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. 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.

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.

Andrew Fuller: An amazing afternoon and evening was had by teachers and parents. It was a privilege to have the well renowned Psychologist at Patto. As well as gaining a lot of information on how the brain and children think, we experienced many laughs.

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 and volunteers, Paul Bucknall, Glen Seccombe, Merryn Nichols, Breanna Smythe, Jesse Ramirez, James Sullivan, Laura Ford and Billy Chapman who supported the teachers and went along to assist with camp.
Coordinators for 2016:
Junior School Leader: Mel Bowly
Senior School Leader: Leanne Walker
Prep: Katrina Bound
Year 1: Emma Funnell
Year 2: Sarah Ashburn
Year 3: Jason Zarb
Year 4: Brad Canavan
Year 5: Shaun Lakeland
Year 6: Deidre Carmona
Specialists: Helene Bearup

Please enjoy reading once again!

Foundation Report (Katrina Bound)
Term one has seen 90 children settle into school with some hesitation at first, but now they are following classroom routines and establishing new social networks. The children are enjoying their new found independence and feel so very proud when they get to be Class Captain or Waste Warrior for the day. To assist with new family connections we hosted a Foundation Family Picnic. We must thank Karen, Scott, Sam and Leanne for their support by attending. We had a fantastic response, many families came and spent a few hours making new acquaintances. We were very pleased with the outcome.

We began Foundation Transition two weeks ago; whilst visiting all the local kindergartens and children’s services the Patto Foundation Transition poster for 2016 was distributed. All the services that electronically circulate their newsletter have been emailed. The visits are an invaluable experience as they set the tone and establish open communication for the year’s hand over of crucial information required when creating optimum learning environments for 2017. Class placement is extremely difficult when we have not had many opportunities to observe the children and get an accurate picture of what they require to do their best learning, and what they bring with them to our classrooms! Group dynamics also plays a very important role. There is a lot to consider and the process in November is quite difficult. That’s why it all starts now with building rapport between the teachers and group leaders.

Our curriculum is jam packed as always. We are identifying our ‘at risk’ children and those that require extension. The team are discussing and implementing our plans for these groups and the strategies we will use to address their needs. We have a few children requiring further observation and we are identifying any students that may need assistance with speech development, social skills or any other additional needs. The Educational Support staff member that has used her wealth of experience to support our program three/four days a week has had her hours redistributed to other areas of the school; we are thankful to still get 4.5 hours of her experience per week to share amongst the four classes. We are making sure that she is taking small groups when she can, to assist with the lower cohort of children that require more support to retain knowledge of letter names and sounds, and the first list of high frequency words.

The highlights of the term would have to be the priority the team gave to establishing strong classroom cohesion and focusing on wellbeing for the first two and a half weeks of school. We made a strong commitment to hold back on the academics for the first couple of weeks and focus on building our classroom teams, setting expectations within the group and ensuring the children felt respected, safe and secure in their new place in the world. As a team, we have found it challenging to hold back, having given out take home readers in the first few weeks in all our prior years of teaching, but the results are wonderful. As a Foundation level we are supporting each other in our learning, giving each other build ups when we see effort and working within a respectful and happy environment. To see a class of 4, 5 and 6 year olds do this within 5 to 6 weeks of starting school is truly joyful. This is certainly a privileged job.
Year 1 Report (Emma Funnell)

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 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.

In week two we had a ‘Getting to know you lunch’ where all the Year Ones got together to eat a hot chip lunch. It gave students an opportunity to catch up with friends from last year and teachers a chance to have a chat with students from different classes.

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 had an excursion to the Rickett’s Point Marine Sanctuary on 23rd February, where we meet up with teachers from the Gould League, who took us to the vast rockpools to go exploring. It was an extremely hot day but the students were very well behaved and coped well considering how hot it was.

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.

In Maths we are continuing with our action research project which is a Differentiated Maths Instructional Model. Last year saw fantastic student growth across all areas in maths which we hope will continue this year. We undertake counting, place value, addition, subtraction, and measurement and geometry every week. It means that we get to revisit topics regularly and more consistently.

We have had many visits with our buddy grades and we have enjoyed sharing a story, activity, game and lunch with them.
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 children enjoyed exploring water, where it comes from and how we use it. We also enjoyed a trip to Mt Martha Treatment Plant and Edithvale Wetlands where we learnt about how we use water and ways in which we can conserve this precious resource. The children were most interested in learning about sewers, including where our waste water goes and how we treat it. We also had visits from City of Kingston who ran 2 incursions with the students about Recycling and Composting.

