School Council: Education Report (for Term 2)

Date: Tuesday 14th June, 2016

Curriculum Report (Sam Marston)
Winter and reports are here! How time flies by!

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

Years 3-4 swimming: Years 3 and 4 were the first year levels to complete the swimming program at PARCS. The children had a fantastic time, and we have received much positive feedback about the program. Thanks to Michelle Conway and Kelly Laughlin for organising this whole school program.

ANZAC DAY Assembly: The school commemorated ANZAC Day and held a special assembly in the Hall. We paid our respect to the soldiers past and present. Congratulations to Josh, Charlotte, Jackson and the JSC for the leadership and awareness they created about ANZAC Day. A special thank you to Tony Galea who was a special guest at the assembly.

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

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

Parent Reading and Spelling Sessions: Poppy Morris and Sam Marston conducted 2 very informative reading sessions for interested parents. Poppy delivered invaluable strategies to help parents develop their children’s reading and spelling, and also informed parents as to how we teach them at school.

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

Kids Disco: An abundance of children enjoyed the disco. Great music was heard and fun had by everyone. Thank you to the Fundraising Team for organising this.

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

Education Week: A week of coming together and celebrating the wonderful community we have at Patto. Open morning including 1:1 Launch, family picnic, book fair, Maths Day, Literacy Day, Wellbeing Day, open afternoon, buddy activities, science trail, maths trail and Biggest Morning Tea...WOW...a busy and extremely enjoyable week for students, staff and parents.

Still to come:
- Report Writing Curriculum Day – Friday 10th June
- Queen’s Birthday Holiday – Monday 13th June
- National Buddy Day – Wednesday 15th June
- Year 6 Lightning Premiership – Friday 16th June
- Reports sent home – Monday 20th June
- Year 5/6 swimming – Monday 20th June – Friday 24th June
- Parent/Teacher Meetings – Wednesday 22nd June
Foundation Report (Katrina Bound)
The students have had a very intense term of learning and assessment. We have covered many topics for maths; subitising, hefting, place value, and introducing skip counting. The children particularly enjoyed finding many things around their classrooms that would be heavier or lighter than each other on the scales. Finding objects that would balance was the big challenge. We have looked at the quickest way to count a collection of objects and what it means when digits are in a particular order. How many bundles of ten and single ones does a person need to make the number 84? 

For science we have been looking at what things are made of. The children have explored different materials and toured the school to notice the materials in our environment. Our Humanities topic this term has been ‘People Who Help Us’. It is a fun topic which helps all of us realise the many diverse people in our lives and what part they have to play in it. Of course our mums and dads help us more than anyone else; so this week we are writing them a letter of thanks. To extend the experience we will be walking to the post office to post our letters. Whilst there we will look at the post office and how the staff there help us. Last week we were fortunate enough to have a visit from our local fire station. Firefighters Mark, Mike and Ben delighted the children with extremely interesting displays of their safety equipment, uniforms and of course their fire truck. Each student had a chance to turn the big water hose on and off and watch the very powerful stream of water shoot into the air. The next day we wrote a thank you letter to the firefighters. The fire hose was definitely a highlight for many of them.

Prep Transition has begun. Carp productions came out again to perform an age appropriate show for many of the children enrolled for 2017. One of the groups from Patterson Lakes Kindergarten came along, as did the kindergarten group at a local child care centre. We had many parents attend with their children for next year and it was once again an excellent event. A great way to begin our transition process for the coming year. Our numbers are currently 90 enrolments for 2017. That is how many students we have enrolled currently for this year. We will lose some of those but it is anticipated we will gain a few more before the end of the year also.

Before the end of the term we will be enjoying a visit from a local community program ‘Healthy Eating’ and the staff will conduct Parent Teacher Meetings. Prep B have enjoyed the photos of their treasured Mrs Bainbridge with her newborn baby and Prep D will be farewelling their much loved Mrs Quirk as Victoria goes off on Maternity Leave. We thank Vic for the contribution she has made to the Prep team and wish her all the best.

Year 1 Report (Emma Funnell)
The first day of term started with a big bang; we had the Hands on Science team at school for a Sound Incursion. Students were introduced to our new topic by completing a number of fun and hands on experiments to discover how sound works. The second science topic for the term was a Primary Connections unit called Spot the Difference. During this unit students investigated how food changes when heated and cooled and whether these changes are reversible. We looked at foods like spaghetti, bread, chocolate, icy poles and popcorn.

With ANZAC Day this term it was a focus for the week leading into the public holiday. All classes made ANZAC biscuits and read lots of books to get a better understanding of why we have the day off to commemorate. The students also attended a special ANZAC day assembly the Friday before where the last post was played, poems were read and a guest speaker told his story of being in the Vietnam War.

Education week was a very busy week with an Open Morning and Open Night on Monday. Parents were invited to come and spend the morning in the classroom and then given a Science Trail to complete at night. Wednesday was Literacy day; we caught up with our Buddy class and read our favourite books with them. Thursday was Numeracy day; the whole school completed an awesome Maths Trail. The Year Ones only completed half because the
questions got a bit tricky. Friday was Wellbeing day. We caught up with our Buddy classes for the Biggest Morning Tea to eat lunch together and then in the afternoon we had INSPIRE.

