevant assemblies. Thank you to Natural Mind Concepts for sponsoring the program for another year and their ongoing support.

Recently, I attended a Kingston Network meeting whereby I was introduced to a number of resources and services available to families. I was astounded at how many ‘untapped’ professional resources and services there are available. I will continue to commit to the network and develop liaisons for our school.

National Day Against Bullying and Violence will be celebrated on Friday 20th March. PLPS has registered as a school for this day. More than 634,000 students at over 1370 schools across the nation are now registered for the 2015 National Day of Action Against Bullying and Violence. This annual day provides a focus for all schools to say Bullying. No Way! and to strengthen the existing everyday messages that bullying and violence at school are not okay at any time. We will be celebrating the day by asking students to wear a splash of purple (as this day works in conjunction with the Alannah and Madeline Foundation). Students will be participating in activities related to bullying with their own grades and buddy grades.

English Report (Poppy Morris)

Strategic Plan

Currently we are analysing data to determine whether the goals of the previous strategic plan were met. This analysis will assist the school setting up future goals and guide us with the future direction of the school.

NAPLAN

The teachers in Year 3 & 5 are currently preparing their students for the Naplan tests being held in May. Focus writing sessions for all Year 3 students are being run to cater for all levels of ability. This program includes Sam Marston and myself.

Vicki Froomes

Vicki Froomes has been employed to continue coaching staff who worked with her in 2014 on the ‘Independent Reading Instructional Model’ and to begin working with new staff in 2015. Vicki will continue in her coaching role, targeting the Year 3 & 4 teachers. As staff come off the coaching program others will be placed on.

My Role

I will be continuing in a coaching capacity and Literacy Support role for the school (3 days) and teaching Year 1A for 2 days. I have continued working with Amber Ryan, Mary Phillips and Jamie Treasure and have begun with Jeanette Taylor.

Fountas & Pinnell Benchmarking

The junior school will be benchmarking reading comprehension using Fountas & Pinnell.
Literacy Support
Poppy will do reading and writing support for the Year 1 ‘At Risk’ students, and working with the Year 3’s until Naplan tests are carried out.

Library Lunch Time Club
The library will be open every Friday lunch time to give students the opportunity to go to a quiet area.

Mathematics Report (Nat Groat)
Maths will continue as a core curriculum area with focus on improving student outcomes.

Strategic Plan
We are currently analysing data from 2012-2014 to determine whether the goals of the previous strategic plan have been met. This will help guide future direction.

Mathletics
We are continuing to use Mathletics at school as a tool to support and extend student learning. It is expected that Year 1-6 students complete 1000 points at home per week.

Maths Club
Maths club is continuing to run every Thursday in the computer LAB. A teacher is available to assist students.

NAPLAN Preparation
Year 3 and 5 teachers are currently preparing students for NAPLAN. Teachers are providing students with time to become familiar with the types of questions to expect and strategies to eliminate incorrect answers.

Maths Coaching
Maths coaching is continuing in 2015. I am currently working with the Year 1 teachers in the area of differentiation and instructional model.

Maths Intervention
An intervention program will be trialled in the Year 3 area and will target at risk students. Students will be exposed to learning prior to the weeks topic.

Maths Olympiad
Maths Olympiad is an extension lunch time coaching program that will be offered to selected Year 5 and Year 6 students. Maths Olympiad aims:

- To introduce students to important mathematical concepts.
- To teach major strategies and develop flexibility for problem solving.
- To foster creativity and ingenuity and strengthen intuition.
- To stimulate enthusiasm and enjoyment for Mathematics.
- To provide for the satisfaction, joy, and thrill of meeting challenges.

Science Report (Luke Milgate)
Teachers have continued to receive support and mentoring in the classroom during their science lessons this term. Those classrooms that have received assistance included:

Preps – during ‘Weather in my World’
Year 2 – during ‘Water works’
Year 5 – during ‘Earth’s Place in Space’

Extra assistance was also provided to 1/2Z and 3/4Z to run their science programs in a composite classroom.

Professional Development
Luke Milgate and Abbie Phillips have attended a further five days of Professional development, provided by Deakin Science and Primary Connections (an initiative sponsored by the Academy of Science in Canberra). The course has focused on the assessment of science and the sustainability of programs that have begun during the 2014 – 2015 initiative.