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 continued with Independent Reading, focusing on how each student’s schema can help them to understand and connect with their reading. Our writing has been mainly focused on recounts of excursions, 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.

We are looking forward to an exciting Term 2 with lots more learning and fun!

The focus at the beginning of the term was on building relationships with the students and the cohort through our Connect Us Together unit of work. The classes used circle time to obtain information about students and their family. One of the main aims was to establish classroom norms and expectations that are conducive for creating a fun, safe, calm and happy learning environment built on trust. Each teacher collaborated with their students to establish a working climate which allows for:

- Building genuine relationships
- An environment that is supportive, kind, caring and friendly
- The establishment of high standards and expectations for all students
- The teaching of our school values of Integrity, Respect and Excellence, as well as other important core values
- Developing a sense of belonging and of feeling a part of the group
- The promotion of collaboration and cooperation amongst students
- The ability to take calculated risks with student learning
- Building leadership capacity using a variety of roles and shared responsibilities
- Building the self-esteem of every student

To facilitate the process, the cohort had a Getting to Know You morning at Roy Dore Reserve which was hugely successful and saw a number of parent helpers attend. The students had an opportunity to play on the adventure playground and participate in a number of games at the park. After the park visit, the children went back to class and had hot chips for lunch and an icy pole.

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

Classes were introduced to their buddy grade to promote healthy relationships at the school which adds to the positive and friendly atmosphere the school is known for. The students were very excited to meet with their new buddies for 2016. A number of opportunities have been organised for the children to work together throughout the year to strengthen their relationships with one another.
Year 3 students have been using a number of online resources such as Mathletics, Study Ladder and the Lexia reading program. These programs offer a differentiated curriculum and are designed to meet the needs of the individual learner. There has been a focus on place value, times tables and problem solving for Mathematics. All students are expected to obtain 1,000 points each week for Mathletics as part of the homework requirements. A focus on refining the writing process and developing narratives and recounts has occurred this term. Sam Marston has started working with a small group of students in preparation for NAPLAN writing. The school recently launched InSpire, which is a program that encourages students from P-6 to get together in their Houses a few times per term to participate in certain activities. A plane flying competition was successfully held and a school clean-up was also conducted in an effort to promote our value of Respect. The Year 3 team is really pleased with how the term has unfolded to date and is looking forward to continuing to strengthen the relationships within the level and within the wider community.

**Year 4 Report (Brad Canavan)**

The Year 4 students have had a most exciting start to the school year. The focus during Term 1 has been to establish rules, routines and expectations. We spent the first 4 weeks of Term 1 ensuring that all students felt connected to their teacher, new classmates and year level. The main unit was ‘Individuality and Diversity’. We explored and investigated the topic through activities such as the ‘Friendship Spiral’, ‘Friendship Poems’, and creating a ‘Me Collage or Me Box’ all about ourselves to present to the class. As a celebration of the topic, the students walked to Roy Dore Reserve, Carrum for a BBQ and had a great time. Week 2 was the Senior School Swimming Carnival. It was a fantastic day, the weather was cool but fine, it was well organised and the kids had an absolute hoot! Thank you to all the parents who helped make the carnival a huge success. This term students also studied Magnetic Moves. They enjoyed all the experiments and discovering how magnets do wonderful things! Throughout the topic, there were plenty of ‘hands on’ investigations and teachers utilised the Primary Connections resource and our Science lab.

Informal assessment has occurred in Maths and English. Our focus in Maths has been establishing ‘spaced teaching’ practice; incorporating a differentiation model. In simple terms, students learn a range of maths topics during the week aimed at a range of different skill levels. In English, Independent Reading has focused on building stamina, setting goals and looking at important information in texts. A range of writing has occurred including: recounts, poetry, charts and tables. Punctuation and Grammar have been linked to writing. Spelling revolves around theme words and teaching students to spell using phonological, visual, morphemic and etymological strategies. Year 4 teachers have started to integrate laptops into curriculum topics. Helene Bearup has been coaching the Year 4 team to develop skills, to support students. Staff are also undertaking personal professional development. Year 4 Buddies were established with the Preps. The Year 4 children have been very excited about their Prep Buddies and were all on hand to support the Prep transition. Specialist classes of Art, Italian and PE have been well received by the students and feedback from specialist teachers has been positive.