In English we have been continuing on with Independent Reading. We have been working on visualizing, inferring and the strategies of tricky words- sounding out, chunking and reading along to gain understanding. Our children are well settled into the routines of Independent Reading and we are working on building our reading stamina.

Our Maths program has been continuing on and we have tested all the Year One children with the Online Numeracy Interview. We have only completed the number component of this interview. We have had some fabulous results already as shown in the online interview assessment data. We continue to undertake counting, place value, addition and subtraction and measurement and geometry every week.

**Year 2 Report (Sarah Ashburn)**

This term has been very busy as we have been assessing where the children are at, whilst also teaching them the skills needed in Maths, English, Science and Integrated Studies.

Our Integrated topic was Days of Old which was combined with our Science topic of Push and Pull. The children loved our Billycart Incursion where they were able to build a billycart in groups, tinker with some nuts and bolts and drive a billycart around the school hall. The children said that this incursion was awesome! They all had so much fun learning about needing to push the billycart for it to go and pulling back on it if we want to stop it. We have one final excursion left this term. We will be heading to Como House in South Yarra to tour a historic building, that depicts the life of a family many, many years ago. We will also be able to play games that children grew up playing over 60 years ago.

In Maths we learnt about 2D shapes, lines, transformation of shapes, telling the time to quarter past the hour as well as many different subtraction strategies. We spent a lot of time discovering these concepts through hands on activities, games, modelling and repetition. We also constructed poster displays on how to transform a shape (i.e. flip, slide or turn), what 2D shapes are called and their features, as well as the different lines we can see.

In English we have continued with Independent Reading, focusing on making connections and visualising. Our writing has been mainly focussed on recounts and narratives, however we have also briefly explored persuasive texts and procedures. We are currently exploring narratives and how we can add detail to our characters, settings, problems and solutions that will enhance the reader’s enjoyment.

We are looking forward to an exciting Term 3 with lots more learning and fun!

**Year 3 Report (Jason Zarb)**

The focus at the beginning of the term was on building relationships with the students and participating in an intensive two-week swimming program at PARC as part of the Health and Physical Education curriculum. The program was extremely well organised by Michelle Conway and Kelly Laughlin and the venue was outstanding. The cohort and teachers thoroughly enjoyed and supported the program.

Another focus for the beginning of Term 2 was introducing the 1:1 Devices in Year 3. The support from families has been fantastic with an overwhelming majority of children actively involved. The support from Helene Bearup has been incredible. Helene and her team need to be congratulated for implementing such a worthy initiative which has seen an immediate improvement in student engagement and motivation levels across the cohort which substantiates the decision to introduce the concept. A great deal of planning and preparation has gone in to conceiving and implementing the initial concept which was discussed at leadership a few years ago. Despite some expected teething problems, the general consensus has been positive from the staff and the students involved. A Professional Learning Team has been established and recommendations have been made to address some of the issues that have occurred since implementing the devices. The school will continue to move forward and refine the idea to ensure a smooth transition is maintained.
NAPLAN testing has been another focus in Years 3 and 5 this term. Students were tested on Language Conventions and Writing (Narrative), Reading and Numeracy across three days under strict testing conditions. Testing went according to plan. Student and school results will be received later on in the year.
The staff have been involved with a number of professional development sessions covering Dyslexia and Learning Difficulties, Calmer Classrooms and Mathletics. Staff attended PLT meetings to share, discuss and plan Literacy, Numeracy, Science and Wellbeing across the school.
Year 3 and Year 4 organised some visiting artists on April 28th to teach the children about the importance of Cyber Safety which was a huge success and lots of fun.
The school commemorated ANZAC Day and held a special assembly in the Hall.
Teachers have written Individual Learning Improvement Plans for certain children. Families were contacted by the classroom teacher and ILIPs were sent home.
The school held a Mother’s Day stall for children to buy their mothers a special gift for Mother’s Day. The Parents and Friends Association did a wonderful job organising the gifts and the stalls.
Year 3 visited the Moonlit Sanctuary on Friday 13th May as an introduction to the integrated studies unit Feathers, Fur or Leaves? The excursion was a terrific experience thanks to the support of the parents who assisted on the day. The students got to experience many things and learned about lots of interesting concepts.
The school celebrated Education Week in Week 6. A range of events and activities were organised which involved the whole school community. The school held an open morning and evening as well as the Family Picnic and buddy activities.
The PLPS Athletics Carnival was held on Tuesday 17th May at Ballam Park Athletics Track. The event was extremely well organised by Michelle Conway and Kelly Laughlin and was very well supported by staff and the school community.
The Year 3 team is really pleased with how the term has unfolded and is looking forward to continuing to strengthen the relationships within the level and within the wider community.