A whole staff PD will be run early in Term 2 to discuss how Science will be run in 2016 once the initiative has ended, including the timetabling of our new Science room for teachers to use with their class.

**Science Incursions & Excursions**

Over 2015, every year level will attend a minimum of 2 science based incursions and excursions. These will be provided by a range of companies, eight of which are new to our school. It is hoped that we will find some worthwhile incursions and excursions that the school can use in future years.

17th & 18th February - City of Kingston ‘Wipe Out Waste’ incursion (Year 1 & Year 2).
24th February – Cranbourne Botanical Gardens excursion (Year 2).
3rd, 4th & 5th March - Victorian Space Science Education Centre (VSSEC) excursion (Year 5).
10th March - ‘Cosmodome’ portable dome theatre incursion (Preps, Year 4 and Year 6).
13th March – Scienceworks excursion (Year 3).
23rd March – Rickett’s Point excursion (Year 1).
27th March - Earth Ed Renewable Energy Outreach trailer incursion (Year 6).

**Victorian Space Science Education Centre (VSSEC) Excursion**

Last week the Year 5 students visited VSSEC, a newly opened government centre in Strathmore. Students found the excursion highly engaging, with a number of parents commenting on their enthusiasm once they had returned to school. The program, which was about setting up a human colony on Mars, contained a number of experiments that students had to work their way through independently and in teams.

**CSIRO Scientists in Schools program**

Melsissa Toifl of the CSIRO is now starting her third year of involvement with our school. This term she will be working with the Year 2 students on 16th March, studying water quality and identifying bugs that we can catch in our local waterways.

**Science Club**

This year Science club has been set up so that every student will have at least one opportunity to attend. During Term 1, it has been Year 1 and Year 2 who have attended, with a different house being allocated each week. Every session has been well attended, focusing on some fun experiments such as creating slime, fizz pop rockets and nappy powder goo.

**Garden Club**

The number of garden club members increased dramatically this year at the start of Term 1. Under the guidance of Melissa Shipham, the Year 5 & 6 garden mentors have each taken a small number of students under their wing to teach them the basics of weeding, composting, harvesting, watering and planting. It has been extremely pleasing to watch the more experienced students teach the younger ones this term. We are beginning to see a truly student run veggie garden; something we can be very proud of.
Physical Education Report
(Kelly Laughlin and Michelle Conway)

Prep-1
Students have focused on the fundamental motor skills of overarm and underarm throwing, passing, catching and running. Basic soccer skills were also introduced. Students have developed these skills through rotational activities, games, relay races and isolated skills practise. Students have also developed their listening, cooperative and teamwork skills by working in small groups.

Years 2-3
Students have further developed their skills in basketball, with a focus on dribbling, passing and shooting. Students practised skills in games and drills before applying them to a match scenario. Basketball rules such as travel, double dribble and fouls were explained and enforced. Cricket skills including batting, bowling and fielding were also developed through modified games and drills over a number of weeks. Year 3 students had their first experience at running the ‘beep test’ - a physical fitness test that measures aerobic capacity.

Year 4
We started with our Year 4 students outlining their PE goals for the year. This term students have been focusing on ‘Indoor Net Games’. The first sports topic was Volley stars. Students learnt the different passing techniques such as digs, sets and spiking. Soon students were learning the different rules of the game and using their new knowledge of passing to play. The last session saw students doing peer assessment within pairs. This gave them the opportunity to use their current knowledge on the sport to assess and give their fellow classmates positive and constructive feedback on their game. The term will end with students completing their fitness test. This will consist of around 7 different activities including the Beep Test. Students will be asked to record their personal fitness goal at the beginning of the fitness test session.

Years 5-6
Students have further developed their skills in basketball, with a focus on dribbling, shooting and lay-ups. Students practised skills in games and drills before applying them to a match scenario. Students assessed their own basketball skills after playing a match and completed a peer assessment while observing someone in their class. Basketball rules such as travel, double dribble and fouls were explained and enforced. Cricket skills including batting, bowling and fielding were also developed through modified games and drills over a number of weeks. Kanga Cricket rules were explained prior to a class match. Students completed the ‘beep test’ - a physical fitness test that measures aerobic capacity.