**Year 5 Report (Shaun Lakeland)**

Year 5 students enjoyed starting the year off getting know each other and their new teachers. The first week of school focused on making connections with each other. The House Swimming Carnival was a great success and a great way to start the year. All students had the opportunity to compete in races as well as have fun during year level pool games.
This term we are studying 2 integrated topics; ‘Healthy Me’ and ‘Mission to Mars’. Our ‘Healthy Me’ topic is focused on mental health, physical health and fitness. Students examined the benefits of a healthy lifestyle and assessed their own lifestyle. Students also developed some goals relating to their health. The topic concluded with a bike ride to Chelsea Park where students participated in a series of health related activities, including mental health, bike education, physical exercise and an obstacle course. The day was a great success. Well done to Adrian Patane for organising it!

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

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

**Year 6 Report (Deidre Carmona)**

Once again in Year Six we have had a busy and exciting start to our year; we have 4 classes with a total of 109 students.

During Term One, the Student Leadership group were presented with their House Captain, Junior School Council, Radio Captain and Aerobics Captain badges during a whole school assembly.

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

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

Our learning focuses this term have included The Importance of Good Leaders in our Community and Earthquake Explorers (a science based topic). In addition to this the students have completed camp projects, and covered the four process in Mathematics.

The highlight of the Term was Camp Coonawarra. The time spent at camp is a wonderful opportunity for the students to bond with their peers and work together in teams. It also provides an opportunity for the students to develop their independence. The children had a wonderful experience and were praised for their positive attitude and behaviour from all Camp Coonawarra staff and also the bus drivers. I would like to take this opportunity to acknowledge all the volunteers who gave up their time to attend camp and also my three Year Six team members for all their assistance during the camp and the preparation for camp.

The students have also participated in Interschool Sport on several Fridays and the Lightning Premiership was held on March 11th.
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 Kids Matter Staff Team is made of up Vic Quirk, Katrina Bound, Mel Bowly, Lindy Cross, Kim Morgan, Sarah Ashburn and myself. We meet on a regular basis and discuss ways Wellbeing can be at the forefront of student learning. The Action Team will be responsible for training the staff and the school community via a number of training sessions and forums. A Kids Matter Parent Team is also being created to provide us with a feel of what is happening and needed in the community.

*Student Wellbeing Leaders* have been identified as part of their Junior School Council role. Maddie B, Shania P, Kiran C and Annalise G. They present the Act of Kindness award and conduct the staff interviews that are seen in the newsletter, along with any other Wellbeing matters which arise.

This term has seen the introduction of *InSPIRE* and *Kids Matter @ Patto* (a weekly segment in the newsletter). InSPIRE stands for In School Patto Integrity Respect Excellence. This has been an overwhelming success with the students. It involves children joining together in their houses and then coming together as a whole school. To date our activities have included a Paper Plane Flight competition and Garbage Collection competition. Kids Matter @ Patto is aimed to keep parents up to date of the wellbeing that is happening across the school. It provides ideas on creating positive school culture and of course ‘Fun with the Staff’; getting to know our teaching staff on a more personal level.

Lara James is the DET Psychologist working with our school and Cate McGrath is the DET Speech Therapist. We also have Brittany Taylor who works for OnPsych counselling services. If you require any of these services, please contact myself to arrange a meeting to discuss needs.

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.

*Yard Monitors* have been established this term to help out in the yard. They were involved in a training program and monitor the playground during lunchtime. Their role is 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.

*Wellbeing School Diaries* have been introduced this year to assist students with planning and organisation. The school diary is used to record reading habits, to highlight important dates and to communicate with parents where necessary. It also contains some wonderful wellbeing resources and tips.

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

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. Deidre Carmona and Mark Koppens also attended the day as Year 6 coordinator and JSC leader. 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 I 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. National Day Against Bullying and Violence will be celebrated on Friday 18th March. PLPS has registered as a school for this day. 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 odd coloured socks. Students will also be participating in activities related to bullying with their own grades and buddy grades.