Year 4 Report (Brad Canavan)
The term started with a splash with our students completing a 2 week intensive swimming program at PARC. Our students also participated in senior school athletics and selected students represented the school at District X-Country. Our visiting artist gave the students a chance to learn spray-painting, which they loved!
This term students studied the Science unit Beneath our Feet. They enjoyed all the experiments and investigating how landforms change over time through erosion and weathering. Throughout the topic, there were plenty of ‘hands on’ investigations and teachers utilised the Primary Connections resources. The students completed fantastic projects on geology.
Our history topic this term was ‘First Contacts; Aboriginal Journeys’. The children have enjoyed posing questions about how the Aboriginal and Torres Strait Islander people lived before the arrival of the Europeans. They have also enjoyed listening to Dreamtime stories, writing their own Dreamtime stories and creating a rebus using Aboriginal symbols. They have performed plays based on Dreamtime stories, created Aboriginal art and performed Aboriginal dances. Students engaged in and enjoyed our incursion – ‘Cultural Infusion’.
Students also spent time researching and studying ANZACS as part of our Humanities unit.
Maths this term has seen the students focus on the four processes of addition, subtraction, multiplication and division. The students have enjoyed ‘hands on’ lessons to cover topics such as fractions, measurement (volume, area, perimeter, mass and capacity), grids and coordinates, lines and angles, 2D and 3D shapes and chance. Maths ‘fluid groups’ began this term with a focus on using strategies such as drawing diagrams and patterns for problem solving. The children have enjoyed going to different classes each week and participating in like ability sessions.
Term 2 also saw the beginning of 1:1 devices. Students and teachers alike have enjoyed a tool that enhances teaching and learning. Students have used programs from the EduStar bar to increase ICT skills. They have completed their ‘Digital Passport’ to develop understanding of cyber-safety.
Year 5 Report (Shaun Lakeland)

Term 2 started with a unit on ANZACs. Student’s learnt about the role Australia played during WW1 and the Gallipoli Campaign. Year 5s were fortunate to have Vietnam Veteran Tony Galea visit us for a class presentation and students had the opportunity to ask questions. We also had a local excursion to the Carrum War Memorial where students laid a wreath, played a game of two-up and discussed some local war history.

Our first science unit for the term was ‘Light Shows’. Students had the opportunity to investigate the properties of light through a range of investigations about reflection, refraction, colour spectrum and shadows. In the middle of our science unit Year 5s spent a week participating in NAPLAN testing. The Year 5 teachers were careful not to over-emphasise the tests and hopefully it was an enjoyable experience for students. During the term students engaged in a measurement and geometry project. Students planned, designed and created their own 3D city model which developed scale, shape, directions and coordinates skills.

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

Our second science unit was ‘What’s the Matter’. Students explored the properties of solids, liquids and gases and planned and conducted investigations of how the properties of materials change with temperature.

To further develop the wellbeing of students the Year 5 team have embarked on gender specific wellbeing activities. Each fortnight students have been working in gender groups aimed at social and welfare issues specific to each group. This has been well received by students.

The Year 5s were fortunate to obtain a set of laptops this term which has greatly benefitted our ability to integrate ICT into our classrooms. Students and teachers are really enjoying this opportunity to develop our ICT skills.

Year 6 Report (Deidre Carmona)

Another busy and exciting term in Year Six. The students have settled in well to our open learning space and are enjoying working in a variety of educational contexts. We have had a Humanities focus this term concentrating on Federation, Democracy, and how the Australian Government works. In addition to our main topics we have had a three session incursion from Family Life. Topics covered in this include: changes through puberty, how everyone is different and how there is a need to be respectful to others. During this term we will begin our individual goal setting. This is a major part of our personalised learning and all students will have an individual goal based on their own needs. Each week the students will be provided with the opportunity to work on these goals and conference with one of the Year Six teachers.

The Junior School Council have worked successfully as a team running assemblies and special events such as the Anzac Day Ceremony. They have been highly praised by visiting parents whilst completing school tours. Well done to Mr. Koppens. The House Captains have been working together with Mrs. Dyer holding Patto’s Got Talent heats and we are looking forward to the final in the last week of term.

Interschool sport continued with a change to winter sports: Netball, Football, Soccer and Tball. All students participate on a weekly basis and represent our school in a positive manner, displaying excellent sportsmanship and behaviour at all times. The winter sport Lightning Premiership was cancelled due to bad weather and has been rescheduled to the 17th June. The students are all looking forward to competing in the event. The swimming program for Year Six will run in the last week of term with approximately 75% of students participating.
Welfare Report (Sam Marston)

The Kids Matter committee is continuing to grow in strength. Members of the committee have started to investigate programs to teach Social and Emotional Learning to children as of 2017. Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. Social and emotional skills are critical to being a good student, citizen, and worker.

We have taken on two Masters of Counselling students from Monash University, Bianca and Natalia. They are here at school 3 and 4 days respectively. It has been a privilege to have them with us and they have already counselled a number of students. Bianca and Natalia will be at Patto until October this year. InSPIRE continues to be a success on Friday afternoons. Having the whole school come together and cheer their peers on is inspiring!

Wellbeing Day in Education Week was supported greatly by staff and students. Everybody wore a splash of yellow and we came together as a school on the oval to enjoy lunch and participate in the Biggest Morning Tea. As a school, we raised $560.90. Classes united with their buddy grades during the day and celebrated friendship and time together. The day concluded happily with InSPIRE activity.