Coach Approach
Coach Approach is an incursion that has been organised for students in Years 2-6. Each year level selected four sports they were interested in learning more about to rotate through on the day. Elite athletes from the selected sport attend our school and run sessions for our students. Sports chosen include Taekwondo, Hip Hop Dance, Circus Skills, AFL, Basketball, Lacrosse and Baseball.
Swimming Carnival

The school’s Swimming Carnival at Pines Pool was a great success this year. Years 3-6 joined together in their houses and students were able to compete in a number of races. Students also had some free time in a small pool throughout the day and due to finishing races early had free time in the big pool at the end of a hot day - a highlight for most! The overall winning house for the 2015 swimming carnival was Wells Wildcats...Congratulations! The District Swim Team was selected using results from the races.

District Trials - Team VIC.

Try outs for a number of sports were held at school during lunchtimes for Year 6 students. Each school in the District is allowed to send up to three students for each sport to District Trials. Success at District Trials means progression to Division> Region> State (Team VIC).

Interschool Sport and Lightning Premiership

Year 6 students have been competing on Fridays in their Summer Sports - Basketball, Volleyball, Walla Rugby and Kanga Cricket. We have had a successful start to the year and are excited about the Lightning Premiership on Friday 13th March.

Runners Club

Runners Club once again has started off very strong with students from all levels participating. Mr Patane has joined Miss Conway and Mrs Laughlin in the running of the club. Our juniors, Prep-2 this year seem to have more numbers, which has been fantastic. We currently have around 30 students running every Thursday morning with at least 3-4 parents participating as well. Runners Club is open to all students and families and is held every Thursday from 8.10am on the school oval.

ICT Report (Helene Bearup and Belinda Canavan)

The year has begun well and it hard to believe we are almost at the end of Term 1.

Students have all been working hard revising and extending their skills and knowledge from last year as they develop new concepts, techniques and learn new processes about developing their ideas using a range of digital solutions...in short using computers to learn and express themselves.

Prep

Preps have been introduced to the PC and have been learning to Log on and off the computer using a two letter username and password. They have used a program called ‘GCompris’ to develop mouse skills and for letter association between the screen and keyboard.

Year 1

Year 1s began the year on a ‘S’ hunt following hyperlinks that all started with an ‘s’ from the school website to find Spin and Spell. From here the students recorded the words they learnt to spell. Now they are making a PowerPoint digital dictionary about these and other words. They have learnt to name and save their work and open it again to add new slides each week.

Year 2

Year 2s have made a flying start creating an ‘I Am’ Word document with fancy text; inserting images they have created themselves. They have learnt to name and save their work and open it again to add new elements each week.

Year 3

Year 3s have explored poetry and made a collection of poems in a MS Word document. The poems have been sourced from http://fizzyfunnyfuzzy.com as well as using online poem generators where students enter their own words to make original ones. Students have mastered the ‘control, click and drag’ to copy work from the internet into their collections. They had a lot of fun creating a collage picture of themselves to add to their ‘ME’ poem. This required several processes and two programs, Paint and PowerPoint, to manipulate the different images into the one picture. From here they copied the slide and pasted in into their word document as an image. Learning about layout enabled them to problem solve text wrap issues and some basic design principals about print media.
Year 4

Year 4s began the term exploring poetry and reading them as a rap to some beat tracks. They recorded these using Audacity, importing the rap track and recording their reading of the poem. To put that skill into action they researched Asia using Encarta, gathering information from video, text, maps, charts and images. Students followed their own curiosity and formulated questions to collect and record a wide variety of facts. The challenge was to put this to verse and record them to a beat track using Audacity. A fun way to show what they have learned!

Year 5

Year 5s are working with real statistics they produced themselves through an online survey I created about how Year 5s use technology. Using this data they have mastered several key skills and understandings about Excel, producing and interpreting information graphically. In groups, students developed simple surveys of their own design to collect and analyse the results.

Year 6

Year 6s raced off trying to park cars. After seeing the disastrous results, I am glad they do not drive real cars. The purpose was to understand that behind online games and apps there is a code that makes them work and an algorithm that shows how the instructions and user action actually makes it work on the screen. Students explored everyday activities and developed algorithms that they showed as a flowchart in PowerPoint. They later applied this learning to the parking games. Using a mixture of screen casting and narration, students recorded their understanding in real time to produce their work in video and PowerPoint, and an algorithm to park a car based on the parking games they played.