**Assessment and Reporting Report (Leanne Walker)**

The Assessment and Reporting Professional Learning Team (A&R PLT) consists of 9 staff members and includes a representative from each year level and a specialist. The aim of the A&R PLT is to provide a continued focus on increasing the use of data at a whole school level. An emphasis on coaching/mentoring in the use of data to improve teacher practice and student learning outcomes will also be included. This is in line with the recommendations of the school review to have more of a focus on the use of data to drive teaching and learning. The team met twice this term to discuss a number of items. The first meeting welcomed several new members to the team. Meeting expectations and protocols were discussed and a plan of action for the team was devised to include:

- Discussion, analysis and interpretation of data
- The use of the Student Performance Analyser Program (SPA Program)
- Revise the assessment and reporting schedule and assessments at each year level
- Continue to revise/update current reporting format
- Create guides for each assessment tool and create a reference tool for staff to use to assist with the use of analysing and interpreting data

The school uses a range of assessment tools and an assessment and reporting schedule provides staff with the assessments to be completed at each year level. The staff welcomed a change in the schedule this year to move assessment from the beginning of term 1 to mid term 2, in line with June reports. Staff received professional development in the use of the SPA program at the beginning of Term 1 to access student results from assessment completed in December 2015. This enabled staff to familiarise themselves with where their current students are at. The focus of assessment was then removed in Term 1 to allow staff and students the time to get to know each other.

**English Report (Poppy Morris)**

*My Role as English Leader*

My role has changed significantly in 2016. I am now a Year 3 classroom teacher and receive four periods a week to support staff in developing their instructional practice of teaching Independent Reading and Vocabulary Instruction (an instructional practice I introduced to the whole school this year). I held an Independent Reading information afternoon for parents however, numbers were low, I think due to only having it published in the newsletter; not separately on a flyer or Tiqbiz a reminder. Consequently, I will be running an evening session on Wednesday March 16th. Information went out on the same notice that Sam Marston sent out on Strategic Spelling.
Staff PD

In February this year the school engaged Carmel Small to PD the staff on the implementation of Strategic Spelling across the school. This was met with enthusiasm and gave teachers the opportunity to review their practice.

Teachers have been involved in discussions and are evaluating their current practice with a view to improve and incorporate Strategic Spelling when teaching Spelling across the whole school. The purpose is to ensure that students have a common language when talking about how to spell words and an understanding of the varying ways we learn to spell such as Phonological, Visual, Morphemic and Etymological, from Foundation through to Year 6.

Sam Marston will be holding a PD for teachers and parents on Strategic Spelling. Flyers went out to students, it is in the newsletter and it will be on Tiqbiz.

It was decided by the English PLT that I provide a PD for the staff on the Instructional practice of teaching Vocabulary to students. I undertook this PD with staff on 9th March. I received positive feedback and have opened my classroom doors for staff to come and observe the practice if they would like to. I have also offered to go in and coach staff on the practice as required.

Writing Moderation

Writing Moderation within levels will occur leading up to writing reports. An interschool writing moderation meeting is planned for Monday 23rd May between Patterson Lakes and the following schools: Aspendale Gardens, Chelsea and Edithvale PS. This will provide the opportunity for staff to meet with teachers from other schools to examine writing assessment and ensure that teacher judgements are consistent with the Victorian Curriculum standards.

NAPLAN

NAPLAN is scheduled for 10th, 11th & 12th May 2016 for Years 3 & 5. In preparation for this test, teachers have been focusing on the writing genres of Narrative and Persuasive along with Language Conventions and Strategic Spelling.

Vicki Froomes

Vicki Froomes is continuing to coach staff. She has continued to work with the Year 3 teachers and I have continued to let staff know about opportunities to go in and observe Vicki demonstrating the Independent Reading instructional model (either for the first time or as a refresher).

Fountas & Pinnell & other Benchmarking

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

Literacy Support

Sue Caspersz has taken over the role of supporting Year 1 ‘At Risk’ students.

Writer of the Month

Students are nominated by teachers to receive a certificate in recognition of the level of excellence when writing in a certain genre. This is published in the newsletter and certificates are given out at assemblies on a monthly basis.

Library Lunch Time Club

The library will be open in Terms 2 and 3 one lunch time a week to give students the opportunity to go to a quiet area and read. Teachers will be rostered on to supervise.