Class Rep meetings take place three times a term. The class captains represent their class on issues and feedback raised by the students. We have had a big focus on ‘treating our toilets as we would at home’. Posters have been designed and placed in the toilets as a reminder. We are now starting to work on littering and out of bound areas. I love catching up with the class reps and hearing their thoughts on how to make Patto an even better school for them. The children have started to take on the responsibility that they can help make things even better.

Assessment and Reporting Report (Leanne Walker)

Year 3 and 5 students completed NAPLAN in Week 5 and results will be available in Term 3. We wish all our students the very best with their results. There has been a focus this term on completing assessments for students in preparation for report writing. Some of the major assessments completed have included:

- Online ACER PAT Maths and PAT Reading (Years 2-6)
- Online OnDemand adaptive tests for Reading, Number & Algebra and Measurement & Geometry
- SISATS (Science) and ACER PAT Science (Years 3-6)
- Maths Online (Foundation-2)
- Fountas and Pinnell for Reading (Foundation-6)

The 1:1 Program in Years 3 and 4 and the additional devices in Year 5 made online testing a less stressful task for students and teachers. Students now complete the online tests during class, at more suitable times, without having to wait for their allocated 42 minute LAB session each week as in the past.

Staff have been working hard to complete Semester 1 reports for all students. An Assessment and Reporting timeline and schedule, is provided to teachers at the beginning of the term to communicate important information. The Assessment and Reporting team discuss the requirements of the reports and disperse this information to teachers for their reference to minimise variability with the reports. Reports are proof read by a buddy teacher and then proof read by a member of the leadership team before being sent home. The reporting program currently used is Accelerus, an online platform approved by the Department.
English Report (Poppy Morris)

Writing Moderation within levels has occurred leading up to writing reports. An interschool writing moderation meeting was held on Monday 23rd May at Patterson Lakes PS. The following schools participated: Aspendale, Aspendale Gardens, Carrum, Chelsea Heights and Edithvale PS. This opportunity provided the Patto 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 testing occurred on the 10th, 11th & 12th May 2016 for Years 3 & 5. In preparation for this test, teachers continued to focus on the writing genres of Narrative and Persuasive along with Language conventions and Strategic Spelling.

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).

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

Sue Caspersz is continuing to support Year 1 ‘At Risk’ students. Julie Novak Savage has taken over the Lexia program until August while Mel Edgar is on study leave.

Mary Phillips is continuing to accept students who are nominated by teachers to receive a certificate in recognition of the level of excellence when writing in a certain genre. This has continued to be published in the newsletter and certificates are given out at assemblies on a monthly basis.

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 or participate in mindful colouring. Katrina Bound will be in charge of this whilst other teachers who are on the English team will be rostered on to supervise.

This was a combination of celebrating all areas of the curriculum. The literacy component was incorporated into the 1:1 devices, buddy reading and writing poetry. The Book Fair was a huge success.

Mathematics Report (Mel Bowly)

Term 2 has been a very busy term for Maths.

Coaching has continued this term and has involved coaching the Year 2 and Foundation teams in the online interview and how to interpret the data. I have also been showing these teams how to implement and use the data gathered from the Mathematics Online Interview. All classes from Foundation to 2 have completed the interview for all students.

Education Week On Thursday 19th May: We held a ‘Maths Trail’ for Numeracy Day. The maths committee came up with some brain busting maths problems for our students to complete. Each year level had 3-4 maths problems posted on their windows and the children completed the ‘trail’ by going to each problem and busting their brains until they solved it. In all there were 18 problems, the easiest posted on the Foundation rooms and the trickiest posted on the Year 6 rooms. It was great to see classes getting together with their buddy grade to complete the entire trail.

Mathletics PD- we had a successful PD for staff of PLPS and some teachers from neighbouring schools this term. It was great to learn about some features of Mathletics that we didn’t all know about. These features will be wonderful tools to complement our planning and assessment.

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

Monash Research Project - Mel Bowly, Mark Koppens and Jason Zarb went to the first professional learning day in Bulleen. The focus of the day was multiplicative thinking. We were given resources to implement in the classroom,
Mark and Jason to use their own classes and myself to work with Poppy Morris’s class on coaching days. It was certainly a very informative day and gave us some great ideas to bring back to Patto to share with everyone. We will be having a staff PD on this next term.

**Maths Olympiad** – Sandra Murphy is leading the team consisting of myself, Kel Davis and Mark Koppens who are then leading the children though the Maths Olympiad. Maths Olympiad is being 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 lunchtime per week.

**Science Report (Luke Milgate)**

**Science Assessment Tasks**: Years 3 to 6 sat their SISAT tests this term (Science Inquiry Skills Assessment Tasks). The tests involve students participating in experiments and investigations, posing questions, collecting data, graphing and reflecting on what they have produced. The tests take place every six months to plot student progress across the school. In addition to this, students in Years 3 to 6 have also completed a PAT Science test this term. From running the tests, I feel that the Year 3 and Year 4 cohorts coped better with their tests this year than twelve months ago. When all the data has been collated it will be exciting to see if this has transferred into an increase in student growth.

**Garden Group**: It has been great to see a range of students from across the school attend garden group this term. We have been busy harvesting the autumn vegetables, weeding and mulching. We used our oranges and beetroot to make fruit juice, which turned out quite sweet.