Patto R@dio

The crew are even stronger this year as the student run radio station revs up for 2015. The Year 4 crew from last year, now as Year 5s, are skilled and trained and they are skilling-up the new comers for this year.

We welcome new comers from Year 6, 5, 4 and 3 to the crew. The 2015 crew elected Molly S and Maddie V from Year 6 as the Radio Captains to liaise with the teachers and students to manage the station as the vice captains take on the everyday running of the show. These are Holly and Beth: Live show; Ellie and Eliza: Hot Seat; Commercials: Sami and Bronte and Head Desk Jockey and Trainer: Nathan.

They have broadcast several shows already. You can catch them on our podcast site www.noseybear.podomatic.com. Leave a comment and tell the students how you think they are doing!

The Visual Arts Report (Emma Munnikhuis and Kelly Laughlin)

Please note for the first semester, Years Prep, 1, 3 and 6 have Art Prep

In Art this term, Prep students have explored a range of art elements, including line, shape, colour and texture. They have experimented with printing, drawing, collage and use of dye washes with pastel resistance. The focus for this term has been the introduction of primary colours, and the students have created art works incorporating the colour blue with red and yellow being used in Term 2.

The first sessions of Prep Art, consisted of students learning different line patterns. From this, students were read the story of ‘The Princess and the Pea’. Preps discussed and discovered how to draw a variety of mattresses through shapes/colours and sizes.
They were then given the opportunity to choose their own primary colour and used a painting technique to colour in the background. Using green crepe paper, students used their fine motor skills to create the pea. The ‘Rainbow Fish’ story was used to focus on the primary colour of blue. Using pastels and blue dye wash, hand printing, and a number of paper skills such as twisting, scrunching and tearing were used to create the Rainbow Fish.

**Year 1**

Students began the semester discussing and experimenting with lines. Various straight lines, curly lines, dots and dashes were drawn in their visual diaries. Then, we discovered that when these lines were repeated they could make patterns. We continued experimenting with drawing lines and patterns. From this knowledge we drew simple cats. The cat bodies were decorated with some of the patterns we made and discovered. The backgrounds of our cats were painted with food dye. Only Primary colours were used to reinforce their knowledge of colours. They look fabulous and are currently on display in the corridor.

Secondary colours are being introduced to Year 1. Students have mixed and painted various secondary colours. Firstly, we experimented with making paint marks in purple paint. From this knowledge they painted orange fish using the various marks learnt and without using a paint brush! Students are perfecting their skills of using tools other than a paint brush to create wonderful artwork. Take a look at our Orange Fish on display in the corridor. Wow, they look spectacular!

A minor Indigenous study commenced on Wanjinas and Indigenous symbols. The Wandjina are ancestral beings from the sky and sea, who bring the rains, control the weather and all living things. Students created their own drawing with chalk pastels and embellished with dotting. Keep your eyes peeled!

**Year 3**

The semester started with an art appreciation for a famous artist, Paul Klee. This study broadened our knowledge on using simple lines, simple shapes, bright colours and appreciation for abstract work. We studied, ‘Cat and Bird’ and have drawn our own which are currently on display in the corridors. They are brightly coloured and these simple cats were created from simple shapes. They are striking!

We reinforced and extended our knowledge of Paul Klee with painting. We studied ‘The Goldfish’ and have created our own fabulous Goldfish paintings. It has been fun! Keep your eyes peeled for these paintings. Students are currently learning about zentangles and making connections that simple lines and shapes repeated can make patterns. Cats were sketched onto scraper paper and zentangles embellished their cats.

**Year 6**

A study of Van Gogh commenced this semester. We discussed his art works and style. Van Gogh has famous Landscapes, Portraits and Still Life works of art. Each student created an individual self-portrait by drawing dashes with pastels and smudging the colours together. Students worked on their portrait in sections. Each section could either be coloured in a warm or cool palette. Every student had their individual drawing style just like every student has their own hand writing. The portraits are tremendous and unique. These portraits will hopefully be displayed at Graduation, to help students celebrate their classes of 2015. This project has given them purpose to exhibiting their art work and learning about Van Gogh. These are a must to see!

**The Musical Arts Report (Mark Drysdale)**

This term in Music students in all year levels began using music workbooks called My Mini Music Books. The books sequentially introduce students to music notation, theory and history and aim to develop musicianship and aural skills. Students also learnt to play songs from the MMM Books and other sources using instruments and voice.