Mathematics Report (Mel Bowly)

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

Maths Coaching has started this year with myself continuing on with Katrina Bound in the Foundation area and coaching has begun with Jamie Treasure in the Year 1 area. I have also begun working with the Year 2 team showing them how to implement and use the data gathered from the Mathematics Online Interview. All kits were made up last year in readiness to begin Term 1.

Year 1 Team has reviewed the Action Research Project started last year and found some very pleasing results in student growth. This ARP will continue on in 2016 and is also being actioned by the Year 4 and Prep team this year.

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

Maths Club is being held on Thursdays in the LAB with Brad Canavan taking the senior classes and Mel B the junior classes on alternating weeks.

Patterson Lakes Primary School was successful in our application to join the Monash Research Project this year. The focus of this project will be multiplicative thinking. The
resources will include suggestions applicable for teaching Years 2 to 6, although the assessments will only apply to Years 3 to 6. The initiative will be part of research at Monash but will also have a professional learning component. Mel Bowly, Mark Koppens and Jason Zarb are taking part in this project. 

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

I look forward to a great year of Maths in 2016!

Science Report (Luke Milgate)

Science in our School Improvement Plan

At the end of 2015 it was decided to place Science as a focus in our four year School Strategic Plan. Specifically the school will aim to increase student outcomes in the area of science inquiry skills.

Student progress will be measured using teacher observation, PAT Science tests, and SISAT. SISAT (Science Investigation Skills Assessment Tasks) are designed so that students work in small teams to investigate a problem, then write up their findings and thoughts individually.

Professional Development

Our funding for the science specialists initiative officially ended in January. However, the education department were kind enough to offer science mentors 5 days of professional development in mathematics, to further promote STEM (Science, Technology, Engineering and Maths) across schools.

The most pertinent parts of this training will be shared with staff during Science and Maths meetings in Terms 2 and 3. Of particular interest was the Maths 300 program, which takes many well known maths games and analyses them using the scientific model of ‘predict, observe and explain’.

Garden Group

The garden group has started in earnest again this year, meeting every Tuesday lunchtime and available to all students from Years 2 to Year 6. We have had a number of parent helpers eager to assist this year which is a great benefit as there is currently a lot of work to be done in the garden area.

Meryn Nichols, mother of Shaun and Maddy Nichols, has also offered to help with cooking classes this year. Meryn is very skilled at using the stock that is available in the garden and producing some fantastic meals with the ingredients. Meryn will be working with the Year 3 teachers over the following term.

Term 1 Science Units

Foundation – ‘Weather in my world’

It is fantastic to note that the Foundation students were the first level to use our Science lab this year. It has been great to see the Foundation teachers in the lab and outside, lying on the grass and observing the weather! The language of Science is being introduced to our students from an early age.

Year 2 – ‘Water works’

Students studying this unit attempt a series of investigative tasks, from how many drops of water can fit on a coin (and why) to how the drainage system in our school works. Year 2 also visited the sewerage works as a part of their studies.

Year 3 – ‘Night and Day’

This fantastic unit exploring the relationship between sun, earth and moon culminated in a visit to Scienworks last week and our annual Night & Day exhibition in the hall featuring the students’ 3D projects.

Year 4 – ‘Magnetic Moves’

This unit allows students to investigate the properties of magnetism and how magnets are created and destroyed. Year 4 students enjoyed creating and assessing their own magnetic games.

Year 5 – ‘Earth’s Place in Space’
Last week the Year 5 students visited VSSEC (Victorian Space Science Education Centre), 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.

**Physical Education Report (Michelle Conway and Kelly Laughlin)**

**Foundation**

Foundation children began the year focusing on the fundamental motor skills of catching, throwing, bouncing, dribbling and running. They have learnt the correct technique for all skills and practised them in isolated activities, working in pairs and groups. Students have played a number of warm up games, learning and following rules. Students are developing their cooperative skills, and discussing good sportsmanship.

**Years 1 and 2**

In Years 1 and 2, students completed a unit on racquet sports including bat tennis and hot shots tennis. Warm up activities allowed students to become familiar with their racquets and work on their hand-eye coordination. Students gained an understanding of using both the forehand and backhand hits and developed these individually against a wall, with a partner and using the hot shots nets. Students then moved onto a unit of basketball where they developed the skills of bouncing, dribbling and shooting. Modified games allowed students to develop their knowledge of the rules and how to attack and defend in a match.