Recently, Janine Visser donated some pallets of vegetables for the garden. We will be busy over the next few weeks planting these out.

**Term 2 Science Units**

- **Foundation** – ‘What’s it Made of?’: Over the past few weeks the Foundation students have been exploring the materials that objects around them are made of. They discussed how paper is made and recently have begun to make their own paper from recycled scraps.

- **Year 1** – ‘Sound Sensation’ and ‘Spot the Difference’: Year 1 students have been very busy this term, completing two units in Science. During ‘Sound Sensation’ students explored how sound travels. They attended an incursion from ‘Hands-On-Science’, while Mr. Treasure took his class one step further, exploring sound sources across the school and measuring sound in decibels using our new dataloggers. During ‘Spot the Difference’, all of the Year 1’s have been having fun making sticky spaghetti pictures, creating spaghetti towers and timing how long it takes to melt chocolate under different conditions.

- **Year 2** – ‘Push and Pull’: Year 2 begun their unit ‘Push and Pull’ with a billy-cart incursion. Over the next fortnight they will explore the effects of force in a variety of situations, with class rotations planned through a number of activities including making Mexican jumping beans and metal can relays.

- **Year 3** – ‘Feathers Fur or Leaves’: The Year 3s used an excursion to Moonlit Sanctuary in Pearcedale as an introduction to this unit. It explores how taxonomists classify different groups of living things. Students created their own classification keys using the observable characteristics of plants and animals. They also researched and completed reports on Australian animals.

- **Year 4** – ‘Beneath Our Feet’: In this unit students explored how weathering affects the landscape around us. They examined the characteristics of common rocks and soils. They simulated erosion across a landscape by layering different textures of soil in a container and gently pouring water down one side. Students always enjoy the hands-on features of this unit of work.
Year 5 – ‘Light Shows’: After the purchase of a number of resources last year to support this unit, the Year 5 teachers organised some fantastic hands-on activities to support the exploration of the properties of light. We also trialled a new SISAT assessment task on light towards the end of the term. Some pleasing results were seen in this test.

Year 6: The Year 6 team will complete two science units next term. They did not complete any during Term 2.

Physical Education Report (Michelle Conway and Kelly Laughlin)

Throughout Term 2 Foundation have focused on running; soccer passing and dribbling; Aussie Rules marking, handballing and kicking; Tee-ball 2-hand side arm strike and have revisited catching, throwing, bouncing and dribbling. They have learnt the correct technique for all skills and practised them in isolated activities, working in pairs and groups. Students have participated in a number of new warm up games, learning and following rules. Students are continuing to developing their cooperative skills and discussing good sportsmanship.

Years 1 and 2
In Years 1 and 2, students finished their unit on basketball and completed a unit on Aussie Rules and Netball. In the unit on Aussie Rules students developed their marking, handballing and kicking skills through isolated practise, working in pairs and groups activities. Modified games allowed students to develop their knowledge of the rules and how to attack and defend in a match. Throughout the unit on Netball, students further developed their passing and catching skills. They learnt about the rules of netball and practised associated skills such as pivoting, not stepping with the ball and correct defending distance.

Years 3-6
Students in Years 3-6 finished their unit on Tee-ball and completed a unit on Aussie Rules and Netball. Skills including marking, handballing and kicking were developed through drills and modified games. Skills were tested in challenges and activities with added pressure such as defence. Students used their knowledge of the rules in a modified ‘touch’ game of football. Throughout the unit of netball, students improved their knowledge of the rules and positions on a team. They learnt different tactics for attacking and defending through drills and modified tasks. Students had the opportunity to play in a variety of positions in real matches.

Year 4 (Kelly Laughlin)

At the start of the term, Year 4’s conducted their fitness tests. This consisted of around 7 different activities, where students discussed and tested different components of fitness including power, strength, endurance and flexibility. The popular beep test was also done. The main topic for Term 2 was Athletics. The track and field events consisted of High Jump, Discus, Shot Put, Long Jump, Triple Jump and 100m sprints. This was all in preparation for the Year 3-6 Athletics Carnival during the Term and the District Athletics in Term 3. A variety of new warm up games were also introduced to the students. The sport highlight for the term was the Athletics Carnival held at Ballam Park. All students from different levels of sporting abilities had the opportunity to participate in track and field events on the day.

Athletics Carnival
In Week 6 of this term we held our Year 3-6 Athletics Carnival at Ballam Park. Students competed in Long Jump, Shot-put, Discus, 100m sprint, 80m hurdles and optional events such as the 200m sprint and 800m run. It was a successful day thanks to the large amount of parent helpers who volunteered. Awards were handed out at assembly and the winning house ‘Gladesville Gladiators’ was announced! A team of around 65-70 students will be representing our school at District level in Term 3.
ICT Report (Helene Bearup)

Coaching of staff and students has continued this term with Years 2-6. I have worked with the teachers and their classes to show them new 21st century ways they can use digital technology with their own classes.