The Sing Club has recently begun rehearsing on Monday at lunchtimes, retaining some members from 2014 and gaining new singers from Years 3-6. The Sing Club looks forward to performing for the community later this year.
A new Music Extension Group has been put together this term for a select group of high achieving musicians in Years 5 and 6. The present group line-up includes guitar, piano, flute and double bass. The aim is for the students to develop their ability to perform with others and to provide musical backing for younger groups of students such as class singing performances at assemblies. The group have begun rehearsing an arrangement of a Spanish song that they are planning to perform with Signora Mangone’s junior Spanish students.

The Arts Team has been making plans for this year’s whole school concert, which will be held at Frankston Performing Arts Centre on the 26th and 27th of October. Students will begin to learn their class items next term. The concert will also feature a whole school performance of the 2015 Music: Count Us In song.

Humanities Report (Patty Lamaro)
The Humanities curriculum team recently held their first meeting for 2015. The direction of the Humanities curriculum was discussed and there was an understanding of the importance for all grades (1-6) to be engaging in Humanities based topics alongside the Science curriculum throughout the year. Whether it be as class discussion of current events, collecting newspaper clippings or researching about historical leaders, the opportunities for Humanities to be enmeshed in the classroom are endless and varied.

In Year 3, students have been engaging in ‘Local Stories’ - getting to know how we fit within our communities and the history behind the stories. Students have enjoyed making connections between past and present within the context of their local communities.

In Year 6, students have been learning about ‘Leadership’ – what is it, who demonstrates this and how. They were given the opportunity to discuss ideas and came up with a list of influential and interesting leaders, both past and present, in political, sporting or other circles. Nelson Mandela, Malala Yousafzai, Greg Norman and Amelia Earhart were some of the people that the students chose to investigate. During Humanities sessions, the students further developed their research, summarizing, drafting and writing skills to produce an information report on their chosen leader. Please feel free to come along to the Year 6 rooms to read some of the fantastic reports written by the students.

Languages Report (Clara Mangone and Gisele Renault)
A dedicated Languages Room provides great opportunities for the language program, e.g. displays, wall racks to hold books about a variety of interesting themes, as well as easy reading short stories for language extension. It also provides the space for lunch time Languages Club with opportunities to play games, participate in competitions, learn poems, songs, complete activities and practise the target language.
Spanish

The Prep students have settled in very well in the language program and are enjoying their learning. All the students from Prep to Year 1 have been introduced to the Spanish Language through games, songs, role plays, puppets and toys. They are learning how to greet people, and how to introduce themselves, for example, ‘¡Hola!’, ‘¡Adiós!’ and ‘¿Cómo te llamas?’ ‘Yo me llamo...’

They have started to learn the numbers up to ten and the Spanish sound of the vowels. These topics have been covered through repetition of new vocabulary, games and songs such as ‘Buen día Señora’ and ‘Las vocales’.

Italian

Students in Year 3 have been introduced to the Italian Language through the unit of work ‘I Saluti’ and the use of ‘Languages Online’. They are learning the vocabulary and culture of greetings, introductions and manners in Italian. Some students are starting to ask and answer simple questions, e.g. What is your name? How are you? They practised and applied their learning in classroom activities which included games and role playing.

The Year 4 students are also revising the vocabulary and culture of greetings and manners in Italian. They use them in the classroom and in games. They are creating short conversations using the vocabulary learnt throughout the unit of work. We have also started to work with numbers up to twenty in Year 4 and up to ten in Year 3.

French

To date the Year 5 and 6’s have been learning about:

- How to say the date
- Salutations
- Numbers 1-20

They know how to ask someone’s name, say their own name and ask how someone is.

They have played a traditional French playground game called, ‘Escargot’, where they were able to practise their numbers in French.

They are currently working on a performance in groups to present in front of the class, practising their conversation skills. This will be their term one oral assessment.

I will be introducing colours using artwork and an activity inspired by French artist Henri Matisse.

A written test will take place at the end of the term assessing all words and phrases learnt to date.

Students have been given weekly homework tasks which have involved practising to say and learning to spell new words and phrases.

Compiled by Sam Marston

On behalf of the Year Level and Curriculum Coordinators