**Years 3-6**

Students have completed a large unit on cricket, covering the skills of batting, running, fielding and bowling. Drills and modified games were used to develop skills and knowledge of the sport. Students worked in pairs and groups allowing their cooperative skills and teamwork to be enhanced. Students learnt the rules and played a full game of Milo Cricket (a Year 6 Inter School Sport).

Students are now moving onto a unit of Tee-ball. Focusing on the side-arm strike, running to bases and fielding. They will learn the rules and strategies used in a tee-ball match and finish by playing a full game. Students will also complete the beep test before the end of term.

**Year 4**

At the beginning of the term, Year 4 filled out their own personal PE goals for 2016. All students will review this sheet at the end of the year. In class students have been focusing on ball and bat handling skills through tennis and table tennis. Students had an incursion with the local tennis club who offered their professional services to the kids. Our students found this to be very valuable. Over the last few weeks of the term, the Year 4’s will be conducting their fitness tests. This will consist of around 7 different activities, where students will discuss and test different components of fitness including power, strength, endurance and flexibility. The popular beep test will also be done.

**Swim Carnival**

The Year 3-6 Swim Carnival was a great success in week 2 of Term 1. We added an extra option for students to participate in novelty house competitions and reduced the emphasis on only competing for District. The students had a great time. 35 of our students have been selected to progress to District Swimming.
Runners Club
Runners Club has had a successful start to the year with large numbers from across all year levels attending. Our keen Runners Club regulars have returned as well as many new faces!

Cross Country
At the end term we will be holding our Cross Country River Run at Patterson River for Years 3-6. This is a house competition where students in the 9/10 age group run 2kms and students in 11, 12/13 age group run 3kms. The top ten students progress to District Cross Country. This year we will be trialling a new start/finish area that is more open and where we can set up the house marquees.

ICT Report (Helene Bearup)
Everything Digital Technologies with Mrs B!
This year my role has changed to that of a coach where the classroom teacher is also a student in my classes along with the students. My classes are not all weekly, some are fortnightly and some monthly.
After the successful GAFE (Google Apps for Education) pilot with Year 5s as part of my program in 2015, it is now being rolled out with the Year 6 classroom teachers so they can enhance their teaching, facilitating collaboration and give feedback to students as they attempt to work paperless.
The students are the experts now helping their teacher understand how much fun and effective working this way can be. The students were assigned a Google Classroom ‘…ology’ project designed by me using Google Slides. The students worked collaboratively as a group and they shared their project with their teachers. The students submit their group project back to me via the Google Classroom. The class teacher could participate and see what was happening as well as provide support to the learning as part of the process.
Year 5s together with their teachers, explored how to build an interactive quiz using the coding that comes as part of PowerPoint. Before they got to this stage, they were introduced to a number of ways to brainstorm and share ideas using online tools such as Dotstorming and Socrative. Children were reminded how to apply their cyber-safety strategies and etiquette when using these tools with fellow students. Students investigated how quizzes are created and what they require before proceeding to build their own.
Years 3 and 4 discovered and refined their research skills and strategies as they learned how to present a well formatted and organised MS Word project. Children used the inbuilt coding of Titles, Heading 1 and Heading 2, that is on the right hand side of the Home tab, to generate a table of contents, they included a Bibliography and a cover page as part of their document. The children were required to read and summarize their information to create each sub heading. They performed many complex procedures whilst problem solving to get a pleasing result. The end results were quite spectacular and looked very professional!
Year 2s have been working with me as double classes fortnightly and I think the teachers have had more fun than the students! Learning how to tell stories using animation in PowerPoint was a big hit with the teachers and the students. Communicating visually in this modern age is important too. Being able to plan and execute their ideas using animated objects and characters to tell a story is quite a complex yet rewarding task.