Monthly rotations: Following on from the successful pilot program of GAFE (Google Apps for Education) with Year 5s last year, as part of their ICT specialist program, the Year 6 teachers are now beginning to tap into the skills and new ways of working collaboratively and paperless. The students are very capable in learning this way. Teachers now have established their very own Google Classroom and children are showing their teachers how they can collaborate on live documents simultaneously and submit work online. Teachers have learned how a whole class can collaborate and produce and share work at the same time using online tools such as ‘Answer Garden’ and ‘Free Primary Wall’. Working this way enables the students to all see everyone’s work on their own screen and provides the teacher with insight into how the children are thinking on a topic. It allows for every child to have a voice.

Fortnightly rotations: Year 5 teachers have also explored some more modern ways of engaging students and giving their thinking voice in collaborative and social forums. They too looked at Answer Garden to build and brainstorm words to make a word cloud and discuss the data and word choices contributed by the class. The second half of term has been devoted to setting up their GAFE accounts on the 5190plps.com domain. Teachers are supported through the coaching to understand Google Drive and what owned and shared documents are and how students can work collaboratively on a range of tasks.

Year 2 teachers have been learning how to utilise the school’s web site online writing tools.

The students really enjoyed ‘Gone Google’ as they worked in small teams to produce a story by word, sentence and phrase at a time and see it played back with music showing how the students edited and grew the story.

‘Squiggly’s Writing Room’ was also a hit with the kids. Both activities showed how using a range of online generators can motivate and engage children.

Using motivating and engaging writing tools not only gets them writing stories but develops important proof reading and editing skills as well as part of speech. From here we moved onto working in MS word saving documents to the home drive and becoming more familiar with the text editing tools. Managing files is a vital part of working and producing work on computers.

1:1 classes’ weekly rotations: This term saw the rollout of the 1:1 program. With so many devices to be imaged and joined to the domain, it was a mammoth task but my technician and I survived and the students now have a powerful learning tool at their fingertips.
Coaching was initially aimed at knowing one’s way around Windows 10, the eduSTAR programs, the school apps, all the different drives and how using the device at school was a bit different to home. I made a training slide show that is available online for all the staff and students so that everyone could digest this information at their own pace. [http://bit.ly/1to1plps2016](http://bit.ly/1to1plps2016).

From here the Year 3s branched out into ‘Freemind’ – concept mapping and computational thinking using animation to tell a narrative using PowerPoint. That sounds easy but once you get into controlling multiple actions to tell the action it challenges students to solve very real problems to achieve their desired ‘action’ and telling of their story. Teachers were also challenged seeing how much problem solving and critical and creative thinking goes into animation algorithms.

Year 4s looked at a small introductory unit of work on coding using Excel that I had developed. The aim was to introduce the mechanics of Excel while exploring, coding and developing a simple language and algorithm to play a game. They also moved into PowerPoint revising the animation to then program a ‘choose your own adventure’ style algorithm. This meant the children needed to plan in ‘loops’ and ‘if’ statements using the available actions that link slides to other slides that is not linear in progression. This shows that students can apply PowerPoint coding to produce interactive games and quizzes using their 1:1 devices. Teachers saw how this can be done and are able to support their students and expand on how they can utilize the technology in the classroom; giving students more varied opportunities to demonstrate their learning of other topics they may do in class.

**PLPS R@dio**

The student run radio station produces excellent and quite professional sounding radio broadcasts weekly. Students learn hands on skills in sound editing, recording, managing the mixing desk, computerised playlist and DJs on microphones, to produce a show just like in a real studio. The students train in voice and microphone technique, script writing, journalism and above all team work. They are a genuine hardworking crew. Captains have real responsibilities to organise students and get things done as well as manage all the equipment. Students in the crew create all the ads and segments themselves. They come up with all the ideas. Most shows get podcast online at [http://bit.ly/plpsradio](http://bit.ly/plpsradio). This term Nathan interviewed Michael Duncan, aptly tagged the “Spray Paint Guy”. The extended interview can only be heard on the podcast online. Check it out: you wouldn’t know this was done by kids! It sounds like it’s a professional show made by adults. I am very proud of the 2016 crew!

**The Visual Arts Report**  
*(Emma Munnikhuis and Kelly Laughlin)*

**Please note for the first semester, Years Foundation, 1, 2 and 4 have Art**

**Foundation**

In Art this term, Prep students continue to explore a range of art elements, including, shape, colour and texture. They have experimented with printmaking and continue to focus on the three primary colours, incorporating drawing and collages into their work.

The Rainbow Fish written by Marcus Pfister was a great inspiration to create a very colourful piece of collage work. Students used celery sticks to create the colourful scales pattern on the fish. Blue paint dye was used to make the background and cut out sliver paper was used to create the extra scales on the fish.
Printmaking is the process of making artwork by printing, normally on paper and multiplying the image. Using a variety of materials such as lids, bottle tops, icy pole sticks, sponges, corks & pegs, students created their own printmaking art work. Each class produced a collaborative piece of an autumn tree using print images of leaves to create a colourful tree.

Year 1
Year 1 students constructed giant green paper teddies from newspaper. Loads of skill and patience was required for this project. The students loved their teddies and the secondary colour green was reinforced. Koinobori Fish were constructed from paper and cylinder rolls. This unit of work gave us insight to a Japanese celebration. Students were enthusiastic to complete their fish and hope that they too become courageous and strong.

Hessian teddies were a favourite and covered our Threads and Textiles unit of work. Students printed teddies onto hessian and embellished teddies with felt, jewels, buttons and beads.

A small study of Kandinsky commenced to make children more aware of famous artists. Inspired by Kandinsky, students took a different outlook to create a black and white version of concentric circles instead of colourful ones. These works of arts will be placed onto a class collaborative canvas. It provided loads of cutting practice and spatial awareness. Sometimes the simplest things look easy but this proves to be a challenge for most. Great perseverance Year 1s!

Clay owls were modelled from clay. This was loads of fun. We are waiting for our new kiln lid to be fitted so that they can be fired in time to embellish and take home.

Year 2
Year 2 students have been extremely busy creating collaborative canvases for the Victorian Wide Exhibition mentioned above. They are becoming more creative with zentangles drawn. These canvases were inspired by Hundertwasser. Prior to canvases, we collaged brightly coloured Hundertwasser landscapes. These are currently displayed in the hall. Take a look as they are terrific.

To extend their modelling skills we created clay birds from a printed template. Unfortunately the kiln requires a new lid and we are waiting for this to be fitted. I hope that the birds will be fired in time for the students to embellish and take home.

Pocket Dogs were also completed this semester. This activity covered the Threads and Textiles area and was based on the book, ‘The Pocket Dogs’ by Margaret Wild. Students cut, stitched and embellished fabric. Students persevered and worked extra hard to produce neat stitches. After creating their pocket they constructed a dog. Our Year 2s are super sewers!

Year 4
Students explored Modelling using Magiclay and Earthenware clay. Students modelled miniature dogs out of Magiclay. These dogs were decorated with Posca pens and proved to be a popular activity. The students then explored modelling with another medium. Butterflies were made out of Earthenware Clay. These were fired and decorated to be taken home for Mother’s Day. Students were delighted to give this art piece as a gift. At the completion of this unit of work, we compared the two mediums and learnt from our experiences. The artist, George Rodrigue, has been of interest to our Year 4 students. He is famous for his Blue Dog pieces of work. We have shared some lovely books bout Blue Dog and have been inspired to draw our own. Keep your eyes peeled as these drawn dogs are wonderful.
Currently we are completing Dry Felted Teddies. This is a favourite as it is both challenging and fun. This skill is new to most Year 4s and creates a lot of interest. Students designed their own two dimensional teddy template which was traced onto felt. Dry felting techniques and skills were introduced. Teddies will be embellished with sewn buttons, felted vests, flowers, tied ribbons and Kindy Glitz. Many skills are required for this project and it covers our Threads and Textiles unit of work. They will be adorable.

Michael Duncan – Visiting Artist
Michael Duncan our Street Artist has been a highlight and a super hit with our students this term. Michael’s street artist name is LOSOP. Most street artists develop a name to be mysterious and to create a game of guess who? He discussed the difference between graffiti and Street Art. He showed the students various spray painting techniques. Some of the techniques we learnt were: Speckle, 3D, Fade, Drip, Fill and Ghosting. Other street terms discussed were: Throwie, Ghosting and Flooding. Students were engaged and had loads of fun. After this session most students will probably like to purchase some spray paints to further their exploration but please remind them if they do not have permission to paint their art work where they would like to, then it is graffiti! And graffiti is illegal.

We look forward to Michael returning next semester to teach Years 3, 5 and 6. Students can’t wait.

Our Sunset, My World – A Victorian Wide Exhibition of Student Art – Year 2
Our Year 2 students will have 2 canvases exhibited at Federation Square on the 27th of July, 2016. We have created these pieces to suit the theme, ‘Our Sunset, My World’. It is a Victorian wide exhibition of student art to raise money for the children in Cambodia to attend school. We have discussed the meaning of the theme with all students this semester. From this we talked about what it is like to be a child growing up in Cambodia and how it compares to our life here. Students were very thoughtful and kind.

Our canvases were; *Hundertwasser inspired landscapes to spread the joy and peace nature brings in an individual unique environment which is a part of all our sunsets even though our worlds can be so different.*

Year 2 students have enjoyed creating and making these canvases. We hope that they sell and our donation to this charity will help students in Cambodia. Keep your eyes peeled for the promotion poster in our newsletter to provide more information. Please attend the exhibition to support our students and children in Cambodia.
The Musical Arts Report (Mark Drysdale/Helene Bearup)

Muscle

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

Foundation (Mrs B)

Great music has been coming out of Room 19. I am really enjoying inspiring and opening up music as an experience with the Preps. They have been learning about 3/4 and 4/4 time.

Together using tuned instruments, the pentatonic scale and percussion instruments, we have kept the beat strong as well as played improvised melodies to create an accompaniment for our singing. They even learned the waltz step and made harmonic pentatonic melodies. They also now know that a melody sounds finished if you end on a home note. In the key of C that is C! Students are developing their musical ear as they distinguish pitch as high or low and recognise individual notes in a scale. Students enjoy that we all create music together by combining layers of melody and sound; when movement and singing follow simple patterns and the beat, the music always sounds great. If you ‘feel’ the beat the music can happen!

Year 3

Students have been singing and dancing to songs from different cultures around the world. They have written their own lyrics to create parodies songs. Students have been learning to follow charts for pop songs and perform them on the ukulele, keyboard, drums and voice. Year 3 students have also composed and improvised music for Boomwhackers (tuned percussion instruments) and drum machines as a class.