PLPS R@dio: This year’s crew is a great bunch of children. New crew members are always welcome. The crew have produced some terrific shows so far just like any pro on FM radio currently! Eliza D’A is the school radio captain with Holly S and Bronte T also from Year 6 the vice captains. They have got the crew organised and working hard.
The whole crew meets every Tuesday to discuss the show and choose the DJs from the crew and suggest content for the show. The chosen, volunteer weekly radio group then work every lunchtime to write their own script, organise the playlist, sound effects and rehearse before broadcasting live each Friday lunchtime. In the meantime other members of the crew create all the ads and segments that are included in the show. The live show is podcast online after each broadcast. You can listen to them http://bit.ly/plpsradio.
1:1 Program: A great deal of background work (very technical stuff!) and many nights burning the midnight oil has gone in to preparing for the 1:1 program that will commence in Term 2. In Week 2 of this year, the Department brought out another version of Windows 10 eduSTAR which meant building and testing a new image for the school, delaying the process by a few weeks. Leanne Walker is coordinating the rollout of this program. The TSSP, a technician and I are imaging the student owned devices with the PLPS eduSTAR image.
Years 3 and 4 students together with the teachers and myself are looking forward to this new learning journey together.
The Visual Arts Report  
(Emma Munnikhuis and Kelly Laughlin)  
Please note for the first semester, Years Foundation, 1, 2 and 4 have Art  

Foundation  
Foundation students have settled well in class. In their first session, students were introduced to the art room rules as well as completing their first art task of drawing a self-portrait. Exploring the primary colours of red, blue and yellow, over the next few sessions students were introduced to the story of “Giraffes Can’t Dance”. The following art activity included students painting, drawing and focusing on the colours blue and yellow to create a bright colourful collage picture. Drawing lines in different forms also gave the students the opportunity to explore and create a primary colour picture.

Year 1  
The focus was on colour. Primary colours were revised and mixing of secondary colours were explored. Students created wax resist abstract birds. Food dye colours were randomly mixed using eye droppers. Students are always bedazzled by this effect of colour mixing. Then the colour orange became our focus and students painted orange fish without using brushes. Various tools were used to create different and effective marks. Purple Portraits were painted and of course that leaves green. Keep your eyes peeled for this project. Modelling a plasticine turtle influenced by indigenous art was recently completed. These turtles are miniature and proved to be a challenge. They cannot wait to bring them home. Well done!

Year 2  
We started the year revising primary and secondary colours. Students firstly painted a colour wheel. Then they were introduced to opposite/complementary colours and drawing patterns. A fancy word for patterns are zentangles. They applied their colour and pattern knowledge to their wonderful mouth-watering three dimensional ice-cream sundaes. Children constructed a 3D ice-cream cone and created imaginative toppings from paper. This was a challenge. We only wished their art work was edible! They have been super creative using wonderful colours. Take a peek in the corridors... yum!

Year 4  
To engage students’ interest in the upcoming Ian Potter Gallery Excursion our focus has been to introduce some well-known Australian artists. Firstly students created class collaborative flowers in a vase inspired by Margaret Preston. Followed by splat paintings influenced by the American artist Jackson Pollock. These collages were decorated with students’ initials designed from block or bubble writing. This lead to tagging in street art. Street Art always proves to be a favourite on our school excursion. Lastly we completed an artist study of John Brack. Students painted self portraits using a legend for different colours. They then added their portraits to create a collaborative painted collage of themselves in, “Collins St, 5pm”. Take a look: their work is on display in the corridors. Leading into the John Brack’s study, students drew a one point perspective of a city scape. These perspective drawings are fabulous. Wow, the Year 4s are talented!
The Musical Arts Report (Mark Drysdale/Helene Bearup)

Please note for the first semester, Years Foundation, 3, 5 and 6 have Music

Foundation music has been fun learning new songs as they learn about ‘beat’. They have formed bands using various instruments to accompany the songs as well as add a strong beat line to existing music. We started the term with a 12 bar blues song to get us to learn our names. Following that we added a new song each lesson. Students have responded well to singing, dancing and playing instruments together to make music.

This term in Music Year 3 students have been singing, dancing and playing ukulele and percussion instruments. They have been learning to read and write musical notation and have composed their own music for keyboard.

Year 5 students have been learning to read and play music for the keyboard. They have also learnt ukulele melodies and chords for music from many different genres. The students have been increasing their knowledge of musical notation, theory and instruments.

Students in Year 6 have been enjoying performing a variety of drama circles this term and many students have been inspired to write their own and performed them with their class. They have been learning to read and perform music from different countries using keyboards and ukuleles. Students have also been performing and creating music using body percussion and voice sounds.

The Sing Club has been rehearsing on Wednesday lunch times this term. It is comprised of an enthusiastic group of students from Years 1-6. After performing Christmas carols at two Patterson Lakes retirement villages last year, the Sing Club is keen to perform for the community again soon.

Humanities Report (Patty Lamaro)

At PLPS, there is an understanding of the importance for all grades (1-6) to be engaged in Humanities based topics alongside the Science curriculum throughout the year. Whether it be as class discussion of current events, caring for the local environment or exploring global leaders, the opportunities for Humanities to be a constant in the classroom are endless and varied.

In Year 1, 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 groups. The community theme continued in Year 2, including the investigation of water – ‘Reduce, Reuse and Recycle’! An informative excursion to the Eastern Treatment Plant assisted the children in applying their learning to a real-life context.

In Year 6, students have been learning about ‘Leadership’ – what it is, who demonstrates this and how. The students will further develop their research, summarizing, drafting and writing skills to produce an information report on a selected influential leader.

A particularly exciting development in the Humanities curriculum at PLPS is the introduction of ‘MAPPEN’ to the Year 6 classrooms. MAPPEN is a comprehensive guided inquiry program that addresses the Australian Curriculum standards across the subject areas of history, geography, economics and civics and citizenship. The units are organised under eight overarching themes and are designed to cover a two-year teaching cycle. The program includes concepts such as necessity, creativity, sustainability and change, and can be implemented school wide, allowing for a community focus on what the students are learning. MAPPEN simultaneously provides built in professional development for teachers, which is enormously beneficial.

For updates on where we are heading with MAPPEN, watch this space!
The 2016 Languages Program offers Spanish from Foundation to Year 2 (Teacher Clara Mangone), Italian from Year 3 to Year 4 (Teacher Clara Mangone) and French from Year 5 to 6 (Teacher Gisele Renault).

Spanish Foundation
Students in this level are progressing well with Spanish greetings, colours, instructions and some songs. They seem to be enjoying their learning and it’s pleasing to hear ¡Hola! (It’s not an upside down exclamation mark, but the opening exclamation mark for Spanish) buzz around the school. We have received the ‘My Passport to Languages’, a passport-style achievement booklet from the Victoria State Government, where the students will soon start recording their learning. This passport will take them from Prep to Year 3.

Spanish Year 1 and 2
These students have been revising and consolidating the Spanish vocabulary learnt during last year. They are showing more confidence every week in using the vocabulary to play games and participate in small role play performances. They also enjoy singing familiar songs and the new songs they are currently learning. The topics that we are covering are greetings, introductions, colours, numbers and cultural information.

This year the students in Year 2 will participate in an excursion to the Frankston Arts Centre on Tuesday 15th March. They will be involved in educational cultural workshops organised for schools as part of the Frankston Ventana Fiesta Annual Event. These workshops will cover some of the following topics: Animals of The Galápagos Islands, Instruments of Spanish and Latin-American music, traditional Spanish costumes and food.

Italian Year 3 and 4
Students in Year 3 have been introduced to the Italian Language through greetings and the use of Languages Online. They are adjusting to the transition from Spanish to Italian and they are starting to make connections and find similarities and differences between the three languages, English, Spanish and Italian.

This term the students of Year 4 are revising, consolidating and expanding their language vocabulary and skills through a scaffolding approach to teaching. The students are making real use of the Italian language in games, cooperative activities and role play performances. The topics for this term are greetings, introductions, colours, numbers, gender and number grammar, making statements and expressing likes and dislikes, singing popular familiar and new songs.

Year 4 students are invited to participate in an Italian Poetry reciting competition to be held next term at the Italian Museum in Carlton. This competition has been growing in popularity and importance as it gives the students confidence with the language and their abilities, not only to perform, but to see their achievements when they commit and work hard. More information will be given to the students and the parents of the students willing to take part, as it becomes available to us.

French Year 5 and 6
The Year 5s have been learning: How to say the date, Salutations and 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. Year 5 students will be introduced to 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 has involved practising to say and learning to spell new words and phrases.

The Year 6s have learnt the months of the year as well as the seasons. We have discussed which months go with which seasons in the northern hemisphere. We looked at French artist Claude Monet and the way he painted the same subject in the different seasons. We will speak about impressionist painting and do our own pieces in the 4 different seasons. We revised colours and which colours represent which season before we commenced our impressionist painting of Monet’s Haystack. We will do a group painting using fingerprints as cherry blossoms and poppies to symbolise our year of studying French 2016. We have learnt how to talk about the weather and write sentences that encompass our knowledge about seasons, and the weather we may expect for that season. Students are surprised about how much they can write in French!