Year 5

Students have been learning to read and play music for the keyboard, ukulele, guitar, drums and voice. They have been developing group performance skills such as listening, timing and dynamics.

Year 6

Students have continued performing a variety of drama circles this term and have been focussing on using facial expression, movement and voice manipulation. They have learnt riffs, chords and melodies on the keyboard aurally and by reading notation/chord charts. Students have been practising playing drum grooves and have learnt to play chords on the guitar this term. Students have been playing these instruments together as a class rock band.

The Sing Club has been rehearsing on Wednesday at lunch times this term. It is comprised of an enthusiastic group of students from Years 1-6. They have recently been recording songs to be aired on our radio show.

Humanities Report (Patty Lamaro)

Anzac Day remains a highlight of Term Two for the students and teachers at PLPS. In every classroom, children acknowledged the anniversary of the first major military action fought by Australian and New Zealand forces during the First World War. PLPS students join all Australians in pausing to reflect on the many different meanings of war. Discussions occur in classes regarding the significance of this day and what it means to Australians here and abroad.

The study of history provides ample opportunity for enriching, engaging activities. Year Two students explored ‘The Days of Old’. They delved into the history of ever changing technology (communication, internet, telephones, appliances) and what school was like 100 years ago compared to today. They visited Como House in Ripponlea...
Gardens to see how a family lived many, many years ago. Immersion in the past continues for the Year Two students, who will be experiencing a ‘Days of Old’ day at the end of the term. Children dress up in olden day clothes, attend school and participate in activities and games like children used to a long time ago. Grandparents are invited to come along in the afternoon for a chat about their past. Some of the key inquiry questions based on this topic are: What aspects of the past can you see today? What do they tell us? and How have changes in technology shaped our daily life?

Term Two also saw the Year Four students and teachers engage in learning about world history and the movement of people around the globe. Students examined the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity. Aboriginal and Torres Strait Islander peoples were a focus. The highlight was a visit from ‘Cultural Infusion’, where students learnt about indigenous Australian culture, art and history. The key inquiry questions behind this unit of study were: Why did the great journeys of exploration occur? and What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?

Reconciliation Week was recognised at PLPS from 27 May to 3 June. Each year National Reconciliation Week (NRW) celebrates and builds on the respectful relationships shared by Aboriginal and Torres Strait Islander people and other Australians. It is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation journey. The theme for this years’ NRW was ‘Our History, Our Story, Our Future’. Year Six classes explored this theme and produced some fantastic work: 6C created a colourful jigsaw puzzle timeline on an aboriginal flag backdrop. 6B produced some artistic posters that celebrated NRW, and some were so impressive they were submitted to the official NRW website.

Languages Report (Clara Mangone and Gisele Renault)
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 continue to progress in Spanish by extending their vocabulary and using it to play games and sing songs. They are mastering their counting to ten and enjoying the number games. They are learning about some of the Spanish speaking countries of South America and cultural icons, such as Machu Picchu. This term the students are learning the name and sound of some letters, in particular the letter ñ and the vowels.

Spanish Year 1 and 2
These students continue to consolidate and extend the Spanish vocabulary, e.g. learning the numbers to twenty and using their knowledge to play games and solve simple operations. They also continue to enjoy singing familiar songs, such as Hola Amiguitos, and new songs, for example, ¡Buenos Dias! The students are beginning to write and read some words and explore the short simple sentence.
**Italian Year 3 and 4**

Students in Year 3 are gaining confidence with the Italian Language through recycling vocabulary learnt in term 1, with number games, playing Tombola and counting to ten. The students in Year 4 are learning the Italian alphabet and the Italian name of other letters needed to spell their name. They are beginning to understand and use the bilingual dictionary. This term, as the students have their own computer, they are encouraged to use Languages Online to reinforce and practise Italian outside class time.

Year 4 students are invited to participate in an Italian Poetry reciting competition to be held this month at Co.As.It., the Italian Resource Centre, 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. The students taking part are preparing themselves with great enthusiasm. They are working with the alphabet and learning to use the bilingual dictionary.

**French Year 5 and 6**

Year 5s have learnt their colours in a creative way by exploring the culture of French art. They produced an art piece based on artist Henri Matisse’s cut-outs. Each lesson students are asked the date, and all students are able to give the date in full sentence. They have indirectly learnt days of the week and months via this process. Students are able to follow basic classroom directions in French. Students can now count up to 70 in French. The students have learnt the days of the week in French to the tune of the Addams family. They were given the opportunity to choreograph their own performance while singing the tune and then perform to their peers.

Year 6 students did their own French impressionism painting choosing a season and a colour scope to paint it in. They had to use the present tense of the verb ‘to be’ to describe their art piece. e.g. The haystack is yellow, the clouds are white. They also had to use their French to describe the weather. e.g. My painting is done in winter, it is cold and there is snow. Every lesson students take it in turns to say the date along with the weather. We have learnt how to talk about where we live, our address, our country, postcode and phone number. The students have applied their knowledge of bigger numbers and can now apply numbers in the thousands.